Developing Ethnorelative Worldviews in Instructional Design Teams: A Case Study

by

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A Dissertation presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Approved March 2024 by the
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ARIZONA STATE UNIVERSITY

May 2024

ABSTRACT

The focus of this study is on enhancing cultural competency and increasing an ethnorelative worldview perspective among instructional designers through an innovative approach that integrates global professionals and reciprocal learning. The study is grounded in the context of Arizona State University's mission to create inclusive learning experiences, particularly in online education, confronting the challenge of effectively providing instructional design that supports a global learner.

The dissertation builds upon the existing literature on instructional design, highlighting the need for cultural competency in a globalized educational context. It underscores the growing necessity for instructional designers to adapt their skills and approaches to meet the diverse needs of global learners. The research aims to achieve professional development experiences through a reciprocal learning framework involving international instructional professionals. The research questions explore the role of reciprocal learning in fostering ethnorelative worldviews and the perceived value of this learning for the professional development of instructional designers. The study addresses critical skills such as cultural empathy, active listening, self-awareness of biases, and a commitment to continual learning.

The research highlights the gaps in current instructional design training, particularly in the context of global education and cultural competency, contributing to the field of instructional design by proposing a model that integrates global perspectives into the professional development of instructional designers.

DEDICATION

I fully acknowledge that without the support of my family and dear friends, this work would have been left many times unfinished. No effort on my part will be enough to thank you for the patience and support you gave me throughout this process.

- To my husband, David Roman, your quiet ways of encouraging me meant the most, especially the refrigerator notes, and willingness to patiently wait for this to be over to travel.
- To my mother, Lou Ann Pate, who believed in me, made space for me to complete this, and never let me feel guilty for focusing on it.
- To my father, Jack Pate, although we lost you, I would not be doing this without your inspiration to carry me through the challenges.
- To my dear Star friends, who were never too busy for a text or a call to encourage me, understood when I couldn't participate in an event, and generously supported me through the Eastern Star Scholarship.

Thank you all.

ACKNOWLEDGMENTS

As a student of ASU, I acknowledge that the Tempe campus sits on the ancestral homelands of those American Indian tribes that have inhabited this place for centuries, including the Akimel O'odham (Pima) and Pee Posh (Maricopa) peoples. *"In keeping with the design aspirations of the New American University, ASU seeks to embrace our place, connect with tribal communities, and enable the success of each American Indian student. We reaffirm the university's commitment to these goals and acknowledge that everyone, the entire ASU community, is responsible for their achievement." President Crow, August 31, 2015.*

I want to thank my committee for their guidance in my research and for taking the time to serve as committee members. Dean Basile, thank you for your encouragement when I really needed it and your guidance in navigating this process successfully. You helped me think broadly about this work's impact and pushed me to lead with passion. Dr. Silova and Dr. Maynard, thank you for your kind words and insights at exactly the right times. You may not be aware of the wisdom you shared with me and its growth and continual impact on my work moving forward.

I am grateful to my informal LSC group, Kim, Kathie, and April and our writing weekends. Your support gave me strength to get through this process. I'm also grateful to my critical friends and intercoders, Peter, Mehwish and Samantha for their continual guidance and review of the work.

Finally, I am inspired by the many ASU staff and faculty who are dedicated to quality teaching and believe in our mission of inclusion.

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Introduction

In 1980, my father, James Pate Ph.D., conducted a pivotal study examining the responsiveness of Arizona's higher education institutions to the evolving needs of society. His study focused on two critical questions. First, how have Arizona's institutions of higher education changed in relation to the changing needs of society? Second, to what extent and in what ways has the base of higher education been broadened? (Pate, 1980). Central to his research was concern with the growth of students outside the traditional university demographics and the recommendation for strategic planning by Arizona colleges to meet a more diverse demographic. Although written 40 years ago, it aligns with the current perspective and mission of Arizona State University (ASU). The ASU website specifically states that "ASU engages with people and issues locally, nationally, and internationally," and its mission envisions that the institution is "measured not by whom it excludes, but by whom it includes and how they succeed" (ASU News, 2023, November 13). This statement emphasizes that everyone should be able to learn successfully in our ASU courses and is the inspiration for this study.

Working as an instructional designer in higher education for over 20 years, often with international students and programs, I embraced ASU's mission of inclusion and also recognized how difficult it is to achieve when we consider our students outside of traditional US demographics. Over the years, I've collected multiple stories from staff, students, and faculty about their experiences teaching and learning globally. Here are

stories from three different stakeholders in online education and the challenges in teaching and learning in a global learning environment. These stories do not represent a single person but are a compilation of anonymized information from different colleagues I've worked with over the years regarding the challenges of working in international learning environments. They highlight the complexity involved with providing global courses. They are also used to increase empathy for those of us deeply involved in delivering quality global education and highlight the critical need for action that this study addresses.

Global Online Education Stories

Global Student: Dania

In her pursuit of education, Dania had sought her dreams in the realm of online learning, a safer haven than night courses at the local college. She had been blessed with scholarships, a testament to her scholastic abilities, allowing her to enroll in an American online college program. Eager to uplift her community, Dania enrolled in business studies, hoping for a better future. But disillusionment crept in as applying theory to reality proved impossible.

During her family's religious holiday, Dania secretly attended Zoom meetings with her fellow students. Now, opening her laptop, she realized the marketing test was due in an hour due to a US holiday schedule. Dr. Stuart's unavailability until Monday made seeking an extension futile. The first question asked her to assess a marketing strategy for snow boots tailored to the attendees of the enigmatic Colorado Blues Fest. Her brows furrowed in frustration. The concept of a Blues Fest eluded her, and the

lockdown browser to detect cheating left her no options to do an internet search. *She wondered if this college degree was a futile endeavor. Would it really help her reach her dreams?*

Global Instructor: Phil

Phil Stuart, Ph., is a dedicated professor with a decade of teaching experience. Driven by his passion for education, Phil expanded the course's online format, incorporating interactive quizzes, discussions, and recorded lectures. However, as the course unfolded, a sense of exhaustion settled within him, diminishing the once vibrant energy he had felt within his physical classroom. His international students, hesitant and reserved, seemed reluctant to engage in the group activities he had thoughtfully designed. Complex debates were met with silence and discomfort. They ignored instructions to create videos answering ethics questions. Phil felt disheartened when his attempts to set up meetings were ignored, yet the students persistently sought opportunities for extra credit, leaving him with a lingering sense of disrespect. Upon the course's conclusion, Phil questioned his ability to effectively teach online to international students. Amidst his reflections, he yearned to foster a more meaningful connection with his international students. He was reminded that teaching excellence lies in adapting and evolving to meet the needs of his students. *But how would he do this? How would he know what the students really needed?*

Global Instructional Designer: Margaret

Margaret, an experienced instructional designer, prided herself on her thorough understanding of instructional design frameworks, such as Quality Matters and Universal

Design for Learning. In her recent work with Dr. Stuart, she thoughtfully implemented all her favorite practices for active and student-centered learning. However, as she reviewed his latest course session for their new international program, frustration began to set in. The students, hailing from diverse cultural backgrounds, were strong academically, but Margaret sensed a disconnect. She read posts from Dr. Stuart and sensed his frustration with the lack of student participation. The grades were lower than she expected, and there was a significant drop rate among students. Looking for more information, she noted that one of the students, Dania, had started strongly, eagerly participating in the discussions, and then faded to the end, missing deadlines and turning in work that seemed to be done at the last minute. She had reached out to her fellow students with questions. She didn't seem to read the rubrics that Margaret had carefully built and didn't follow instructions. Margaret questioned her abilities and wondered why the instructional design approach she had always used seemed to fail. She wanted to adapt and grow from this experience but wasn't sure who to ask. The other instructional designers in her unit followed the same procedures for course design. *Could there be a better way to design courses that would support these global students? Who could she ask?*

Trends in Global Online Education

Since the COVID-19 pandemic, universities have been looking to increase their enrollment with international students through online programs (Kim & Maloney, 2020). In 1976, the United Nations, a multinational organization, determined that higher education should be a right for people worldwide (United Nations, 1976, Article 13.1). The objective of providing equitable access to higher education for all, based on capacity

and through suitable means, including the gradual implementation of free education, has been difficult to achieve. In a national report in 2010, there were noticeable disparities between developing countries and regions like North America, North Asia, and Europe (Ritchie et al., 2023). In 2018, the International Consultants for Education Fairs (ICEF) Monitor predicted a 200% growth (approximately 600 million students) in global enrollment in higher education by 2040. The United Kingdom reached record-high enrollments of international students in 2019-2020, accounting for nearly 1 in 4 students (ICEF Monitor, 2018).

However, the Pew Research Center noted a 15% drop during the 2020-2021 academic year for international students attending universities in the United States, most likely from the effect of the pandemic. Fewer than 1 million students are enrolled in online or in-person courses in US universities, or 4.6% of the total enrollment at American higher education institutions. The majority of these students are from China, India, and South Korea (Silver, 2021). The United States Department of Education, in July 2021, stated a new commitment to increasing online international education.

The 2023 Hanover report on Trends in Higher Education highlights one of the trends: the creation of inclusive services for students' success. The report indicated the strong link between a student’s success and their ability to feel a sense of belonging and connection to the academic content. Data indicates that 1 in 3 students considered withdrawing from the program, and more than 50% have felt singled out due to their identity (Hanover Research, 2023). The report stated that making education culturally

relevant is critical for the future of higher education and the ability to offer multiple methods for students to choose how to succeed.

Arizona State University's Global Initiatives

Arizona State University currently has 8,351 international students on campus, representing over 50 countries, the majority from India, China, and Saudi Arabia. Currently, ASU online courses have only 3% or a little over 2,500 international students (M. Girad, personal communication, April 29, 2022). However, ASU wants to increase its international presence in all modalities, especially online programs. In 2019, ASU had a formal institutional partnership with 45 countries and more than 154 international institutions (ASU Graduate College, 2019). These agreements go beyond the traditional study abroad programs and include:

- *Collaborative-degree programs* - where students earn multiple degrees from ASU and the home institution
- *Global visiting partnerships* - students come to ASU for 6-12 months
- *Collaborative Educational Research Agreements* - institutional opportunities for collaboration focused on educational challenges

Additionally, ASU has been developing large-scale programs for international audiences. The ASU-Cintana Alliance is a global network of universities that create coordinated degree programs, including the ability for students to enroll in the ASU online courses. The ASU Refugee program aims to support students no matter where they are in the world. In 2021, sixty-four Afghan women arrived in Arizona after fleeing their homeland when the Taliban took over the country. They are now part of the diverse

community of international students taking classes at ASU. The Open Society University Network is another international partnership for ASU. Within the network, institutions partner for joint accreditations and collective opportunities for students. One of the significant ASU initiatives from this partnership is the Mastercard Foundation Scholars Program, which is working with African institutions to expand access to quality education. One initiative allows students to start college at their own institutions and then continue at ASU. Another, the Mastercard Foundation Scholars Program e-Learning Initiative, seeks to partner ASU and the United States International University - Africa (USIU-A) to build infrastructure for online learning through curriculum development, training for faculty and instructors, ecosystem design, and research. This initiative combines a 2-week Master Class with coaching and mentorship to develop professional e-Learning skills for participants. According to Reeta Roy, President and CEO of Mastercard Foundation, their mission is to develop a community of practice to learn collaboratively about digitized education (Mastercard Foundation, n.d.). In the April 2023 report by the Monitoring, Evaluation, Research and Learning (MERL) team , one of the recommendations related to this study was the need to continue to train the instructors to deliver quality online courses that were inclusive and culturally relevant (Mastercard Foundation Scholars Program e-Learning Initiative MERL team, 2023).

ASU's Thunderbird School of Global Management aims to enroll 100 million students by 2030 into a business program. Their institutional teams are designing an innovative online program using avatars and simulations. Teams of professors are designing collaborative projects to allow students to work with other students across the

world. This course is being translated into 25 different languages. All of the content will be accessed through mobile devices, and ASU will enroll students from Iran, Kenya, Mexico, Indonesia, Egypt, India, Senegal, Brazil, Vietnam, Africa, the Middle East, Asia, and Latin America (Belkin, 2022).

Faculty and students are involved with these initiatives, and a large team of instructional professionals, including designers, technologists, and videographers, work collaboratively with faculty. The role of the instructional designer is critical to understand and develop to support the growth of global online initiatives at Arizona State University.

Instructional Design Competencies

The field of instructional design originated during World War II when there was a need to create military training materials for recruits and assess trainees' knowledge accurately. During the 1980s, academic institutions adopted instructional design to support the development of e-learning courses for new audiences (Beirne & Romanoski, 2018). Instructional designers were valued for their systematic approach to designing and scaffolding learning experiences. According to Beirne and Romanoski (2018), their expertise supported the development of large learning initiatives by

- Effectively assessing the objectives of the course and aligning them to activities.
- Efficiently providing the scaffolding for building new courses that follow a clear pathway for learning.
- Engaging students with the content in a sustainable manner that allows new knowledge to be scaffolded

These qualities are critical competencies for today’s instructional designer.

Instructional Design Demographics

The U.S. Bureau of Labor Statistics does not use the title "Instructional Designer." However, their Occupational Outlook report defines instructional consultants, educational coordinators, educational trainers, and development specialists as working with curriculum and building teaching materials. They also indicate that these positions support the implementation and assessment of learning. They indicate that these positions are growing steadily and will increase by 7-10% in the next five years (U.S. Bureau of Labor Statistics, 2023). As of March 2023, in an informal Google search, there were 10,878 instructional designer positions listed on LinkedIn and over 500 open positions listed by the website HigherEdJobs, indicating a strong job market for instructional design. Many instructional designers (IDs) are former teachers who enjoy curriculum design and assessment and have transitioned into higher education or corporate training. They come from both K12 and higher education professions. According to Zippia, a job market website, 63% of the instructional designers in the US are Caucasian females between 30-50 years old (Zippia, 2021). The vast majority of instructional designers have advanced degrees, with nearly 81% having a master's degree and another 12% that have doctorates (Bass et al., 2020). These degrees are often in Educational Technology, Education, or related subjects, but their career paths vary greatly.

Instructional Design Skills

Some instructional designers start as K12 educators or teach as adjuncts in their chosen disciplines. Some are graphic designers or technology support professionals (Khan Academy, 2022). Following Universal Design for Learning principles (CAST,

2011), a framework for course design that creates an accessible learning environment, instructional designers build content for courses by scaffolding learning into “bite-sized” pieces of information. They use graphics and multimedia to connect and engage with students and design evidence-based collaborative discussions and problem-based learning activities. Instructional designers are well-educated in theories around effective course design and online design standards, including the traditional ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation) and Gagné’s Nine Events of Instruction (Ritzhaupt & Kumar, 2015).

They focus on subjects related to technology knowledge and course development. A study by Bass et al. (2020) shows that the top required skills to be successful in instructional design positions include:

1. Collaboration
2. Pedagogy
3. Project Management
4. Creativity
5. Technical Knowledge
6. Attention to Details
7. Data Analysis

The most crucial overall skill, collaboration, was cited as the ability to develop a trust-based relationship with an instructor that supports the development of a course. This research also stated that the top training needs were project management, relationship building, and communication skills (Bass et al., 2020). Another study indicated several

criticisms regarding the academic preparation of instructional designers, including the need for more information about user research and system administration, stating that the focus was only on development instead of a broader multi-functional approach. Additionally, they mention that instructional designers are often removed from the student experience and need more empathy for student challenges (Ritzhaupt & Kumar, 2015).

The most prominent organizations catering to the development of instructional designers focus on skills with pedagogy and technology using US-centric standards (Western Illinois, 2023). Online Learning Consortium offers certificates for instructional designers that include skill-building in strategies for guiding faculty through course design, analyzing various instructional theories, assessing needs for online course resources, identifying current best practices, and applying the SUNY Online Course Quality Review Rubric to assess quality courses. (Beirne & Romanoski, 2018) Quality Matters (QM) Association promotes online course design and gives instructional designers a network to find partnerships and mentors. Their national rubric focuses on eight core standards that include accessibility, student engagement, technology, assessment, and alignment of activities. These values frame the development and competencies of instructional designers (Legon & Garrett, 2017).

Universities that offer degrees in instructional design focus on theories and processes, offering courses in three key areas: learning sciences, data translation to visual formats, and information architecture. In an informal review of eight institutions offering degrees in instructional design, none listed courses related to international or global

education. Instructional designers often stay current on issues through conferences, workshops, and seminars (Pappas, 2014). Only recently have national instructional design organizations started to focus on issues of diversity, equity, and inclusion, mostly from a US-centric perspective or a focus on accessibility.

National competencies for instructional designers do not specify cultural empathy or cultural intelligence. However, they do require the ability to conduct a complete audience needs analysis. This would require an instructional designer to develop detailed descriptions of the learner audience, the goals that should be achieved, and the gaps in knowledge that need to be addressed. If the instructional designer fails to understand the audience's needs thoroughly, there are often mistakes in the design that create challenges and potential failure to the student's ability to complete the assignments.

Arizona State University's Instructional Design Community

The current Arizona State University instructional design staff are 81% non-minority culture, many educated with graduate degrees from traditional academic institutions in the US, and have had little experience working abroad or with internationally diverse communities (ASU University Office of Institutional Analysis, 2022, April 29). Until recently, this US-centric perspective was not a problem, as most of the students were located in Arizona and had attended schools in the United States. However, with a growing focus on online and international students, instructional designers are tasked with designing courses for global audiences. Few, if any, instructional designers can identify formal courses they took dedicated to a global understanding of education, cross-cultural communications, or cultural competency

(School of Life Sciences, 2021). Most of their post-college professional development comes from conferences, seminars, and workshops the ASU instructional design community attended.

ASU regularly offers opportunities for staff to develop professionally, but few sessions focus on building cultural competencies for working with global populations. The ASU Global Advocacy Program (GACP) with Renee Bhatti-Klug, EdD, is open to all ASU staff and faculty. The GACP is a two-semester program that aims "to cultivate a globally-minded campus" (Bhatti-Klug, 2022, p. 10). Participants attend multiple workshops and have access to online resources to begin to build their awareness of intercultural topics and better support international students on campus. Another opportunity for ASU instructional designers is a regular community of practice groups through the ASU Instructional Designer meetings hosted by ASU Online each month. However, a 2022 email list of agendas for this meeting indicated that only 1 of the 126 ASU ID previous presentations focused on any global aspects of learning (M. Loder, personal communication, June 17, 2021).

Situated Context

Instructional designers are considered "second career" staff that often move from other jobs in teaching to this role (Peck, 2024). I am an example of this situation in that I started working in advertising and website design after college in 1988. I started teaching at a local college in 1993 and immediately realized the challenges of teaching a group of students that had very different backgrounds and values from my own. In January 2000, I moved to Phoenix to be the Faculty Liaison for the Thunderbird School of Global

Management and support digital coursework and technologies. Thunderbird was a small non-profit graduate university where 60% of the students were non-US citizens. Their new initiative was to develop an online graduate business degree, and I immediately faced new challenges working with diverse faculty and student communities.

Thunderbird increased my awareness of the diversity in cross-cultural communication worldwide and helped me develop empathy through continual relationships with diverse students and faculty. With physical campuses and online students in North America, Mexico, South America, Europe, and Asia, the traditional US-centric teaching structure was often met with challenges. Student teams worked together differently, and the authority and role of the instructor varied.

My most lasting lesson came from working with a group of Afghani women and learning about the conditions they faced in education. I was tasked to train them on making presentations and shared several US-centric tips that would not work in their communities. I have learned to be transparent, acknowledge my mistakes quickly, and do my best to rectify them. I believe this process worked to build cultural competency but was ineffective in the length of time to master. The personal connections with people and strong professional relationships allowed me to ask questions, and through those experiences, I gained knowledge about global education.

After leading the development of a top-rated online program at Thunderbird, I moved to Arizona State University in 2014 to pursue new opportunities. The School of Life Sciences (SOLS) was a large Arizona State University system school, enrolling over 100,000 students. Plans within SOLS moved to quickly create more digital resources and

a new online undergraduate biology program. Scale is always an important initiative at ASU, and in 3 years, SOLS's programs grew its online enrollment to 3,500+ online students, nearly 50% of SOLS's overall student enrollment. Again, these courses faced challenges in working with diverse global populations, and I struggled to work with external vendors to create online lab simulations. We collaborated to make more accurate depictions of indigenous people for the avatars and storylines that represented and respected diversity, establishing a series of standards to assess the diversity of avatars and have representation similar to the ASU community (Pate, 2020).

Currently, I am serving as the Director of Learning Technologies in the Office of the Provost. I am charged with thoughtful and strategic planning for supporting instructional design teams and the faculty teaching courses in our digital learning environments. My past work of implementing processes for course development and quality control for different schools and units has now expanded to plan for the institution. My focus on inclusive course design is branching into new initiatives and institution-wide professional development for digital competencies, accessibility, and emerging pedagogies. Partnerships with international academic institutions and local indigenous communities are often connected to Provost initiatives, as well as supporting our other Arizona universities. However, having followed the path to leadership through instructional design, I am deeply passionate about upskilling the competencies that instructional designers will need in the future, and as such, this study aligns with those personal goals.

In 2022, I had an opportunity to speak about course design in Germany and Finland and share ASU's practices for online instructional design. I was excited to present, just like "Phil" in the instructor's story. I readied myself with workshops on active learning, experiential learning, inclusive frameworks, and innovative technologies to show how they were used successfully at ASU. After two weeks on site, I quickly realized the complexity of sharing ideas across institutions. Graduate students told me that although the activities were good, they would never work at their institution. Their students' needs were vastly different than those at ASU. They also had issues with technology privacy concerns and government regulations that I had not considered. The other institution welcomed our ASU inclusive practices, but I realized that the collaborative process they used to design a course, utilizing all stakeholders in a community forum, would be complex and difficult to implement in my institution. Even with my international work experiences guiding me, I came away from this trip with conflicting messages and a need to deconstruct ideas. I was unsure where to go to grapple with these global issues.

The instructional designers at ASU are a strong and capable group of professionals focused on student success. They are well-trained and experienced with the current practices and frameworks of instructional design and are poised to influence quality decisions for course design. If ASU's mission is to grow enrollment into more global contexts, attention needs to be given to the instructional designers' professional development in global education and cultural competency to support these initiatives. The result of this gap could be a diminished quality of learning experiences for our global

students, like “Dania” in our first story. I fear that mistakes from the previous opening stories in this chapter could repeat unless there is an intervention to build cultural competency.

First Cycle of Action Research Process

According to Mertler (2017), action research is a process that involves repeated attempts to address a problem in practice. The researcher-practitioners conduct a thorough study of the problem by consulting relevant literature and data, and then they formulate and test an innovative solution to mitigate the problem. His action research process involves four stages. The “Planning Stage” is where the researcher identifies the topic and begins gathering information based on literature to form a research plan. The “Acting Stage” is next and allows the research to collect and analyze the data. The “Developing Stage” defines the action plan for moving forward. The process ends with “Reflecting Stage” where the process is reflected on, and the results are shared with the community. After the final stage, the researcher returns through the cycle to redefine and consider deeper information. The insights gained from this process are used to inform and guide future cycles of inquiry, and in this study, the initial cycle gave insights into the current instructional designers at ASU.

The first cycles in this study focused on understanding the Arizona State University instructional designers and their experiences with global education. With a semi-structured interview, instructional designers were asked to reflect on how they were trained to work with global students and their initial thoughts about applying that knowledge to designing courses for global students. The results from the first cycle

resulted in three themes. First, the instructional designers' academic programs lacked a specific global education context. The participants could not remember any specific examples of courses dedicated to instructional design from a global perspective. A few mentioned that there may have been a single assignment that "touched" on global education, but it was not the primary focus. Second, their knowledge of global course design was built through work experiences and informal learning opportunities. They mentioned having a colleague who mentored them. One of the participants had a work assignment with an international institution and discussed the challenges of working and trying to bring their knowledge to a different institution in a different country. The final theme was that all the instructional designers relied heavily on using the Universal Design for Learning framework rather than considering specific cultures and their needs. When asked if UDL supported global students, their initial response was positive, but in open reflections, they started to question whether it would meet the needs of diverse global learners. One stated, "I realize I make many assumptions in a course design that assumes the students will be like me."

A second exploratory cycle was conducted to continue this cycle of learning and to gain more insight into the understanding of global learning among ASU's instructional design community. This cycle used a random group of ASU instructional designers and started with a self-efficacy pre-survey to determine their confidence level in designing global courses. The participants took the Global Mindset Inventory (GMI), which is a business assessment used to determine if someone has the skills to work with diverse colleagues and in diverse locations. Two inventory categories, Global Psychological

Capital and Global Social Capital, were reviewed. These appeared to be the most relevant for instructional designers based on their job descriptions. Their scores were compared to a grand mean of all the GMI assessments completed. The instructional designers scored much higher than the grand mean in the area of Cognitive Complexity, which looks at the ability to quickly grasp abstract or complex ideas and explain them simply and clearly. Additionally, their score in Cosmopolitan Outlook shows an understanding of important aspects of the world, including cultural, historical, and political issues. For Social Capital, the instructional designers were slightly higher than the grand mean in intercultural empathy and diplomacy. These areas highlight the strengths needed to work collaboratively with diverse people and have strong listening skills that emotionally connect them to others.

However, the instructional designers had a much lower mean for Interpersonal Impact, which focuses on having influential networks of people from other cultures. Psychological Capital indicates slightly lower scores in all three categories for instructional designers, including a passion for diversity, self-assurance, and a quest for adventure. The lowest score in this area is under self-assurance, which measures self-confidence in uncomfortable and difficult situations. They are also shown as less likely to be experienced in challenging or unpredictable situations. Although they are passionate about learning about other cultures, they do not have as much experience in this area. The complete scores are shown in Appendix A.

After completing and debriefing the GMI, the participants in this cycle attended a workshop where a global design project at ASU was presented and discussed. This case

example highlighted the extensive changes the ASU team had made to a program based on the needs of the demographics of an audience in Mexico. The team discussed the need for alignment with the community's cultural values and preferences. After the workshop, the participants completed a post-survey asking about their confidence in working on global projects. This time, there was an apparent Dunning-Kruger effect. All their scores dropped in self-efficacy as they realized the complexity of working globally. Their reflections acknowledged the need for more training and gaps in their current knowledge.

These two research cycles indicated a need to develop a larger study to further explore building cultural competency for instructional designers.

Purpose of the Study

The purpose of this study was to determine the effectiveness of an innovative approach to expanding worldviews to build cultural competency for instructional designers by combining global professionals and the structure of reciprocal learning. This study seeks to explore the impact of reciprocal learning on ethnorelative worldviews within an international instructional design team. Specifically, it aims to assess how such interactions expand cultural competency skills such as cultural empathy, active listening, awareness of personal biases, and a commitment to ongoing learning. Additionally, the research will investigate how individual instructional designers value reciprocal learning and intercultural experiences for their professional growth. The next chapter presents key aspects of previous studies and literature on cultural competency and instructional design competencies that frame this study. It also reviews the learning theories needed to

develop the structure and methods appropriate for this study, leading to the design of an intervention to increase cultural competency for instructional designers.

CHAPTER 2: THEORETICAL PERSPECTIVES AND LITERATURE

Introduction

In Chapter 1, we discussed and defined the context of the problem of practice as a research project focused on building ethnorelative worldviews for instructional designers through a reciprocal learning environment. The research questions focus on developing that characteristic and the value to instructional designers as they develop the skill. This chapter reviews the literature to build a foundation for understanding the key terms, frameworks, and previous studies that will guide this study and build a foundation for the proposed innovation in Chapter 3. The first section of this chapter reviews the many roles of an instructional designer, including the difficulty of standard roles and responsibilities. It also discusses the national competencies expected of instructional designers and highlights the numerous frameworks that guide instructional design work. The second section specifically reviews the literature regarding cultural competencies and models. This section begins with creating baseline definitions, including cultural responsiveness and humility. It discusses various models for measuring cultural competency and the key attributes that are associated with someone who has cultural competency. In the final section, cultural competency is reviewed from the context of higher education and within the specific instructional design community. The final section of this chapter reviews the educational theories and literature regarding action research, which will guide this study. Additionally, it sets the role of the research practitioner and strategies to avoid bias, which will influence the design of the methodology in Chapter 3.

The Role of Instructional Designers in Academic Institutions

The field of instructional design is expanding within academic institutions. Institutions are hiring staff members tasked to support the development of many new online and hybrid programs at an institution (Zippia, 2021). These programs are also increasingly used by students throughout the world and in a variety of local environments and varying conditions for learning. Therefore, instructional designers must be aware of how their design decisions will influence these global learners and build their awareness of the challenges they face while taking online and hybrid courses.

Instructional designers are often employed within centers for teaching and learning that support course development within an academic institution. According to Kim & Maloney in *Learning Innovations and the Future of Higher Education*, these centers have taken on new roles as change agents. They are increasingly changing their focus from faculty support to focus on quality programs and learning within both digital and experiential learning environments. Yale, Duke, and Georgetown universities highlight these centers and the staff that fill positions within them as experts in learning research. Their missions are changing to a more proactive approach to learning *transformation* and the success of students (Kim & Maloney, 2020).

Instructional designers are uniquely positioned as change agents for an institution. Unlike administrative leaders, instructional designers are partners in supporting faculty, leading them through various faculty development training, organizational skills, classroom strategies, and technology implementation. (Foureman, 2010; Tessmer & Harris, 1990) They work toward a purpose, guiding faculty and course development

towards institutional goals of quality and scaffolded learning opportunities. As “servant leaders,” instructional designers motivate faculty to self-direct toward organizational achievement (Jones & George, 2009, p. 497). They empower others first, treating them as equals and developing long-term relationships with faculty. Because they are trusted and supportive, they are considered experts in implementing change (Northouse & Lee, 2019).

Although there has been extensive research on faculty development, the focus on the role of instructional designers is less examined, yet their role is critical to successfully implementing change (Foureman, 2010).

Additionally, as we look at the need to develop courses used in global environments, the instructional designer's attitudes, values, and beliefs will determine the design decisions during the development of the course and whether the outcome is effective for the global context.

National Competencies for Instructional Designers

Competency is described as the combination of knowledge, skills, or attitudes that allows an individual to perform job-related tasks effectively, meeting the expected standards in a professional setting (Richey et al., 2001). The task of defining the essential competencies for Instructional Design and Technology (IDT) professionals has been an ongoing area of research for many years. One of the early pioneers in this effort was Gagné (1969), who endeavored to pinpoint the necessary competencies for instructional technologists. He proposed that these competencies should encompass three key areas: values, knowledge, and methodologies. In the values domain, he emphasized the

importance of commitment to empirically-based instructional design practices and open communication. Regarding knowledge, he suggested that instructional technologists should be well-versed in their specific subject areas, instructional methods, and, crucially, instructional theories. The methodologies domain, according to Gagné, should cover essential skills such as analyzing and evaluating learning outcomes, assessing instructional impact, conducting statistical analysis, and effective communication.

Instructional design in higher education is a field that requires multiple skills to analyze, design, and develop solutions to learning for adults. Often, the approach is iterative and non-linear. By applying various frameworks, most instructional designers consider the systemic factors that contribute to the project, including communication and project management. In *The Instructional Design Trainer's Guide: Authentic Practices and Considerations for Mentoring ID and Ed Tech Professionals* (Stefaniak & Reese, 2022), contributors Klein and Kelly observed that the primary employment sectors for instructional designers include business and industry, higher education, consulting, and healthcare. They highlighted that key skills for instructional designers comprise instructional design, instructional technology, communication and interpersonal abilities, management, and personal skills. Additionally, they outlined various roles played by instructional designers, including performance analyst, project manager, learning consultant, researcher, instructor, writer, media and web developer, trainer, evaluator, and asset manager, as identified by IBSTPI in 2012. Consequently, various job titles for instructional designers have emerged in the job market, such as educational designer, instructional technologist, learning designer, curriculum developer, e-learning developer,

online training consultant, training manager, and performance-improvement consultant (Klein et al., 2004).

This section reviews instructional design standards used by national organizations for competencies and course development to identify the gaps in cultural competency and establish a foundation for how instructional designers develop professional skills. This section includes a review of the International Board of Standards for Training, Performance, and Instruction (IBSTPI), Universal Design for Learning, the Quality Matters Rubric, and the Peralta Equity Rubric.

Several professional organizations, including the IBSTPI, the International Society for Performance Improvement (ISPI), the Association for Talent Development (ATD), the Association for Educational Communications and Technology (AECT), International Society for Technology in Education (ISTE), Online Learning Consortium and University Professional and Continuing Education Association (UPCEA) have proposed national standards for instructional designers. IBSTPI recently submitted 22 measures for instructional performance aimed at instructors and instructional designers in response to the changing learning environment (Appendix B). These measures stemmed from the effects of the pandemic and included new technologies and new instructional models for learning that had not previously been considered. They redefined what competency meant for instructional professionals, including a need for "growth identity" and an attitude of continual improvement cycles. For instructional designers in higher education, the study defined five core competencies, including effective collaboration skills, a foundation in learning theory and principles, effective communication through

multimodal approaches, the ADDIE procedures for design, and software skills for learning management and e-learning authoring (IBSTPI, 2022). The study indicated that within the education industry, instructional designers were not required to have formal coursework and, instead, often received professional training through their workplace. Other studies support this point on developing competencies through the workplace by stating that instructional designers need to have an identified willingness to learn on the job and adapt quickly to evolving products and technologies to succeed (Ritzhaupt & Kumar, 2015; Wang et al., 2021).

These IBSTPI competencies do not point specifically to a need for cultural competency but instead, support the ability to communicate and collaborate with diverse stakeholders and fully understand students' needs through a systematic approach to learning design. When instructional designers use a systematic approach to designing courses, one of the essential competencies is the ability to identify and describe a target population. IBSTPI states that within this competency, instructional designers must be able to determine the characteristics of the "physical, social, political and cultural environment that may influence learning, attitudes, and performance" (IBSTPI, 2022). This competency is considered an advanced-level skill. In another competency, IBSTPI states that for designing instructional interventions, an instructional designer must accommodate cultural factors that may influence learning and, therefore, need to be knowledgeable about different cultures (IBSTPI, 2022).

Although IBSTPI is considered an international organization as of March 2023, six of the seven members of the Board of Directors are from US institutions. This lack of

diversity must be considered when reviewing their recommendations. Rogers et al. (2007) stated that instructional designers can be impacted by their cultural biases when designing courses. In formal instructional settings, the instructional professionals and their unique backgrounds and perspectives can significantly influence design decisions. Instructional designers are aware that they may be culturally different from the group for whom they are designing courses, but there is limited awareness. Rogers et al. (2007) suggest that a more dynamic approach to design that considers the complexity of a learner's cultural values and individual unique characteristics is needed. He also implies that awareness may not transfer to the application of course design, stating that instructional designers may think they are free from assumptions by using standardized frameworks. However, their assumptions are implicit and have an inherent bias. One of the most common false assumptions happens when instructional designers identify their own thinking and behavior as human nature and inherently the correct way to learn or teach (Parrish & Linder-VanBerschot, 2010). Instructional designers need to spend additional time analyzing the learners and then consider cultural aspects in each phase of the design process to work with multicultural students. Parrish and Linder-VanBerschot (2010) also state that challenges for instructional designers include an appreciation of student values, awareness of one's own culture, accepting responsibility for student success, and acknowledgment that not all instructional strategies will be appropriate across different cultures. They may need to be modified, adapted, or unused. Other studies by Gunawardena et al. (2021) have questioned whether traditional instructional

design models are so heavily rooted in Western culture that they are useless for global course design.

Instructional Design Frameworks

In *The Instructional Design Trainer's Guide: Authentic Practices and Considerations for Mentoring ID and Ed Tech Professionals,* Stefaniak and Reese (2022) review these competencies from a perspective of teaching and developing them and include additional areas that include promoting equity and inclusive design, creating a sense of belonging, adaptive paths for learners, recognizing that systemic factors influence learning environments, and supporting creative innovation with assessment. Additionally, the ID's first role is to know the learner beyond demographics but also consider their learning environments and priorities (Stefaniak & Reese, 2022). One of the chapters in this book focuses on the need for reflective practice as a process for instructional designers to continually develop and learn from their complex work. This practice develops a process for learning from prior experience and mistakes to apply new knowledge to shifting situations. Students can begin with reflective writing with scaffolds to guide personal reflection and critique, eventually becoming more aware of their own reflective practice (McDonald & Cater-Steel, 2016). This practice suits instructional designers well, especially those tasked with culture-related work that is part of understanding the learner. Instructional designers need to be aware of culture and its influence on learning, and although difficult, be aware of personal bias in design decisions. Suppose an instructional designer designs a learning activity where students pose questions to an instructor. In that example, the instructional designers may not be

aware that in some cultures, students are considered rude for this activity, and other cultures highly value inquisitiveness. Instructional designers need to identify these expectations and pursue learning activities and paths that are more appropriate. This competency is considered a surface-level understanding of culture. The task, known as a needs analysis, is typically completed at the beginning of the design process. However, it is also recommended that a reflective analysis of the data be completed after implementation to identify and address more nuanced cultural mismatches.

Instructional designers use multiple frameworks to assist with designing learning activities, assessing course design, and building quality courses. These frameworks, integral to formal and informal instructional design training, aim to provide a systematic approach to designing quality courses using effective learning strategies. Some of the more relevant frameworks are discussed in the following section.

Andragogy

Piaget believed that the leader's role involved shaping the learner's experiences in the learning environment and promoting experiences for mindful growth (Ornstein & Hunkins, 1998). The teacher is considered a guide that allows learners to engage in creative interactions with knowledge. Knowles, Holton and Swanson (2005) proposed a theory of adult learning, pedagogy for adults, called andragogy. There are six principles of andragogy. The first principle is the learner's need to know: "how learning will be conducted, what learning will occur, and why learning is important" (Knowles et al., 2005, p. 133). Second, self-directed learning is the ability to take control of the techniques and purposes of learning. Prior experience of the learner impacts learning by

creating individual differences, providing rich resources, creating biases, and providing adults with self-identity. The fourth principle is readiness to learn, where adults become ready to learn when their life situations create a need to learn. The fifth principle is an orientation to learning. Adults prefer a problem-solving orientation in learning. In particular, they can learn best when knowledge is presented in a real-life context. Finally, the sixth principle is motivation to learn. Adults are highly motivated to learn when they can gain new knowledge to help them solve important problems in their lives. Vygotsky and Dewey believed that people learn naturally and work collaboratively. Interactivity promotes motivation for adults, as well as problem-solving opportunities (Hall, 2007).

Universal Design for Learning

The most widely accepted framework for inclusive instructional design is the Universal Design for Learning (UDL). UDL is a proactive, evidence-based framework that designs learning environments that support the diverse needs of learners (Meyer et al., 2014). Three core principles of UDL are to provide multiple means of 1) learner engagement, 2) representation and perspectives, and 3) action and expression of knowledge. Additionally, nine UDL guidelines are associated checkpoints for each principle, providing teaching practices and learning strategies for instructional professionals. For example, with learner engagement, instructors are encouraged to provide options for recruiting the learners' interests by optimizing individual choices and autonomy. Under the principle of expression, the learner should be given options for accessing different tools and technologies for communication.

The fundamental statement of UDL is “what is essential for some is good for all” (Meyer et al., 2014). This statement also shows the theory's limitation to considering arguments from a cultural perspective that argues against universal standards and for appreciating unique and individualized cultural differences. In a UDL model, students are responsible for their own success and given multiple ways to gain knowledge. However, criticism includes the difficulty in effectively applying this framework and the lack of studies impartially assessing its effectiveness. UDL may not address the specific cultural or linguistic needs of diverse populations of students (Avallone, 2018).

Quality Matters Rubric

Another framework for instructional design is Quality Matters (QM). It is developed by a widely recognized nonprofit organization incorporating research-based best practices into online course design. QM rubrics use a process of structured assessment and incorporate practices for the success of students into standards for an effective course design. Focused on developing faculty members who often lack the skills required to design online instruction effectively, it provides workshops and practices with a rubric to build competency (Sadaf et al., 2019). With eight general standards and 42 specific review standards, the QM rubric is a comprehensive scoring system widely accepted for online courses by instructional professionals. The standards include assessing measurable learning objectives, learner interactions, technologies, and accessibility. Courses are reviewed by three peers outside the instructor’s institution to assess whether a course meets the suggested standards (Legon & Garrett, 2017). It does not explicitly address culture but certainly supports practices that follow UDL practices

and accessibility measures to make courses inclusive. The QM rubric is criticized for its Western-centric structure that does not allow for complex and alternative modes of teaching and learning. The rubric is often seen as a prescriptive template, and little attention is directed to the workshops, training, and support necessary to use it effectively. Other critics point out the lack of attention to power dynamics, the use of the rubric as a punitive administrative tool, and the general sterile language used instead of a more human-centered approach (Burtis & Stommel, 2021). QM also does not address any form of reciprocal learning or allow students to co-create knowledge or personalize their pathway. Rubrics, models, and "best practices" are rampant in higher education because institutions want assurance of quality but also because they want to control for variables. Rubrics are authoritarian, even colonizing, at their core. Burtis and Stommel (2021) advocate for reimagining different criteria for redesigning the QM rubric that includes acknowledgment of community, ethical approaches to technology, and human-centered approaches to course design.

Peralta Equity Rubric

Given the previous concerns about the QM rubric being a tool that creates ethnocentric worldviews, the other rubric widely adopted by instructional designers is the Peralta Equity Rubric. Developed by the Peralta Community College District as an evaluation instrument specifically focusing on making online courses equitable, it seeks to define equity as "freedom from biases, assumptions, and institutional barriers that negatively impact online learners' motivation, opportunities or accomplishments" (Peralta Community College District, 2022). This rubric is entirely built into an open-

access model and used with the California Virtual Campus Course Design Rubric. It addresses accessibility similarly to the Quality Matters rubric but also focuses on the implicit and representational bias. It follows the UDL's broad principles by advocating to make activities engaging by connecting content to the lives of the students. There are eight equity criteria that include Technology, Student Support/Resources, UDL principles, Diversity and Inclusion, Image and Representation, Human Bias, Content Meaning, and Connection and Belonging. Each criterion of the rubric is assessed as "incomplete," "aligned," or "exemplary" (Peralta Community College District, 2022).

The Peralta Rubric and the Quality Matters Rubric are criticized for using rubrics, which are Western-centric constructs. However, the Peralta Rubric is seen as a more human-centered approach. Peralta, having only recently been developed in 2018, has had fewer scholarly research studies focused on it. However, it has been evaluated from the lens of social justice and has been found to incorporate numerous practices that support racially and ethnically diverse online students (Dawson, 2022).

Cultural Competency Definitions and Models

Paulo Freire stated, "It was by traveling all over the world...that I came to understand my own country better. It was by seeing it from a distance, standing back from it, that I came to understand myself better. It was by being confronted with another self that I discovered my own identity" (Giroux, 1992, p. 180). Freire acknowledged that developing his core ideology needed the experience of different people to evolve fully. Postcolonialism moves beyond national identities and aspires to find "a more generous and pluralistic vision of the world" (Said, 1993, p. 266). Through those experiences, he

began to understand bias, power dynamics, and the oppression of groups, which blinded his thinking. Instead, he posed concepts to challenge traditional teacher-student hierarchy and advocate for co-constructive learning processes that support decolonial aims to foster more flattened power structures and a more inclusive approach to learning.

Decolonialism theory in education challenges the dominance of Western-centric epistemologies, advocating for the recognition of diverse, globally entangled perspectives. This approach critiques the universal application of Western analytical frameworks, emphasizing the importance of "delinking" from colonial knowledge systems to allow for a plurality of worldviews. It acknowledges the value of the "Other" in expanding understanding and defamiliarizing established norms. The decolonial option does not seek to impose a new universalism but rather to create a non-hierarchical space where multiple epistemologies can coexist. It calls for scholars to decolonize knowledge and subjectivity, transforming self-understanding and validating diverse origins and lived realities in the interpretation of the world (Silova et al., 2020).

Cultural competency involves understanding and valuing the cultural backgrounds of all participants, facilitating a more inclusive and equitable learning environment that challenges dominant narratives and supports the decolonial aim of valuing multiple ways of knowing and being. In this next section, various definitions and frameworks associated with developing cultural competency will be reviewed, as well as how it might be assessed.

Defining Factors of Culture

"Culture" is defined as an integrated pattern of learned human behaviors (e.g., styles of communication, customs) and beliefs (e.g., views on roles and relationships) shared among groups (Robins et al., 1998). The word "competence" implies having the capacity to function effectively with a cultural group (Cross, 2012). Cultural competency refers to the ability to interact effectively and respectfully with people from different cultures and backgrounds. It involves understanding and valuing diverse cultural perspectives and adapting your communication style and behavior to better connect with individuals with different beliefs, values, and traditions. Cross (2020) described the process of becoming culturally competent as a continuum ranging from cultural destructiveness, cultural incapacity, and cultural blindness to the ultimate goal of cultural proficiency. Cultural competence is a developmental process that evolves over time rather than being a static, one-time achievement (Cross, 2012). Although often used incorrectly in the media, the Spring Institute of Intercultural Learning defines "multiculturalism" as a society with several cultural and ethnic groups that may not engage or interact with each other. Cross-cultural focuses on comparisons between those groups, and intercultural, which is used for this study, describes a deep understanding and respect for all cultures. No single culture is considered the "norm," and everyone learns equally from one another in the process of growing together. Competence is the ability to respect others and create and foster inclusive spaces to provide availability and accessibility of services in a manner that meets the varying needs of people with different backgrounds. Cultural competence for professionals comprises cultural awareness,

knowledge, skills, encounters, and motivation, which involve mirroring one's own cultural habits and values (Sieck, 2017). Cultural competence, when applied to education and teaching, is often equated with cultural responsiveness. These terms create a sense of action and advocacy and move beyond awareness and sensitivity.

Cultural Responsiveness is planning for and implementing inclusive behaviors in response to diverse and multicultural opportunities and challenges (Bhatti-Klug, 2022). It often refers to attitudes of compassion and empathy and is associated with developing instructors' ability to use "cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them" (Pringle, 2020).

Intercultural Models and Assessments

Intercultural sensitivity is defined as the ability to engage effectively with others who are culturally different. Intercultural competence is generally defined as the ability to value other cultures as one's own and incorporate a reflective perspective toward understanding. This ability is developed through a defined set of cognitive, affective, and behavioral skills (Bennett, 2017; Cartwright, 2012). Rivera et al. (2010) define it as an inclusive and accepting attitude toward groups from other cultures.

All intercultural competence models attempt to predict the complexity of intercultural effectiveness. Bhaskar-Shrinivas et al. (2005) identified three types of competency outcomes: psychological (e.g., cultural adjustment), behavioral (e.g., intercultural cooperation), and performance (e.g., job performance and global leadership effectiveness). Many of the frameworks and theories in this section discuss skills and

strategies within these three areas. In a recent study, Leung et al. (2014) reviewed five competency tools and the traits, attitudes, and behaviors associated with intercultural competence. The five tools are the global leadership competency model (Bird & Osland, 2004), the global mindset model (Javidan & Teagarden, 2011), the multicultural personality model (van der Zee & van Oudenhoven, 2000), the Developmental Model of Intercultural Sensitivity (Bennett, 2017), and the cultural intelligence model (Leung et al., 2014).

Bird and Osland (2004) developed the global leadership competency model by combining theory and research into 17 dimensions with three broad factors: perception, relationship, and self-management. This model combines traits (e.g., inquisitiveness), attitudes or worldviews (e.g., cosmopolitanism), and capabilities (e.g., emotional sensitivity and social flexibility). It is comprehensive and complex.

Global Mindset is often linked to organizational performance and was originally coined by Rhinesmith (1992) as a "cognitive filter that embraces the complexity and paradoxes inherent in global interactions." Although there are a variety of definitions and modifications, the general characteristics are defined as a focus on the knowledge and skills required for culture and intercultural work. Javidan and Teagarden (2011) consolidated the concepts of nine subdimensions with three capital areas of psychological, social, and intellectual skills. This comprehensive model yielded strong correlations between social capital and the other two, indicating that more assessment may be needed to determine validity.

The multicultural personality model (van der Zee & van Oudenhoven, 2000) consists of five specific traits predictive of multicultural effectiveness. These traits are similar to the previous models, with emotional stability, social initiative, open-mindedness, cultural empathy, and flexibility as the core factors determining individuals' ability to interact in multicultural environments. The core premise is that having a stable personality is a reliable predictor of effectiveness in multicultural environments.

The model of intercultural sensitivity is an intercultural competence tool that Bennett (2017) developed. It uses the concept that the development of intercultural competence is on a continuum, moving from ethnocentric to ethnorelative worldviews. As the individual develops experiences and learns to work with increasingly complex issues from multiple cultures, they move into a more effective mindset. The model developed by Hammer (2023) has six distinct stages through which an individual progresses in their competency development. These are denial, defense, reversal, minimization, acceptance, and adaptation.

The final tool, Cultural Intelligence (CQ) is also the best known. It also reviews the capabilities needed by individuals to effectively manage and lead projects in intercultural environments. It comprises four factors: (a) metacognitive cultural intelligence (i.e., the mental capability to acquire and understand cultural knowledge), (b) cognitive cultural intelligence (i.e., knowledge and knowledge structures about cultures and cultural differences), © motivational cultural intelligence (i.e., the capability to direct and sustain energy toward functioning intercultural situations), and (d) behavioral cultural intelligence (i.e., the ability of behavioral flexibility in intercultural interactions).

It also considers motivation to be a key factor in effectiveness as it is what drives the decision to work through complexities and frustrations that may appear in multicultural situations. Cultural intelligence is reliable and consistently predicts outcomes based on behaviors that promote idea-sharing and the development of social networks to enhance performance outcomes. It advocates for embracing, cooperating, and indulging in unique differences and adapting to those differences without losing your own identity. One of the first tools in this suite of assessments is the Cultural Value Profile, often used to create awareness of an individual's preferences and how they might influence communications and workplace interactions with others. This tool uses Cultural Value Dimensions to find shared values between clusters of groups based on language, religion, history, and geographic location. However, an individual may or may not necessarily hold the same cultural values as their associated dimensions.

All of these tools assess aspects of cultural competency and also overlap in the key areas that are needed for an individual to be successful in multicultural or intercultural situations. Cultural awareness appears to be the first step in the active process of becoming well-informed about diverse individuals' interpersonal and cultural values. Cultural sensitivity is similarly defined as "an awareness of, and willingness to, investigate the reasons why individuals of another culture act as they do" (DuBrin, 2014. p. 176). It identifies certain nuances in customs that help to build better relationships with people from different cultures. Cultural Intelligence is an advanced aspect of cultural sensitivity. It is understood as "an outsider's ability to interpret someone's unfamiliar and ambiguous behavior the same way that people from that culture would" (DuBrin, 2014. p.

177). Livermore (2011) described cultural intelligence as "the capability to function effectively across a variety of cultural contexts, such as ethnic, generational, and organizational cultures" (p. 5). Cultural intelligence is often seen as a precursor to cultural competence. These terms signify a passive reaction to cultures in that being aware and understanding diverse individuals may not transfer into actionable work.

Globalization and technology have allowed us to consider that every human interaction is, in a sense, an intercultural encounter. We are no longer insulated from differences, and yet, few are actually educated to perceive this interconnectedness (Olson & Kroeger, 2001). Originally defined in 1947 as simply consisting of varied cultural groups, in 1965, multiculturalism evolved in definition to that of a co-existence of diverse cultures in a society. This definition clearly misses any aspect of the levels of engagement or interaction between the cultures or the intersectionality of individuals within cultures. It also does not address any aspect of an individual developing the ability to move between or communicate meaningfully with other groups. The term became popular with Canadian and US education systems in the 1980s and 1990s when systems changed from elite organizational structures to building more inclusive education for the masses within very diverse populations. It advocated for group identities that were supported within education rather than the previous concept of all cultures becoming a “melting pot” with only one perspective (La Belle & Ward, 1994).

Intercultural competence began to develop as an idea in the 1970s. It was advocated for the ability to perceive and understand different worldviews within teacher development. Bennett's (2017) Developmental Model of Intercultural Sensitivity with a

6-stage model was used to describe an individual's proficiency and growth from ethnocentric to ethnorelative (Appendix D). The six stages were shown to increase sensitivity to accepting and integrating one's personal culture into the culture of others. Bennett (2017) argues that people move along a spectrum from ethnocentrism to ethnorelativism, and educators can offer supportive strategies to help learners advance through the stages. Developing ethnocultural empathy and a more ethnorelative worldview was heavily researched in the areas of military communications, education, and the health industry to support work with diverse communities, especially concerning audience and training needs. Additionally, the stages used specific strategies for increasing cultural sensitivity, creating cultural awareness activities and discussions centered on "what's good" about one's culture in order to avoid defensive behaviors. Utilizing resource persons acts as a "cultural insider" that brings perspectives that might be different from the students. The last three strategies are meant for more in-depth reflection, from giving learners opportunities to practice identifying value and behavioral differences in communication to providing real-life practice opportunities for interaction and empathy, as well as assisting learners with creating a personal ethical framework. All stages must be supported through a safe, compassionate, and caring learning environment (Sieck, 2017). Limitations to this assessment, known as the Developmental Model of Intercultural Sensitivity (DMIS) supports a linear movement of increased sensitivity, which is associated with a Western and masculine bias and is a criticism of most developmental models. The measurements are vague and somewhat subjective and simplify the complex phenomenon of intercultural competency (Bennett, 2017).

Key Attributes of Intercultural Competency

In reviewing the literature, there are core characteristics that emerge from many of the models, including empathy, self-awareness, and humility. These characteristics and the behaviors associated with them are essential to this study.

Empathy as Key Attributes of Intercultural Competency

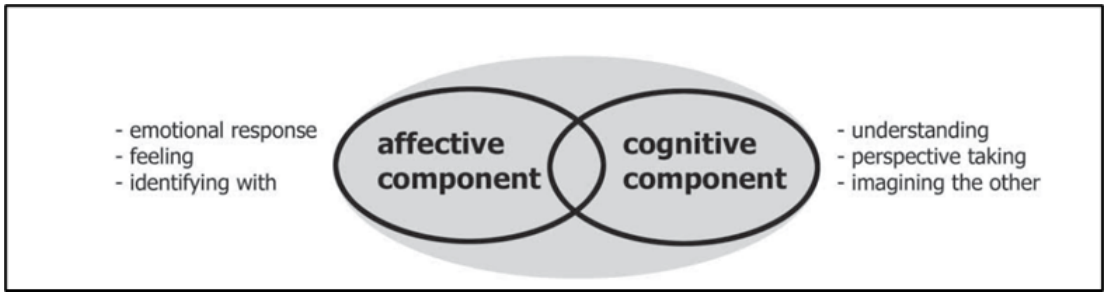
The previous models almost all emphasize a form of assessing empathy in cultural competence. Empathy and cultural empathy are often cited as key emotions needed to become culturally aware and be competent in culturally responsive teaching. Additionally, instructional designers are increasingly encouraged to embrace empathy insights while developing courses. The term has numerous and nuanced definitions. However, for this research, empathy refers to the ability to adopt the perspective and experience the emotions of another person, and a critical skill for instructional designers to achieve while moving away from the formulaic practices of traditional design (Matthews et al., 2017). Individual empathy can be defined as an effective response that involves the "mirroring of another person's actions" (Segal, 2011, p. 441). Additional definitions in the literature include relating to the emotional state of others within social interactions and enhancing the ability to work cooperatively toward shared goals. It is often referred to as "walking in another's shoes" or "seeing from another person's eyes." (De Waal, 2008) Additionally, the ability to empathize allows individuals to understand inequities outside of their privilege and power more deeply. DeTurk (2001) indicates that "the implication of empathy is that if each of us can think of ways in which we have been both privileged and marginalized, then we might also be able to see others' liberation

from oppression as our own struggle." This concept is critical to the focus needed for developing courses for global learners.

The Kouprie and Visser (2009) 4-phase framework was recently used in a study with instructional designers to infuse the course design decision-making process with empathy for the end user (Tracey & Baaki, 2022). The framework presents empathy in design as a process of four phases and gives insight into what role the designer's own experience can play when having empathy with the user. This framework can be applied to three design work areas: research activities, communication activities, and ideation activities. A growing range of storytelling techniques, including personas, scenarios, storyboards, and role-playing, has been developed and applied to help designers appreciate the user experience (Kouprie & Visser, 2009). The designer needs to include cognitive and affective aspects of empathy in order to work, as shown in Figure 1.

Figure 1

The Components of Empathy



Kouprie and Visser conclude that three key elements of empathy are required. The first is that the instructional designers must be motivated to build this skill. Second, they must engage in an iterative process of experience and reflection. Finally, there must be the acknowledgment that it requires a structured investment of time to achieve

empathy. When this structure was used with instructional designers in the study by Tracey and Baaki, they determined that it did build empathy but had inconclusive results on whether that empathy translated into meaningful deliverables in courses. They stated that although the process built empathy for oneself, the team, and the end-user, simply having empathy did not necessarily translate into designing courses with meaningful localized context for a learner. Their conclusion suggested more research and building an identified framework for supporting instructional designers and empathy (Tracey & Baaki, 2022).

Social empathy is defined similarly to empathy but with the added layer of creating action to promote social justice. It is focused on leading social change through deep empathy and understanding of the influence of socioeconomics and systemic privilege and personal social responsibility for promoting social change. It promotes social well-being through the use of democratic processes, social tolerance, and civic engagement (Morrell, 2010). It has two key benefits, which include creating more equitable policies and avoiding the use of stereotypes to identify and advocate for social change. Social empathy is built through collaborative systemic change not for, but *with* those that are oppressed (Segal, 2011).

Empathy and the ability to widely perceive and understand others outside of one's own culture is critical in developing an ethnorelative viewpoint. From an ethnorelative perspective, no single culture is superior to another. There is a recognition and respect for differences between cultures and a belief in adapting and accommodating to provide equity between cultures. Ethnorelativism is a belief based on deep and heartfelt respect

for other cultures that all groups, cultures, or subcultures are inherently equal. Ethnorelative worldviews are not only seeking and being aware of cultural differences but also accepting the importance of differences. Ethnorelative perspectives adapt and integrate all aspects into a definition of identity. The opposite perspective is ethnocentrism, where one's own culture is seen as superior, and others are not valued (Pedersen et al., 2008). IGI Global defines those with ethnorelative worldviews as having an acquired ability to experience one's values, beliefs, and behaviors as just one possible reality among varied other valid possible realities.

Self-Awareness as Key Attribute of Intercultural Competency

Fei Xiaotong, a Chinese sociologist and author, writes that in order to successfully move through globalization, there must be intercultural interactions that help create understanding between both others and oneself. These interactions develop tolerance and empathy for others, as well as communication skills, comfort, and broader knowledge. "A deep understanding of oneself and others does not occur automatically. It needs to be nurtured with great effort and intellectual energy. Simply being in the presence of different people does not necessarily result in meaningful, intercultural understanding" (Yang & Gao, 2020, p. 524). Self-awareness develops from connecting with others, valuing their differences, and then reflecting on personal context. It is only through deep self-knowledge that one is able to make choices to adapt to new situations. Cultural self-awareness empowers people and allows them to avoid senseless, impulsive, and blind social behaviors. However, unfortunately, few people commit the time and find value in the exercise of developing self-awareness. "each appreciates its own best, each

appreciates the best of others, all appreciate the best together, to build greater harmony for all" (Liang & Xu, 2018).

Various models and frameworks have been used for self-awareness. However, techniques generally include reflecting and examining cultural influences on one's perceptions. Although valuable, it is often challenging for two specific reasons acknowledged in student studies. Sustained focus in this area is difficult, and studies show that initial motivations are often lost as time goes on and other priorities replace this practice. Relevance is also a challenge in that continually having to relearn and reframe knowledge may result in alienation, defensiveness, resistance and confusion when exposed to views outside of their own, especially if the practice is being "forced" by supervisors. The practice should develop into lifelong habits but rarely reach those goals. (Yang & Gao, 2020). Learning to commit to reflective practice regularly can be complex and time-consuming. However, the results can support appreciation and respect for others. Critical reflection can be demanding in its requirement to be mindful and to reflexively review one's thoughts and conditioning, which require time, skill, and intention to undertake effectively. Forced reflective practice can result in a lack of self-efficacy or isolated thinking and self-absorption if not thoughtfully orchestrated in a curriculum (Coulson & Homewood, 2016).

The Intercultural Effectiveness Scale assesses the degree to which individuals are willing to learn about themselves continuously and scores how aware they are of their strengths, weaknesses, styles, and behaviors and how those preferences might impact other people. Those who score highly in this dimension show evidence of constantly

evaluating their personal growth and reflecting on what they can learn from their experiences. They are often self-motivated and keenly aware of how others are receiving their communications (Cartwright, 2012).

Humility as a Key Attribute of Intercultural Competency

Recently, the term "cultural competence" has been criticized for the indication that it suggests there is an endpoint where the person has mastered the highest level of competency (Wright et al., 2021). This linear process is criticized for having a Western mindset. In contrast, a non-western model might be more cyclical and indicate a process that shows each new situation as needing to re-assess competence and relearn in order to adapt to the situation, continually building but also acknowledging challenges and growth opportunities. Cultural humility is the term that is emerging from this discussion. Cultural humility is a concept that involves a continual process of exploration and self-assessment. It is combined with a willingness to engage and learn from individuals of diverse backgrounds to broaden personal perspectives. It is reflexive and emphasizes self-reflection and the development of awareness of one's power, privilege, and bias (Henshaw, 2022). It differs from cultural competence, which often focuses on acquiring specific sets of knowledge and skills about another culture. Cultural humility emphasizes recognizing and challenging one's cultural biases and acknowledging the limitations of one's knowledge and perspective.

Cultural humility involves continuous self-assessment and critical analysis to correct power imbalances often found in medical practice and social work (Isaacson, 2014). It focuses on fostering collaborative, respectful relationships with communities to

benefit individuals and specific groups (Tervalon & Murray-García, 1998). Cultural humility has been used frequently in connecting study-abroad experiences and cultural immersion research. Results show that programs focusing on this practice of shifting students to see and interpret the world differently change the power structure. It appears to enhance self-awareness and cause participants to accept responsibility for their role in biased decision-making.

Figure 2

Cultural Humility Framework

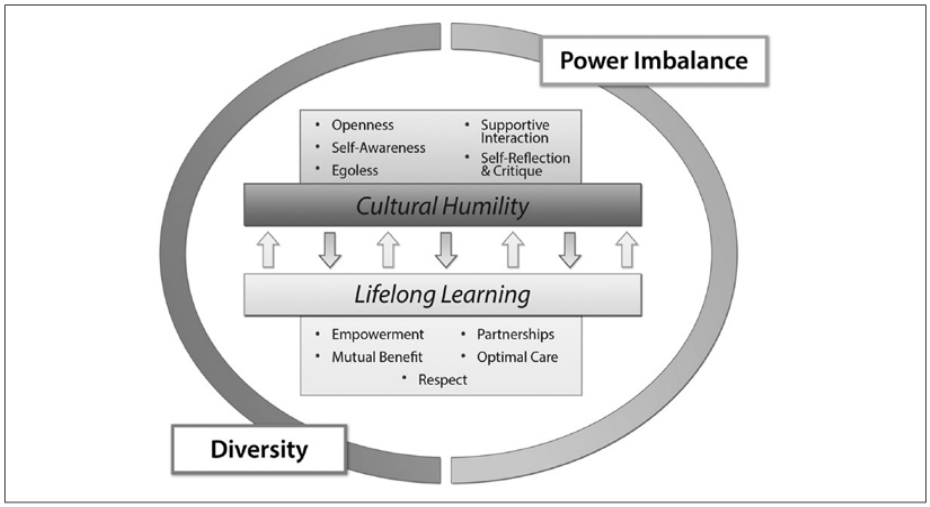


Figure 1. A concept analysis of cultural humility.

The Cultural Humility Framework (Wright et al., 2021) in Figure 2 shows the attributes of Openess, Self-Awareness, Humility, Supportive Interactions, Self-Reflection and Assessment. Cultural humility is focused on self-discovery and involves a transformational change in the overall perspective, leading to a change in identity. Organizations that take on this priority support individuals with the core concepts of kindness, civility, and respect (Foronda et al., 2016). Those practicing cultural humility

interact regularly with diverse people, learn from those different from themselves, and reflect on their own perspectives with the evolving information of other cultures.

Cultural Competency for Faculty and Students

Internationalization in higher education is a deliberate effort to incorporate international, intercultural, or global elements into the mission, operations, and provision of higher education. This aims to improve educational and research quality for all participants and contribute significantly to society (Thondhlana et al., 2020). It is embraced for various reasons, including social, cultural, political, academic, and economic motives (Knight, 2004; Sanger & Gleason, 2020). A key objective is to prepare students as "global-ready" graduates, equipped with intercultural competencies necessary for addressing global issues and challenges (Deardorff et al., 2012). These competencies encompass qualities like respect, openness, curiosity, cultural understanding, and skills in observation, listening, evaluation, and interpretation (Deardorff et al., 2012).

A recent model to showcase this is the COIL (Collaborative Online International Learning), which enhances collaborative learning for educators and students (Rubin, 2017). It involves educators from different geographic locations collaborating online to develop a joint syllabus, including online group assignments with shared learning outcomes. COIL not only focuses on subject knowledge but also on developing intercultural competence with the participants. A COIL course runs from four weeks to a semester and typically forms multicultural teams comprising students from the collaborating institutions to work together on group projects. Instructors design these assignments with a focus on intercultural learning and actively facilitate and encourage

the development of these competencies throughout the course. The collaboration's goal is to expand students' understanding of the course material and develop their intercultural competencies. Thus, COIL provides students with an authentic international learning experience at their home institution instead of abroad.

Many studies have focused on developing cultural competencies in faculty in higher education, especially those focused on classroom practices. These studies, although promoting the need for competency, focused on faculty bringing in different cultures through dress, food, and customs and were often criticized for a superficial treatment of culture. Simply including the cultural elements created a “melting pot” worldview that encouraged acculturation instead of embracing an accurate ethnorelative view (Cartwright, 2012; Nichols, 2013; Rivera et al., 2010).

Faculty, as content experts, are often tasked with leading the development of new courses. They are central to creating a culturally responsive curriculum and must be encouraged to be involved in greater numbers. However, a common finding in U.S. higher education is that faculty display mixed attitudes toward working with global students (Bhatti-Klug, 2022). They may advocate for the internationalization of campuses but are uncertain about how to accommodate multilingual and multicultural students (Schoorman, 2000). In addition, faculty expect universities to provide external resources to support diverse students academically, linguistically, and culturally (Cartwright, 2012). Many faculty members argue that their job is to teach content. In contrast, a student’s job is to learn how to apply that knowledge in academically robust ways. Understanding their limitations in identifying and attending to these vast needs, some faculty have used more

online resources and attended professional development training during the pandemic. However, the instructional designer is in an influential position, and can act as a critical resource to help faculty design inclusive learning environments and model cultural competency (Emory University Center for Faculty Development and Excellence, n.d.).

Cultural Competency for Instructional Designers

National standards for instructional design competencies often define empathy as a critical skill for employment. Parrish and Linder-VanBerschot (2010) proposed that empathy, as a perspective-shifting process, is the most fundamental instructional design skill. Demonstrating empathy for learners in the instructional design process, Parrish and Linder-VanBerschot asked, “Can they do it intentionally, or is it simply a trait they possess that shows itself in the quality of their work?” (p. 72). Parrish and Linder-VanBerschot recommended that instructional designers develop skills related to empathy not only to extend the concept of the course’s design but also to extend the course design’s desired outcome of successful student learning.

Reigeluth (1983) discussed instructional designers' roles as often assuming that diversity is an exception and the learning objective is a “fixed target” (p. 211). In order to make instructional design effective, the principles of learning and assessment must assume that the learners’ experiences and prior knowledge are homogeneous. However, powerful learning comes from the ability to adapt to the needs of the students, and Reigeluth advocated for the LEGACY framework that modeled flexible design. It emphasized how ideas were generated, assessed from multiple perspectives, tested, and revised through reflection. For the last 15 years, studies have indicated a need for

institutions to move into global markets, and cross-cultural competency was advocated for but often resulted in ideal learning environments. Instructional designers are often blinded by their own cultural biases. Other studies indicate that the expression of instructional design is so grounded in Western-centric culture that it may be irrelevant outside of this culture. Instructional designers are not immune from the influence of their cultural blinders (Rogers et al., 2007). Other studies point to a lack of attention among instructional designers as a whole toward the issues of global cultural diversity, and may sometimes lead to the alienation of specific student communities. Rogers et al.'s study attempted to understand what individual instructional designers knew about cultural differences and how they incorporated that understanding into their work. The results showed that the IDs were aware in a very limited manner, meaning they knew there were differences but were unclear on what those differences might be. The study indicated that IDs needed to become more aware of cultural expectations and thereby make better decisions concerning teacher-student relationships and roles, saving face, face-to-face interactions, classroom environments, types of activities for learning, meta-cognitive learning strategies, writing styles, assessment types, and knowledge construction. Other cases showed a lack of cultural understanding in symbols, metaphors used, and color choices.

Other insights from this study show that instructional designers struggled to understand real-world practice due to their isolation from the content or classroom context. Rogers et al. claim that one practice to support this is careful attention to the assessment of the learning design. However, it is often left out either from pressing

deadlines or a lack of perceived value by instructors. A limited view of instructional design as simply technology support creates a less desirable collaboration between faculty and instructional designers that often neglects the conversations around the cultural needs of the students to a "one size fits all" concept (Rogers et al., 2007). One designer from the study indicated that instructional designers needed to be mindful of the terminology and examples used in the content and the instructional strategies like participation and applying activities so they can be more explicit in the instructions and scaffold the support for the learner no matter what their background and experiences are before entering the course. Instructional designers should engage in three practices to improve their cultural competency, including immersing themselves in the culture, integrating learner feedback, and creating an initial analysis of the learner that is continually improved with each iteration of the course.

Rogers et al. completed this study with the need for more research, suggesting these potential study questions: Are there universal design principles that can be applied effectively to instructional design? What is the influence of Western culture on course design, and what are the limitations? What changes in current instructional design models need to be addressed to create more culturally sensitive and responsive course designs?

Wisdom Communities (WisCom)

The OLC Research Center for Digital Learning and Leadership has developed a culturally inclusive instructional design framework for communities of practice. Based on Vygotsky's (1978) sociocultural theory, the authors focus on building online wisdom communities (WisCom) to provide reflection and growth for members and support

cultural diversity (Gunawardena et al., 2021). In the WisCom framework, activities are focused on practices for learning online in a culturally sensitive manner and offer practices like problem-solving, reflection, and co-mentoring. Ten specific practices for wisdom communities include valuing diversity, giftedness, and collaboration, seeking a common good, active listening and mentoring, practicing reflection, self-discipline, and self-sufficiency, developing humility, and cultivating a love of learning. All of these are appropriate to how instructional designers build their knowledge through their networks, especially with co-mentoring. Co-mentoring can be accomplished online and across cultures but needs to be thoughtfully orchestrated to achieve cultural sensitivity. Expectations and styles may differ. Power dynamics need to change with a focus on all parties developing skills, building confidence, new perspectives, and insights into a specific problem. It must be a "reciprocal learning partnership" (Gunawardena et al., 2021, p. 99). Reciprocal learning is an instructional model in which learners engage in a cycle of each doing and observing with constructive feedback for growth. For adults, it has two key elements within a learning community. First, a caring relationship must be developed between learners. Second, those relationships must be able to transform previous assumptions (Skilton-Sylvester & Erwin, 2000).

In a program called ID2ID developed by Penn State University and Educause (https://www.educause.edu/eli/initiatives/id2id), instructional designers apply to serve in either a mentor or mentee role meet throughout the year to talk about best practices, challenges, and other topics related to the field. This program has been highly successful but has a few limitations, including that the applicants are mainly from US higher

education institutions. Additionally, they are paired by national time zones, and the use of a mentor indicates a hierarchy in the structure. Due to these limitations, there may not be a focus on exploring complex issues that require multiple and broadly diverse perspectives.

The Collaborative Inquiry Cycle (CIC) is one that the authors incorporate for the WisCom framework. It is a way of designing a structured collaborative learning experience where learners often explore ill-defined cases or issues in a highly structured sequence of exploring ideas, reflecting, discussing, and sharing individual perspectives, and developing a "knowledge artifact." (Gunawardena et al., 2021) In the instructional design community, "wicked" problems are also defined the same way and open up dialogues among online communities to share potential solutions, gain feedback, and implement. The CIC has a series of sequential steps, with cycles that repeat as the community gains new information. This knowledge-building process is limited within the instructional design communities and networks in the community. The steps start with a facilitator presenting a problem, known as a learning challenge, and then allow learners to engage in an initial exploration phase. Learners are given opportunities to research new insights through shared experiences, resources, and perspectives. Throughout the process, there are key points for individual reflection on the discoveries and the connection between their previous experiences. The final phase allows time for the group to negotiate what is of value to the community and how it will be preserved and used moving forward. Scaffolding of knowledge is shown through mentoring and facilitated by the group of learners.

Limitations Within the Role of Instructional Designers

Often listed as the biggest challenge for instructional designers is their relationships with faculty, instructors, and content experts. Although instructional designers have a role that designs learning activities, the faculty member is the critical decision maker for most courses. Many studies on the relationship between instructional designers and faculty have been done in the last ten years. They ultimately share the goal of building a learning environment for students to succeed. IDs depend on the faculty to provide content and artifacts for the learning design. Traditionally, faculty work alone and bring their "style" to course design based on their individual experiences for teaching and learning (Chen & Carliner, 2021). It is critical for the instructional designer to be identified and respectfully acknowledged for their expertise in evidence-based teaching practices, educational theories, design models, technology implementations, and diverse student needs in terms of equity and accessibility. IDs are often relinquished from education experts to a role of technology support, which can be frustrating and also less effective for increasing the quality of courses. Power dynamics make trust difficult. Time restraints are frequently cited for collaboration with a designer in a meaningful way that takes time away from other responsibilities for faculty (Keppell, 2000). Various strategies for strengthening this relationship have been offered, including communication techniques like motivational interviewing and productive questioning. Consulting skill sets highlight an effective way for instructional designers to work with faculty, and the model begins to look similar to those of a customer-service role in business. Unfortunately, often, the faculty do not clearly understand the expertise of the

instructional designer and see them from a technology support perspective (van Leusen et al., 2016).

These techniques serve as a way for instructional designers to understand faculty concerns and, if done effectively, can guide faculty to different ways to increase student learning. Susan Christy's book (2010) *Working Effectively with Faculty: A Guidebook for Higher Education Staff and Managers* is a standard desk reference for many instructional designers. Instructional designers have several responsibilities in academia, and although many hold positions as instructors, they are staff positions as instructional designers. Christy advocates for empathy for instructors often tasked with responsibilities outside of teaching and focused on grant writing and publishing research. She offers strategies to create critical partnerships between staff and faculty in productive, mutually beneficial relationships. Acknowledging that the hierarchical system should change to be more equitable, Christy works through multiple strategies that highlight how staff can effectively build trust and influence faculty to move towards better products and services. This relationship is critical for a successfully designed course for a global audience.

Learning Theories Guiding This Study

Constructivist Learning Theory

Constructivism emphasizes the use of individual experiences in order to construct knowledge (Huang, 2002). With constructivism, prior knowledge is emphasized as critical to building new knowledge, including experiences, values, and beliefs that learners may have gained outside of the classroom (Ivankova, 2014; Plano Clark, 2019). When constructing knowledge learners must be given opportunities to apply the new

knowledge into practice. Piaget (1964, 1973) asserts that learning is in two stages. First is when the learner is confronted with a new experience or situation that challenges the traditional knowledge or way of thinking. A state of disequilibrium is created, and the learner then alters their thinking to restore balance. A continual association between existing and new information results in building new knowledge. Social constructivism uses social interactions within a group to impact and co-construct knowledge. Vygotsky's (1978) work advocated that knowledge is constructed through interactions with other people and the community and culture where the learner lives. It is closely aligned to the elements of influence through peers and collaborative work. This approach argues that cultural values, beliefs, and practices are socially constructed and, therefore, shaped by the historical and social context in which they are formed. It emphasizes the importance of recognizing the role of cultural conditioning and the need to challenge dominant cultural narratives in order to develop a more ethnorelative worldview.

Radical constructivism assumes the learner recognizes their place at the center of the knowledge creation and acquisition process. The learner works through a process of acquisition and assimilation (Kimmons & Jensen, 2023). A major role of the learner is to reflect on past experiences and be conscious of the variables affecting the absorption of new knowledge. Social constructivism expects similar reflection from the learner. However, it also incorporates the social aspects of learning.

Social constructivism not only acknowledges the uniqueness and complexity of the learner but actually encourages, utilizes, and rewards this complexity as an integral part of the learning process. This means that the learner is motivated to reflect on their

unique knowledge and allows them to recognize their ability to inspire other learners in their environment.

Constructivism is a learning theory emphasizing the importance of actively constructing knowledge through experience and interaction. Ethnorelativism is a cultivated view by an individual who understands and respects all cultures. Both are seen as ways of understanding the world through personal experiences.

Reciprocal Learning for Ethnorelativism and Cultural Competence

Reciprocal learning is a term defined by McCloy (2011) as a relatively new term that is a fairly old practice. The concept is based on the apprenticeship model and is the phenomenon of human learning where people learn together, constructing new situated knowledge. Reciprocal learning is generally used in communities of practice, but more recently, in classrooms, it refers to a practice that focuses on exchanging roles between a teacher and student. It has also been applied more broadly to mentoring, where the expert becomes a mentor-teacher, and the novice becomes the student-teacher (Skilton-Sylvester & Erwin, 2000; Zhu, 2018). This process allows both sides to develop learning from different perspectives. There is a loss of hierarchy, and the novice is viewed with equal relevance and importance to the expert.

Studies also indicate a number of benefits to the expert in the relationship. Often, supervision is seen as a one-way learning process, but Carrington (2004) indicates that, especially in situations that are not clearly right versus wrong answers, co-mentoring in reciprocal learning is most appropriate. Experts are able to avoid “expert blindspots,” a typical challenge in problems where experts are too removed from the base level of

knowledge on a subject. Additionally, reciprocal learning encourages the questioning and challenging of traditional embedded assumptions.

Reciprocal learning, originating in medical and education fields, is often discussed in the context of working with teacher candidates and in study abroad programs. Hollway, Xu, and Ma (2023) reviewed face-to-face intercultural relationships between Chinese and Canadian teachers to determine what cross-cultural perspectives were apparent in conversations and written reflections during a 3-month cultural exchange program. The Canadian teacher candidates stated that the face-to-face interactions challenged their assumptions and biases about Chinese students. They mentioned creating more equitable and inclusive learning environments, and both groups mentioned a surprise at finding more in common than different than they originally speculated. Overall, the study indicated that the participants found value in reflecting on their own cultures and educational systems from a different perspective. They shared similar views in wanting success for their students and quality teaching. However, they differed in how those could be accomplished through the different cultures (Holloway et al., 2023).

Certain characteristics are important for adults engaging in reciprocal learning. They include the skills of active listening and clearly communicating their thoughts. They need to be comfortable with exchanging ideas in an open, respectful, and inclusive manner. Being adaptable and flexible supports the often complex issues that are discussed and not heavily influenced by social desirability so that the group has authentic conversations (Stricklin, 2011; Takala, 2006). Many of these characteristics are focused on communication skills and interpersonal relationships and align with the competencies

of instructional designers. These skill sets are regularly used in their daily work as they engage with subject-matter experts and key stakeholders in designing courses (Beirne & Romanoski, 2018).

Learning through social interactions with colleagues is often a critical part of development for instructional designers after they finish their formal education. Instructional designers are a community that often meets through forums, listservs, workshops, and conferences after their formal education is completed. Since instructional designers support online communities, they are also comfortable networking with online tools. Although they may work individually or in small teams, they tend to have large national networks like the Online Learning Consortium (OLC) and Quality Matters communities, where they learn and engage with other instructional designers. At Arizona State University, there are monthly group meetings that consist of 100+ employees who do instructional design activities. This core community shares new ideas and practices in an attempt to increase learning.

Participatory Action Research

This investigation is an action research study, populated in education by the concept that the researcher is embedded in the research and focused on bringing diverse perspectives together to collaborate on cultural competency. The standard aspects of action research include four basic themes: empowering participants, collaboration environment, and the field where the problem is taking place and having a vested interest in determining the change needed to improve the work. The study uses a different approach than the traditional broad research approach in that it looks at a particular

situation and determines an intervention. The intervention is assessed to determine the impact on the participants or situation and then reviewed for possible implementation in a broader context (Mertler, 2017). Action research is cyclical and includes the process of planning, acting, observing, and reflecting on a problem of practice. This model works well for researching a community through participation, acquisition of knowledge, and social change (Ferrance, 2000). The key areas of action research are collaborative, action- and change-oriented, iterative, reflective, and knowledge-generating. A unique aspect is that action research seeks to generate transferable information beyond the current setting for the benefit of other contexts. Limitations to action research often focus on the need for more standardization within a unique group, lack of generalizability to other contexts, and smaller participant groups that may not apply to a broader audience.

Participatory Action Research (PAR) focuses on creating social change through the research process. It developed from the anti-colonial struggles in the 1960s and is committed to social justice. PAR researchers are associated with working with communities outside of the majority and developing counter-stories to dominant Western narratives (Le Grange, 2009). It involves participants in a community to identify the best ways to address research and implement change. PAR is focused on the action part of the research and making a difference in their context (Lawson et al., 2015). Characteristics include collaboration, cooperation, and reciprocity that exist between the researcher and participants. Research participants are encouraged to use their own knowledge, assess the data, and become empowered with the process of solving the problem. They participate directly and equitably in the research process and share the responsibility of emancipation

that limits equity through social structures (Le Grange, 2009). They consider the development of reflection to be the primary objective of action research. Reflection is a characteristic of action research to the extent that this type of research can justly be characterized as reflective practice (Carr & Kemmis, 1986). Reflective action learning is used as a form of awareness or as a catalyst for change. It is a method that allows the researcher to assess progress and make changes for the next cycle of study.

Limitations of an Action Research Study

Action research, like any research method, has known limitations that must be acknowledged and carefully considered when designing a study. Generally, action research focuses on a specific setting and so may not be as generalizable as other contexts. Results shared may influence theories or situations but must be weighed against the options. Additionally, sample sizes may be small, and time restraints can be limiting in action research. Some of this can be countered through the use of multiple sources of data in an effort to triangulate findings. Qualitative and quantitative data can add comparative perspectives, and data collection can include different methods for a mixed-method approach. Often, action research will use reliability methods with inter-raters or inter-coders, critical friends, or seeking additional perspectives from participants, in a member-checking activity. In this study, these counters are discussed in Chapter 3 and embedded in the methodology to enhance the validity of the study.

Researcher-Practitioner Bias is often cited as a limitation in a qualitative study, however recently there is a body of work indicating that the intimate knowledge and understanding of the researcher-practitioner can be seen as a strength within the

framework of decolonialism. “Decolonial thought also claims that there is no objective knowledge” (Tlostanova, 2023, p. 148). Researchers seek to have a stronger self-awareness of their own bias in assessing participants, flatten power structures, and give value to all perspectives within the research (Silova et al, 2020; Mignolo, 2009)

In the context of action research, the researcher is required to suspend personal experiences, beliefs, and opinions in a grounded theory approach (Creswell & Guettermam, 2019). However, it is essential to first identify biases and possible opinions that influence findings. Limitations to action research often cite the use of a researcher-practitioner who may not have the needed expertise before becoming involved in the study and may be prone to subjectivity, bias, and a bias toward positive change. Ivankova (2014) discusses the status of the researcher-practitioner. Action research often centers on the researcher-practitioner studying their own professional settings. They must continually consider the outside perspective and what might be taken for granted in their practice. The researcher-practitioners play a critical role in designing and implementing research projects that aim to solve practical problems in real-world settings. They are both practitioners with practical experience and scholars with theoretical knowledge of the field. McNiff and Whitehead (2002) write that researchers should be aware of potential bias in the study because they are closely associated with the community and participants. Researcher-practitioners must adopt a rigorous and systematic approach to their research design and methodology to avoid bias in their research. Often called reflexivity, scholar-practitioners must be self-aware of their assumptions, biases, and values that may influence the research process.

The research also indicates that keeping a research journal offers options for additional data and reflection, as well as a manner to consider potential bias. Research journals allow the researcher to practice reflexivity and engage in critical thinking to explore their own bias, assumptions, and misconceptions. By documenting data collection techniques, the journal can be shared with critical friends to confirm findings and adjust methods as needed during the collection. Finally, the journals serve as another data point to help identify and address the researcher-practitioner bias to lead toward a more rigorous and balanced study.

Additionally, researchers are encouraged to embed a process to allow participants to screen and review the findings as a way to validate the assessment. This is often referred to as "member-checking." and is conducted after the intervention has been completed. Researcher-practitioners should attempt to be transparent in their methods and adopt strategies with the least potential for bias (Mackieson et al., 2019).

Summary

Throughout this chapter, the literature underscores how Instructional Designers, by working directly with faculty, are positioned to enhance the quality of courses for global audiences. Their roles are often minimized to technology support, and their expertise in supporting student learning can be undervalued. The current instructional design frameworks identify the need to define an audience, but are not specific in cultural empathy and ethnorelative worldviews needed to address this competency for global audiences. Cultural competency is not identified as a job requirement or a national competency for their roles within these national standards, and the use of Western

frameworks and learning theories are prevalent. Decolonialism supports the awareness of bias from these western perspectives and the need to reconsider how global course design is developed.

Learning theories associated with adult learning and social learning, firmly rooted in constructivism, can be used appropriately to build competencies for these professionals. Social constructivism emphasizes the importance of recognizing the role of cultural conditioning and the need to challenge dominant cultural narratives to develop a more ethnorelative worldview.

To build cultural competency among instructional designers, there are several key components that are measurable and valuable to develop. Empathy is a core component of nearly all the models, and the specific desire is to increase awareness levels for an individual and create broader advocacy for creating new meaning and change of systemic practices. Moving the instructional designers from an ethnocentric to an ethnorelative worldview is also a critical component for change and is embedded in cultural competency. The model developed by Bennett (2017) would allow participants and researchers to gauge change as they move from denial through to adaptation while engaging in a co-mentoring and reciprocal relationship with those who have differing perspectives. Cultural humility to build self-awareness is another perspective that could increase their cultural competency through a reflective process.

The WisCom framework, based on social and collaborative learning, is appropriate for instructional designers who are already comfortable participating in collaborative learning and emphasizes the benefits of building co-mentoring and reciprocal learning

opportunities. The additional use of reflection should also be incorporated into any innovation as it is shown to be a practice that increases self-awareness. The next chapter will move into the specific details of the methodology and study design shown to develop cultural competency for instructional designers.

CHAPTER 3: METHODOLOGY

Introduction to Methodology

Chapter 1 discussed and defined the context of the problem of practice, framing it as a research project aimed at building ethnorelative worldviews through a reciprocal learning environment. In Chapter 2, the literature added a foundational knowledge of key terms and characteristics of ethnorelative worldviews and the benefits of developing this mindset. Social Constructivism and Intercultural Development Theory will serve as frameworks that guide the design of this study. Finally, the study will implement the reciprocal learning strategy as a robust framework for the innovation discussed in this chapter. The purpose of this chapter is to describe the research perspective and study design. The chapter will define the participants and setting, along with a clear structure and timeline for the innovation. The chapter will identify data collection strategies and instruments and analyze them to show alignment with the purpose statement and research questions framing this study.

Purpose of the Study

This study investigated the development of ethnorelative worldviews among instructional designers by employing a mixed-method action research framework. The research is a descriptive case study focusing on reciprocal learning activities and collaboration with international course design professionals. The primary objective of the study was to examine how instructional designers used reciprocal learning during interactions with international peers to shape their perspective of ethnorelative worldviews. Furthermore, the study aimed to evaluate whether the instructional designers

valued the process of reciprocal learning and to explore the potential for future innovations in this domain.

Research Questions

The literature review showed that constructivist learning theory was appropriate for adults in professional development. The review provided evidence that ethnorelativism and an expanded worldview could be important for instructional designers, and yet was not specifically listed in required competencies or many of the instructional design frameworks that are currently used at Arizona State University. The literature indicated that reciprocal learning could facilitate the development of cultural competency, encompassing the growth of ethnorelative worldviews. Additionally, the WisCom instructional design framework offers a promising approach to this through co-mentoring and reciprocal learning. The findings also suggest that access to individuals with diverse values and perspectives enhances aspects of ethnorelative thinking, particularly cultural empathy. Thus, the innovation that uses this approach could effectively shift the instructional designers' perspective and lead to future awareness and development for global course designs. Given this information, the study will investigate the following questions:

- RQ1: What role does reciprocal learning between international instructional professionals play in fostering the development of **ethnorelative worldviews** among instructional designers? *(assess the ability to develop critical skills)*
    - What aspects of cultural empathy, active listening, self-awareness of personal biases, and a desire for continual learning can be observed?

- RQ2: How do individual instructional designers **perceive the value** of reciprocal learning and the intercultural experience for their professional development? *(continued practice, transfer of knowledge)*

Participatory Action Research Design

This mixed-method study uses participatory action research (PAR) as a methodology. PAR seeks to create social change through work within a community specifically supporting the development of non-Western perspectives and incorporates reflective practice as one of multiple data points. There are several critical aspects to the study design that are unique to the research, including the role of the researcher-practitioner. The researcher-practitioner seeks to change a problem within their environment effectively. According to Mertler (2017), action research incorporates a grassroots effort to foster change within educational settings. Action researchers are often practitioners within the settings who seek to transform and "improve the quality of actions and results within" these settings through pragmatic solutions (Schmuck, 1997, p. 28). Action researchers' responsibilities involve systematic processes of gathering information about a respective educational environment to improve how those involved operate, to "empower, transform, and emancipate individuals from situations that constrain their self-development and self-determination" (Creswell & Guetterman, 2019. p. 587). This method was chosen for this study to develop skills, specifically ethnorelative worldviews, among instructional design peers.

Case Study Methodology

This is a mixed-method, action research framework to consider a descriptive case study of a diverse group of instructional designers working to develop cultural competency. Descriptive cases are used to describe an intervention and the context in which it occurred (Baxter & Jack, 2008). It is particularly appropriate for researchers who are interested in gaining insight and interpretation of a phenomenon. The justification for using a case study format over other methods is to allow for contextual understanding and rich narratives in the exploration of this technique which is supported by scholarly research that allows for creating new knowledge and focuses on how the individual develops. This is critically important as the study explored the use of cultural competency skills when designing online courses.

The case study design includes a multi-case study assessing and comparing individual participants and then doing a cross-case comparison to determine findings. The cases will be a comparative study of their construction of knowledge during group sessions and value of participation in the experience. Multiple cases are especially effective for gaining different perspectives from a similar phenomenon. The participants will be bringing experiences from a variety of world views, different cultures, and educational contexts. The study will combine multiple data points, which will allow for triangulation. The case study format will have a clearly bound focus on the development of ethnorelative worldviews within cultural competency. The timeline will be limited to three synchronous reciprocal learning sessions, and a final interview conducted after the experience.

Case Study Setting

This study takes place at Arizona State University (ASU), however all synchronous sessions took place over Zoom, a widely used online conferencing platform. This setting was specifically chosen to explore the dynamics of remote interactions between participants that were connecting from multiple timezones and locations. Zoom sessions offer a blend of convenience and accessibility, allowing participants from various geographical locations to engage in real-time discussions and activities. The platform's features, such as video conferencing, screen sharing, and breakout rooms, facilitate a range of interactive and collaborative experiences, mimicking traditional workshop settings to a considerable extent. Each session was meticulously planned and executed, ensuring a structured yet flexible environment for participants to interact, share insights, and contribute to the research objectives. The use of Zoom also allowed for the recording of sessions, which are essential for data collection and analysis, providing rich, in-depth information for the case study. This digital setting not only aligns with the contemporary shift towards online education but also provides a relevant and practical context for examining the nuances of virtual learning and interaction.

Participants in the Study

Researcher-Practitioner Roles and Responsibilities

As a practitioner of instructional design, a leader of multiple instructional design teams at ASU, and an active member of the instructional design community at ASU, my role as researcher-practitioner is one that needs to be clearly defined and actively managed. I have worked for 20 years in course design, starting at the Thunderbird School

of Global Management, where I witnessed the challenges of designing instruction for students from different cultures, nationalities, and ethnicities, all working together in a single classroom. I have also been a leader in the diversity, equity, and inclusion initiatives at ASU at both the institution and school levels, advocating for more inclusive teaching in both our campus and online programs. These roles included leading a DEI Fellowship on inclusive training of graduate teaching assistants in the ASU School of Life Sciences, and being on the executive committee for the Committee for Campus Inclusion. As a researcher, I have spent the last five years developing partnerships with international colleagues and studying online education and the effects of a lack of ethnorelative perspective in many of our courses meant for a global audience. I have empathy for the challenges that instructors face with global students having taught in a variety of situations where I struggled to be culturally sensitive. Throughout this study, I had two distinct roles: one as a facilitator for the Reciprocal Learning Sessions and one as a researcher attempting to understand whether reciprocal learning is used to develop ethnorelativism for the participants. As a researcher-practitioner in this study, it was critical that I acknowledge the need for this study and negate any power dynamic that might influence the members of the working group who are my colleagues. As such, I was careful with facilitating the learning sessions with minimal interactions and a solid observational focus during the sessions. Additionally, I implemented triangulation from several quantitative and qualitative sources of data which are discussed later in this section, including a research journal. Following other practices to eliminate bias, I have

defined my role as one of a facilitator of the working group with the following responsibilities:

- Recruiting and preparing the participants for the study by informing them of the goals of the research and those of the assessment exercise;
- Providing initial resources to the participants including the administration of the IES assessment and the literature review that allow participants a foundational knowledge of the topic to begin their work;
- Managing the logistical aspects of the meetings through careful consideration of the needs of the group and effectively working with multiple time zones, and establishing working norms;
- Organizing and effectively storing the documents with an audit trail to support their needs;
- Positively encouraging the participants toward their goals and support active reflection challenging their personal bias.
- Providing critical questioning and clarifying any assumptions that participants make to provoke them to reflect deeper;
- Summarizing and sharing key insights for verification of the participants
- Sharing opportunities for external partnerships and resources among ASU units and external partner institutions.

Instructional Design Participants

Recruitment was done with purposeful sampling through the use of targeted invitations to those colleagues in the researcher's network that have the desired

qualifications and international experiences needed for this study. Additional calls were shared through ASU networks and LinkedIn. A total of 57 applicants were screened for participation. Participants completed a Google Form indicating their interest and work experience by sharing their CV or resume. The selection used a 5-point rubric score with categories showing current position, institution, location, years of experience in higher education, instructional design experience, global work, motivation, and cultural awareness. If participants were from Arizona State University, the rubric also scored their work with diversity, equity, and inclusion initiatives and their ability to influence peers within their units. The study aimed to have ten participants actively engaged in the web sessions. Fourteen participants were initially selected to compensate for attrition. However, two could not commit to the timeline and voluntarily dropped out before starting the study. Two participants began the study, could not attend the web sessions or the final interview, and voluntarily dropped, leaving 10 participants in which data was collected and assessed.

Selection Process.

The fourteen participants were selected from a diverse group with varying experiences and perspectives. This was to create an intimate small group where online synchronous activities could be easily managed, and participants would be familiar with each other through the process. This study had participants share insights about working globally, therefore the participants needed to have an interest in global education and experience working or living internationally. The recruitment process included determining each participant's background and experiences in global instructional work.

This process was to ensure that the participants were vastly diverse and brought multiple perspectives and intersectionality of identities to the development of the work. Additionally, participants were reviewed for the type of work they did within the area of course design. It was important to have participants knowledgeable of the instructional design frameworks for online courses. They did not need a formal degree in the subject of instructional design. Many instructional designers move into their positions from other areas in education, however, there are numerous learning opportunities through Quality Matters, LinkedIn, and Conferences that can develop skills in instructional design. Participants were chosen based on responses that included language that indicated they understood evidence-based practices for design, and that their primary responsibility was course design. Two key subgroups of participants were identified.

ASU Instructional Designers.

This study, based on participatory action research, sought to include a number of ASU Instructional Designers to leverage knowledge and skill development within the ASU community. Instructional designers heavily support ASU in most of the larger schools and programs at the university. Their skills and responsibilities may vary, but all are tasked with developing ASU courses in online and hybrid delivery formats. All ASU instructional designers are familiar with instructional design and pedagogical approaches for online courses. They engage with faculty on new course designs and review current courses to troubleshoot and make recommendations for improvement. They are familiar with Quality Matters, Bloom's Taxonomy, ADDIE, and UDL frameworks (Legon & Garrett, 2017; Ritzhaupt & Kumar, 2015; CAST, 2011). Recruiting from approximately

150 university staff with titles similar to instructional designer was done during the regularly scheduled ID meetings and through ASU Slack channels targeted for these staff members. Priority was given to those IDs currently working on global course design, online courses, and influential within the ASU ID community in order to disseminate the experience.

International Instructional Professionals.

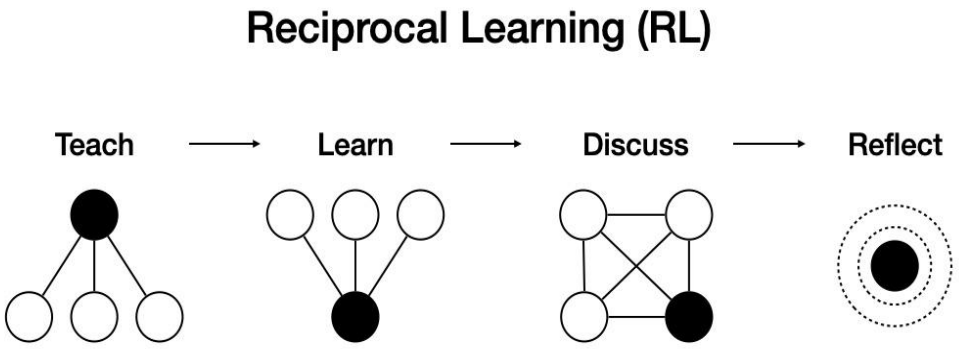
This subgroup was recruited from connections through institutional partnerships and personal networks, with priorities given to create diversity among the participants from non-US institutions and global perspectives on learning in higher education. The researcher targeted staff from teaching and learning centers in international universities, including a) the University of Helsinki in Finland (HYPE & HELSUS units) is a public research institution with multiple online programs, b) Simon Fraser University in Canada is a public research university, c) University of Münster in Germany is a public research university with few online courses, d) Dublin City University recently granted university status, e) University College Dublin, Ireland's largest public research university, f) The National University of Tierra del Fuego in Argentina with a strong presence of online programs and g) Tecnológico de Monterrey one of Mexico's most prominent universities with strong virtual programs in multiple disciplines. Additional participants were recruited from the ASU Global Education graduate students and visiting Fulbright scholars to diversify the selection.

"Global ID Reciprocal Learning Cycle" Innovation Description

The innovation for this study was a 6-week program of synchronous reciprocal learning with cycles of reflective practice. It created an opportunity for instructional professionals to develop cultural competency, build a network of global colleagues, and define an identity as global instructional designers using the stages of reciprocal learning to expand their worldview. These four individual stages are shown in Figure 3.

Figure 3

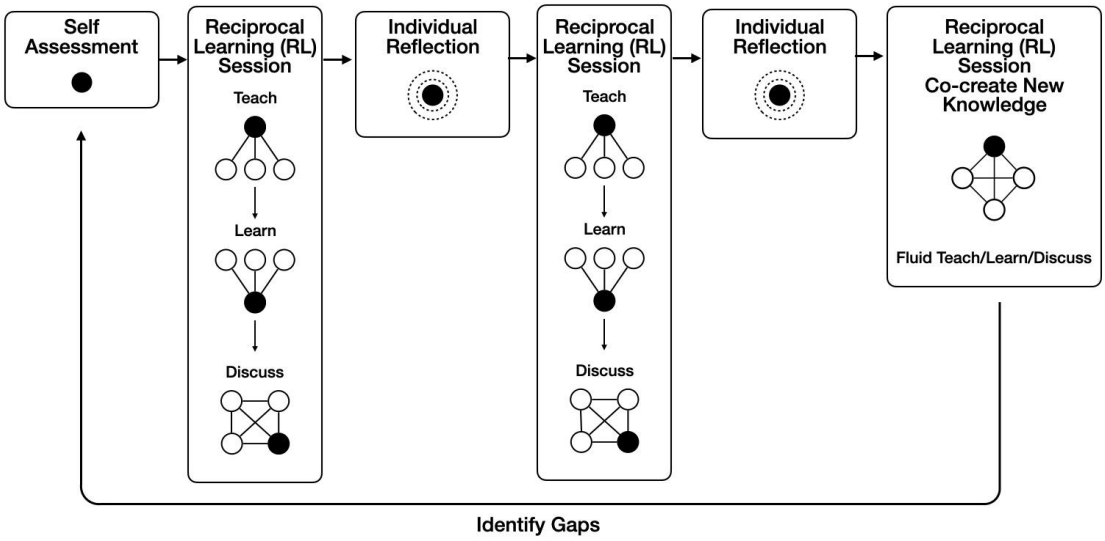
Individual Reciprocal Learning Stages



This network allowed experienced instructional designers to connect and collaborate with international peers on course design work for global audiences through a reciprocal learning process. The participants were selected from the previously discussed categories and chosen for their diverse perspectives. Instructional designers gained insights into their cultural competency by completing the Intercultural Effectiveness Survey prior to attending the first session.

Figure 4

Reciprocal Learning Intervention Process



As shown in Figure 4, they participated in a 6-week program with three structured synchronous reciprocal learning meetings and interwoven individual reflections and self-assessments, developing and practicing skills for a more ethnorelative worldview. Upon completion, participants earned a digital credential as a “Global ID”. Participants used reciprocal learning strategies to share information with a small group of peers. The instructional designers each shared an example of a learning activity that they designed and a needs analysis for a student audience that they work with. They also shared a resource they found valuable for their work and used for their design decisions. In each session, they switched roles from teacher to learner, and engaged in active listening and learning as other participants provided feedback and potential resources to develop more global and inclusive courses. In the third synchronous meeting, all the

instructional designers engaged in dialogue and collaborated to determine best practices, resources, and skillsets needed by instructional designers working in a global context.

Each participant engaged in synchronous meetings and individual reflections, as shown in Table 1 below.

Table 1

Participant time commitment for study

Week	Activity	Approximate Time Commitment
1	Intercultural effectiveness scale survey	0.5 hour
	Write a Biosketch to share, complete a needs analysis of the student audience for a learning object	2 hours
2	Meeting #1 - Presentation and collect feedback on needs analysis	1.5 hours
	Reflection: Review another needs analysis and provide feedback	2 hours
3	Meeting #2 - Share and exchange resources	1.5 hours
	Reflection: Reflect on shared resources and apply	1 hour
4	Meeting #3 - Dialogue for best practices, and competencies needed for global course designers	1.5 hours
5	Final reflection	0.5 hour
	Final podcast Interview	1.5 hours
	Total time commitment	**12 hours**

Timeline

The participants were recruited and prepped from September 1-30, 2023 for the reciprocal learning sessions. The innovation project took place October 2-30, 2023, with

bi-weekly meetings for approximately six weeks. The final interviews were completed through zoom at the beginning of November 2023. Table 2 indicates the deadlines and timing for the study during the innovation period.

Table 2

Timeline for Study

Activity	Dates
IRB submission and approval	July 2023
Recruitment of participants	August/September 2023
IES survey	September 25-29, 2023
Meeting #1	First week of October 2023
Meeting #2	Second week of October 2023
Meeting #3	Third week of October 2023
Final reflection and interview	Due by November 10, 2023
Member-checking exercise	January 2024

Tools for Collaboration

This project relied on collaboration among participants who were located in multiple countries and geographic locations. Web conference meetings using Zoom ensured excellent communication among participants as they engaged with each other during the meetings.

To support articulation and collaboration, a shared Google Drive was established to give the participants transparency and a shared sense of ownership. This system allowed participants to interact with peers' resources by commenting, co-creating

artifacts, and reviewing each other's contributions. Email was used for just-in-time communication needs and to allow participants to communicate asynchronously with information sharing and collaboration.

Logistics and Structure

This innovation was structured into three phases that allowed participants to connect with each other and the researcher. Each activity was directly connected to developing four key characteristics of having an ethnorelative worldview from the literature including:

1. Building awareness of personal bias
2. Developing cultural empathy
3. Practicing active listening
4. Developing connections with diverse colleagues

The first phase was used to recruit and prepare the participants for the reciprocal learning experience with the IES Survey. The three reciprocal learning sessions were held in Phase 2, and the final reflective practice was conducted through interviews in Phase 3.

Phase 1: Recruitment and Orientation

For this study, the researcher-practitioner recruited the participants and prepared them for the work and objectives of the intervention. This started by carefully selecting participants with diverse backgrounds and experiences. Participants were chosen from across the two sub-groups. Recruitment was done with purposeful sampling through the use of targeted invitations to those colleagues in the researcher's network who have the desired qualifications and international experiences needed for this study. A short

screening interview was conducted to determine their experiences and motivation to participate. Potential participants from a shared network were identified and the screening interviews were conducted to determine a diverse group of participants who would lend a variety of experiences and knowledge to the intervention. A rubric scoring the participants is shown in Table 3 below.

Table 3

Rubric for Selecting Participants for the Study

Description of Characteristic	Criteria (high/low)	Score
International travel and experiences	Work-related/Personal Extensive/Non-existent	1-10
Experience as an online student	Extensive/Non-existent International/US-based	1-10
Professional experience in course development	Extensive/Non-existent International/US-based	1-10
Personal identity and cultural lens	International/US-based Diversifies team perspective	1-10

After the selection of the individuals, the researcher communicated the objective, study goals, and data collection process. Participants were informed of their responsibilities as instructional designers to share a learning object and needs analysis, and information about the reciprocal learning process. They consented to the requirements and activities of the study and the 10-12 hour time commitment.

After this process, the participants signed the consent forms and continued to prepare for the first session by completing the IES assessment and compiling the course

design documents and resources that they wanted to share. Although there are numerous instruments that measure an individual's cultural competencies (Cartwright, 2012), this study focuses on intercultural effectiveness within an individual instructional professional. The Intercultural Effectiveness Survey (IES) has been thoroughly validated from different studies in various countries and settings to assess an individual's likelihood of working effectively in an environment where diverse cultural norms and values differ from their own. It has been shown to be highly effective compared to qualitative data for verification and has high reliability for repeatable results. There is a high measure of invariance. The IES is a condensed version of the Global Competencies Inventory (Bird & Osland, 2004; Cartwright, 2012) tailored to an academic rather than a corporate individual. The IES generates an overall score from specific dimensions measuring behaviors of three dimensions of intercultural effectiveness, effectively assessing their ability to work within intercultural situations. Appendix C provides definitions for the specific sub-constructs Self-Awareness, Exploration, Global Mindset, Relationship Interest, Positive Regard, and Emotional Resilience (Kozai Group, 2009). Individuals in education, business/management, and health services with high scores on the IES have been found to perform better on international assignments, be better prepared to work globally, and demonstrate behaviors appropriate for working with diverse colleagues in education, business, and health (Cartwright, 2012).

The IES is a practical choice for this study because of its ability to utilize a less-time consuming assessment, its availability in an online format, support of multiple languages, and the extensive research conducted on its effectiveness. After participants

completed it, they received a 24-page self-report that included their results, behavioral and attitudinal descriptors of common profiles, and guides to help them determine strategies for interactions with their colleagues in the research study. These reports were utilized in the first session and reflected on later during the final session and interview. The researcher also asked participants to return to their report to share examples of actions during the sessions that relate to points within their personal report.

The IES assessment was administered by the researcher-practitioner, and a summary report and raw data of all participants' scores were received. Participants created a "Biosketch" to introduce themselves to the other participants using the information from their personal reports. Additionally, the reports were later used in the analysis phase to compare strengths and weaknesses with specific examples from the sessions on developing ethnorelative worldviews.

Phase 2: Reciprocal Learning Sessions

The researcher-practitioner acted as a facilitator during the synchronous Zoom sessions and supported the logistical structure of the discussions with prompts and sharing information.

First Reciprocal Learning Session.

During the initial session the facilitator welcomed and discussed the structure of the sessions with the participants. An initial introduction exercise was conducted to create a sense of belonging among the diverse instructional designers. Participants were encouraged to solve task-related conflicts and avoid personal conflicts by setting norms for the sessions and creating a safe environment for discussions. The facilitator worked

mostly in the background but was available to clarify and redirect focus on goals for the session as needed. An agenda is shown in Table 4 below for the structure of the session.

Table 4

Agenda for Session 1

Description	Participant responsibility	Facilitator responsibility
Community building initial introductions	Introducing themselves and sharing their IES report as comfortable	Encourage the value of diversity in solving complex challenges
Clarification of goals and expectations	Active listening	Timeline and logistical structure shown as well as the shared site for documents
Small breakout group	Active mini-talks in small groups to share learning objects and needs analysis	Facilitate small groups as needed
Homework	Review another ID's learning object, providing feedback through Google commenting and prepare feedback that may include new resources	Coordinate access to learning objects, Create review documents and answer questions as needed

Second Reciprocal Learning Session.

During this second synchronous session, each participant shared feedback on their learning from the last sessions' needs analysis exercise. They began sharing resources they valued and how they made design decisions for global audiences. They discussed standards for instructional designers, and how they applied to cultural competency standards. Participants asked questions and clarified their understanding of the comments from the other participants. Table 5 shows the agenda for session two.

Table 5

Agenda for Session 2

Description	Participant responsibility	Facilitator responsibility
Community building	Provide a mini-talk summarizing the previous session, provide additional resources, ask clarifying questions	Facilitate discussion, so all voices are heard
Breakout groups	Share definitions of cultural competencies and instructional design competencies	Facilitate small groups as needed. Observe interactions
Homework	Reflective journal reviewing the shared resources and applying the learning and insights from the	Manage document collection and organization, summarize reflective journals

	discussions to their own context	

Third Reciprocal Learning Session.

In this session, participants took what they learned from the shared resources and discussed insights in a broader context of the value and development of cultural competencies for instructional designers. The session started with the researcher sharing themes from the reflective journals and then continued into small breakout groups with specific prompts for a facilitated discussion about best practices for global course design and skill sets for instructional designers. Participants were asked to consider what information they would share with colleagues about this experience and consider ways to extend this group into other projects. An agenda is shown in Table 6 below for the third reciprocal learning session. In this final session, participants were encouraged to share experiences with their colleagues and brainstorm possible future collaborations and sharing opportunities.

Table 6

Agenda for Session 3

Description	Participant responsibility	Leader responsibility
Community building	Share a trait instructional designers need to be effective	Facilitate discussion, so all voices are heard
Shared themes from reflective	Active listening and reflecting	Share thematic concepts from sessions

journals		
Small team discussions	Through reciprocal learning determine what practices could be shared with colleagues and potential future collaborations	Manage small group logistics and support the critical reflection of practices
Homework	Apply learning in a final reflection to prepare for interview	Manage document collection

Phase 3: Value and Assessment of Future Sustainability

This phase allowed participants to look back at their experience, reflect on their learning, and consider potential future professional development. Each participant completed a reflection and final interview with the researcher to share the overall experience of working collaboratively with global colleagues and share insights they gained from the experience. Participants were encouraged to think metacognitively about how their perspective on instructional design might be affected in the future and identify further areas for investigation and development. They were asked to review Bennett's (2017) ethnocentrism scale, discuss how it applied to them (Appendix D), and then describe changes, benefits, and challenges they felt while participating with the group.

Finally, they were asked to share what areas they would like to continue developing in global course design.

Instruments and Data Collection Procedures

The general strategies for analysis in this study proposal involve a comprehensive approach to examining the research questions and the case itself through triangulating various data sources and evidence. This approach works well with a qualitative case study, and where multiple data points provide a deeper understanding of reciprocal learning for building cultural competency. This case study will incorporate the more popular format of a linear-analytic structure. Some benefits of using this approach include:

1. Clarity: Using a clear and logical framework familiar to many journals makes sense, especially in thinking about the audience and the need to target staff that may not be as familiar with scholarly research papers. This helped to ensure that important information was not overlooked and that the case study was easy to follow.
2. Focus: The linear-analytical structure encouraged a focus on specific aspects of the case study, such as, the cultural competency aspects and how they developed through empathy and the increase of ethnorelative perspective through interactions with others.
3. Rigor: The linear-analytical structure required careful analysis and evaluation of the case study information. This helped ensure that the case study was rigorous and that its conclusions were well-supported.

In this case study methodological approach to data collection, the researcher-practitioner is the sole collector of data and uses a triangulation method to collect multiple data points, including surveys, journal entries, and audio recordings from Zoom web conferencing during the reciprocal learning sessions and interviews. All data points provide data from different perspectives to better understand ethnorelative development. In the next sections, each identified data point will be fully described.

Demographic Data

The demographic data set for this study comes from the initial screening process for participants and their supplied resumes. Data collected includes the following:

- Gender
- Ethnicity
- Languages spoken
- Education/degrees
- Specific sub-group they are identified with for this study
- Number of years working in course design/delivery
- International work and/or travel experience
- Previous formal/informal learning related to global course design

This data is used to select a group of knowledgeable experts in the area of global course design and used to create a diverse network for the exchange of ideas and perspectives on the topic.

Research Journal and Observation Notes

In this study, the research-practitioner kept a research journal with a regular practice of entries to document each of the phases in the innovation, and record observations from the sessions. It supported triangulation by providing a means for the researcher to record observations, thoughts, and reflections about the group interactions, specifically in the areas of reciprocal learning that might not be as easily identified except through observations. It also was used to identify organizational and logistical aspects, including documenting decisions made during the innovation, reflecting on unexpected findings or challenges, and recording insights gained from interactions with individual participants. By reviewing the researcher's journal, additional insights were gained into the study's design, implementation, and results. This helped identify potential biases or limitations in the study, provide additional context for interpreting the data, and enhance the overall rigor of the research. The research journal was also used as a tool for methodological triangulation, where multiple methods are used to address the same research question. For example, in this study, participants' comments from a specific session was compared with corresponding comments from the research journal.

IES Assessment Tool

As discussed previously, the IES generated an overall score from specific dimensions measuring behaviors of three dimensions of intercultural effectiveness and assessed the participant's ability to work within intercultural situations. Appendix C provides definitions for the specific sub-constructs Self-Awareness, Exploration, Global Mindset, Relationship Interest, Positive Regard, and Emotional Resilience (Kozai Group,

2009). The researcher-practitioner was the survey administrator, set up the assessments, and shared links with the participants. The participants in the study received a link to the online assessment and created an account to answer the online questions. The 60-question survey evaluated the intercultural orientations of higher education faculty, career professionals, consultants, coaches, students, or anyone working with diverse populations and took approximately 15 minutes for the study participants to complete. It was available in English, Spanish, French, German, Japanese, Arabic, and Mandarin Chinese, which supported the majority of the participants in this study. This study was used as a reflection point for the participants to assess their own knowledge of intercultural competency and lay a foundation for the group in terms of vocabulary on this topic.

Reflection with Bennett's Model of Ethnocentrism

In 1980, Howard discussed the limitations of traditional self-reported pretest-posttest designs, including response shift bias. Response shift is when an individual's internal standards, values, or conceptualization of a particular construct change over time. This change can occur for various reasons, and as a result, the individual's self-report of their experience may be affected. If a response shift occurs, it can lead to biased results because participants' post-test scores may not accurately reflect their pre-intervention status. The Dunning-Kruger (Creswell & Gutterman, 2019) effect is a cognitive bias in which individuals lacking knowledge or expertise in a particular area, especially a complex one like cultural competency, tend to overestimate their abilities and knowledge. They are not aware of their own limitations. While those participants who have more knowledge or expertise tend to underestimate their own abilities and knowledge. This can

pose a challenge in research studies, especially those that use pretest-posttest designs to evaluate the effectiveness of interventions. Howard proposed a different model that used a retrospective pretest-posttest survey to help reduce the impact of response shift by asking participants to report their pre-intervention status based on their current understanding of the construct of interest (Howard, 1980). This approach was embraced for this study to ensure that the measurements are comparable and less susceptible to bias from response shifts. For this study, a retrospective reflection was used to have participants review *Bennett's Developmental Model of Intercultural Sensitivity* (Appendix D) and discuss how they identified based on where they were before the innovation and what they currently perceive as their level after interacting in the intervention. They were also given open-ended questions to share any changes they felt happened and how they would like to continue to develop in this area, as shown in Appendix G.

Reflective Practice Writings

This study used three reflective writings completed by the participants after each reciprocal learning session. These writings provided several benefits, supported by literature for developing cultural competency through reflective practice. Reflective writing, along with other formal relationship documentation, provides a more structured and focused approach to self-regulated learning. In this study, this practice was used to collect specific examples of incidents during the sessions where the participant noticed another participant with a differing value or perspective and identified actions they took

in their roles as a teacher or a learner. The following questions were used to prompt the reflections:

- Reciprocal Learning: Describe a situation from our meeting where someone shared a perspective or resource that was new to you or different from your own. What did you learn from the experience? How did you react during the experience?
- Hardiness: Describe a situation from our meeting where you felt challenged or conflicted. What did you learn from the experience? How did you react during the experience? How will you use this information going forward in collaborations with the team?
- Interpersonal Engagement: Describe a situation from our meeting where you worked with someone from a different culture than your own. What did you learn from the experience? How did you react during the experience? How will you use this information in the future?

Artifacts From the Session Activities

There were two homework activities that individuals prepared to present in the working synchronous reciprocal learning sessions. These were reviewed for what type of information the individual chose to share and how they incorporated information from previous sessions. The specific assignments and their products are shown in Table 7 below.

Table 7

Homework Prompts and Deliverables

Timing	Description	Product
Preparing before first meeting	Biosketch, Needs Analysis	Google Document and Spreadsheet
Preparing for second meeting	Resource Sharing document	Google Document and Spreadsheet

The assessment of each of these assignments was completed by the researcher-practitioner and scored based on *Bennett's Developmental Model of Intercultural Sensitivity.* The scores were triangulated for themes from the reflective writings to support the individual's movement through the levels and coded for themes of ethnorelativism. Notes were compared with entries from the research-practitioner's journal to determine specific situations during the meeting that coordinate with the themes from these assignments.

Data Analysis

As discussed previously in this section, there was a large volume of data collected over the innovation timeline from September through November. Therefore, a strategy for the analysis and organization of the data was developed in order to find overall themes between the diverse pieces. Yin (2018) recommends thoughtfully developing a case study database to clearly document and organize data sources and evidence. This study organized data into specific themes that aligned with the research questions and categorized evidence by those themes that indicated cultural empathy, ethnorelative worldviews, and instructional design challenges. These categories helped identify relevant information, ensuring that the data collected addressed the research questions.

During the innovation, shared Google Drive folders, and documents were available between the participants to allow for easily accessed co-created documents by the team. Secure data generated from the researcher, including the surveys, IES, and research journal, resided in the ASU account for Dropbox and be password protected. Dropbox files were are encrypted using 256-bit Advanced Encryption Standard (AES). Dropbox uses Secure Sockets Layer (SSL)/Transport Layer Security (TLS) to protect data in transit between Dropbox apps and the ASU servers. Organization of the documents and shared data were grouped into a password-protected Google Drive with access only by the researcher-practitioner. The IES assessment, which passed the ASU IT security review, kept only specific anonymous data for the research, including final individual scores through a third-party security firm. Each participant received a copy of their report and data, and the researcher-participant received a group report and raw data for analysis.

A grounded theory approach was used to uncover themes based on collected data points and coordinated with the IES scores and final interviews reflections.

IES Assessment Tool and Retrospective Reflection Comparative

The Intercultural Effectiveness Survey (IES) was electronically scored by the consultant Kozai Group, using their software for both the pre/post surveys. The IES software constructed an overall Intercultural Effectiveness score for both surveys. It categorized scores into three specific areas, including Continuous Learning (CL), scores for Self-Awareness and Exploration, Interpersonal Engagement (IE), scores for Global Mindset and Relationship Interest, Hardiness (HS), and scores for Positive Regard and

Emotional Resilience. The data was exported as dimension-level raw data in an Excel spreadsheet and imported into the Statistical Program for Social Sciences (SPSS) software for further analysis with demographic data and the rubric scores from the final reflection. The small sample size made the quantitative analysis insignificant, however the demographic data was used, as well as the participants' their self-reported score from Bennett's Developmental Model of Intercultural Sensitivity during the final interview.

Audio Transcripts and Written Documentation Comparison

Case study methods are designed to explain causal links in real-life interventions that are too complex for the single quantitative study (Yin, 2018). The constant comparative method (Creswell & Guetterman, 2019) was used to analyze the qualitative data artifacts, including responses to reflective writings, the written course review feedback, and the researcher's journal. A codebook was developed during the initial phases of the innovation by the researcher-practitioner based on their experience with terms used in ethnorelative discussions. This codebook then used an iterative process and was continually refined through the three cycles of qualitative data review. Using the constant comparative method, the next review of data was through open coding, looking for thematic patterns and labeling them. The next stage reviewed the data using axial coding to develop connections to the initial themes and identify categories. After these categories were identified, a final review of the data made connections to other sources of data in the process of triangulation. Atlas.ti software was used as an online qualitative analysis software program to facilitate this process, and provide AI generated coding for initial analysis.

Use of an Audit Trail

An audit trail in a research study refers to a systematic and documented record of the research process, including the data collection, analysis, and interpretation procedures. It is used to demonstrate the validity and reliability of the research findings and to provide evidence that the research was conducted in accordance with ethical and scientific standards (Bowen, 2009; Carcary, 2020; Wolf, 2003). For this study, an audit trail in the form of a spreadsheet included detailed information about the research design, data collection instruments, data analysis methods, data storage, and any deviations from the original plan proposed in the initial proposal. It also included information about the researchers' decisions and actions from the researcher's journal that diverted from the original plan, or specific details on participants, missing data, or unexpected insights. The purpose of an audit trail is to allow other researchers to verify the accuracy and integrity of the research process and results. It also serves as a means of quality control and helps to ensure that the research can be replicated or built upon by others in the future.

Reliability and Validity

Generalizability

The study sample employed in this research was highly unique in many ways and made generalizability to other populations problematic. Arizona State University has over 20,000 employees, and the sample used in this study were individuals that expressed interest in global course design, meaning that they had a strong motivation to learn more in this area. The diversity of the participants for the study was carefully constructed to ensure that a diverse group of identities and cultures were represented. This would be

extremely difficult to reproduce within an institution that might not have the international partnerships network resources available at ASU. Additionally, the Hawthorne Effect may have an impact on the results with the possible overestimating the effectiveness of the innovation. The Hawthorne effect indicates that participants in a study may modify their behaviors because they are involved in a study and conscious of being included. Some of the participants were ASU colleagues and from the researcher's networks. None of the participants were direct reports to the researcher. Therefore, participants may have felt some obligation to perform in a certain manner based on those relationships. With this in mind, the research-practitioner's journal monitored interactions and strategically lowered participants' reliance on my influence and allowing them to work more interdependently with the other instructional designers.

Inter-Coder

Inter-coder reliability was used to limit bias in this research study. Inter-coder reliability refers to the degree to which two or more evaluators agree on the same measurements and observations. When multiple raters or evaluators are used in a study, it is important to establish a high level of inter-rater reliability to ensure that the data collected is consistent and accurate (Plano Clark, 2019). Although frequently recommended for qualitative research, the intercoder step has been shown to be controversial. However, for this study, it lended a perspective of transparency to the coding and analysis of the data.

This study used an inter-coder to help develop a code book for the qualitative data and establish random checks of the coding during the analysis stage to ensure the

consistency of the codes and categories. They observed a portion of the final interviews and reciprocal learning sessions to ensure the researcher codes were consistently applied. To establish reliability, the intercoder was trained on the coding process, received an overview of the study, and provided clear and detailed instructions about the rating system, and conducted regular checks on the collected data to ensure that the findings and procedures were consistent throughout the study.

Member Checking

Member checking is one strategy often utilized to ensure the credibility of the findings while also generating a valuable opportunity for research participants to actively participate in the analytic process. This strategy is often misused by researchers and may be insensitive to cultural nuances not accurately depicting silence or participant voices (McKim, 2023). Intentionally designed member checks should include de-identified data if shared with a group, and the opportunity to have participants meet as a group after the analysis for a final check should be offered. Additionally, shorter fragments and data summaries can be used to keep the information anonymous and not burden participants with reading long transcripts.

In this study, member checks were implemented at two specific points in the study. After the second session, the participants were asked to reflect on their experiences. A summary of those results were shared with the participants, and the researcher verified the summary correctly reflected the actions of the participants during the third synchronous session.

A second opportunity for a member check was given to the group after the full analysis of the study. A summary, agenda and email are in Appendix H. First, each participant was given portions of the analysis that pertained to the individual participant from quotes during synchronous sessions, summaries of the interviews and descriptions of the participants. They were asked to verify that it correctly represented their experience. The group also attended a synchronous final member checking exercise on January 22, 2024 to hear the results of the study, and again verify that it aligned with their experience. During both opportunities the participants had positive feedback and minimal requests for adjustments to the writing. They agreed with the findings, and themes re-emerged regarding how reciprocal learning was valued for enhancing cultural competency through self-awareness, and the challenges of working in a global context.

Critical Friends

In this study, two critical friends were used to support reliability and validity of the research. A structured approach for having a critical friend review progress at each stage of the intervention and the data analysis was implemented to continue quality control throughout the process. They were involved throughout the process of recruiting participants, reviewing findings, general guidance on quality research practices, and to share insights into the work of instructional designers. Both were chosen for their international experiences and knowledge of instructional design. One also had strong knowledge of the ASU Instructional Design Community.

The use of a critical friend who is familiar with the research and provides peer feedback on findings helps to add validity to the research. They provide constructive

feedback on a research study to help identify potential biases or weaknesses in the research design. (Plano Clark, 2019). They often give a fresh perspective to the analysis. The description of a critical friend is one who "acts as a sounding board, asks challenging questions, supports reframing of events, and joins in the professional learning experience" (Schuck & Russell, 2005, p. 107). They discuss that the collaborative effort between the critical friends goes beyond having a single driven purpose, but focuses on making meaning not only for the individual, but also generating new insights and knowledge together. They recommended using a critical friend to push boundaries and question assumptions of bias or single perspectives that can often result from a single researcher using qualitative data (Olan & Edge, 2019). A critical friend is an individual who provides constructive feedback and critical analysis of a research study. The role of a critical friend is to challenge and scrutinize the research design, methodology, analysis, and findings to improve the quality of the study. In research studies, a critical friend can be a colleague, supervisor, mentor, or peer with expertise and knowledge in the subject area. The critical friend provides an unbiased and objective perspective to the research process, helping to identify any weaknesses or potential biases that could impact the study's validity and reliability (McNiff & Whitehead, 2002).

The critical friends in this study provided a second unbiased opinion and helped minimize the bias of the researcher-practitioner. They also provided feedback on the selection of participants, the data collection and analysis techniques, and the presentation of findings.

Ethical Considerations

Researcher reflexivity is “the process of reflecting critically on the self as researcher” (Denzin & Lincoln, 2018, p. 246). As a higher education director, the researcher is embedded in the context of the study. Their role is heavily steeped in US-centric education, and this may influence the design needed for this study. Through the experiences of the researcher-practitioner working globally at Thunderbird School of Global Management to leading faculty development programs in Europe, they have expanded their breadth of understanding in the area of global course design, and strongly believe that instructional designers need skills in cultural competency as ASU moves into a more global context. Constant attention to limit this bias was used in this study.

This study took multiple precautions to ensure that all data was collected, assessed, and stored appropriately. Participants received clear instructions and information about the type of study they would be involved with and how their personal data was confidentially processed and stored. The use of pseudonyms played a critical role in preserving the anonymity of the participants. Every piece of identifying information was meticulously replaced with carefully chosen pseudonyms to ensure that personal data could not be traced back to the individuals involved. By doing so, the integrity of the study was upheld, allowing participants to freely express their thoughts and experiences without concern for their privacy. This approach also aligns with ethical research practices, reinforcing the trust between researchers and participants and maintaining the study's commitment to protecting personal identities.

Participants entered the study voluntarily, signed an informed consent form, and at any point were allowed to withdraw from the study without penalty. Those that started the program received the Intercultural Effectiveness Survey at no cost, and those that completed the program received a digital credential that could be used to indicate their work in the area of global instructional design. No one received any monetary compensation.

Summary

As this chapter discussed the methodology that was employed in the study, it also addressed the constructs and tools used to collect data for this study. The setting and participants were described, as well as the phases of the innovation. Data from this action research case study was collected from multiple sources. This chapter described the different analysis strategies for each type of evidence. Finally, in an effort to limit bias, a number of proactive measures were implemented including the use of an inter-coder, member checking exercises, and a critical friend to increase transparency. This section concluded with a discussion of ethical issues and measures used to eliminate them. In Chapter 4, the thematic analysis for each of the case study participants is shared along with a cross-case analysis with final assertions gained from the data is discussed.

CHAPTER 4: ANALYSIS AND RESULTS/FINDINGS

Introduction

This study aimed to investigate the development of ethnorelative worldviews among a selected group of instructional designers using a reciprocal learning framework to determine the value of building competency in global course design, as shown in the research questions. The research analysis framework is a case study analysis using strategies from Yin (2018) and Creswell (2013) for developing case studies supported by multiple data sources. This study collected data in three phases. The first phase consisted of the recruiting data collected from the participants' survey of interest, Intercultural Effectiveness Scale survey scores, and their written Biosketch. The second phase collected data from individual written reflections, transcripts, and activities during the web sessions and the researcher's observations. The third phase focused on a final semi-structured interview for each participant. Triangulation began by analyzing the transcript of the final interview to identify common themes and events for comparison with the reciprocal learning activities in the webinars. These themes were reviewed and linked from the research questions to the evidence for data validation and reliability with inter-raters. Creswell (2013) recommends an approach for multiple case studies that starts within each case and then an across-case analysis. The analysis within each case used Clarke and Braun's (2013) Six Step Data Analysis Process for coding qualitative data. These steps are the familiarization of data, generation of codes, combining codes into themes, reviewing themes, determining significance of themes, and reporting of findings.

The action research aspect of this study enables the use of data collection specifically to form knowledge for one particular community. In this case, it aims to understand better how instructional designers think about global competencies for designing online courses and to determine if reciprocal learning could develop those competencies. This case is unique because it brought individual instructional designers from multiple institutions together to share their experiences working globally with online courses and co-creating knowledge focused on skills and competencies needed for this work.

Participant Description and Pre-Session Work

Data collection took place over eight weeks, starting with recruiting individuals within the researcher's network in September 2023, and data collection started in the last week of September when participants submitted a short survey indicating their background and experience. After being notified of their selection and committing to the dates for the live webinars, the participants completed The Intercultural Effectiveness Scale (IES), a survey administered by the Kozai Group. The IES generates an overall score from specific dimensions measuring behaviors of three dimensions of intercultural effectiveness, effectively assessing their ability to work within intercultural situations. Appendix C defines the sub-constructs: Self-Awareness, Exploration, Global Mindset, Relationship Interest, Positive Regard, and Emotional Resilience (Kozai Group, 2009). Participants received a report of their scores with guidelines to determine and reflect on their strengths and opportunities for growth.

Finally, the participants reviewed their report from the IES and submitted a short Biosketch to be shared with the other participants in the study to introduce who they were. It included their experience with instructional design, global populations, and a reflection on their scores in the IES for strengths and opportunities for growth.

These three data artifacts, the interest survey, IES scale, and Biosketch, were assessed and combined below to provide a thick description of each participant and context for the following web meetings.

Participant 1: Arley, he/him

Education and Instructional Design Experience

Arley is a Lecturer and works in a STEM department at a university in British Columbia, Canada. His 22 years of experience in course design combined with Biosketch notes that he contributes to the "intersection of industry, research and education." He worked as a coordinator to build a 22-course curriculum for the University of Central Asia in Khorog, Tajikistan, and in education reform for his university with the Carl Weiman Science Education Initiative. He is involved with the renewal of online learning courses and strategies for distance education.

Global Mindset and IES Scores

The IES scores identified Arley as an Individualist. Individualists are defined as confident in taking on global challenges and less interested in exploring differences between people but open to accepting those differences. Arley' strongest scores were in Hardiness, indicating he is resilient when facing learning challenges that often happen during interactions with global work. In his Biosketch, he states that he doesn't consider

himself a people-oriented person but has found that "…engaging with colleagues both locally and overseas (Tajikistan, Germany, USA) has helped me learn to navigate the types of professional situations I find challenging … I have remained a university employee precisely because of the opportunities it provides for learning at the edge of our understanding."

Motivation and Interest

Inspired by the diversity within his university, Arley developed an interest in global education through a university partnership in Asia. This partnership, rooted in his research discipline, introduced him to a new audience of students and faculty from the Central Asia mountain region. He found it "challenging, fascinating and rewarding." In his interest survey, he believes this global education initiative is driven by "(what I consider to be) the best of intentions, an inspiring awareness of - and attention to - global human challenges & opportunities, and exemplary adherence to rigorous, evidence-based thinking and learning."

Participant 2: Lydia, she/her

Education and Instructional Design Experience

Lydia is a Learning Designer at a U.S. university on the East Coast, working in their virtual unit. Her student population is specifically online MBA students, 30% outside the United States. Before that, she spent nearly 15 years designing educational games. She recently completed FIU's Collaborative Online International Learning (COIL) Virtual Exchange Leadership Institute. COIL is an intensive 6-week program giving institutions opportunities to evaluate the sustainability of virtual exchanges and

connect with international partners. In Spring '24, she will pilot a collaboration curriculum developed to support two COIL courses. Her primary goal in learning design is to engage learners with innovative experiences that connect the learning to their goals.

Global Mindset and IES Scores

Lydia is considered a Globalist in the IES Survey, indicating that she enjoys learning about foreign places and quickly initiates relationships with others. She is equally strong in all three areas of Continuous Learning, Interpersonal Engagement, and Hardiness. All her scores are moderate to high, with the strongest in relationship development. She finds those experiences rewarding and is very interested in learning about herself and others, seeking new and different experiences.

Motivation and Interest

Lydia's interest in global course design comes from her belief that "access to high-quality learning can elevate people in countries where the demand is greater than the supply, including China, India, and several African countries." She is also strongly devoted to helping students gain experience and become more interconnected with global people.

Participant 3: Kasey, she/her

Education and Instructional Design Experience

Kasey is an instructional designer at Arizona State University with over 25 years of work with programs in Africa and the MENA region. She has worked in Morocco, France, and China and traveled extensively while working as a second/foreign language

teacher. Her current focus is on training international faculty to support learning through technology.

Global Mindset and IES Scores

The IES Survey indicates that Kasey is a Networker. She enjoys having conversations to develop relationships with people different from herself. She also has a high tolerance for stress and is resilient in challenging situations. According to her Biosketch, she also found a growth opportunity in self-awareness. She believes she could add "self-reflection and examining differences with the intent of personal learning" into her relationship development with others.

Motivation and Interest

Kasey's motivation stems from her current work, the combination of her ESL teaching skills for international faculty learning technology. As Kasey was from ASU, the interest survey also scored her work in diversity initiatives high and her strong ability to influence other colleagues on new practices for global education.

Participant 4: Drew, she/her

Education and Instructional Design Experience

Drew recently moved into instructional design after working as a middle school teacher in the U.S. Currently, she works at a large online university with a worldwide presence. Her university has approximately 10% of its student body from international communities. She was a lead in developing a Teaching Online self-paced program for first-time online instructors, and she co-led an "Instructional Design Academy focused on conceptualizing course design…and using coaching techniques to build relationships."

Global Mindset and IES Scores

Drew is a Globalist in the IES Survey with moderate to high scores in all categories. Her identified growth area is emotional resilience, which may indicate a need to focus on recovering quickly from setbacks that limit her confidence and motivation to continue learning from others. She brings strength to the group with high scores in building relationships and the category of Exploration, which shows extreme inquisitive and curious tendencies, making them active learners. Drew wrote, “I do think this is accurate for me because I do tend to approach people with an assumption that they are trustworthy and generally good. I find it easy to put myself in others’ shoes to understand their possible struggles. For relationship development, I have a natural curiosity about others.”

Motivation and Interest

Drew says she started developing a global mindset with her extensive study of French as a second language. She traveled internationally and enjoyed learning “from diverse others.” Her interest statement says, “I also have a genuine interest and curiosity of other cultures.” In her Biosketch, she discusses her motivation for participating in the study as enhancing her abilities to be inclusive and welcoming to students and broadening her worldview. She says, “I think that learning about others, their cultures and lives, is foundational to being a more empathetic and effective educator.”

Participant 5: Aisha, she/her

Education and Instructional Design Experience.

Aisha works in Mexico as a curriculum designer for an EdTech organization focused on enhancing students' life skills. Aisha began in the Department of Education in language acquisition for the Mexican public education system, where she was at the forefront of implementing online learning programs tailored specifically for Mexico's leading telecommunication and financial enterprises. She has also developed teacher training modules to equip educators with strategies to foster interactive and engaging classroom environments. "I believe in the power of learning that is both inclusive and accessible to diverse groups of learners." Aisha underwent cross-cultural communication and digital course creation training to allow "...me to effectively design courses with a global audience in mind."

Global Mindset and IES Scores

The IES Survey identified Aisha as an Explorer who thrives on developing friendships with people who differ from them. Additionally, although sensitive to social environments, they do so because it leads to their goals of more knowledge and self-understanding. This practice can be challenging, so Explorers are encouraged to take "timeouts" to rejuvenate. Aisha's lowest score is in the area of Emotional Resilience, indicating a need to build confidence in coping with challenging experiences.

Motivation and Interest

"I am deeply interested in global course design because of the unique opportunity it presents to bridge cultural, linguistic, and geographical gaps in education. Aisha states in her Biosketch that she is a champion of human-centered design approaches and is continuously learning about excellence in digital learning.

Participant 6: Morgan, she/her

Education and Instructional Design Experience

Morgan has taught English as a second language in academic English at various institutions and levels throughout the United States for the past 25 years. She is currently a curriculum designer and associated with the Obirin Gakuen Foundation of America, whose purpose is to further cultural and educational understanding among the peoples of the Pacific Rim, foster a mutual appreciation of one another's cultures, and develop the skills that will empower students to play a positive role in today's increasingly complex and international world.

Global Mindset and IES Scores

The IES Survey identified Morgan as a Globalist. Globalists find it rewarding to experience learning about different people and places. They also easily initiate relationships. Morgan generally agrees with the findings from the IES profile. Her suggestions for development include building an extensive social network to increase her effectiveness. She states that interactions with coworkers, students, and friends feed her energy and are critical to her work.

Motivation and Interest

Morgans' motivation for participating is that "I value working with people in a collaborative fashion and of late it feels like this is harder to do with the restrictions that were in place." By joining this group, she hoped to meet with others involved in similar interests and challenges, share ideas, and expand her vision of what is possible in course design.

Participant 7: River, she/her

Education and Instructional Design Experience

River was recently hired as an instructional design associate in the Life Sciences School at Arizona State University. Previously, she worked as a Student Support Specialist giving her insights into understanding student needs. She is a graduate student enrolled in the Learning Design and Technologies Masters of Education at ASU. She states that although newer to the field, she "comes to the field with five years of experience crafting empathetic and effective learning as a higher education professional." She supported a team during the Inclusive Teaching Fellowship to create more accessible and inclusive science courses and supported undergraduate students through the Online Undergrad Research Scholars (OURS) program.

Global Mindset and IES Scores

As a Networker, River is skilled in fostering inclusivity and community. Networkers focus on developing links with people beyond just understanding why they are different. Networkers enjoy relationships more than learning about the person, but it often happens as a byproduct of their interactions. They tend to put people at ease, and they are also quite resilient. River's high Relationship Development and Exploration scores are consistent with these skills. She states that, "While my overall intercultural effectiveness score is commendable, there's room for improvement, particularly in continuous learning and self-awareness."

Motivation and Interest

"I am constantly seeking new opportunities for my development to become a more informed and globally aware citizen and instructional designer. I seek information and professional development on technology trends for advancing education globally from organizations like Educause and ShapingEDU." River is motivated to learn about global education trends through her motivation to engage with opportunities to work with new people.

Participant 8: Luna, she/her

Education and Instructional Design Experience

Luna is the director of instructional design in the Executive Education area of Thunderbird School of Global Management at Arizona State University. With over 19 years of experience, Luna works with online degree programs in Executive Education for working professionals worldwide in synchronous, asynchronous, in-person, and hybrid formats. She believes that good course design should always be approached with the target audience in mind first. Previously, Luna planned and implemented academic-related best practices in support of the Universidad Latinoamericana's implementation of working adult programs in Mexico City, where enrollment targets exceeded 500% and they achieved 93% student retention in the first year.

Global Mindset and IES Scores

Luna identified as a Globalist in the IES scores. Her globalist identity means that she enjoys learning about foreign places and people, easily initiates relationships with those who are different, and finds those experiences very rewarding. Globalists are

interested in learning about themselves and can withstand the hardships, interpersonal differences, and challenges of working with a global community.

Motivation and Interest

Luna has previously lived, worked, and designed programs for audiences in the United States, Mexico, Chile, the United Kingdom, India, the Netherlands, Cuba, Brazil, Costa Rica, Denmark, Ecuador, France, Guatemala, Hong Kong, Spain, Morocco, Nepal and South Africa. In her Biosketch, she shares, "My motivation to participate in this study is simply to continue learning about myself and about others to create more meaningful learning experiences."

Participant 9: Jordan, he/him

Education and Instructional Design Experience

"I believe designing equitable learning experiences is essential to strong pedagogy, and it is one of the cornerstones fundamental to any learning experience." Jordan is an online Learning Manager at Ed Plus at Arizona State University. He focuses on strong adaptive courseware technology to help faculty and instructional designers create learning experiences and provide just-in-time support for their students. His global background in education includes 20 years working as an English or Second/Foreign Language teacher, with seven years teaching and working as an academic consultant in Mexico.

Global Mindset and IES Scores

Jordan identifies as an Explorer in the IES Survey with strong Exploration and World Orientation scores. Strong scores in Exploration indicate that someone is open to

ideas, an important element of continuous learning. There is also a fundamental desire to learn and strategically seek new experiences. High scores in World Orientation are people who consistently expose themselves to information about other cultures, expanding their ability to find common ground.

Motivation and Interest

Jordan stated that he is "...interested in learning about global course design by learning what others have done." He is also collaborative and enjoys working with people inside and outside ASU.

Participant 10: Rowan, he/him

Education and Instructional Design Experience

Rowan is a university lecturer at an academic institution in Helsinki, Finland. His current role allows him to work on a university-wide development project for embedding sustainability into University teaching across all programs. He has been developing digital learning environments for both University staff and students, and strengthening sustainability competencies in higher education context. he is also involved in teaching university pedagogies to university teachers. He has been coordinating and co-developing a new bachelor's level sustainability course (3 credits, Moodle-based online course) for all students at the University of Helsinki, Finland and the course is open for global audience via Open University.

Global Mindset and IES Scores

Working with several countries in the European Union, Rowan has gained skills and identifies as a Globalist in the IES Survey. His scores were moderately High to High,

with an overall score of 7 in all areas of Intercultural effectiveness. His highest score was in World Orientation, which indicates a solid foundation for which they can learn to interact more effectively with people who differ in their beliefs, customs, values, and attitudes.

Motivation and Interest

Rowan states in his interest survey that he is looking forward to learning from other participants in the study and sharing experiences about designing sustainably-related courses. “I'm interested in developing transformative, engaging sustainability courses for both local and global audiences.”

Participant Group Identity

Seven of the 10 participants had over six years of experience in instructional design, with 3 participants with over 15 years of experience. They described their level of work from “upper management” to “entry-level” professional work. Four of the participants were from Arizona State University. Others worked in both academic institutions as citizens of Canada, the United States, Mexico, Taiwan, Pakistan, and Finland. This study attempted to create a group that represented and had experience with technologically affluent countries and developing countries facing technological inequities. All the participants had or were currently enrolled in graduate programs related to education. Six participants had Master's level degrees in higher education, online education, adult education, instructional technology, and curriculum. Four participants had doctoral degrees. Two of these participants had an EdD with a focus in Educational Leadership. The other two had postgraduate degrees and research positions

in engineering and geography. However, both also held graduate credentials in Pedagogical Studies and Teaching and Learning. The age range of the participants was higher, with 7 of the 10 participants over 40 years old. The group consisted of 7 that identified as female and 3 identified as males.

The Intercultural Effectiveness Scale administrative report has a combined summary of all the participants and resulted in an IES group identity. It shows that the group is sophisticated and experienced in their global skills overall, leaning toward high scores in interpersonal engagement, including comfort with world orientation and relationship development. Strength in these areas indicates an interest in connecting with people from other cultures and developing relationships through finding common ground. There is also strength in initiating new relationships and a desire to maintain them. The other strength indicated was in the area of Hardiness. Participants had strong scores in Positive Regard, which indicates they assume trustworthiness and are not stressed when there are differences in expected behavior. Their strongest area of growth indicates lower scores in self-awareness, which is the ability to assess the impact on others, often developed through listening and reflection exercises. There was also some indication that the participants needed access to people with different perspectives that allowed them to learn from mistakes and build new knowledge.

Table 8 shows the sophistication of participants in this study. The majority of participants fall into the medium (3, 4, 5) and high (6, 7) categories for each dimension. Low, Medium, and High categories are relative within the large (24,000+) sample of IES

surveys from the Kozai Group. Twelve participants completed the survey, ten of whom completed the study through all the web sessions and reflections.

Table 8

IES Group Distributions (n = 12)

	Low		Medium			High	
Categories	1	2	3	4	5	6	7
Continuous Learning	2	0	1	2	3	3	1
Self-Awareness	2	1	3	0	3	3	0
Exploration	0	2	1	2	5	0	2
Interpersonal Engagement	0	0	1	0	0	7	4
World Orientation	0	0	0	1	5	3	3
Relationship Development	0	1	0	0	0	7	4
Hardiness	0	0	1	1	1	5	4
Positive Regard	0	0	0	2	1	2	7
Emotional Resilience	0	1	1	3	4	1	3
Overall IES Score	**0**	**0**	**0**	**2**	**1**	**4**	**5**

In a meeting with Christopher Cartwright, PhD, a facilitator for the Kozai survey, to debrief the administrative report, he remarked that this group was highly sophisticated in its cultural competencies (Cartwright, personal communication, October 10, 2023). He

noted that 9 of the participants had a “High” overall score, and the other four were “Moderately High.” Interpersonal Engagement for the group was extremely high, which means that overall the group was comfortable meeting new people and adapting to the culture, behavior, and language of others. He felt there was a growth opportunity in the area of Continuous Learning, especially in the area of self-awareness and exploration, which focus on skills for recognizing how you impact others and opportunities to seek new perspectives. He suggested having the participants “reframe information” and compare and contrast it with their own experiences, noting the importance of self-reflection time for this process to work during the study. He also cautioned that some of the extremely high category scores could indicate an “overuse” of the competency. For example, those with extreme scores in Positive Regard might be compelled to look at everything positively and not be willing to challenge conflict and struggle for learning (C. Cartwright, personal communication, October 10, 2023, 10:30 am).

The administrative report also gave a score not shared with participants called Social Desirability. This score indicates the effect when respondents provide a culturally acceptable response rather than describing what they think about the topic. Cartwright suggested that this group had scores in the middle of the scale, indicating that they were not egocentric or overly humble and were not shy in talking about themselves and sharing challenges and successes. These scores show that the participants are generally truthful and honest with the other participants and are comfortable expressing their perspectives.

Web Sessions and Coordinating Activities

The participants met for three 1-hour sessions conducted by Zoom web conferencing during October 2023. Each session was approximately 2 weeks apart. A time survey was sent out to all participants to determine a time that would work for the majority of participants, and Monday mornings (PST) was the optimal time for most participants. However, it should be noted that one of the participants was connecting at 1:00 am in Japan, and another was connecting at 6:00 pm in Finland. We also had to manage the Daylight Savings Time change, which Arizona doesn't participate in, so times had to be changed midway through the study.

Before each session, participants prepared something that was shared with the other participants during the web session that allowed a focus for the discussions. At the beginning of any workshop, a facilitator must create a space for participants to feel valued, respected, and comfortable sharing their viewpoints. Della Mosley (2023) uses a process in her workshops for beginning discussions by inviting participants to take a moment to frame their needs and expectations before beginning a session. It serves as a reminder to participants engaging in complex discussions about inclusion. It includes being "present", noticing connections, allowing differences, engaging fully in the talks, and setting a personal intention for the session. Each web session in this study started with that same reminder and then consisted of a similar structure for activities, which included a structured initial warm-up exercise, a summary of the previous session, a new resource or information to consider, and a group discussion assignment on global course design resources and skills. After each session, the participants completed a short

individual reflection that asked them to consider what they had learned from the session and what they had contributed to the group to document reciprocal learning.

Session 1: October 2, 2023

The first session was focused on introductions and sharing current projects. A Needs Analysis template (Appendix E) was provided before the session for participants to fill out to help them reflect on a course or activity that they were currently working on and be able to describe it during the session. Participants were encouraged to bring visuals and screenshots or show the actual course design to their group. The participants were divided into groups of three and instructed to have each person share their project/course and discuss it using the needs analysis format. After each shared, they would discuss possible modifications and recommendations for a global student, considering the challenges and obstacles they might face. Afterwards, participants returned to the main room, and shared insights verbally and in the chat.

Transcripts from this initial session show that the participants were getting to know each other through casual introductions and introducing projects that they are currently working on. The Needs Analysis targeted the conversation to focus on student needs. Using reciprocal learning techniques, each person took time to share about the projects they were working on and answer questions from the other participants as a "teacher". The "learner" role happened as the other participants asked clarifying questions and applied concepts to their situations as they broadened their understanding.

In one group, a participant shared information about a MOOC course they had recently implemented that would be required by all students at the institution. They used

crowdsourcing to develop it, and the discussion centered around the challenges of implementing it effectively and at a large scale. One of the "learner" participants asked about the "global" aspect of the course and the expected student population. The "teacher" participant talked about how the course was available in three different languages to meet the needs of the students, used different representations of diverse communities in the videos. It also provided a flexible schedule to allow students to take it even through their holiday schedule. Although most of the students were from a specific local country, the course was open globally, and there were international students in different time zones. Another "learner" participant asked how they implemented the "global" aspect into the objectives. The "teacher" participant discussed the challenges of including students from different global backgrounds, including teaching students about cultural sensitivity and working with different cultures as students went through the course.

During the full group discussion, various individual participants asked questions and provided insights and resources during a reflective debrief of the small group discussions. One participant shared that they hadn't identified the audience analysis as much as they thought they could have and commented that often she has a specific student population in mind. As the conversation progressed regarding the challenge of knowing your audience in an online course, a participant shared that "(my institution) uses personas related to student accessibility and helps instructors/IDs have a specific set of students in mind who might be facing accessibility issues." This participant indicated that fictitious students based on demographic details, behavior patterns and motivations

are produced to guide decision-making during the instructional design process. This conversation sparked several participants to ask questions and engage in discussions on how they might be used for global course design. Another participant talked about the complexity of knowing the context of the students and how often designers make assumptions about them, and another participant shared a link to a tool that helps add different and diverse voices to videos to help with building personas and having more representation in videos.

Session 1 Reflection

This activity was estimated to take 60 minutes, and many participants indicated they struggled to complete it. The reflection was collected through a Google Form and included three questions to help them reflect on what they reviewed:

1. Reflect on what you learned from your peer's needs analysis that was shared. What were the similarities to how you think about course design? What did you learn or see that was different for you?
2. What questions would you like to have asked, or that you considered, or came to mind, as they shared their analysis?
3. From your perspective, what thoughts do you have if this learning object were used with a global student audience, or different communities that you may have worked with?

Comments included themes that, as instructional designers, they felt disconnected from the audience or the instructor, and there was an exchange of information on creating a “Teachers Guide” to support the instructor. They also mentioned the importance of

knowing the institutional goals and aligning content with institutionally accepted tools and frameworks like Backward Design and Universal Design Principles. One participant wrote, “I also noticed that many of us used “backward design,” Bloom’s taxonomy, and flipped lessons. The first of these two is essential in my thinking to creating a program.” They also shared commitments to learning goals that could be defined and assessed. Some comments were on the difficulty of translating a successful course for a new audience and the challenges of adjusting the content for appropriate engagement and accessibility. However, examples were shared about considering language skills, cultural backgrounds, and group activities.

The reflection about potential questions to ask each other focused on audience needs, and themes of time management, accessibility, and teacher expectations also emerged. They appeared curious about how different institutions and cultural expectations managed these topics. Time management for faculty and students was mentioned as a challenge for global students who often met in different time zones. Accessibility statements from developing countries were applied to a local context found in this comment, “[these] could actually be applied to these students quite well because there are many parts of Pennsylvania that are rural and have very limited access to high-speed internet. They could certainly relate to the content in that context as low bandwidth is a global issue.” Technology and accessibility questions included the ability to have technology translate videos. They also shared optional tools like this participant, “I thought of a common annotating tool that maybe students could use as they read the article, but we didn’t get to dive into that area very much.” They explored alternative

methods of assessments and templates for syllabi with general guidance on best practices. “Is the global nature of this syllabus template reflective of designers in one country creating courseware for instructors and students in another country, or will students be from a variety of countries? If the latter is the case, does the template allow for foundational knowledge of the learning system at the host university - expectations for interactions between students and faculty and between students, what academic integrity means etc? What assumptions are made regarding student familiarity with resources available to them?” The overall experience of this reflection was summarized by one participant who stated that “I think for this syllabus template to be effective for a global student audience (defined by me as students from multiple countries) it would have to define the norms and expectations of the university culture - interacting with instructors, interacting with peers, sharing ideas in discussions and in synchronous class time, resources available to students for academic, mental health, financial, technical, etc support. No assumption can be made regarding prior knowledge of these norms and expectations. So, regardless of the academic level of each student (freshman or graduate) these norms should be outlined clearly.”

Session 2: October 16, 2023

The second session started with a summary of the previous discussions and a review of the group scores for the IES survey, indicating strengths in Interpersonal Engagement and Positive Regard. Next participants were introduced to the International Board of Standards for Training, Performance, and Instruction (IBSTPI) as they pertained to instructional designers. Most participants had limited knowledge of these standards, but

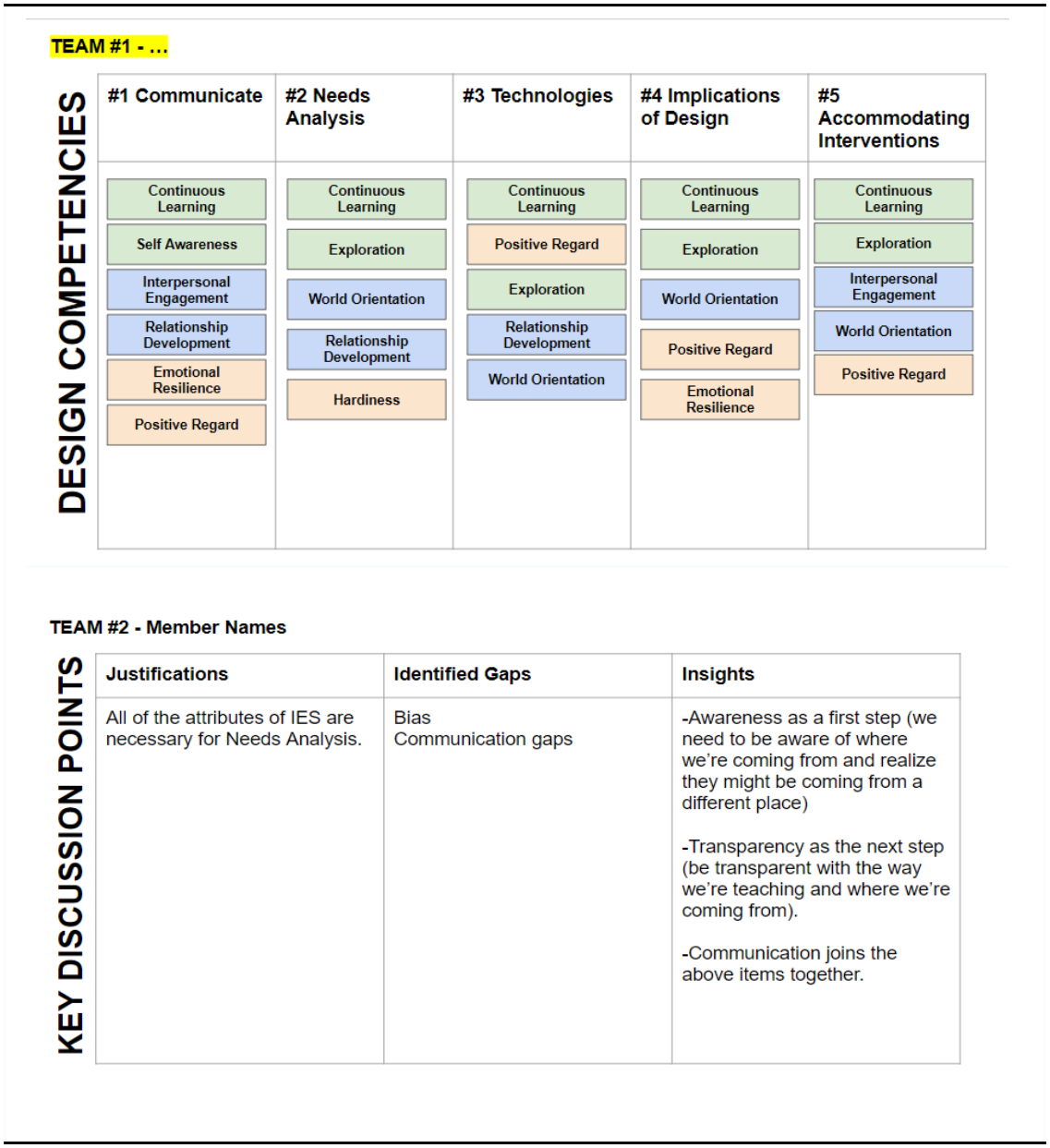
only a few had never heard of them. They all agreed that they were necessary for their instructional design work and were skills that they used regularly in their positions. Out of the 22 competencies described as essential for instructional design, the conversation focused on 5 of these competencies. This focus allowed participants to discuss the importance of instructional design competencies with a global audience. They were:

- Communicate effectively in visual, oral and written form
- Identify and describe target population and environmental characteristics
- Analyze the characteristics of existing and emerging technologies and their potential use
- Identify and respond to ethical, legal, and political implications of design in the workplace
- Design instructional interventions while accommodating social, cultural, political, and other individual factors that influence learning

The facilitator divided the participants into two breakout groups. This time they compared the characteristics from the Intercultural Effectiveness Scale survey and the IBSTPI Instructional Design Competencies and discussed how they connected and contrasted (Appendix B and C). Breakout groups used Google slides to take notes and a "cheat sheet" defining each of the IES and IBSTPI categories. Figure 5 illustrates how each team categorized the competencies. Slide #1 shows the columns with the five different IBSTPI skill sets. Then the different IES surveys were dropped or typed into the columns. On the second team slide, the teams typed in notes about justifications for their decisions, gaps or challenges they experienced while discussing, and team insights.

Figure 5

Examples from Session 2 Group Activity (Slide #1 and Slide #2)



TEAM #1 - …

DESIGN COMPETENCIES

#1 Communicate	#2 Needs Analysis	#3 Technologies	#4 Implications of Design	#5 Accommodating Interventions
Continuous Learning	Continuous Learning	Continuous Learning	Continuous Learning	Continuous Learning
Self Awareness	Exploration	Positive Regard	Exploration	Exploration
Interpersonal Engagement	World Orientation	Exploration	World Orientation	Interpersonal Engagement
Relationship Development	Relationship Development	Relationship Development	Positive Regard	World Orientation
Emotional Resilience	Hardiness	World Orientation	Emotional Resilience	Positive Regard
Positive Regard				

TEAM #2 - Member Names

KEY DISCUSSION POINTS

Justifications	Identified Gaps	Insights
All of the attributes of IES are necessary for Needs Analysis.	Bias Communication gaps	-Awareness as a first step (we need to be aware of where we're coming from and realize they might be coming from a different place) -Transparency as the next step (be transparent with the way we're teaching and where we're coming from). -Communication joins the above items together.

The transcript shows that the small group discussion initially had the participants start defining the tasks and ensuring everyone had access to documents to work with. Some time was taken for them to get familiar with the definitions and how the group

would engage and discuss. Even in this phase, examples of reciprocal learning emerged as each person shared an idea of how a skillset connected. Then, other participants joined in with questions for clarification and offering different perspectives. After negotiating a shared definition, all participants would agree, and the group would add the skill to the slide.

After completing the first IBSTPI skill, Communication, one group started discussing if all the IES competencies would be important for all the instructional design skills. One participant would suggest each skill and justify why they thought it would fit in that category. An example of this was when the instructional design skill for a "Needs Analysis" was discussed, one of the participants assumed the role of a teacher and shared that based on her experience, "World Orientation" was necessary because "you need to know your audiences and their cultural backgrounds to be aware of images and wording to use." At one point, the group began to question how the assessment of an individual's cultural competency would apply to the ability to create a needs assessment of a student audience. One participant said, "these [IES] assessments that we did were about ourselves. And so when we're designing, we're designing for others, not for ourselves. Right? So I'm having a hard time making that connection." As the group discussed it, and shared perspectives, one of the participants noted, "You're right that you need to be able to be open and etc., etc., but so much of design work, it's really easy to fall into the trap of making assumptions about your learner based on your own experience." The group went on to say that the IES survey was beneficial because it helped to know your personal preference and be more self-aware to avoid the assumption trap. This idea is

well illustrated in the literature as well. When the group got to the discussion about an instructional designer needing to be able to assess technology, one of the participants connected it to Relationship Development, which surprised others. When asked to justify her stance, she explained that her exposure to new technologies stemmed from her relationships with others, and these connections often enabled her to assess a technology more effectively by establishing a relationship with someone who might have a deeper understanding than she had on her own. Another participant jumped in and commented that by being able to connect with others, you might also avoid assumptions because you could ask someone who was using it or from that community. Another example of a reciprocal moment was when this group went away from the focused topic, and one of the quieter members spoke up, clarified a question, and brought them back to a focused discussion for the next step. It was a subtle way to lead, but it was as important as contributing knowledge or experience to the group.

When the large group came back together and shared their insights, it was interesting that they had similar conversations regarding how the cultural competencies all worked with the instructional design competencies. The insights included a discussion on how understanding your own self supports student success in a course. The second group spoke about it in terms of transparency. "So we just felt like transparency first meant that you had awareness to know our own biases. And as we do a Needs Analysis, we don't always have access to the populations that we are doing the needs analysis but we can be like, 'Okay, this is where I come from. This is why I've designed this way' as a start to the work."

Reflection 2: Global Resources

Participants shared multiple articles, frameworks, and standards they considered essential for global course design. The participants were asked to review their colleagues' contributions in the reflection phase. The prompts included:

1. Reflect on the discussions from session 2, and the connections between the IBSPTI competencies, IES Assessment, and global course design. Share something that your colleagues said that surprised you or caused you to think differently than before.
2. After reviewing the resources that were shared by your colleagues, which ones had a different perspective than what you would normally think about for course design? What intrigued you, or caught your attention?

Reflections from this exercise included connections between global competencies and instructional design. “The more we thought about it, each design competency required some aspect, if not all, of the three intercultural effectiveness characteristics. It became clear that it is paramount to develop and reinforce these characteristics to design effective and inclusive global learning environments and experiences.” There was an awareness of the need to adapt instructional design work to global audiences, as shown in this comment, “when engaging in instructional design, teaching or learning in global settings, it is important to try and be as transparent as possible AND ready and willing to adapt or shift if/when the need arises. Good instructional design will ensure that adaptation can be possible.” And there was an emphasis on student-centered learning that included a deep understanding of audiences. “I believe one word we did return to was instructional

designers with a global mindset tend to be empaths or have the ability to put themselves in others' shoes. I agree with this as an important skill…" Other participants indicated the challenge of this critical skill, "I agree that we should be looking at our learners, but when we design, we often do not know them yet, so we have to anticipate, often incorrectly, what our learners' needs are."

All participants commented positively on the shared resources document and felt they would continue to add to it. Appendix F has the complete list of articles, research, and multimedia/website content participants shared. Overall, the resources focused on student-centered thinking. "I also like the student-focused nature of this particular resource. While the instructor or instructional designer is important to course development, the students are truly the heart. So using a framework that is student-centered encourages a global mindset vs a potential "me" mindset of the instructor or ID." Frameworks and specific strategies for design emerged in several resources. They included general teaching websites and specific techniques like 2-stage exams, TILT-Transparency in Learning and Teaching, and the Diffusion of Innovation Theory. The other thematic category to emerge was specific to global education and included resources for Hofstede's Model of Cultural Dimensions, a framework for Culturally Responsive Teaching, and Paulo Freire's Pedagogy of Hope. Overall, participants often reflected on how to apply these different resources to their work, taking ideas away for further consideration. "I got a bit out of each of the resources, but the ones that held my attention were the study on the new ecology of learning - using connectivist pedagogical approaches to design at-scale learning environments to take advantage of the affordances

of a large network of co-learners rather than mitigate against the challenges that large-scale cohorts present." Another participant mused on the challenge of consistently incorporating this information into their daily practice, "it can be challenging to remain aware of our own biases and strive for transparency in our interactions with users. Recognizing and addressing our biases requires self-awareness and a willingness to confront our prejudices. Transparency involves openly acknowledging our biases and taking steps to minimize their influence on our decisions and actions. This process can be difficult but is essential for ensuring fairness and equity in our interactions with users."

Session 3: October 30, 2023

In the study's third and final live session, participants spent time pulling together various elements from their previous discussions to create something shareable with those outside the group. The facilitator summarized the previous session quickly and shared interesting comments from the reflections. These comments included some points from the group discussion on the need for instructional designers to develop empathy and the ability to adapt quickly to changing situations. There was also a quick review of the many resources shared in the homework. Specific to the application of instructional design, the chosen resources highlighted clarity in syllabi, diversity of content and imagery, communication/languages, authentic assessments, and surveying the needs/expectations of learners. Resources with specific references to the development of cultural competency included recognizing our own biases, building value for diverse cultures and respect for differences, personalized and alternative paths for learning,

continual learning and development, and understanding motivation and belonging strategies.

Following this review, the participants were divided into two groups to accomplish two activities. The first activity was to agree on the top 10 recommendations for "Designing Courses for a Global Audience." The groups had a few minutes to review and comment on each other's lists. Then, each group chose one of those recommendations and discussed a plan for how to address or build skills to meet that recommendation. After Session 3, answers were collected. The top 10 recommendations from Team 1 were:

- Understand the physical context in which learning is likely to take place.
- Awareness of cultural contexts or at least the expectation of diversity.
- Establish what students' expectations are regarding learning, assessment and pedagogy.
- Transparency - both ways; what are instructors "assuming" or expecting, and what are students "assuming" and expecting.
- Student-centric needs analysis; what do they need when graduating in terms of KASH: knowledge, attitudes, skills and habits.
- Things to consider - time. (It's easy to be overly ambitious)
- Accessibility of all types. What variety of physical, technical, financial, health (of all types), etc. diversity need to account for?
- Language level of students. Similarly, be aware of jargon that may be "obvious" to some, but not others.

- Flexibility - try to build in opportunities for the course to shift directions a bit
- Prior-knowledge - build in opportunities to find out about students' knowledge base, i.e. the skills/abilities you expect (hope) they can bring to their learning

Although Team 2 had similar themes, some variation in language is apparent. The top 10 responses from Team 2 were:

- Prior knowledge (understand where the audience is coming from and what they know)
- What is participant motivation for taking the training/course?
- Transparency in teaching (designer/instructor is transparent in decisions of how they design courses)
- Pedagogically appropriate attention to modality (synchronous vs. asynchronous)
- Sensitivity to cultural background of students/participants
- What is our own reason for creating this course/training (needs analysis)? What are we trying to solve?
- Live/synchronous session meetings: Account for time zones, cultural needs (meals, prayers, group work needs with different time zones, etc.)
- Instructional technologies: What platforms and technologies will be used? Some countries have firewalls, differing abilities with technology, etc.
- Assessment: How do we assess? How is it culturally different? Is it required for them to get badge/certificate/degree?
- Accessibility: (So many different angles–language, connectivity, differing abilities)

In the transcripts, the roles of the teacher and the learner continually shift during these negotiated decisions and activities. In one group, it was also driven by the location of people, as a group member started with a quick “Good Morning” and then realized that not everyone was in the same timezone. This initial comment became a point for the activity and highlighted the importance of knowing an audience and incorporating the context for the learning. “We talk about the cultural context, which is sort of more the fabric in which something's taking place as opposed to the temporal or spatial.” The discussion then moved into making assumptions about students and the challenge of doing that with multiple cultures and students represented in a classroom. One participant shared that students are individuals, and another participant said “maybe I can’t fully understand, but at least I have this awareness of the diversity. Maybe I just can't get it, you know, like it's too different or is too complex, or is something that I have never experienced before, but at least I have this awareness to give me a framework.” Another stated that “I know what I don’t know?” and they all appeared to agree with that statement. The next topic that developed was about how we assess students, and the discussion centered on how many assessments were Western-centric. The group felt that they assumed specific pedagogies without the student in mind. One participant mentioned that the student has a better chance at success if we are transparent in what our expectations are and know what they are expecting, commenting that specific ideas are “so ingrained into us that it's totally foreign to them, and it's what we base a whole lesson on without realizing the struggle for students.” This topic flowed into hidden curriculums,

group activities, and providing opportunities for flexibility. In the discussion, you would often hear someone refer to having learned from another session about something, or a participant would give credit to an idea from another participant that they felt was a strong point.

Reflection 3: Future Thinking

This final reflection asked participants to consider the group experience and reflect on what might have value in continuing after the study. The prompts were:

1. What do you want to remember about the experiences, your insights, or new knowledge gained?
2. Thinking beyond this study, what areas might you be interested in exploring further? Is there a personal area of development that you would want to work on? Would you include members of this group in any future explorations?

The final reflection prepared participants for the final interview. However, only six participants completed it. It is not clear why only a portion of the participants completed the survey. During the interviews, participants apologized for missing the reflection, mentioned their workloads and shared they had looked at the prompts and were prepared to discuss them. Comments from the reflections show that the discussions and sharing of experiences were highly valued. The comments indicate a high level of introspective reflection, “When designing instruction for a global audience, how should we distinguish between the content or capabilities to be learned and the contextual opportunities or barriers that may be encountered by students? Do we design the course

as we would for our "normal" students then add aspects to the instructional design model to account for the (unknown) global context? Or do we start by specifying the scope of issues to deal with a global audience before thinking about the "content" of the course? My answer would be - a bit of both, especially if the "content" itself needs to be contextualized."

The reflections noted that the most valuable activities were the resource list and the Top 10 list of instructional skill sets. Others mentioned the challenges of working with a group that had diverse perspectives, and the struggle to choose a priority to discuss and complete the task during the synchronous session. Still, others indicated a desire to continue to work with the group by offering conference suggestions, potential collaborative research, and assistance with feedback from the perspective of Latin or Spanish-speaking populations.

Many participants indicated personal development plans and a desire for continued learning that included deeply reviewing the resources and being more aware of their own bias when considering the needs of students. "I previously hadn't thought much about how my experiences may have led me to have this "global" mindset. I venture to guess that it might be harder, in some ways, for Americans to develop a global mindset. I think any individual, regardless of where they live, might have to make very intentional decisions to seek out others not like them." Additionally, many of the participants shared specific references to a colleague and the desire to learn more about their work. "I would like to ask Kasey more about her experience with the Ethiopian learners she teaches. She discussed some of the challenges, but I'd like to hear more about the solutions she found."

Another example is, “I would like to talk to Arley and learn more about his personal process of design. What he considers and how he addresses the many unknowns he encounters.” Overall, participants indicated that it was a positive opportunity to “pause and think more deeply” about global course design.

Final Interviews

Each of the participants was individually interviewed by the researcher in a 30-45 minute Zoom session after the final webinar session. These interviews were conducted in a semi-structured manner, and the questions were shared ahead of time with the participants so that those who did not use English as their primary language would be comfortable with the interview. Additionally, the researcher used Google Slides for the prompts, allowing the participants to read and refer back to them as needed. The Google Slides also had visuals with a graphic reciprocal learning cycle and Bennett’s Model for Intercultural Sensitivity that related to some of the questions. The researcher used a script but also allowed flexibility for questions asking for clarity or detail regarding a comment from the participant. Appendix G shows the specific slides and script. The questions focused on three areas of Reciprocal Learning, Intercultural Competency, and the Overall Experience of their participation. These were the core questions:

1. Using the model of reciprocal learning, explain when you participated as a “teacher/leader”, and when you participated as a “novice/learner” with specific examples if possible.
2. Reviewing Bennett’s Model for Intercultural Sensitivity, how might this framework be used by instructional designers? How might the work or design

decisions change if the instructional designer identified in the "Ethnorelative Stages"?

3. What were the benefits and challenges of participating in this study? Can you identify ways for this group to continue to collaborate and work together?

All sessions were recorded and transcribed for coding and analysis purposes.

Arley Interview

Arley mentioned that all the sessions had opportunities for reciprocal learning but specifically shared one example where he was the teacher. In his group, he noted that the others seemed interested in his resource on TILT and the transparency of learning, and some participants had not heard of it. "The reciprocal teaching is actually quite a useful model" because it lends itself to transparency, and is helpful in that everyone knows "where they are coming from, and where they are going." As a learner, he commented on the participant who shared a course that developed as an aspiration across their institution. "I had an awful lot of questions that I would have loved to ask," Arley said, and he mentioned wanting to share that with others at his institution.

The challenges were the time restraints and the depth of discussions and activities in the small group discussions. "We didn't have much time to engage and contemplate the point" in detail. Information had to be quickly decided on and done during the short web session. During the first five minutes, the group determined the task and began defining it. None of the functions were trivial, and he wanted everyone to share ideas, but this takes time. He said that, in retrospect, it helps to have a "rather blunt engineer" to

move the process forward and focus on the deadline. “Sometimes I feel we end up getting into these philosophical conversations which prevents progress.”

He felt the groups’ value came from gaining knowledge of “what’s going on around us,” including what other institutions and colleagues were involved with. He stated that since we aren’t doing the same things, we can learn from each other. “This opportunity is a rare opportunity to engage with like-minded scholars that don’t otherwise cross paths.” He also discussed his struggle with connecting with like-minded people from different disciplines and backgrounds to address similar problems in different ways. He felt there were benefits to continuing to learn and develop this network, suggesting that we build a way to share conferences and events that we were attending to connect in a face-to-face opportunity. The group's common ground was a passion for global course design, which, while not naturally conducive to shared conferences or workshops, should be nurtured and developed.

Lydia Interview

Lydia’s interview often focused on the challenges of working with a diverse group on challenging tasks. During most of the sessions, she commented that she enjoyed exchanging ideas with the diverse group and liked shared resources. She felt that everyone had an equal opportunity to share experiences and liked the flow of the conversations. She mentioned that in one exercise, they tried to connect specific skills to specific competencies and realized they were all connected. She indicated this was an “aha moment.” She commented that teacher and learner roles often merged and shifted effortlessly. However, in one of the groups, a “weird group dynamic” made her

uncomfortable. It caused her to stop sharing ideas and reluctantly move toward the group ideas to avoid discomfort and conflict. Afterward, she reflected that they had different understandings of the task. She commented that this might be a challenge with the Zoom format and not knowing the group well.

When discussing ethnorelativism, she said the Integration stage correlated well with her view on cultural humility versus cultural awareness or competency. She mentioned assessing average people based on nationality and realized that "Everybody comes in as an individual." It is important not to group people by nationality as her assessment showed she wasn't typical of her nationality. She said that in designing global courses, you have to realize that students will "come to a course with their own set of desires for takeaways, and your assumption of what's successful versus theirs may not be the same. And so, is it possible to design with the assumption of a particular outcome?" Lydia talked about the challenges she has experienced with students taking courses outside their culture and that the course may have a Western-focused value incompatible with the student's community and culture. She reflected on courses teaching critical thinking and habits of mind that allow applying content more flexibly and connecting with universal design for learning principles, which is admittedly more difficult to design.

Lydia found value in her ability to discuss ideas with other participants and meta-cognitive reflections on her work. She mentioned being impressed by the other participants' experiences and the shared strengths from the IES survey. It built trust between us and a shared aspiration to be more effective in global course design. She mentioned that the discussions were intimate and that she learned from what others did in

their jobs that were different but related to her work. She hoped that the group could help her create guidelines that would be faculty and student-focused for global course design and focus on practices that cross borders.

Kasey Interview

Kasey's example of reciprocal learning as a learner was remembering a discussion about transparency and a shared conversation in a small group. She said it caused her to reflect on how we define ourselves as transparent and develop a self-awareness around openness. In the IES survey, her lowest score was in self-awareness, and she was 'horrified' by that initial score. However, after taking a similar survey with the same or similar results, she took time to think about the concept. The other survey mentioned that people with high levels of compassion often don't know their own needs and, therefore, are less self-aware. She believed this tendency might be common in her work, as global course designers often concentrate on student needs but do not reflect on their biases and needs. She believes that even the term "instructional designer" is a Western construct, and the system may need to change to be less biased. She said, "for you to know yourself to be truly transparent, you have to know yourself and why you're doing certain things right?." She reflected on her teaching, where she grades different assignments more "lightly," and how she is not always transparent in that process with her students.

For the reciprocal learning that showcased teaching, Kasey talked about a time when she was working with a group in another country, and they never showed up to the Zoom meetings at the right time. Afterward, she realized that they started their day at

6:00am, not midnight, so their time was completely off from hers. She said that until "we fall victim to some kind of problem that we've created with our assumptions" we don't even know what to ask. She believes she is more ethnorelative because she has learned from experience to "come at the problem a bit differently," especially with digital competencies. In some of the communities she works with, all meetings must start with a prayer. She has to put aside her "American perspective" and "gracefully" go with that process. She states that she will often reflect on whether something is "her mindset" or something she doesn't need to change in that moment. For example, she states that she works with both Muslim and Christian students by framing the learning objectives over individual personal bias, allowing her to focus on what the students need to learn.

Kasey mentioned the value of the group and being able to discuss global course design when she considers herself an outlier in her institutional discussions. She states that connecting with others on this topic is not easy and takes continual work. "You never know what little things a person will say that will like be a lightbulb for you…Everyone has something to bring to the table, and not everything is going to fit my needs or their needs. But something will fit somebody, and we can all pull from that." Kasey said that we don't necessarily get taught how to do global course design. Instead, it is just learning on our own and over time. But with this group, she believes she was able to have a common language and framework to build on, and she hopes that the group in the future could further develop that framework and continue to collaborate.

Drew Interview

Drew started the conversation by discussing how she had carefully written reminders of specific incidents that reflected reciprocal learning. She wanted to remember and specifically share her experiences. Although she tried to indicate specific roles she had as a teacher or student, she said that often there was a "switching" of roles back and forth between the participants, and these experiences she wanted to share "might be examples of both." One example didn't happen in a specific session, but she noticed a "negotiating" of tasks, where the group would ask if they agreed. She also felt she was more of a learner in the initial part of a discussion as the others defined the activity, and she listened and followed their lead. The second example was when the group was discussing the specific job responsibilities of an instructional designer, and each person shared their specific roles with the others. She found it interesting that each worked with different learners, different kinds of courses, and different types of programs. Learning about each other's work was a valuable part for Drew.

Another example of reciprocal learning came from an interaction she had with an instructional designer from Mexico who talked about time zone considerations for synchronous learning. Drew shared that she also considered time zones for asynchronous learning because of the requirement of group work in her online courses, and there was an "Aha" moment for both. Her last example came from a discussion about transparency when she realized that different participants had different definitions of similar terms. An example of this was the use of terminology where she would ask for clarification, and the

group would share different interpretations and negotiate a shared understanding to move forward.

Regarding ethnorelativism, Drew commented that instructional design work can be very isolated, and it is essential to realize that you can't be at the Denial stage, where only your own experiences and mindset are incorporated into the course design. You have to move beyond your perspective, have a student in mind, and build the course with their needs. She also believes that by giving students more choice, they can bring their own culture and perspective to the course. Learning another language also helps contribute to this mindset because you often learn more than words. You are learning about a culture's politics, values, and traditions. That is also why merely translating a course into another language does not make it meaningful to the other community.

She also valued that this group of participants were all good communicators, and everyone was able to share their perspectives. "It was like we were on the same page, even with different ideas." Conversations flowed easily. She said she enthusiastically looked forward to each session. Through self-reflection, she also found that her identity adjusted with these new experiences as she now defined herself as a global instructional designer, which she hadn't done before. Although the time restraints were challenging, she looked forward to connecting in the future and using the network as a sounding board, with opportunities to continue to learn and get feedback.

Aisha Interview

Aisha started by sharing examples of opportunities where she was in the "teacher" role with her group members. She shared an example where she helped another

participant understand a student's challenges with connectivity and access from a developing country. Aisha felt that she had insight into those types of challenges that other participants might not have experienced and helped them to be more empathetic. Together, they could learn, discuss solutions, and make connections as a group. As a learner, Aisha shared how she learned about flexible design from one of the other participants. Her work is usually highly structured from the institution, and yet she was able to realize how a flexible design might better support certain groups of learners. She felt it would empower the student and show that the institution cares about their success.

She found the value of this experience in the process of self-reflection and the idea of applying the concepts she was learning from others to her own work. One example was the consideration that a course design needs to go beyond accessible documents and the principles of UDL and connect with the students on what they want to do and how they feel. She found the resources shared by the other participants to be very meaningful, and many of the resources were new to her. She also liked the format of the sessions, where there was a topic and plenty of time to discuss it.

Aisha was very interested in the Intercultural Sensitivity model and said "sometimes you assume that you are in a certain point, and then you realize there is still a lot of work to be done in your design and your practice, and a bias that you need to be aware of." She calls it "shocking" when she realized how many assumptions she had, even with some awareness, and the challenge of continuing to make mistakes because of time restraints on a project. "At the end of the day, it was quite shocking to see what we have been doing without any real analysis, and just assuming a lot of things." She went

on to say that you have to accept it and make the change. “Acceptance is not good enough, but it is the first step to understanding. You have to realize that it may seem little, but it makes a difference. It does matter.” She believes that too often we say to students, “Yes, of course I need to be open and recognize you, and I want to recognize you, but only if I have time.” This leads to more of the same mistakes.

She acknowledged that awareness was hard and continually needs to be addressed. She also stated that instructional designers must be comfortable with change as their profession is constantly changing with new technologies, strategies and teaching techniques. She quickly realized that her experiences as an instructional designer were quite different from those of the other participants, but it gave her a broader perspective. However, many of the shared experiences from other participants resonated with her, and she gained their perspectives and knowledge as well. She hoped that in continued conversations they would be able to take the knowledge into a practical application, something that others could use to be more global.

Morgan Interview

Morgan’s interview focused on working with diverse groups. She discussed the challenge of ensuring that all group members had an opportunity to share their perspectives and then collaboratively build definitions for the activities. She mentions that her perspectives may be different from those of another participant, but “That also made it interesting.” She felt that often there were not clearly defined roles as a teacher or a learner, but “everybody was inputting and synthesizing information at the same time, and I think that’s what made it a really good example of this [Reciprocal Learning]

process." An example of the challenge of reciprocal learning was when group dynamics didn't allow a group member to simply be resigned to using another group member's definition for a task, but instead work through the conflict with questioning and clarifying questions to come to a shared understanding. She discussed another time when her definition of global course design was different than another participant's, and she took time to look at the resources that he had shared. Then, she could better understand his perspective of developing a global perspective for students, not just for course design. "I mean, we're doing the same thing, but differently." One of the participants discussed gender in terms of cultural context, and Morgan shared that the communities that she worked with just didn't see gender as something essential to consider. Therefore, she tends to let go of that identity for her students and focuses on other contexts.

Morgan discussed many examples of being ethnorelative in her work with diverse communities. She mentioned that the topics she works with are often Western-centric, and "you have to be cognizant of how they are thinking about it." She discussed how her teachers would take what she gave them but "put their own spin" on it, which is why it is important to be flexible. But she also cautions new teachers to be aware of what they are doing because they may be "altering a culture". She says, "if we're going in and making everything linear, like the Western style of thinking, we may be hurting diversity and the ability to have different perspectives." Another example includes working with Muslim students and having them identify all Americans as Christians. They were worried about offending her, and she talked about being upfront and transparent with them, stating, "my job is to help you learn to analyze information and make your own decisions." She

wanted them to know that "my way isn't the only way, and their way was just as legitimate."

Morgan discussed the value of participating in the study by listening to the types of projects and differing job descriptions of the other participants. The challenge was the timing, as she had to connect at various times to coincide with traveling for work. She was excited about continuing the group and connecting again with opportunities to network and learn more about what work the others were doing.

River Interview

River discussed the benefits of the "conversational" style and the ability to share resources during group sessions with participants who had more years of experience. "I could bring it into my own practice, and I really took away the way more seasoned practitioners consider course design and instructional design." She enjoyed the "back and forth" questioning, prompting her to think more deeply about new concepts. Initially, She was intimidated and wanted to be recognized as competent in her abilities and her answers. However, she quickly learned that she could bring a "fresh perspective." As a learner, she asked "How can you apply this content that you are being provided, or being taught, to your own space?" She benefited from the many shared resources from the web sessions to links shared in chat sessions. She pushed herself to share resources that others might not consider or something "a bit different" from what other participants shared. She shared an example of when one participant showed a faculty development project, and River began questioning how the onboarding process and training of instructors could be more global. River also shared a time she felt more like a teacher. She was

excited when showing a resource library that she was building. She noted that one of the other participants was very interested in the instructional materials, asking questions and taking it all in.

When asked about ethnorelative perspectives and instructional design, her answer was, “I think it can be pretty dangerous for course designers to not consider [diverse] people in online courses.” She mentioned that without face-to-face interactions, “you don’t really have a good context for who they are” and may have a more ethnocentric viewpoint. An ethnocentric view as a designer might even limit your ability to understand what your learners need. A more ethnorelative view might help you ask questions about how to tailor content to as many people as possible. She mentions the importance and challenge of pushing yourself as a designer to check your bias. She said it is critical to ask the opinions of people who are different than yourself and have different experiences. This openness is the only way to create better learning experiences.

In her perspective, the challenge for global course design was how to build at scale and still acknowledge an individual student in an ethnorelative manner. She also shared that she believed that institutionally, we often work in a “bubble” and miss out on innovative practices because it is “difficult to break the habits” and take the time to rethink decisions. She says that we may have a model that works well for our students but doesn’t necessarily translate well to other places.

Her experience in the study allowed her to incorporate learning into her own practice, and she plans to explore new topics more deeply. She found it very beneficial to her professional growth to learn about new perspectives and different approaches to

design from the different institutions represented. She felt that the network developed in this group was not something an individual could easily attain and was looking forward to continuing the experience.

Luna Interview

Luna felt the entire experience was a "constant cycling of being a teacher and a learner" simultaneously. The breakout sessions, with four people, were very valuable to her by allowing everyone to share and speak about their work. "It was a constant exchange of knowledge and experiences, and it was great to hear everything." She also liked working in the smaller group and then sharing in the larger group and was surprised by the similarities between the groups' discussions. She also felt that she benefitted from already identifying as global, working for a global company, and having a diverse team to share perspectives with. This value is important to her, and she hoped for a shared space, like LinkedIn Groups, to discuss the continually changing tools and strategies for instructional design with the group.

She shared an example where the group had a discussion on transparency and the importance of it in course design. "...we have to make assumptions, right? And sometimes those assumptions are wrong." She felt that this topic could have easily been a more extended discussion and reflected on how transparency for what the instructors were assuming and expecting and transparency with what the students needed was critical. However, she felt that too often, the information you need not to assume things is unavailable because of "cutting corners" with time and deadlines. "Being lazy in your design, or because you don't really have access to information, isn't an excuse."

Luna shared one experience using reciprocal learning, where she mentioned that in her work, we need to acknowledge cultural backgrounds because we need to schedule prayer breaks within certain times. She realized that one of the other participants was surprised and had never considered that aspect of learning. This experience made Luna realize that instructional designers have different aspects and expectations for their work and even more differences in global practices.

In discussing the skills and awareness that instructional designers need, she mentioned that courses often add jokes, cartoons, or language that does not easily translate outside of the United States. She is always surprised at how individuals aren't sensitive to it. Some of the most difficult conversations she has had as an instructional designer are with a faculty member who is using images or readings that only make perfect sense to those with a Western-centric viewpoint but also recognizes that sometimes the Western principles are what needs to be taught in a course, and the challenge of understanding the balance. She also mentions that being aware of a globalized world and mindful of differences that can impact your target audience is beneficial.

In discussing the intercultural sensitivity model, she said, "I love the final one, Integration. So, it's not just recognizing and accepting that there are differences, but integrating them into your model, into your design." She believes instructional design skills need to grow and move into the Integration stage, which is a key to success. One way to do that is through reflection, and she mentioned that often after she was out of the

Zoom discussions, she was able to process everything and begin applying it to her personal identity and professional growth.

Jordan Interview

In Jordan's interview, he felt challenged by having enough time to devote himself to the work and focus on the discussions. Still, he ultimately felt that he had gained perspective in participating. "I felt like I had to make up for it, and [the group] was running with prior knowledge." He had to step back and listen before he could contribute. He shared his thinking about the resources he decided to share and how he very much wanted to include something others hadn't thought about. The resource he shared conveyed the importance and purpose of solving global problems. He also taught the other participants about accessibility and the broader concept beyond just making resources consumable. Overall, he felt the framework of the group sessions and the organization of the activities were valuable.

He also shared that he had learned more about specific strategies from other participants, including how to think about 2-stage exams in an inclusive manner that allows ESL students to learn from a group of peers. In considering his self-awareness, Jordan mentions his struggle with teaching when he assumes the students will do something. He discussed how he assumed that students would read and use a rubric, but after realizing they didn't follow what he expected, Jordan could rethink the assignment and be more intentional and transparent in his instructions. "I realized that after ten years of teaching, the one thing that I was always bad at was assuming students would do

certain things that they probably didn't." For him, reflecting on the 2-stage exam opened a window for dialog.

Jordan also talked about his identity as a global instructional designer. "I feel like I'm an international educator and have a very open mind," but sometimes I shift backward and am at a defensive stage. Jordan shared an example where he was asked by his supervisor why he spent so much time redoing his lessons each semester. He said, "every group is different" and I want to tailor the learning to the group.

Rowan Interview

Rowan's interview was the last of the participants, and as such, the researcher could dive into issues brought up by previous interviews. Rowan started the interview by talking about a master-apprentice model that his institution was working on that reminded him of the structure of this study. He shared that he was teaching during the web sessions while doing the peer review of the Needs Analysis and sharing insights from his perspective about systems and education. He also brought examples from his work designing a synchronous online course and sharing resources that his institution used. His model of a MOOC course was unique, and the other participants seemed interested in how it might work in their institutions.

As a learner, he said, "there were a lot of things I learned about myself personally from the other participants and at many, many different levels." The first example he shared was the framework of the overall sessions. By starting with the IES assessment and setting each session with reflections on "Why am I here? What am I trying to learn?" the structure set an expectation for self-reflection by each participant. "When you do this

kind of pre-assignments, it kind of helps you reflect on your preconceptions." He says that learning happens after the social interaction, discussion, and learning from others during the web session. The learning happens when you are tasked with reflecting again on the experience. He also appreciated starting the meeting with the acknowledgment that it was a "safe space" and that some participants might feel the topics are emotionally charged. He commented that the overall structure was an excellent case example of synchronous collaboration and how balancing asynchronous work, and a synchronous meeting could be accomplished despite challenges. "It must be challenging, but [you can see that] it's possible to do." He mentioned using the structure in other contexts and the benefits of it.

He also learned from doing the Needs Analysis and discussing it with peers. Although he had been using a similar approach, he was incorporating the framework of discussing pieces with others that was "really inspiring." He had several moments when he had insights on considering students' needs, language skills, and cultural backgrounds through the discussions and mentioned the "meta-level" learning that happened. He enjoyed learning about the unique aspects of different job responsibilities for instructional professionals, the different contexts, and even some organizational structures although it wasn't directly related to their assignment in the discussion. He believed that adopting a more ethnorelative worldview would "impact all levels" of course design, including the basics of course objectives. He believed that broader worldviews should be incorporated in all types of teaching and in developing student competencies. He also thought that it is a sensitive topic for many at his university and

would require a careful approach. However, students were often leaders in this area, and he could see a student-driven initiative becoming the catalyst.

The challenge for him was the diversity of the group. He said, "We were a diverse group, but on the other hand, we were all course design professionals," and this aspect created a common bond. He mentioned that the researcher specifically selected the participants in the study, and he'd love to see it include even more diversity, mentioning, as an example, an interaction at his university with students from Zimbabwe discussing the struggle with technical limitations.

He talked about the need for more institutions to consider this topic, saying that his university calls it something different and thinking about it differently. But, he felt they needed to be more in-depth like this study. "I think that we are not discussing that enough in our university, even though it is officially one of the focus points during this curriculum period." He also reflected on how his university considers itself localized even with a population of global students.

Cross-Case Analysis

After each case was compiled and analyzed individually, it was compared with other cases for thematic analysis (Stake, 1995; Yin, 2018). The cross-case analysis applied those themes to answer the research questions regarding the role of reciprocal learning in developing ethnorelative worldviews and the benefits of using reciprocal learning for professional development. The following seven emerging themes emerged through the analysis and multiple data points and include the four key identifiers for

developing cultural competency: building awareness of personal bias, developing cultural empathy, active listening and seeking to learn more about other diverse cultures.

Theme 1: Professional Identity and Personal Development

Many of the participants indicated from the initial Biosketch assignment that their driving passion in being an instructional designer was to provide access to learning for those that might not be able to access learning through traditional methods. This passion connected to their work in online education and often focused on both access to technology and learning activities that were flexible and authentic. This theme emerged during various activities in the web sessions, interviews, and personal reflections.

The Biosketches were an opportunity to share the participant's identity with others in the group. In many cases, this included comments about their motivation to create equitable and inclusive learning environments. Reflections on personal and professional growth during the sessions were also evident. Participants discussed how their experiences in the group sessions helped them redefine their roles as global instructional designers and highlighted the importance of ongoing learning and adaptation in their field. Specific observations in the web sessions and interviews indicated that the participants redefined who they were in terms of culture, shared insights on how their perspective had changed or worked with other participants to find a consensus.

Observable behaviors for this theme included participants using self-questioning and self-reflection applied to their career identity, in addition to their beliefs and values for education. Most often identified in written reflections, these behaviors were also

observed during web sessions as participants shared about their work and their desire to be inclusive of global audiences.

Theme 2: Reciprocal Learning Dynamics

This theme was evident in the way participants provided insights as "teachers" and gained new perspectives as "learners." In both roles, they shared their expertise. They practiced active listening as they learned from others during the web sessions and reflected on that learning during the individual reflections and final interviews. Specific examples included discussions about transparency in learning and global course design resources. Participants alternated between teaching and learning roles during the conversations, especially as they shared an example from their experiences and then fielded questions from their group during the needs analyses exercise. The interviews consistently highlight the fluidity between roles of teacher and learner, emphasizing reciprocal learning is a fluid process.

Observable behaviors included when a participant led a discussion or shared details of a project they were working on from a “teacher” perspective. Many also shared a personal cultural experience or a challenge they worked through in their jobs. Reciprocal learning behaviors included asking insightful and respectful questions about the shared examples, and asking for clarifications.

Theme 3: Value of Collaboration for Global Perspectives

The value of gaining knowledge from diverse institutional and collegial experiences was a recurrent theme. Participants stressed the importance of sharing insights and learning from the varied approaches to addressing similar problems across

different cultural and academic contexts. There was a shared aspiration for continued collaboration and networking beyond the study. The desire to build a community for sharing resources, practices, and experiences in global course design was a common sentiment.

This theme focused on observable behaviors of collaboration in web sessions. Active listening during web sessions demonstrated this theme and indicated with nodding their heads or verbal agreements (e.g., ‘uh-huh’ or ‘go on’) to encourage a speaker to continue. Another behavior happened with groups pausing to bring a new perspective or encouraging another member to participate. Disagreements or debates in the group may occur, but they are handled constructively with all group members participating. Collaboration manifested through acknowledging different team members' contributions, showing appreciation for another's opinion or perspective, and maintaining a fluid "back and forth" dynamic.

Theme 4: Diverse Approaches to Instructional Design and Shared Challenges

Several interviews touched upon the practical aspects of course design, such as considerations for time zones in synchronous learning, designing for flexibility, and addressing connectivity and access issues. These discussions underscored the complexity of creating globally applicable and effective course designs. The interviews revealed a variety of approaches and perspectives in instructional design, highlighting the need for flexibility and adaptation to different educational and cultural contexts. Participants shared and reflected on resources, frameworks, and strategies for global course design, emphasizing exchanging ideas.

This theme expanded with specific discussions during the web sessions on various instructional design competencies and their relevance to global course design. Two groups of participants indicated the "Top 10" skills needed to work in global course design and found many similarities in their lists, including transparency, flexibility, and awareness. Participants connected specific responsibilities to effective communication with multiple stakeholders and diverse students. There were several references to more practical aspects of course design, like language barriers and addressing technology and accessibility needs, that might be different from their "traditional" definition of a student.

Observable behaviors for this theme were seen in using specific language when the participants were interviewed, including phrases like "I never knew…" or "This changed the way I thought about…" Observations in the reflections also highlighted noticeable changes, multiple perspectives, and interactions between individuals' shifting personal perspectives.

Theme 5: Integration of Intercultural Sensitivity in Design

Many participants discussed the importance of being aware of and sensitive to cultural differences in course design. In the initial Biosketches this emerged from their passion for learning about global people and travel. Many considered themselves "Globalists" in their defined identities and were personally motivated to expand their knowledge within global contexts. The web sessions and reflections further developed this integration of design and cultural sensitivity through language indicating a movement towards more inclusive and integrated global course designs. This theme is particularly evident in the web sessions and reflections that focused on the International Board of

Standards for Training, Performance, and Instruction (IBSTPI) competencies and their alignment with cultural competencies. Multiple discussions during the final interviews also focused on adapting course design to diverse student backgrounds, considering different learning contexts, and acknowledging cultural differences in assessments and pedagogy. Participants highlighted the importance of ethnorelativism in global course design in discussions.

Observable behaviors in this theme included reflecting cultural empathy and active listening. Active listening was supported by nodding, eye contact, and intense facial expressions that indicated a focus on the speaker. Observers noted emotions such as a furrowed brow indicating concern, or a smile conveying understanding and encouragement. Often participants leaned into their cameras during these activities conveying interest and an openness for connections. Cultural empathy was observed through verbal respectful language, avoiding stereotyping and humility. Non-verbal cues included body language like eye contact and facial expressions.

Theme 6: Challenges of Group Dynamics and Time Management

This topic emerged in several of the final interviews and a few of the web sessions. There was an overall acknowledgment that the topic of global course design was complex. There was a limited amount of time during the web sessions to have conversations that effectively explored a deeper understanding of the topic. Participants explicitly stated the struggle to engage deeply within short time frames and the tension between philosophical discussions and task-oriented progress. The participants often came at a task with very different perspectives and definitions, and finding a consensus

was difficult. They felt pressured to complete the given task during synchronous sessions, and their individual reflections highlighted this theme, indicated by desire to ask more questions of other participants to understand their perspectives better. This challenge compounded in virtual settings, where understanding and connecting with group members was more difficult. Some participants were non-native English speakers and needed more time to communicate with their group on these complex topics, with group members needing to ask clarifying questions and be sure they understood comments. Some also mentioned that participants were engaging in sessions from various time zones, which might be better for some, but not all participants.

However, even with the challenges, some of the participants indicated that they had an immediate connection with the other participants in the study through their shared value of learning and roles as course designers. They felt the virtual space was "intimate" and a place to share challenges and frustrations with colleagues who understood their concerns. Many mentioned the value of connecting with others with expertise and broad global design experiences.

Observable behaviors for this theme included discussions where participants reminded groups of time left to complete the task or time restraints. Verbal comments that voiced a need to prioritize or share tasks indicated time concerns. Participants spoke quickly to get ideas into the conversation, or tried to squeeze last-minute thoughts into a deadline. In some cases, these developed into anxiety or stress and was observed by participants saying "Let's just move forward with this idea…" or the indication that the group needed to move forward.

Theme 7: Self-Awareness and Personal Bias

Participants reflected on the need to be aware of their cultural biases and assumptions when designing courses. This theme appeared regularly. Observations included language that indicated it was crucial to understand the global course design's complexities and ensure courses are inclusive and effective for diverse student populations. During the second session (October 16, 2023), while discussing the International Board of Standards for Training, Performance, and Instruction (IBSTPI) competencies and the Intercultural Effectiveness Scale (IES) survey, an insightful conversation unfolded among the participants highlighting this point as they discussed how the IES surveys were about their competencies, and how those preferences could perhaps influence their design decisions. This moment in the discussion highlights the theme of self-awareness and personal bias in instructional design. The participant recognized that as designers, their work should cater to the learners' needs, which may differ significantly from their own. However, they also acknowledged the challenge in shifting from a personal, possibly biased perspective to a more inclusive, learner-centered approach. Another participant contributed to this discussion by noting the ease of falling into the trap of making assumptions about learners based on one's own experiences. This comment further underscores the importance of self-awareness in instructional design. Recognizing one's biases and experiences is critical to avoid inadvertently designing courses that reflect only the designer's perspective rather than the diverse needs and backgrounds of the global student population. This exchange emphasizes the need for instructional designers to reflect on their assumptions and biases critically, understand

their impact on the design process, and strive to create learning experiences that are genuinely inclusive and accommodating of diverse global perspectives.

Journal reflections often actively demonstrate self-awareness, characterized by self-questioning and a desire to learn more. There were also passages sharing insights and exploring values, beliefs, and motivations. In web sessions, participants gave feedback or redefined perspectives through honest communication, indicating self-awareness. One example stated this through a conflict resolution in members showing empathy and struggling to understand different viewpoints. Self-awareness was also identified in conversations about future goals and personal growth needed for identity development.

These themes reflect the complexities and rich learning experiences inherent in global course design, emphasizing the importance of reciprocal learning, cultural sensitivity, practical adaptability, and collaborative growth in this field. After completing the cross-case analysis, the team developed three specific assertions, which are discussed in the next section along with their related evidence (Clark & Braun, 2013).

Findings

To address the research questions in this study, the team developed three overarching themes illustrating the role and value of reciprocal learning. These assertions stem from initial Biosketches, activities, and discussions in web sessions, individual reflections, and the final interviews. The team reviewed emerging themes from both individual and cross-case analyses and used them to present three assertions (refer to Table 9) related to the research questions.

Table 9

Assertions for Reciprocal Learning

Overarching Theme	Theme Components	Assertions
#1 Collaboration	Active engagement and participation in group settings. Development of communication and interpersonal skills.	#1a: Reciprocal learning strengthens professional networks and collaborative opportunities among instructional designers
	Sharing and valuing diverse perspectives. Co-creation and synthesis of new ideas	#1b: Collaboration in reciprocal learning supports the sharing of perspectives and co-creation of new knowledge
#2 Self-Awareness	Recognition of personal biases and assumptions. Enhanced understanding of personal teaching and learning styles.	#2a: Self-awareness can lead to instructional designers identifying themselves as global designers
	Development of reflective practices.	#2b: Self-awareness supports questioning of assumptions

	Increased metacognition in learning design decisions.	in course design
#3 Structure	Allocation of dedicated time for preparation, engagement, and reflection. Management of scheduling and logistical challenges. Sustained focus and continuity in learning activities. Adjustment of pace to accommodate in-depth exploration.	#3a: Reciprocal learning requires focused time commitment
	Defined roles and responsibilities within the learning process. Balance between group interaction and individual reflection	#3b: Reciprocal learning requires a cycle of group interaction and individual reflection in a structured format

Overarching Theme #1: Collaboration

Collaboration in learning, particularly in higher education, is crucial as it fosters a more profound understanding, critical thinking, and knowledge construction among students. When learners collaborate, they are exposed to diverse perspectives and problem-solving strategies, enhancing their cognitive abilities and social skills. Collaborative learning environments encourage active participation, dialogue, and the sharing of ideas, leading to a more engaging and inclusive educational experience. Classroom environments often allow students to learn to work effectively with others from different disciplines and cultural backgrounds. Collaborative learning enhances communication, adaptability, and empathy.

Collaboration is a central pillar in reciprocal learning and a key competency for instructional designers, playing a critical role in enhancing and embracing diverse perspectives. In reciprocal learning environments, collaboration involves participants actively engaging in both teaching and learning processes, sharing their knowledge and experiences while also being open to learning from others. This collaborative approach naturally fosters a rich exchange of diverse perspectives as individuals bring their unique backgrounds, cultures, and viewpoints to the learning process. In these settings, participants are not just passive recipients of information but active contributors, challenging and enriching each other's understanding.

One of the participants, Drew, specifically indicated that they found value from connecting and receiving insights from the others, and indicated that this new perspective improved their practice, as well as helped them to feel “less isolated”. Another

participant wrote they enjoyed working with the diverse group. “The varied perspectives and experiences can greatly enhance the creative process and end result.” They also indicated that the resources being shared were invaluable and “further enriching my understanding” of global course design.

Assertion #1a: Reciprocal Learning Strengthens Professional Networks and Collaborative Opportunities Among Instructional Designers

Reciprocal learning, as experienced by the participants, catalyzes building robust professional networks and opening doors for future collaborative opportunities after the study ends. The process of sharing experiences, challenges, and resources creates a foundation for enduring professional relationships in that the participants were able to connect on a personal level. These networks can be instrumental in developing future projects, research, or innovative educational strategies. For example, the participants’ desire to maintain connections post-study and their discussions about potential collaborations highlight how reciprocal learning environments can extend beyond immediate learning outcomes to foster long-term professional connections and collaborations. Many instructional designers report a feeling of isolation and connections only within their institutions, limiting the capacity to develop new perspectives and gain valuable resources. After the study, two participants reached out with requests for feedback on their projects from other participants. They also expressed interest in continuing to work together during the member-checking exercise.

Assertion #1b: Collaboration in Reciprocal Learning Supports the Sharing of Perspectives and Co-Creation of New Knowledge

In the context of the discussions and activities described, it is evident that the collaborative nature of reciprocal learning plays a vital role in fostering a rich exchange of diverse viewpoints. Coming from varied backgrounds and disciplines, participants contribute their unique perspectives, broadening the understanding of each individual and leading to the co-creation of innovative ideas and approaches. This process of sharing and building upon each other's insights is particularly prominent in how participants discussed global course design challenges, reflected on their biases, and collectively sought solutions. The interviews underscore this dynamic, revealing instances where participants learned from one another's experiences and expertise, thereby expanding their perspectives.

Overarching Theme #2: Self-Awareness

Self-awareness in higher education is crucial because it encourages students to participate in their learning process actively. It enables learners to recognize their strengths and weaknesses, set realistic goals, and develop effective strategies for learning. Self-aware students are better equipped to engage critically with course material, identify areas where they need improvement, and seek resources to enhance their understanding. This proactive approach to learning fosters deeper engagement with the subject matter and promotes lifelong learning skills.

However, many of the participants voiced concerns about not creating time for the development of self-awareness. Aisha stated, "We haven't thought much about the value

of self-awareness, we haven't made enough space in our daily work." She continues to state during the member-checking session that she is now advocating for her institution to make that a priority. There were multiple examples of participants acknowledging an expanded view of self, and deeper insights into understanding their perspective. Morgan identified one of her weaknesses as having less awareness of gender as it applies to culture. She compared her lack of awareness to Lydia's much higher awareness of sensitivity to gender, and considered a variety of ways that it might influence her course design. She works with teachers in other cultures. "I always tell them you have to be aware of what you're doing because you [could be] altering a culture."

Self-awareness enhances reciprocal learning by enabling learners to recognize and adjust for their biases and assumptions, thereby fostering a more open, empathetic, and critical learning environment. However, it can also be developed through reciprocal learning, allowing individuals to gain insights by reflecting on their understanding and knowledge gaps. They are exposed to diverse perspectives and information that allow them to reflect and compare their backgrounds, experiences, and personal biases in shaping their understanding of the world. This process of metacognition is also beneficial in helping individuals develop a continuous process for self-evaluation and make appropriate adjustments.

Assertion #2a: Self-Awareness Can Lead to Instructional Designers Identifying Themselves as Global Designers

The assertion that self-awareness can lead instructional designers to identify as "global" is grounded in the insights and themes emerging from the text and interviews. In

the realm of instructional design, especially in the context of reciprocal learning, self-awareness is a pivotal factor that broadens an individual's perspective, enabling them to transcend local or limited viewpoints and embrace a more global outlook. This transformation is rooted in the recognition and reflection of one's own biases, teaching methodologies, and cultural assumptions, which are essential for creating inclusive and diverse educational environments. For example, in one of the interviews, a participant reflected on their experience designing courses for a culturally varied student body. This reflection led to acknowledging previously unexamined biases and assumptions, shifting their approach to a more culturally sensitive and globally oriented design philosophy. This shift illustrates how self-awareness can catalyze instructional designers to redefine their professional identity, expanding their scope from a local or national focus to a more global one, encompassing a more comprehensive range of cultural, linguistic, and educational contexts.

Another participant mentioned in her final interview that until this study, she had yet to identify as a global instructional designer but planned to use it to showcase her skills as unique and valuable. Only through the reflective exercises did she begin to think about her journey in instructional design. “In working together, and all the discussions and shared experiences, it caused me to reflect more, and kind of shift my thinking.” She talks about the idea of marketing herself with this identity.

Assertion #2b: Self-Awareness Can Cause Instructional Designers to Question Their Assumptions, Leading to Less Bias and More Inclusive Learning Designs

The assertion that self-awareness can lead instructional designers to question their

assumptions, thereby reducing bias and fostering more inclusive learning designs, is strongly supported by the data from the web sessions and interviews. Throughout the discussions, a recurring theme was the significance of self-awareness in recognizing and challenging personal biases and preconceptions. This introspection is crucial for instructional designers tasked with creating learning environments catering to a diverse student population. For instance, a participant in the interviews highlighted their journey of self-discovery, stating, “I had to rethink the assumptions I held about certain student groups,” reflecting a profound level of self-awareness. This realization often leads to a deliberate effort to design courses that are more empathetic and considerate of various cultural and educational backgrounds. Another participant echoed this sentiment: "It made me more aware of the biases in my own design and pushed me to seek diverse perspectives.” These reflections underscore how self-awareness directly influences the design process, encouraging instructional designers to actively seek and integrate diverse perspectives and create learning experiences that are universally accessible and culturally responsive. This process reduces biases in educational content and ensures that learning designs are more equitable and inclusive.

Both Kasey and River commented on the importance of self-awareness in course design and professional development, mentioning in their Biosketch that they eagerly seek the opportunity to grow from the experience. Kasey also mentions the importance of transparency in how we define and “know ourselves,” at one point posing the question of, “What is my part in this piece of course design?” She comments that knowing herself helps her question the design decisions to ensure they are appropriate for the student

audience or implemented because of her preferences. “You have to know yourself, and why you’re doing certain things.” She states in her interview that when she starts implementing something based on a perceived need, she steps back and asks, “Is this my bias, .. or do the students have to do this?” This self-questioning to determine why a design decision is made shows the importance of self-awareness in developing learning design.

Overarching Theme #3: Structure

A structured approach to learning ensures that the educational content is delivered in an organized, coherent manner, making it easier for participants in the study to understand and engage with the material. This structure is significant for working with online professional development in that careful planning needs to include students in varied time zones and with different access to technology. The structure provides a framework for learning with specific objectives and activities developed to allow full participation. Carefully facilitating using this structure allows a balance between guidance and creative exploration for learners. This environment supports comprehension, knowledge application, and critical thinking (Ambrose, 2010).

Within reciprocal learning, the structure, format, and facilitation lay the foundation for a successful experience, ensuring that the process is organized and focused. Reciprocal learning involves a continuous shift between teaching and learning roles among participants. A structured environment ensures that this exchange is balanced and orderly. It helps organize the flow of conversation, ensuring that all voices are heard and that the transition between roles is smooth and efficient. It moves learners

from passive recipients to actively involved in the teaching process and enhances clarity and focus of learning objectives. Arley applied this desire for the structure to how his institution might approach global course design. “I think a take-home message for me from these discussions is that global instructional design projects must be planned and resourced (finance, time, and personnel) to accommodate the complicated, iterative nature of developing instructional practices that will be successful for students in settings that are different from our own.” He goes on in his reflection to acknowledge that this may be more time-consuming and possibly expensive, but it is important to set expectations accordingly, “it's complicated, but getting global instructional design right is important.” River indicated that there were a lot of “things that I learned personally from the others participants at many, many different levels. I enjoyed learning about the overall framework.” He discussed this structure as “a really, really inspiring way to learn and a little bit differently to think.”

Assertion #3a: Reciprocal Learning Requires a Focused Time Commitment

Although the literature supports that all learning requires time commitments from the learner, reciprocal learning is defined by an exchange of roles between teaching and learning among participants, and a dedicated and focused allocation of time is needed for it to be effective. Additionally, this activity occurs through a synchronous discussion in this study, so timing was a critical part of the planning. This study provided a structured framework for the web sessions where participants engaged in intensive, scheduled discussions and activities during synchronous sessions and targeted opportunities for reflection in between the sessions.

The participants' final interviews highlighted the importance of setting aside specific time for these sessions, emphasizing that meaningful reciprocal learning cannot occur in a rushed or haphazard manner. Three of the participants specifically remarked how missing a session hindered the next opportunity to participate as the knowledge of the other participants developed. At times, they felt insecure during the discussion. Other participants who missed completing the individual activities between sessions commented on how unprepared they felt for the following discussion. One participant stated, "I felt like I had to make up for it, and yet I needed to step back and take it all in. They were running with prior knowledge…" Participants needed to prepare in advance, engage actively during the sessions, and reflect afterward, which are all time-intensive activities. For instance, the preparation for the sessions included reviewing materials and reflecting on personal experiences and biases. The format of the sessions was structured and spaced out, allowing for in-depth discussions and collaborative learning. However, other participants mentioned that they sometimes felt intimidated to share their perspectives when they had missed a previous reflection or resource.

Additionally, the challenges mentioned included the coordination of participating across timezones, underscoring the commitment required to participate effectively. Some participants attended the synchronous sessions during the early morning and late evening local times. This time commitment aspect is crucial in ensuring that reciprocal learning is not just a passive exchange of information but a dynamic process of mutual engagement, reflection, and growth. However, the desired diversity meant working with challenging time zone issues.

Assertion #3b: Reciprocal Learning Requires a Cycle of Group Interaction and Individual Reflection in a Structured and Facilitated Format

This assertion underscores the importance of a balanced approach that combines interactive group learning with personal reflection, all within a well-organized and guided framework. Group interactions were discussed positively as opportunities for sharing resources and perspectives. For instance, one participant noted that the group discussions were invaluable for gaining different perspectives. He would hear something in the discussions that "resonated with me, and caused me to ask why I took something for granted." This quote illustrates how group interactions in a reciprocal learning setting allow participants to share diverse viewpoints, challenge each other's ideas, and co-create knowledge. Analyzing IBSTPI competencies, a structured group activity, facilitated rich exchanges and collective learning.

Equally important were the opportunities for individual self-reflection. Participants had to reflect on what they learned and how they contributed to the group after each session. A participant reflected, "In reviewing my own contributions, I realized the gaps in my understanding and how much I've learned from others." This statement highlights the critical role of self-reflection in processing the information gained during group interactions and deepening one's understanding. Other participants also mentioned self-reflection during the web meetings when someone made a statement countering their understanding. The web session made them uncomfortable, and yet, after reflecting on it, they were able to understand what was said or shared more fully. "So even though it may be challenging, there was a needed frustration. …it helps you learn."

Many participants also commented positively on the facilitation of the sessions and how they "looked forward to the opportunity to engage actively with the other participants." One participant even stated that this "rare opportunity" to be with like-minded colleagues from disciplines that were typically unlikely to "cross paths" was the "only way this global course design topic" could be thoroughly considered. Another participant acknowledged the "clever" format that helped everyone have discussions that were thoughtfully presented and gave opportunities for each participant to both "teach and learn" during the web sessions. Some also commented on how the framework set the tone of the web sessions by first allowing participants to reflect on their IES surveys and individually consider global course design to prepare them for the group sessions. "Asking 'what does this mean to me? Why am I here, and am I trying to learn?" This participant also mentioned that conducting the needs analysis at the beginning of the study set a focus by which discussions began to build into deeper conversations and comfortable sharing of perspectives.

Conclusion

In this chapter, evidence affirms that reciprocal learning enhances professional networks, fosters the sharing of diverse perspectives, and allows instructional designers to co-creates new knowledge. It highlights how self-awareness prompts instructional designers to identify as global professionals and critically assess biases in their learning design decisions. The structure of reciprocal learning, with its balance of group interaction and individual reflection, requires commitment but offers substantial rewards in professional development and intercultural competency. However, this approach is not

without its challenges, such as time coordination across time zones, yet it is clear that the benefits significantly contribute to the growth and effectiveness of instructional designers ethnorelative worldviews.

In Chapter 5, we will explore these assertions from the perspective of the literature and findings, and how they apply to the research questions initially posed. Additionally, this chapter will fully disclose the study's limitations and explain the use of intercoders and a member-checking exercise to ensure reliability and validity. The last section summarizes the information in this study and makes recommendations for future studies and implications for the field of instructional design.

CHAPTER 5: DISCUSSION

Introduction

ASU has a vested and growing interest in international students and partnerships as shown in a recent article that indicates for a third year, ASU is named the top public university in the United States chosen by international students (ASU, 2023). Instructional designers must focus on creating culturally inclusive learning experiences, supporting diverse learning needs, promoting community building, and adapting to global educational trends (Yalçın et al., 2021). To do this, instructional designers must develop skills with intercultural empathy and cultural competency. ASU claims over 15,000 international students in their programs from 157 different countries. ASU Online has a student enrollment of 65,000 students, with 3% currently enrolled outside of the United States (ASU, 2023). Given that instructional designers are increasingly being tasked in this area, especially in online programs that are often location-fluid and have an increasing population of international students, this study focused on defining the role and value of reciprocal learning in expanding ethnorelative worldviews for instructional designers. This action-research study focused on creating and effectively changing professional instructional design competencies, skills and practices within the workspace of the instructional design community at Arizona State University. As such, this final chapter reflects on claims gained from the research and literature, and discusses recommendations for future research and practices.

The ten active participants in the study represented six different international institutions, a broad range of instructional design experiences and practices, and scored

highly on an intercultural competency assessment in the areas of relationship development, world orientation and positive regard. Through three synchronous reciprocal learning meetings and a number of reflective activities, they discussed how they worked with global audiences and defined the types of competencies that instructional designers needed to develop to work in a global context. Two specific research questions guided the data collection. The first question defined the role of reciprocal learning during these sessions and its effectiveness at developing ethnorelative worldviews for instructional designers. From the literature, specific characteristics of ethnorelative worldviews included expressing cultural empathy, active listening, self-awareness of personal biases, and a desire for continual learning (Berdrow & Bird, 2018; Gunawardena et al., 2021). These behaviors were observed and assessed through live discussions and reflections. The final interviews conducted by the researcher answered the second research question more deeply focusing on the perceived value of using reciprocal learning by the participants to develop ethnorelative worldviews. The effectiveness of this approach for professional development was evaluated by reviewing its benefits and challenges, such as time commitments, diversity within the group, and the structure of the sessions.

Reflections on Findings

The following sections explain three specific statements identified from the analysis of the data in this study and compare and contrast them with previous literature. They highlight how reciprocal learning capitalizes on, and amplifies, the skills and competencies fundamental to instructional designers. They define the alignment of

reciprocal learning with the International Board of Standards for Training, Performance, and Instruction (IBSTPI) suggested competencies. Finally, they support the claim that reciprocal learning can be beneficial for expanding self-awareness and broadening networks for instructional designers that are critical to working in the global context.

Reciprocal Learning Capitalizes on Existing Instructional Designer Skills

The role of reciprocal learning in this study supported and enhanced skills that the participants had already developed through their experiences working in the instructional design field, which helped them embrace reciprocal learning as a format for professional development. These skills made the process of reciprocal learning comfortable for the participants, and they were able to learn about new perspectives openly. Of the twenty-two core skills identified in the IBSTPI standards many align well with reciprocal learning, including oral and written communication, reflective practice, and collaboration skills. This creates an alignment between reciprocal learning for instructional designers.

Communication Skills

As change agents within higher education institutions, instructional designers are often partnering with multiple stakeholders to develop learning experiences, and have an opportunity to be a catalyst for innovation and change. They work as servant leaders, empowering others through supportive and trustful relationships. Many consider themselves to be coaches for faculty, helping empower them to lead learning effectively and collaborate with graphic designers, editors, content experts, and technology specialists (Foureman, 2010; Jones & George, 2009; Tessmer & Harris, 1990).

Instructional designers effectively employ visual aids and technology to articulate ideas and synthesize complex information.

The reciprocal learning synchronous sessions in this study highlighted the importance of these communication skills by allowing participants to communicate about their projects and perspectives. They shared their own projects and explained their design decisions to the other participants. Later, the groups began to synthesize the knowledge, and the participants articulated multiple perspectives both in verbal discussion and in their written reflections. This ability, even when working with diverse colleagues, supported the participants' growth in cultural competencies and expanded their worldviews. When disagreements arose, participants relied on communication skills to clarify perspectives and find nuanced solutions to activities.

Collaborative Skills

Collaborative skills are also a core competency for instructional designers, and often are closely associated with professional identities and relationship building. Instructional designers utilize collaborative skills when working with faculty members as they align their educational philosophies in order to produce consensus on the design of the course. This skillset includes problem-solving, conflict resolution, interpersonal relationship building and empathy (IBSTPI, 2022; Stefaniak & Reese, 2022; Yalçın et al., 2021). Roughly defined as the ability to work with multiple stakeholders towards a unified goal, Instructional designers use collaborative skills in their daily work. Instructional designers effectively employ collaborative skills across various pieces of the design process, integrating these skills into the core of their design decisions and

development process. They work with diverse professionals, including subject matter experts, other instructional designers, technologists, and media specialists, to create comprehensive learning materials. They actively involve stakeholders, including students and teachers, in the feedback process to ensure the learning solutions are aligned with educational goals. These collaborative skills are also used in peer review processes that instructional designers are often engaged in like Quality Matters reviews. Instructional designers engage in constructive criticism and adapt to feedback from peers and faculty, and refining their designs to meet the goals of the course.

This application of collaborative skills in the reciprocal learning process of this study allowed participants to work together efficiently. Even with diverse perspectives, their collaborative skills ensured that everyone's voice was heard and built on a better understanding of the complex issue of global course design. Examples highlighted this practice with multiple comments by participants who heard a perspective they did not understand. Instead of moving forward, they took time to clarify and listen carefully to the other participants.

Additionally, feedback played a key role in this study. Participants were in a continual process of giving and receiving feedback on their projects and their perspectives. Each participant had opportunities to share their knowledge and resources and then have other participants ask them questions about that information. They, in turn, received feedback that sometimes resulted in a change of perspective, often shared either in the live sessions or the reflections.

Reciprocal Learning Provides a Process for Developing Cultural Competencies

Cultural competency is a critical component for instructional designers in the future, and reciprocal learning is one method that appears to develop this competency. As cited in the literature, the IBSTPI instructional design standards include multiple competencies focused on conducting needs analysis to understand students and the context of learning fully (IBSTPI, 2022; Yalçın et al., 2021). An essential competency is the ability to determine and describe a target audience. This competency is increasingly difficult for instructional designers working with online courses and multicultural student populations. IBSTPI standards require that instructional designers determine characteristics of the physical, social, and cultural environments that influence student learning.

For instructional designers to achieve these competencies, they need to develop reflective practice and attitude of interactive cycles of improvement, have access to large networks of diverse colleagues, and develop a process for building self-awareness. As shown in Figure 4, Reciprocal Learning Intervention Process, the process needs to include opportunities to learn about different perspectives but also incorporate reflective practice. Reciprocal learning provides multiple structures that support the development of these required competencies through interactions with colleagues and then dedicated space for reflection.

Reciprocal Learning Builds Expanded Global Networks

Another significant lesson from this study shows the role of reciprocal learning in fostering professional connections. By engaging in mutual teaching and learning,

participants in this study naturally developed connections with each other, and their networks extended beyond the confines of the study.

An example of this comes from many participants who stated that the shared interest in global perspectives provided an immediate comfort level between them. One talked about how the group seemed "intimate," and this "safe" environment made it easier to explore different opinions. The overview of the IES scores from the group also provided connections between the participants, indicating that there were strong desires to develop interpersonal relationships and learn from each other. Only one participant in the group felt that conflicting opinions remained unresolved in one session, making it difficult to move into a deeper conversation. However, they indicated this may have been due to individual personalities, not the challenging discussions.

Over half of the participants indicated that they would like an opportunity to continue working with group members individually and individually. Some participants asked if they could reach out to other participants with questions or request feedback on their projects. Three participants began working on a separate study together, and two other participants are visiting each others' institutions. This connection spurred ongoing collaborations that extended well beyond the study.

Reciprocal Learning Provides a Structure for Exchanging Global Experiences

The WisCom framework emerges from the literature as a pivotal model, advocating for culturally sensitive instructional design. This approach emphasizes the importance of individual reflection and co-mentoring, suggesting that these processes can

be effectively implemented online and across different cultures with careful orchestration (Gunawardena et al., 2021).

In this study, the participants were involved in a structured cyclical process of sharing and learning through reciprocal activities and individual reflection. Reflective practice is seen as a critical competency for instructional designer education as a way for these professionals to continually apply new concepts to their own contexts (Stefaniak & Reese, 2022). The facilitator scheduled sessions with activities that allowed diverse participants to share insights from their work and the resources they used, facilitating mutual learning and perspective expansion. Then, the participants reflected on how that experience connected to their work with global learners. Many participants indicated that the structure was a highly effective and enjoyable experience to discuss their work with broadly diverse colleagues. During discussions, some participants mentioned it was the only way to cover the complexities of global course design. One of the participants even indicated that they had embraced the format from the study for their own institutional workshops, acknowledging the value of the opportunities to teach and learn from multiple perspectives.

Reciprocal Learning Developed Self-Awareness of Ethnorelativism with Reflective Practices

In the literature review, research by Rogers et al. (2007) indicates that instructional designers are influenced by their cultural values and, although aware of differences for different learners, often use inherently biased perspectives for design decisions. While they acknowledge awareness of learner diversity, often inadvertently,

instructional designers imbue their work with inherent biases reflective of their cultural conditioning. Instructional designers must navigate the delicate balance between practical constraints and the need for an unbiased, culturally sensitive approach. Such biases can lead designers to misconstrue their personal preferences as universal norms, a phenomenon evident in the discussions among study participants. Rogers et al. indicate that instructional designers may assume their preferences are "human nature."

A notable finding also emerged when considering this group of participants, who were engaged in global course design and possessed considerable experience with global learners, coupled with high scores in World Orientation on the Intercultural Effectiveness Scale (IES). Despite these qualifications, there was still a strong consensus on the need for further development in self-awareness, especially concerning biases in global course design decisions. This insight indicates that the goal of becoming self-aware is not linear but iterative. This paradox highlights a critical gap in instructional design practices, even for those designers who are well-versed in global perspectives and demonstrate cultural competence. The process of sharing a perspective, learning from others, and then engaging in a reflective practice to develop self-awareness and contextual application is a critical component of the reciprocal learning process.

The literature discusses the need for empathy as a cultural competency component for instructional designers. Tracey and Baaki (2022) also state that simply having empathy did not necessarily "result in a meaningful design" (p. 2115). The participants felt it was crucial to have cultural empathy to understand the complexities of global course design. However, it was not enough without self-awareness.

Limitations of the Study

As with all research, there are limitations to this action research study, including challenges and obstacles encountered while working with a global group of working professionals. The specific limitations include the time commitments of the participants and accessibility to technologies and institutional course content. Many action research studies also risk researcher bias as they work within their own context and often with colleagues.

Time Challenges

These participants were all working full-time in their respective fields and at times, may not have fully engaged with the asynchronous assignments. Some of the participants had to miss a session due to spontaneous work commitments. Some of the broader diversity of the participants in the study group was diluted by participants who could not make synchronous sessions after the initial introduction. The researcher often had to adjust plans, record synchronous sessions, and gently remind participants to submit content to allow participation.

A wide call was made for participants through multiple social media platforms. The group's diversity was limited to those who responded and had the time to devote to participation. The plan for the study was to have ten participants complete the study, with expertise from seven different countries and cultural areas. Fourteen participants originally agreed to the study with the recommendation that there would be some attrition. The study used a non-random sample selected by the researcher and chosen for their expertise and interest in instructional design and their global work experience. This

selection may limit the generalizability of the results. However, the literature supports using expertise as a selection process for study participants, and ten participants were fully engaged in all stages of the discussions.

Accessibility to Content and Technology

Another significant limitation happened during the design of the intervention. The initial plan included a peer review of a fully designed course by each of the participants in order to identify instances of cultural bias. During the recruiting process, the researcher noted that each selected participant was working on various technical platforms. Some of these platforms require everyone to have a securely approved account to access content. This practice created a challenge in both the timing and approval process for allowing all participants to see each others' content designs. Additionally, some participants voiced concerns over sharing instructor-developed content in courses with participants from external and, sometimes, competitive institutions. This concern resulted in an adjustment to the process in that participants completed a needs analysis of their course or instructional activity instead. The Needs Analysis was then reviewed and commented on by the other participants.

Researcher Bias

The role of the researcher can pose a bias to the study, especially in action research, where the study is taking place in a specific context. In this study, the researcher chose not to use direct team members to limit this bias. However, some participants at Arizona State University were colleagues with indirect connections. The researcher also documented thoughts and reactions throughout the study in a research journal to decrease

this threat and maintain neutrality. Throughout the study, detailed descriptions within the observation notes from the web sessions and the researcher's journal posed emerging questions and documented decisions of the steps and procedures related to the research study. An intercoder reviewed a portion of the extensive multiple data points to verify correct coding and observations. Their summarized report can be found in Appendix I, which indicates similar observations of reciprocal learning practices and cultural competency. They also noted the value participants placed on collaborations. A member-checking exercise was conducted after the study to confirm and align the findings with the participants' experiences. All participants reviewed their sections of the written study and the final results and commented on their alignment with their experience.

Implications for Future Research

Stringer (2007) suggests that action research is strengthened when replicated in various contexts. Literature was limited in specific areas of developing cultural competency for instructional designers, so this study contributes information to an area that still needs to be fully developed. Findings from this study support the use of reciprocal learning. However, future research is warranted with recommendations that would extend the findings from this study. These include extending the research to determine more longitudinal results and diverse contexts.

Long-term Effects of Sustainable Reciprocal Learning

This study was conducted during a brief 6-week session with participants meeting only during three synchronous sessions. One participant in the later member-checking exercise stated "As I've been thinking about the pilot curriculum faculty guide I'm

developing for COIL courses at BU, I've been considering some of the things we discussed in the group – really thinking more deeply about the different perspectives of the students unfamiliar with US norms. The group discussions and resources mostly put a finer point on things I already knew, which has been useful." Another participant shared "Our university is currently planning a new Liberal arts and sciences" degree program, which is aiming to be an international and interdisciplinary program. I feel that the discussions in October-November will give great insights for that development project as well."

The data suggests that the experience rapidly fostered self-awareness of ethnorelative worldviews and collegial relationships between participants; however, future research should investigate the sustainability of these initial insights. A potential extension of this research could involve following up with participants after a year to assess their recollection of the experience, the influence of the learning on their current work, whether they have discussed it with colleagues or shared any resources, and if they have sustained any connections with other participants. Additionally, an extension of this current study could include a deeper review of participants' design decisions over the next few months and the addition of implementing a full course review between the participants to identify cultural bias in learning activities and provide an ongoing feedback loop for learning.

Reciprocal Learning with Diverse Groups

This study was conducted with a selected group of expert participants, and although it attempted to showcase diversity from multiple perspectives, it was limited.

The data suggests that the group immediately connected over their shared interest in global course design and varied global experiences. Future research studies might build from this work with more diverse audiences from multiple societies, cultures, and perspectives. These participants noted that even with their expertise, they concluded that developing more self-awareness was needed. Future studies should review whether these findings are validated with instructional designers with less awareness of global contexts, those who are not as passionate about global course design, and those who score lower on the Intercultural Effectiveness Scale in the areas of Interpersonal Relationships and Worldviews. Also, this group focused on a specific job title of course designers; however, this could be extended to include faculty, instructors, and graduate students involved with developing online courses.

Reciprocal Learning for Global Network Growth

The majority of instructional designers are located in the United States, and titles vary within Teaching and Learning Centers. Globally, the position is not as well documented and varies based on the needs of the institution. There is a need to research the opportunities available for global professional networks in instructional design, and determine the value of developing global competencies for instructional designers. This study indicated that the participants valued the connections to other instructional designers from global institutions but found few opportunities to develop their own networks outside of the study. Future studies could identify what networks are currently available and explore how to build, maintain, and effectively use these networks to contribute to early-career growth and quality design.

A follow-up study focusing on academic programs and their incorporation of global content and networks would be valuable to the field. This focus could also verify if global content and self-awareness to develop ethnorelative worldviews for instructional designers are currently embedded into academic programs. This research focus should also expand past US academic programs to include how instructional designers are trained in various countries and determine if hiring managers value a global perspective over a localized one for instructional designers.

These implications for future research underscore the necessity for ongoing inquiry and adaptation in instructional design as the field seeks to meet the challenges of a rapidly changing educational landscape and a diverse global learner population. However, besides the multiple research opportunities, the study indicates several practical implications.

Practical Implications

This study has highlighted reciprocal learning as an effective strategy for developing cultural competencies in instructional design. The application of this strategy in the field presents unique opportunities and considerations. The practical implications of integrating reciprocal learning practices into instructional design are significant, particularly in developing related contexts and academic training for instructional designers. This section outlines three key implications for educational institutions and instructional designers: 1) Employing Reciprocal Learning to generate new insights on complex instructional design topics 2) Utilizing Reciprocal Learning as a novel approach

to current professional development, and 3) Developing academic training programs focused on global course design.

Generate New Insights on Complex Instructional Design Topics

Reciprocal learning, as an instructional strategy, incorporates cooperative and collaborative learning and offers a valuable framework for gaining insights into highly complex education and instructional design issues. Education is a highly diverse discipline with complex issues involving nuanced interactions between cultural, social, and pedagogical factors and rarely consists of a single solution. Reciprocal learning brings together professionals from diverse backgrounds, encouraging them to actively engage with one another, share their perspectives, and collectively solve problems. Reciprocal learning makes this an effective tool for unraveling complex educational challenges.

Instructional design involves the thoughtful integration of pedagogical theories, technological advancements, and learner preferences, which can vary significantly across contexts and disciplines. Reciprocal learning fosters collaboration among instructional designers, subject matter experts, and learners, enabling a holistic exploration of complex design problems. This approach leads to more effective instructional design outcomes and contributes to developing innovative and adaptable strategies in an ever-evolving educational landscape.

An example of how this might work is that reciprocal learning is now being considered for an instructional design professional development series with the Learning Planet Institute in Paris and Universidad EAN. Both organizations requested to

collaborate with instructional designers at ASU on the complex topics of inclusive teaching and online education. These topics have multiple layers and are nuanced by context and individual learners. Reciprocal learning is an approach that would allow learning from all perspectives as they share information and grapple with complex concepts. A structured plan for individual reflection also ensures that participants appropriately apply the new knowledge to their individual institutions' needs.

Reciprocal Learning as a Novel Approach to Current Professional Development

As indicated in the literature, instructional designers are not required to have formal education, such as course work, certificates or degrees, for entry-level positions and receive professional development through their workplace. These traditional paths for development often consist of an instructional designer attending a conference or a workshop led by a senior-level associate or field expert. (Ritzhaupt & Kumar, 2015; Wang et al., 2021). Reciprocal learning is rarely considered a method for increasing skillsets for instructional designers. This is due in part to traditional models for professional development which are often based on a top-down approach with knowledge experts facilitating the workshop. The process of reciprocal learning, although supporting more meaningful collaboration and learning, is more time intensive, making it less appealing if there are limited resources or constraints. Finally, facilitators for professional development may not be as familiar and comfortable with this approach. However, as this study indicates, it capitalizes on skills that many instructional designers have acquired naturally or through job experience in their daily work. As such, one

recommendation might be to incorporate this framework into conference workshops and professional development paths.

Reciprocal learning promotes active participation and engagement among attendees. Instead of passively receiving information through traditional lectures, attendees participate in discussions, peer teaching, and collaborative problem-solving. This hands-on approach enhances comprehension and encourages the practical application of skills and knowledge gained during conference sessions. In a conference setting, instructional designers often come from diverse backgrounds and institutions, bringing a wealth of knowledge and perspectives. Through reciprocal learning, they can exchange ideas, best practices, and innovative strategies, enriching the learning experience for all participants. Collaborative activities and discussions provide a platform for attendees to connect with like-minded professionals, potentially leading to future partnerships, collaborations, and knowledge-sharing opportunities beyond the conference and the development of a broader network of colleagues.

However, rarely is time spent at the conferences dedicated to individually reflecting on the learning, and this appears to be a critical aspect of reciprocal learning in this study. Conference committees might consider ways to incorporate this activity, including a pre-conference self-assessment, like the Intercultural Effectiveness Survey, to allow individual attendees to assess their knowledge and skills to frame their thinking and create intentions and goals to expand their professional roles from the conference experience. Conferences should incorporate structured reflection time, possibly at the end of each day, to allow participants to participate in guided reflection exercises with what

knowledge they have gained and how it applies to their work. Opportunities for peer learning circles and follow-up Conversations should be provided after the conference ends. Individual instructional designers could opt into a peer learning circle based on their specific interests or goals. Group introductions, logistics, and circle construction could occur during the conference. Then, after-conference activities would allow instructional designers to have a structured format to continue a growth mindset reflective practice and broaden networking opportunities for future collaborations and career growth.

Development of an Advanced Global Instructional Design Certificate

One of the participants in this study indicated that their identity as a "global instructional designer" was valuable to their career growth and how they used that phrase for future job searches. The final practical implication of reciprocal learning from this study is considering an academic solution for instructional designers, already trained in traditional instructional design frameworks but searching to further develop their careers and knowledge in designing for global audiences. Experience with global contexts for instructional design is often a slow process integrated into work experiences and the long-term development of a global network. The development of an Advanced Global Instructional Design Certificate program strongly emphasizes global competencies and expanding ethnorelative worldviews through the reciprocal learning framework of collaboration, self-awareness, and reflection. This could begin as a single course focused on an overview of global instructional design with information about potential job growth for these positions. The course could be expanded into a full 12-credit program, with

courses in developing self-awareness, cultural empathy, cultural studies from various geographic regions, global instructional design frameworks, and a global student-exchange or internship experience. The cohort of students could progress through the program together practicing reciprocal learning, deepening professional connections, and offering opportunities for cross-institutional projects. It is an opportunity to develop and upskill current instructional designers and equip them with the knowledge and skills needed to excel in an increasingly interconnected and multicultural educational landscape.

The design of this program incorporates several lessons from this study. One core component of this program is educating participants on recognizing and addressing their biases through self-awareness and reflective practice. This component is crucial as biases influence instructional design decisions, leading to culturally insensitive or exclusionary learning experiences. Participants would undergo training to raise their awareness of biases and develop strategies to mitigate their impact. Additionally, the program would emphasize understanding diverse cultural perspectives and how they influence learning environments, fostering a more inclusive approach to instructional design.

To design learning experiences that transcend borders effectively, instructional designers should possess comprehensive knowledge about various global education systems, preferences, and practices. This certificate program would provide participants with a deep understanding of the nuances of education systems worldwide, enabling them to tailor their instructional designs better to suit diverse learners' needs and expectations.

Incorporating reciprocal learning would extend theoretical knowledge of learning environments and create practical applications by engaging the students as they adapted the learning to their various contexts. Another practical implication for this certificate is the inclusion of a mandatory internship or collaborative project with an instructional designer from another country. This aspect would incorporate experiential learning to allow learners to gain deeper insights into new contexts. This real-world, cross-cultural experience would allow participants to apply the skills and principles they have learned in the program, fostering a more profound understanding and competence in global instructional design. Through collaborative projects, instructional designers would have the opportunity to work closely with peers from different cultural backgrounds and expand their global networks. They would experience firsthand the benefits and challenges of reciprocal learning practices, such as effective communication, knowledge sharing, and adapting to diverse perspectives. This experience would enhance their ability to design collaborative learning experiences for their global learners.

Incorporating reciprocal learning practices, such as peer teaching, group discussions, and collaborative problem-solving, into this program can facilitate deeper engagement and knowledge among instructional designers and their current projects at work. Instructional designers should be encouraged to reflect on and adapt their instructional strategies. This program provides them with a feedback loop from other learners, peers, and international partners to assess designs' cultural relevance and effectiveness. Through continuous improvement, instructional designers can ensure that their materials remain responsive to evolving global contexts and diverse learner needs.

Final Thoughts

The journey in this study leads to one critical insight that becomes evident: the field of instructional design stands at a crucial juncture in global education. The insights gleaned from this study illuminate a path toward a more inclusive, reflective, and globally connected instructional design community. The emphasis on reflective practices, cultivating a diverse professional network, and the conscious effort to eliminate biases in design processes are not merely trends; they indicate a more significant shift toward a more empathetic, culturally sensitive, and ethically responsible approach to learning design. This evolution in perspective and methodology is a response to the growing diversity of learners and the complexities of global education demands. It represents a significant step in the journey towards creating learning experiences that are not only educationally effective but also universally accessible and respectful of individual cultures and backgrounds that comprise our global learner population.

Looking forward, the bigger vision for the instructional design community is one of continuous growth, adaptability, and collaborative learning. The implementation of these practices and principles, as discussed, serves as a blueprint for future endeavors in the field. By embracing a mindset that values continuous self-improvement, global collaboration, and unbiased design thinking, instructional designers can contribute to a learning environment that is both dynamic and equitable. In essence, the future of instructional design is currently in flux and the definition is continuing to evolve. It is critical to nurture a community of designers who are as diverse, thoughtful, and adaptable as the learners they aim to educate. While instructional designers have been developing

content for international audiences for decades, there is now a growing recognition of the need to elevate this practice through enhanced cultural competencies, ethnorelative worldviews and thoughtful self-awareness of bias-driven decisions. This focus calls for the instructional design field to rethink professional competencies (Yalçın et al., 2021), and integrate higher levels of cultural understanding and sensitivity. Instructional designers are poised to significantly improve learning outcomes and foster a more inclusive educational landscape, but only by strategically reaching outside of their traditional networks. Ultimately, this evolution in the instructional design field not only reflects a response to the changing demographics of learners but also represents a new commitment to excellence and equity in global online education.

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APPENDIX A

GLOBAL MINDSET CAPITALS

Global Mindset Survey results for **Social Capital**

Category	**Group Mean (n=7)**	**Grand Mean (n=40,848)**
Intercultural Empathy *(understand diverse people, nonverbal expressions, work with people in other parts of the world)*	3.57	3.44
Interpersonal Impact *(Strong networks of diverse people, reputations as a leader)*	2.67	3.03
Diplomacy *(ease of conversations, listening, collaborative approaches, integrating diverse perspectives)*	4.2	3.98

Global Mindset Survey results for **Psychological Capital**

Category	**Group Mean (n=7)**	**Grand Mean (n=40,848)**
Passion for Diversity *(seeking diverse people, living in other countries, traveling and exploring)*	3.81	4.07
Quest for Adventure *(interest in challenging situations, taking risks, testing one's abilities)*	3.62	3.77
Self-Assurance *(comfortable in uncomfortable situations, self-confidence, energetic)*	3.4	3.65
Overall Means	***3.61***	***3.83***

Global Mindset Survey results for **Intellectual Capital**

Category	**Group Mean (n=7)**	**Grand Mean (n=40,848)**
Cosmopolitan Outlook *(knowledge of geography, culture, political history, world events)*	3.43	3.21
Cognitive Complexity *(problem-solving, abstract ideas, complexity)*	4.36	3.93
Global Business Savvy *(global business industry and business transactions, supply chains)*	1.76	2.60
Overall Means	***3.18***	***3.24***

APPENDIX B

IBSTPI INSTRUCTIONAL DESIGNER COMPETENCIES

IBSTPI Instructional Designer Competencies, International Board of Standards for Training, Performance, and Instruction, www.ibstpi.org

Professional foundations

1. Communicate effectively in visual, oral and written form
2. Apply research and theory to the discipline of instructional design
3. Update and improve knowledge, skills, and attitudes pertaining to the instructional design process and related fields
4. Apply data collection and analysis skills in instructional design projects
5. Identify and respond to ethical, legal, and political implications of design in the workplace

Planning and analysis

1. Conduct a needs assessment in order to recommend appropriate design solutions and strategies
2. Identify and describe target population and environmental characteristics
3. Select and use analysis techniques for determining instructional content
4. Analyze the characteristics of existing and emerging technologies and their potential use

Design and development

1. Use an instructional design and development process appropriate for a given project
2. Organize instructional programs and/or products to be designed, developed, and evaluated
3. Design instructional interventions
4. Plan non-instructional interventions
5. Select or modify existing instructional materials
6. Develop instructional materials
7. Design learning assessment

Evaluation and implementation

1. Evaluate instructional and non-instructional interventions
2. Revise instructional and non-instructional solutions based on data
3. Implement, disseminate, and diffuse instructional and non-instructional interventions

Management

1. Apply business skills to managing the instructional design function
2. Manage partnerships and collaborative relationships
3. Plan and manage instructional design projects

APPENDIX C

IES DIMENSIONS AND SAMPLE QUESTIONS

IES Dimensions

1. **Continuous Learning:** Assesses the degree to which individuals engage the world by continually seeking to understand themselves; and also learn about activities, behaviors, and events that occur in a foreign environment.
    a. *Self-Awareness*
    b. *Exploration*
2. **Interpersonal Engagement:** Assesses the ability to develop strong and positive relationships with people who are different from us, thereby creating common ground to build effective relationships.
    a. *World Orientation*
    b. *Relationship Development*
3. **Hardiness:** Evaluates the psychological strength to cope with the stress of working with people who are different from us and to use positive regard in order to adapt to the new environment by being open to differences and avoiding being judgmental.
    a. Positive Regard
    b. Resilience

Sample Questions from the 60-point assessment:

1. I am aware of my interpersonal style and can easily describe it to others.
2. Usually I can tell what impact my behavior has on others.
3. I like to have contact with people from different cultures.
4. I learn from mistakes.
5. I regularly read the travel section of the newspaper or news web sites.
6. Meeting people from other cultures is stressful.
7. I cope well with most things that come my way.
8. Once you start doing favors for people, they will just walk all over you.
9. Meeting people from other cultures is stimulating.
10. It takes me a long time to get over a particularly stressful experience.

Source. ©The Kozai Group, Inc. 2011. Note. IES = Intercultural Effectiveness Survey.

APPENDIX D

BENNETT'S DEVELOPMENT MODEL OF INTERCULTURAL SENSITIVITY

Type	Level	Definition
Ethnocentric	Denial	Learners may not have the ability to recognize cultural differences and may dehumanize those seen as outsiders.
Ethnocentric	Defense	Learners have a dualistic, “us/them” way of thinking and recognize cultural differences as negative.
Ethnocentric	Minimization	Learners recognize and accept cultural differences with a lens holding all humans as being the same while celebrating “food, flags, and festivals” of other cultures.
Ethnorelative	Acceptance	Learner appreciates the cultural difference in behavior and values.
Ethnorelative	Adaptation	Learners demonstrate effective use of empathy and intercultural communication.
Ethnorelative	Integration	Learners have an internalized multicultural frame of reference and see themselves as “in process.”

APPENDIX E

NEEDS ANALYSIS ASSIGNMENT

Session 1 Needs Analysis Template: Overview

As designers, we create learning interventions that need to achieve specific outcomes. To make informed decisions, designers generally conduct a needs analysis to help them make decisions about many aspects of their design, e.g., form, function, resources.

For Session 1, we'd like you to share a learning design that you created. Please feel free to use the following categories and questions to help others understand the purpose and intentions behind your design. You do not need to answer all questions or be limited by them.

Please try to keep your Needs Analysis to 1-2 pages, or 250-400 words.
You will be sharing this with our study group.

Topic & Background: ● What is the overall purpose/goal for this learning solution? What is the problem? ● How is the learning solution/artifacts be utilized? ● How is success be defined? How is it measured (if at all)?
Learning Task: ● What is the learning task (concepts/procedures) that needs to be acquired? ● What knowledge and skills are required? How can they be learned? ● What are the measurable learning objectives (Bloom's Taxonomy)?
Audience(s): ● Who is the primary, secondary, tertiary audience? ● What do they already know (preexisting knowledge)? What are gaps? ● Who provided content or subject matter expertise (SME)? ● What decisions were made to engage the audience?
Context: ● How is the learning solution/artifact be utilized? ● What support materials, tools, or technologies were needed?
Design Challenges/Limitations/Barriers: ● What are potential limitations to the design? What might prevent success? ● What resources (e.g., costs, technologies, access) are limiting the design? ● Are there specific variables (e.g., scope, scale, language) that introduce limitations?
Frameworks, Citations or References you used to consider the design (in APA style): Please cite any sources that you reference or used to consider this needs analysis

APPENDIX F

GLOBAL COURSE DESIGN SHARED RESOURCES

Shared Resources and Links for Global Course Design (with participant comments)

Title	Description or Comment (1-2 sentences)	Link
Carl Wieman Science Education Initiative 2-stage exams	Why 2-stage exams? Because for a global audience, students' expectations about "standard practices" will be variable. Some may be rather traditional with the "exam" as one and only means of assessment, and others perhaps more "current" with some experience in group or peer-learning settings. Two stage exams or assignments help bridge these gabs.BUT in the global setting, it will be important to determine what kinds of expectations all the students have, and help them prepare for the kinds of learning environments the course will provide.	The resource is here: https://cwsei.ubc.ca/sites/default/files/cwsei/resources/instructor/Two-stage_Exams.pdf, from a collection of resources at https://cwsei.ubc.ca/resources/instructor .
Hofstede's Model of Cultural Dimensions: A Tool for Understanding How Background Culture Affects Instructional Designers.		https://www.researchgate.net/publication/279682656_Hofstede's_Model_of_Cultural_Dimensions_A_Tool_for_Understanding_How_Background_Culture_Affects_Instructional_Designers
How to Provide a Multicultural Education	I chose this because I think the 14 tips are a great way to get educators to think with a more global/multicultural mindset	https://onlinegrad.baylor.edu/resources/multicultural-education-strategies/
7 Tips To Develop Personalized Online Training For A Global Audience	This one is more "tips" than a framework:	https://elearningindustry.com/tips-develop-personalized-online-training-for-global-audience

Principles For A Safer Space	Example of safer space principles for the University of Helsinki students:	https://studies.helsinki.fi/instructions/article/principles-safer-space
Research-based development of teaching and learning	Models of generic academic skills to support degree programmes (University of Helsinki):	https://www.helsinki.fi/en/centre-university-teaching-and-learning/pedagogical-education-and-development
A New Ecology for Learning : An Online Ethnographic Study of Learners' Participation and Experience in Connectivist MOOCs	Interesting analysis on the connectivist MOOCs: Saadatmand, Mohsen (2017). A New Ecology for Learning : An Online Ethnographic Study of Learners' Participation and Experience in Connectivist MOOCs. Doctoral Dissertation. University of Helsinki.	https://helda.helsinki.fi/items/7f946616-288c-4de8-92c5-13b239b3024f
Peralta Online Equity Rubric	this is a rubric that I find helpful	https://www.peralta.edu/distance-education/online-equity-rubric
A Framework for Culturally Responsive Teaching	I chose a framework for culturally responsive teaching because I think it provides a good structure for thinking about how we as designers can design more based on intrinsic motivation. We tend to rely on extrinsic motivation, which becomes harder when we can't always know what is extrinsically motivating across cultures. So,	https://www.ascd.org/el/articles/a-framework-for-culturally-responsive-teaching
The Diffusion of Innovation Theory (Rogers, 1962)	Rogers' widely acclaimed Diffusion of Innovation Theory offers a framework for comprehending the spread and adoption of new ideas and technologies within social systems. When applied to global learning	https://youtu.be/9QnfWhtujPA?si=jriltcuwAokj9yih

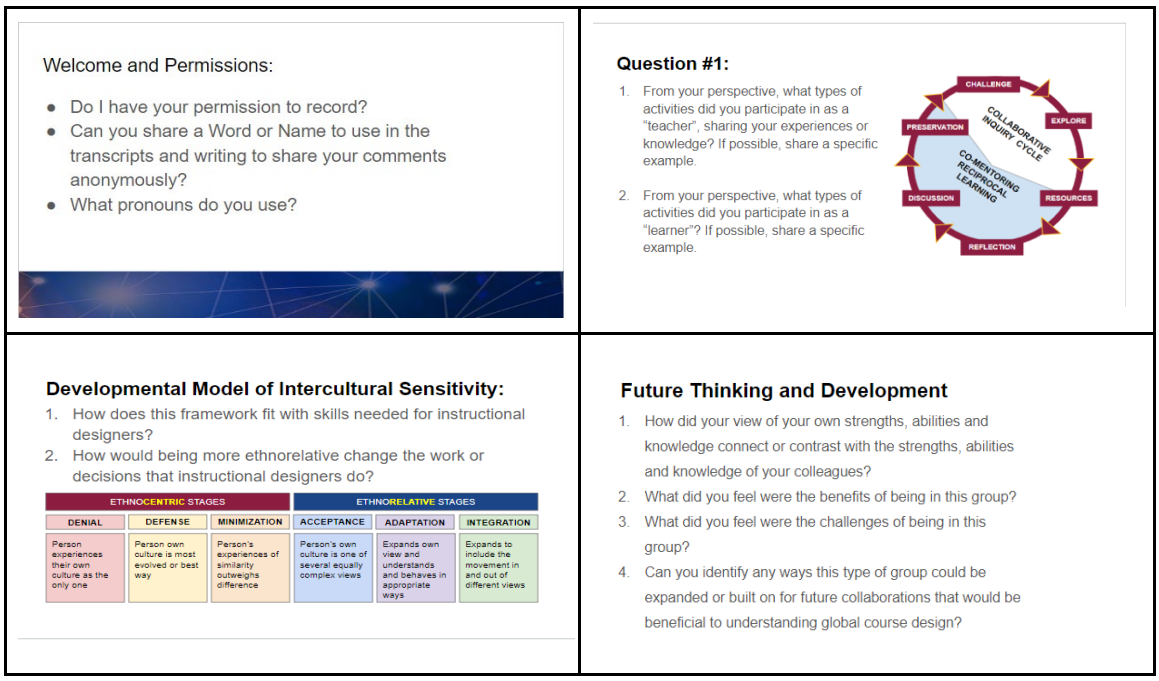
	course design, it offers valuable insights and guidance for educators, instructional designers, and organizations dedicated to facilitating effective global education. In sharing this video as my resource, my goal is to introduce you to the theory and challenge you as instructional designers to consider ways in which it can be integrated into your current approaches to learning design.	
TILT - Transparency in Learning and Teaching. A framework Added later, 'cause it's a useful way to think about ensuring instructors and students are fully aware of obvious as well as hidden perspectives that may vary from your (their) own.	The Transparency in Learning and Teaching project aims to advance equitable teaching and learning practices that reduce systemic inequities in higher education through two main activities: 1. Promoting students' conscious understanding of how they learn. 2. Enabling faculty to gather, share and promptly benefit from current data about students' learning by coordinating their efforts across disciplines, institutions and countries.	https://tilthighered.com/
Global Citizenship Education and Paulo Freire's Pedagogy of Hope	This steps outside and slightly beyond the scope of this study, but I think it's also relevant. Paulo Freire has long been known for his global perspectives. This article summarizes his approach toward providing a hopeful vision and purpose (where relevant) and enhance education and society. This also provides a common thread or cohesive element for any group - trying to find a solution to	https://www.globalcitizenshipfoundation.org/article/global-citizenship-education-and-paulo-freires-pedagogy-of-hope

	a relevant problem that benefits the world. The Global Citizenship Foundation, who published this article, has a lofty, yet exciting goal.	
Global Education Guidelines	*Global Perspectives - A toolkit for international teachers* - a book published by Cambridge University Press *Successful Short-Term Programs Abroad* - a book published by NAFSA	Global Education Guidelines - Concepts and methodologies on global education for educators & policy makers

APPENDIX G

FINAL INTERVIEW MATERIALS

Final Interview: Slides and Script



Script

Request

I would like to record our interview so that I can generate a transcript and return to verify my interpretations. I will not share any portion of the interview with out your permission, and it will be deleted after my study is completed. If you agree to the recording, you can change your mind at any point. Do I have your permission to record?

[RECORD]

Briefing Statement

Thank you for agreeing to participate in this final interview for my study. This is meant as a semi-structured conversation about your experience with the GlobalID sessions. Please feel comfortable responding to my questions or interpreting them as you feel is appropriate. You can also pass on any question, or I might follow up with other questions for clarification. I will put the main questions in our chat for you to read as well.

This study requires that I use an identifier that can't be traced back to you when I refer to your comments or ideas in my study. I'd like for you to **choose a name or word** that will be used as your identifier., And I'd like to know the **pronouns** you use.

(SLIDE)

Topic 1 Reciprocal Learning:

Let's start with a reminder of what reciprocal learning means. It is similar to co-mentoring or coaching, in that both the learner and teacher have defined roles that switch and trade off as different activities are being worked on. In our groups, this happened when perhaps you shared an experience or resource as a "teacher", and then perhaps asked questions or learned from someone else's perspective during our discussions.

(SLIDE)

Based on that definition, I'd like you to talk to me about your participation in the GlobalID meetings and written reflections and activities in between sessions.

1. From your perspective, what types of activities did you participate in as a "teacher", sharing your experiences or knowledge? If possible, share a specific example.
    a. What did you feel you contributed that benefited the group?
    b. Were there times that someone looked to you for guidance or information during a discussion?

2. From your perspective, what types of activities did you participate in as a "learner", asking questions of another colleague, or getting guidance or perhaps adjusting your perspective based on an interaction with a colleague? If possible, share a specific example.
    a. Were there times when you were listening to someone and asked questions?
    b. How did that feel?

Topic 2: Developmental Model of Intercultural Sensitivity

The Developmental Model of Intercultural Sensitivity describes six developmental stages of intercultural sensitivity and communication. The stage on the right side is Denial, and believes that their own culture is the only valuable one, others are denied or irrelevant. The stage on the other side is Integration. Bennett explains, "Integration of cultural difference is the state in which one's experience of self is expanded to include the movement in and out of different cultural worldviews…. people are able to experience themselves as multicultural beings who are constantly choosing the most appropriate cultural context for their behavior."

3. How do you feel about applying these levels to the role of course designers? Is it appropriate?

4. What are there benefits to course designers or instructional designers in their work? How might having this mindset influence the work?

(SLIDE)

5. **Topic 3: Future thinking and development**

6. This was a very diverse group, and based on the IES survey, a very "sophisticated" group of course designers. How did your view of your own strengths, abilities and knowledge connect or contrast with the strengths, abilities and knowledge of your colleagues?

    a. Did you identify areas that you would want to personally or professionally develop to become a better global course designer?

7. What did you feel were the benefits of being in this group?

8. What did you feel were the challenges of being in this group?

9. Can you identify any ways this type of group could be expanded or built on for future collaborations that would be beneficial to understanding global course design?

(SLIDE)

Debriefing Statement

This was great! Thank you for your responses and your time today. I appreciate it very much. Later this week, a digital credential will be issued to you through an email from the College of Global Futures. I will be using your responses to inform my writing, and I am planning on having a "member checking" exercise in Jan/Feb to share what I found, and complete the study in May 2024.

Do you have any questions or final comments?

APPENDIX H

MEMBER CHECKING ACTIVITIES

Email Request for Comments:

I hope the semester finished well for you all, and you have a opportunity to relax during your winter break. I am scheduling the member checking exercise for Monday, January 22, 2024 at 9:00am (MST). Before the session, I will send you any pieces from my dissertation that have quotes or thoughts that you individually shared during our interviews and request feedback (through a short google form) to confirm that it reflects your thoughts correctly. During the synchronous session, I will share the findings, and ask a few questions to confirm that your experience aligned with the findings. This is an opportunity to connect again with each other as well.

Synchronous Agenda

1. Welcome and Reminder of the Purpose of the Member-checking Exercise
2. Presentation on the Focus of the Research Purpose, Questions and Timeline
3. Presentation on the Emerging Themes and Assertions
    a. Facilitator Questions:
        i. Do you feel it accurately captures your thoughts/experiences?
        ii. Does it capture the collective experience?
        iii. What could be added to the findings to capture your experiences better?
        iv. Is there anything you would like removed, what would that be and why?
4. Presentation on Findings and Answering Research Questions
    a. Facilitator Questions:
        i. Do you feel it accurately captures your thoughts/experiences?
        ii. Does it capture the collective experience?

iii. What could be added to the findings to capture your experiences better?

iv. Is there anything you would like removed, what would that be and why?

5. Presentation on Distribution of this Research Information

Summary of Comments:

The comments were limited to mostly positive comments regarding their experience, however some themes emerged, and each are summarized below:

Theme 1: Emphasis on Cultural Competency

Participants highlighted the importance of understanding and incorporating various cultural perspectives into instructional design, pointing out the need for cultural empathy and self-awareness of biases. In the synchronous session, one participant started a discussion regarding cultural competency with indigenous knowledge, and the other participants agreed that this non-Western perspective was important and a crucial factor to consider when designing course materials.

Theme 2: Challenges in Creating Inclusive Content

There was a discussion around the difficulties of obtaining resources that accurately represent diverse cultures, and the struggle with technological limitations in creating and sharing these educational materials. Additionally, a participant noted that instructional designers who were trained to be culturally competent may struggle to support faculty that may not be as culturally responsive to education and teaching-related strategies.

Theme 3: Value of Reciprocal Learning

The comments emphasized the benefits of reciprocal learning both in professional development settings and potentially within course structures, allowing for an exchange of perspectives between instructional designers. One participant mentioned using this process in the beginning of their course as a way to allow instructors and students to share their perspectives and expectations before the class starts.

APPENDIX I

INTERCODER CODE DEFINITIONS AND SUMMARY REPORT

The group in Session 2 spent a lot of time *creating*, which I interpreted as when the team was sharing their thoughts to generate ideas together. The back-and-forth dialogue helped the team to develop their own and each other's understanding of the design competencies. Some of the more insightful, *reflective* comments made by the group were what furthered group comprehension. The group collectively reflected on their individual experiences and practices as IDs to connect/relate to the assignment. The group used *clarifying* questions and explanations to help each other stay on the same page and keep everyone engaged in discussions. The group was *encouraging* to each other's ideas, sharing agreement and, at times, laughing together to create a casual, warm environment. They functioned well together as a group, *collaborating* on both the logistical and conceptual aspects of the assignment. This included identifying directions for work and bouncing ideas off each other to complete the assignment. The group seemed to make the most connection to the assignment when sharing examples from their own life or when practicing *self-awareness/reflection* which, to me, indicates that they found the most value in applying the concepts and design competencies to their own experiences.

Dani drew value from *collaboration* through connecting and receiving insight from other instructional designers, expressing the desire to gain new perspective to improve her practice. She said the group work helped her to view herself as a global ID, which she did not previously view herself as. Dani placed high importance on looking outside of herself in her work to keep more global perspectives in mind when creating programs. She felt her group worked well through reciprocal learning as they were able to figure out the assignment together and everyone's thoughts and perspectives were well-represented in the group's work. Dani said that the group work helped her feel less isolated and she wants to continue group reciprocal learning in the future to be exposed to diversity that she does not experience where she lives.

Norma repeatedly discussed the importance of *empathy*, both in her own practice training international instructors and in the group discussions. She found the most value in hearing her group members' perspectives and learned most when other group members had different opinions from herself. She *reflected* on how she incorporates *empathy* into her practice, urging international instructors to be flexible in allowing students to bring their own perspectives to learning. Norma also recognized weakness in her sensitivity towards gender identity, compared to a teammate who had higher awareness of gender identities. Norma felt the point of group work was to engage in reciprocal learning and pushed her group members to share their thoughts, making the effort to learn from others. She expressed the desire to continue learning from teammates, placing high value on

networking and connecting with like-minded globally oriented IDs. She wants to continue connecting with the group to gain deeper insight into their practices.

Overall, it seems the most benefit from this assignment was gained through sharing differing perspectives. The participants encouraged each other to share their thoughts and used reciprocal learning to synthesize work that included all of their perspectives. Students seemed to connect to the assignment by applying the concepts to their own practices, sharing their experiences with the group to facilitate mutual understanding. The students appreciated exposure to new ideas and expressed their wish to continue working with their group members, both for the sense of community and to better their own practices as instructional designers.

CODE	**Description/Behavior**	**Example**
TEACH	refers to the act of sharing knowledge, insights, or expertise with another person or group of individuals. It involves providing information, guidance, or instruction to help others understand a topic or concept better.	A participant may say “"In my unit, in our center for university single learning, there has been like a lot of work done about the generic academic skills. So I think I shared one kind of table about implementing those skills in different levels of education."
LISTEN	Active listening is a way of listening and responding to another person that improves mutual understanding, active listening may include nodding, focused facial movements, taking notes	He leaned into the zoom camera and nodded thoughtfully, then he put his “thumbs up” icon on the screen
CLARIFY	Participant asks questions to clarify understanding or repeats information to make sure they heard or understood correctly.	When the speaker paused, she asked a question in chat about the meaning of his comment about resources.
ENCOURAGE	While another person speaks, there are behaviors that encourage others to share ideas, other voices to be heard	He realized that one of the members of the group hadn’t spoken, and he paused and asked for her feedback, giving

		her space to share an idea
SELFAWARE	Continuously learning about yourself. Awareness of your personal strengths, weaknesses, interpersonal style, and behavioral tendencies and how they impact others. It also measures how much you reflect on this knowledge in order to pursue personal development and healthy relationships	it was a contradiction, because you have some awareness, and even though you still continue doing the same mistakes, and so was super hard for me face that reality check was oh, my God, we're we are doing something that's it shouldn't be this way.
EMPATHY	a growing understanding and appreciation for diverse cultural backgrounds, which is a characteristic of an ethnorelative perspective	they recognized that students from diverse cultural backgrounds may have distinct learning preferences and challenges.
CHANGE	Participants indicate that they are challenging or changing their assumptions that they may have held previously. The quality of being able to adjust to new conditions or information	Participants discussed how engaging with their peers had made them more aware of their own biases and the need for greater cultural empathy in their work.
COLLABORATE	cooperative effort between individuals or groups with the goal of achieving a common objective or completing a task. It involves sharing ideas, resources, and responsibilities to work together toward a shared outcome.	Participants shared the challenges of working in different timezones, and then worked together toward a shared norm or standard practice that would work in all situations.
CREATE	a collaborative and inclusive process where participants with diverse backgrounds and perspectives actively engage in dialogue and mutual learning to generate new understandings and innovative	Participants worked fluidly to complete the workshop and co-led that writing of the worksheet

	solutions.	
REFLECTIVE PRACTICE	Process of critically analyzing and evaluating one's own thoughts, action, and experiences to improve professional skills and gain deeper understanding	Participant thinks out loud about about how their own perspective might be different than another perspective and why

APPENDIX J

IRB

ASU Knowledge Enterprise Development

EXEMPTION GRANTED

Carole Basile
Teachers College, Mary Lou Fulton (MLFTC) - Tempe
480/965-3463
Carole.Basile@asu.edu

Dear Carole Basile:

On 7/27/2023 the ASU IRB reviewed the following protocol:

Type of Review:	Initial Study
Title:	Developing Ethnorelative Worldviews in Instructional Design Teams: A Case Study
Investigator:	Carole Basile
IRB ID:	STUDY00018295
Funding:	None
Grant Title:	None
Grant ID:	None
Documents Reviewed:	• Kozai Assessment Privacy Statement, Category: Other; • Pate_IRB Protocal, Category: IRB Protocol; • Pate_Short Consent Form v3, Category: Consent Form; • Security Review Approval, Category: Other; • Supporting Documents v3, Category: Measures (Survey questions/Interview questions /interview guides/focus group questions);

The IRB determined that the protocol is considered exempt pursuant to Federal Regulations 45CFR46 (2)(ii) Tests, surveys, interviews, or observation (low risk) on 7/24/2023.

In conducting this protocol you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

When consent is appropriate, you must use final, watermarked versions available under the "Documents" tab in ERA-IRB".

If any changes are made to the study, the IRB must be notified at research.integrity@asu.edu to determine if additional reviews/approvals are required. Changes may include but not limited to revisions to data collection, survey and/or interview questions, and vulnerable populations, etc.

Sincerely,

IRB Administrator

cc: Amy Pate
Amy Pate