

THE ROLE OF EMPATHETIC UNDERSTANDING IN THE DEVELOPMENT OF REAL-
WORLD PROBLEM SOLVING SKILLS

by

ZACHERY HOWINGTON

(Under the Direction of Ikseon Choi)

ABSTRACT

Understanding someone else's perspective is an essential condition for solving real-world problems (Jonassen, 2007). However, the ability to understand different perspectives does not come naturally for many learners. Understanding the phenomenon of perspectives and the framework that underlies these important ideas may allow instructors to implement curricula in the classrooms more effectively. This research proposes that the structure of a narrative is a complex process that requires perspective-taking to accomplish the task of interpretation. An analysis of the embodied mind, the construction of metaphors, and empathy are discussed as the overall framework of the interpretive nature of narrative. Through an understanding of how the embodied mind interprets the emotions of others through the tools of narrative, teaching methods that incorporate embodied forms of understanding that connect with the overall cognitive ability of empathy can be used in instruction. Key findings from this research were gender differences between learners regarding empathy, biases of learners during case-studies regarding poverty issues, and the high level of engaged learning while using video case studies.

INDEX WORDS: Empathy, Empathetic Understanding, Ill-Defined Problem Solving, Case-Based Learning, Perspective-Taking

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ZACKERY HOWINGTON

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ZACKERY HOWINGTON

Major Professor: Ikseon Choi
Committee: Janette R. Hill
John Patrick Bray

Electronic Version Approved:

Suzanne Barbour
Dean of the Graduate School
The University of Georgia
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Chapter 1

INTRODUCTION

Background

Understanding someone else's perspective is an essential condition for solving real-world problems (Jonassen, 2007). However, the ability to understand different perspectives does not come naturally for many learners. Understanding the phenomenon of perspectives and the framework that underlies these important ideas may allow instructors to implement curricula in the classrooms more effectively. Using a framework based upon how the mind interprets differing perspectives through the embodied mind using empathetic understanding would promote a great deal of understanding and allow classrooms to create curricula that tackle ill-defined problems in a more involved way.

The research within this study is focused around interpretation of narratives through the use of empathetic understanding, a valuable skill needed to interpret the perspectives of others (Zaci & Ochsner, 2012). Empathy is the ability for people to perceive the world around them through understanding a perspective from a vantage point of another (McConachie, 2003). Empathy is divided into three categories: experience sharing, mentalizing ability, and prosocial concern (Zaci & Ochsner, 2012). Learners accumulate their knowledge of the world through embodied cognition and the use of empathetic understanding in order to develop a perception of what they know about the world, referred to as personal epistemology (McConachie, 2003). As learners encounter problems, they further develop their epistemology (McConachie, 2003). One issue with developing an epistemology is biases that can originate from an individual's

background such as culture, upbringing, and various other factors (Wong, 2010). It is possible that when encountering ill-defined case-based problems individuals may reject perspectives that differ from their own or not effectively evaluate differing viewpoints (Wong, 2010). This is why exposure to perspectives and promotion of a learning environment that fosters learning through the use of different perspectives is so essential.

Instruction using different perspectives is an important component in many disciplines when dealing with problem-solving of ill-defined problems. These disciplines can range from civics, economics, engineering, literature, political science, and various other areas (Dracup, 2012; Gehlbach, 2011). Specifically, decision making or problems in which the learner would have to take into account different viewpoints on a disputed topic. Various methods are available to present the problem such as written case-studies, video cases, simulations, and many others (Jonassen, 2007).

Effective instruction by an instructor who wishes to use case studies for problem-solving would typically have group discussions or projects in which the learner would delve into the topic and work with others in order to propose a potential solution. There are different forms that can be used in a classroom such as historical perspective taking group activities (Endacott, 2014), using intergroup dialog (Hopkins & Domingue, 2015), online discussions (Dracup, 2012), and peer reviews (Ching, 2014). All of these methods can promote an environment with feedback and group interaction that can allow feedback and debate on a topic.

Statement of the Problem

During a study in which students did a group activity related to environmental issues, one student faced problems understanding the farmers who had to deal with environmental regulation. The learner was unable to comprehend the farmer's perspective and could only

interpret the environmentalist's vantage point (Belland, Gu, Armbrust, & Cook, 2015). Studies in egocentrism provide reasoning for this. Belland, et al.'s (2015) study focused on students in a middle school setting. Learners within this age level have a more egocentric view when taking part in perspective-taking exercises (Epley, 2004). In addition, this phenomenon is not just found in younger students. Perry (1970) is a researcher that laid the groundwork for concepts related to personal epistemology. Perry discussed the issues of age levels that have not developed a strong conception of perspectives. Perry's (1970) research contends that students should understand a debated topic as having multiple facets and complexity in order to understand the complexity of the issue. However, in early stages of epistemological development learners will consider knowledge to be static and absolute, which is counter to fully understand a topic of debate (Perry, 1970). Perry's work revealed that many undergraduates have difficulties with interpreting differing viewpoints and required training at the college-level to attain better skills in the area (Perry, 1970). The students demonstrated biases and a view of certainty about what is known that in later research in the field would be called absolutist thinking (Kuhn and Weinstock, 2002). The key issue is that some students do not readily develop a strong cognitive ability of perspective-taking in lower levels of educational attainment and are not always ready for college-level instruction that deals with complex problem spaces involving complex or ill-defined problems involving differences of opinion. Without developing the skill of perspective-taking students may find it difficult to understand different viewpoints.

Purpose of the Study

The purpose of this study was to explore how individuals use empathetic understanding to solve problems in video case studies. Understanding how empathetic understanding may impact problem-solving may allow instructors to implement learning strategies in the classroom

that will enable students to learn from differing perspectives and expand mental models in relation to ill-defined problems.

One of the key areas of this study is an individual's background and how a learner's background can influence responses. Demographic information is reviewed to determine if Empathy has any bearing on the background or whether there are any differences in how people are empathetic in their responses to essay questions. This is important because it may reveal what issues can be encountered in instruction based on demographic background characteristics.

Through reviewing Interviews an understanding of what occurred during the classroom activity can become clear. Overall, experiences of how people interpret the problems, the success of understanding certain problems, and their issues with understanding problems can be understood. This is important for instruction as it reveals how students are successful in understanding problems. In addition, the information from the interviews can provide an understanding of why students have issues with a problem and how instruction can be revised in order to handle these problems.

Another important component is how people tackle the problems encountered. Through understanding how people review problems a step-by-step process of how people review problems can be established. The understanding of how people interpret and review a video case is important because it allows instructors to understand the student's thinking process. This information may have a bearing in revisions to instruction or allow for scaffolding or help for students.

In addition to an individual interpretation of the issues, another important element is how the group uses the poverty video case to review and debate the issue. Group dynamics are important because there are several ways in which the group can help students who do not

understand the problems and how the group can fill in important information. In addition, issues can arise because of debate, misinterpretation, and various other issues. Through having an understanding of the group dynamics, instructors can have a better understanding of the influence of others, how information is interpreted and misinterpreted, and how to revise instruction to encounter problem areas.

Research Questions

The research questions guiding this study are:

- 1) What concepts associated with empathy are present for individuals that experience or do not experience empathy while watching video narratives?
- 2) What inhibiting factors to understanding a narrator do readers describe while taking on the perspective of a narrator within a story presented in video form?
- 3) Do initial empathy scales correlate with demographic information?
 - 3.1: Do initial empathy scales correlate with income levels?
 - 3.2: Do initial empathy scales correlate with gender?
 - 3.3: Do initial empathy scales correlate with race?
- 4) Is empathy deployed while taking part in classroom activities?

Definition of Terms

Embodied Cognition

Embodiment within the field of cognitive science is defined as the way that the mind/body interprets the world. This concept is called mind-embodiment and embodied cognition (Wilson & Foglia, 2011). Researchers such as Hart (1998) and McConachie (2003), a theater scholar, argue that the mental world and the physical interactions the mind interprets from the world construct reality. McConachie (2006, p.34) contends that the embodied mind interprets language

based on "...complex networks of cognitive connections.". These cognitive connections are used to interpret language in the form of literature, plays, and film by using metaphor and empathy. These interconnecting networks inform an individual's perception of knowledge or personal epistemology.

Analogical Reasoning

Personal epistemology is closely connected with the concepts of analogical reasoning because individuals retrieve information to understand the world and the individuals that inhabit it. This understanding of perspective allows an individual to better evaluate perspectives and to emphasize with the individuals that inhabit different perspectives. Cognitive science is based upon the concept that schemas are used to further construct ideas within the brain (Fauconnier & Turner, 2008). Cognitive Metaphor theory presents analogy as metaphors that can be based upon language to interpret the physical world (Lakoff & Johnson, 1980). Cognitive science contends that with these mentally constructed metaphors the mind/brain creates, through interpretation, concepts of the lived-in world to create a sense of reality. These metaphors work based upon finding different metaphors and blending them together if they have analogical similarities, linking the metaphors in the process (Lakoff & Johnson, 1980). The metaphors can be used to interpret "familiar and new experiences" (McConachie, 2003, P. 37).

Experience Sharing

An individual is able to implement certain cognitive abilities in order to empathize with another. One such ability is Experience Sharing. Shamay-Tsoory, Aharon-Peretz, & Perry (2009) describe the concepts of experience sharing as a set of abilities that support emphasizing ability, but also contends that experience sharing level activities are lower level forms of empathy in comparison to Mentalizing ability.

Shamay-Tsoory, Aharon-Peretz, & Perry (2009) contend that experience sharing is based upon the concept of emotional contagion. Hatfield, Cacioppo, Rapson, (1993) describe emotional contagion as mimicking another person's behaviors and emotional convergence. In other words, if someone smiles then another person will smile automatically based upon facial recognition cues. When individuals take part in this mimicry, they feel reflections of the target's emotions (Hatfield, Cacioppo, Rapson, 1993). This response is connected to concepts such as simulation theory and mirror neurons (Gallese, 2007). Gallese, Keysers, and Rizzolatti (2004) propose that the mirror neuron system within the brain is the basis of understanding others. The mirror neuron system allows the mind to replicate internally without explicit reflection (Gallese, Keysers, and Rizzolatti, 2004). The process is done subconsciously. Mirror neurons create a mental simulation within the mind that is used to understand the thoughts and feelings of other people. (Gallese, Keysers, and Rizzolatti, 2004).

Mentalizing Ability

Mentalizing is concerned with theories of how an individual interprets feelings of others in a more conscious manner than Experience Sharing abilities. One such theory that may potentially be the bridge between these concepts is the Theory of Mind. Theory of Mind is the concept of how individuals understand other people's mental states (Kidd & Castano, 2013). The Theory of Mind emphasizes the concept of simulation, in which empathy is "deployed" in order to "interpret and predict" human behaviors (McConachie, 2003). In other words, Theory of Mind theory claims that Experience Sharing abilities are used to interpret and Mentalize.

Prosocial Concern

Prosocial concern, as argued by Zaki & Ochsner (2012) has been a largely neglected component of empathy. Zaki & Ochsner (2012) argue that this component is important because it

can be perceived as a measure of how much an individual has Mentalized and implemented Experience Sharing. According to Zaki & Ochsner (2012), the act of Prosocial concern and prosocial behaviors are more active and show a desire to interact or alter events based on their feelings of empathy. Cialdini, Brown, Lewis, Luce, & Neuberg (1997) call the concept of perceiving and acting as based on feelings of empathy as altruistic motivation. Batson hypothesizes that people take actions, called altruistic actions, if they experience Empathetic Concern (Batson and Shaw, 1991). Empathic concern is defined as an "...emotional reaction characterized by such feelings as compassion, tenderness, softheartedness, and sympathy. It is brought about by the act of perspective taking, wherein one person (e.g., the potential altruist) takes the point of view of another (e.g., a suffering victim)."

Cialdini, Brown, Lewis, Luce, & Neuberg (1997) concluded through a study that the amount of Empathetic Concern and Oneness with the individual is based on the closeness of the relationship to other individuals. This closeness to the individual also shows that individuals are more likely to help the other individual (Cialdini, Brown, Lewis, Luce, & Neuberg, 1997). Curry, Smith, & Robinson's (2009) study of altruistic helping behavior confirmed some aspects of mentalizing ability as a precursor to helping behavior. Participants took on the roles of others in order to interpret helping and altruistic feelings.

Prosocial concern is an area of empathy that results in changing of behavior, changes in attitude, and calls to action (Batson and Shaw, 1991). This is a more explicit form of empathy that can be seen through engaged student responses and actions and potentially calls for action in verbal and written responses.

Significance of the Study

Research into narrative interpretation in conjunction with empathy have been conducted within different fields. These fields tend to be literature and theater. However, studies conducted within the classroom setting with case studies such as videos, have not been readily conducted. Case studies tend to be situated within the context of case-based learning with little emphasis on the theoretical framework of empathetic understanding. Through the research of how individuals interpret narratives in videos using the skills of empathy a better understanding of how individuals use empathetic understanding to answer questions in a classroom context can be better understood.

Understanding the phenomenon may allow instructors to implement curriculum in the classrooms using empathetic understanding in various contexts. The design of this study will review demographic data, empathy scales through a pre-test and post-test, evaluate essay questions, and conduct interviews with participants. Through an analysis of this data, it can be revealed what promotes empathy and what inhibiting factors exist between the students and the fictional characters in the videos. Through an understanding of how the participants interpret the characters based on their own backgrounds a better understanding of how to present case studies can be understood. The contexts can be related to community engagement and problems of encountering different points of view and the evaluation of these points of view to propose solutions. Empathetic skills are essential within the context of problem-solving and how to better understand the problem space in which these perspectives occur. Ultimately, the research within this area can be implemented to devise a framework, validate the framework, and allow for better instruction within the academic field.

Overview of the Study

This study intends to review successful empathy as well as the inability to empathize through a mixed methods approach. Students took an empathy survey in order to understand their baseline empathy. Students took part in watching a video and a group work activity in which they attempted to use empathetic understanding to understand the vantage points of the characters within the video. After the video was viewed, students took a modified empathy survey, answered essay questions about the video, and answered demographic questions. The essay questions were evaluated based on an Empathy Scale rubric developed based upon the theoretical framework presented in this paper. In addition, interviews were conducted. Because the act of interpreting this video is a lived experience that is interpreted through a perceived mental process, the use of constructivist grounded theory was used to analyze the interviews. Constructivist Grounded Theory is a research approach that emphasizes the lived experience of a phenomenon and the co-construction of knowledge based on interpretation and is a good fit for this process.

This study presents an analysis of the data found through surveys, essays, and interviews. The interviews were analyzed for themes discovered through the interview with quotes demonstrating the theme as well as the analytical process of coding found when uncovering the themes. In addition, the information obtained from the quantitative data was analyzed for any correlations found between empathy scales and the demographic data.

Chapter 2

LITERATURE REVIEW

Introduction

Understanding someone else's perspective is an essential component for solving real-world problems (Jonassen, 2007). However, the ability to understand perspectives does not come naturally for many learners. A key example of the difficulties in understanding different perspectives has been found in various literature. One example is through a classroom activity involving the perspectives of farmers. During an experimental study in which students participated in a group activity related to environmental issues, one student faced problems understanding the farmers who had to deal with environmental regulation. The learner was unable to comprehend the farmer's perspective and could only interpret the environmentalist's vantage point (Belland, Gu, Armbrust, & Cook, 2015). Studies in egocentrism provide reasoning for this. Belland, et al.'s (2015) study focused on students in a middle school setting. Learners within this age level have a more egocentric view when taking part in perspective-taking exercises (Epley, Morewedge & Keysar, 2004). In addition, this phenomenon is not just found in younger students. Perry (1970) a researcher that laid the groundwork for concepts related to personal epistemology discussed the issues of age levels that have not developed a strong conception of perspectives. Perry's (1970) research argues that students should understand a debated topic as having multiple facets and complexity to understand the complexity of an issue. However, in the early stages of epistemological development learners will consider knowledge to be static and absolute, which is counter to fully understand a topic of debate (Perry, 1970).

Perry's work revealed that many college students in the undergraduate level had difficulties with interpreting differing viewpoints and required training in the college-level to attain better skills in the area (Perry, 1970). The students demonstrated biases and a view of certainty about what is known that in later research in the field would be called absolutist thinking (Kuhn & Weinstock, 2002). A major issue found with students is that many students do not readily develop a strong cognitive ability of perspective-taking in lower levels of educational attainment and are not always ready for college-level instruction that deals with complex problem spaces involving complex or ill-defined problems regarding differing opinions. Without developing the skill of perspective-taking, students find difficulty with understanding different viewpoints.

The purpose of this chapter is to present a framework regarding the empathetic understanding of perspective and its implication for learning environment design. Understanding the phenomenon may allow instructors to implement curriculums in the classrooms using a framework based upon how the mind interprets differing perspectives through the embodied mind using Empathetic understanding.

One of the primary tools that instructors use present viewpoints is through the use of narrative through the presentation of a case study, which can take the form of written or video-based media. This paper proposes that the structure of a narrative and the comprehension of that narratives is a very complex process that involves the use of perspective-taking to accomplish the task of interpretation. An analysis of the embodied mind, the construction of metaphors, and Empathy are discussed as the overall framework of the interpretive nature of narrative based upon literature and theatrical plays. Through an understanding of how the embodied mind interprets the emotions of others through the tool of narrative, teaching methods that incorporate

embodied forms of understanding that connect with the overall cognitive ability of Empathy can be used in instruction.

Framework for Empathetic Understanding of Perspectives

This paper presents a conceptual framework with the foundational framework of embodiment. Embodiment is explored as a means of understanding how individuals interpret information from the world around them from experience. As individuals gain experiences through the mind's interpretation of the world, the individual develops the ability to interpret information and use this to develop viewpoints or perspectives. Ultimately, these perspectives are used in solving problems. Interpretation is accomplished through analogical reasoning. Analogical reasoning is the ability to attain information from the world and apply that information to similar problems. Analogical reasoning informs a key concept of this paper, Empathy.

Empathy is essential to problem-solving because it encompasses the ability of individuals to interpret the feelings and minds of others. Empathy is a component of how individuals understand the world around them and allow the individual to develop a personal epistemology or knowledge about what is known. These concepts are central to understanding how people learn from others and are important to developing educational curriculums that deal with problem-solving in problem spaces involving the analysis of different viewpoints.

The paper concludes with a discussion of instructional tools in the form of narrative to present differing perspectives to learners. This framework can be used to further extend narrative to instructional applications such as case-based learning, anchored instruction, multimedia and other methods that use narratives in order to enhance empathetic and perspective-taking abilities. In the classroom, this can take the form of written scenarios, role-playing activities, videos, and

various other applications.

Embodiment

An important element that should be understood about interpretation is how the mind uses the physical world and the objects within it to make sense of the world. Embodiment within the field of cognitive science is defined as the way that the mind/body interprets the world. This concept is called mind-embodiment and embodied cognition (Wilson, Foglia, 2011). Researchers such as Hart (1998) and McConachie (2003), a theater scholar who studies embodied cognition within the theater, contend that there is an interplay between the mental world and the physical interactions the mind interprets from the world. The embodied mind constructs reality based upon the individuals' experience within the physical world (McConachie, 2003). Varela, Thompson, & Rosch, (1991, p.172-173) describe the concept of the term embodiment through two points, "...first that cognition depends upon the kinds of experience that come from having a body with various sensorimotor capacities, and second, that these individual sensorimotor capacities are themselves embedded in a more encompassing biological, psychological and cultural context.". McConachie (2006, p.34) contends that the embodied mind interprets language based on "...complex networks of cognitive connections.". These cognitive connections used to interpret language in the form of literature, plays, and film are systems such as metaphor and empathy. These interconnecting networks inform an individual's perception of knowledge or personal epistemology.

Ultimately, this means that the construction of knowledge is contextual. McConachie (2006) argues that knowledge is attained through the physical world and our interactions with that physical world. Educational scholars within the field of historical empathy implement contextualized curriculums when attempting to create curriculums with an empathetic

understanding of time and/or place in mind (Endacott, 2014). This is done because students need to understand the minds of decision-makers, the context in which the decisions were made, and attain an understanding of the lifeworld in which these individual decision-makers interacted (Endacott, 2014). Having a strong grounding in context within the physical world is an important element to instructional design in relation to empathetic understanding. Embodiment is considered an implicit idea within this framework since the explicit levels are found with cognitive abilities that originate from embodiment.

Personal Epistemology as it Relates to Embodiment

The embodied individual uses several different methods to interpret the world, which in turn develop knowledge. This knowledge can be used to develop what the individual perceives as what they know. Personal Epistemology is a concept about how the individual interprets the world around them. One key component of Personal Epistemology is Belief. Generally, Personal Epistemology is defined as how an individual perceives knowledge. It is explained as, "...one's beliefs about knowledge and knowing" (Hofer, 2001; Hofer & Pintrich, 2002). Personal Epistemology can be used to evaluate students in their problem-solving ability and in how effective students can use perspective-taking to interpret problems. The ability to interpret viewpoints can be measured within the classroom based upon how learners interact with and interpret perspective. Hofer & Pintrich (2002) divide personal epistemological understanding into three different areas: absolutism, or inability to acknowledge differing viewpoints, multiplism, awareness of different viewpoints, and evaluativism, the ability to interpret viewpoints for validity.

Personal epistemology is an important element of educational development because it centers around, "...the development of students' creative and critical thinking." (Holma &

Hyttinen, 2015, p.334). Based upon Hofer & Pintrich's (2002) model, as an individual develops the skill to interpret the world around them, they develop a more rounded epistemological viewpoint. This perception is defined by Hofer & Pintrich (2002) as the development of an understanding of multiple perspectives. As an individual develops the ability to interpret perspectives in a more defined way their knowledge of the world also increases. They become better problem solvers because they are able to understand a problem as multi-dimensional or multiplistic in addition to being able to evaluate differing viewpoints (Hofer & Pintrich, 2002). These abilities are required for problem-solving when it comes to the interpretation of multiple perspectives (Hofer & Pintrich, 2002).

Schemata and Analogy and their Relation to Embodiment

Personal epistemology is closely connected with the concepts of analogical reasoning because individuals retrieve information to understand the world and the individuals that inhabit it. This understanding of perspective allows an individual to better evaluate perspectives and to emphasize with the individuals that inhabit different perspectives. One key concept is how the human brain conceptualizes language and connects these concepts to ideas, and how concepts connect to one another. Cognitive scientists argue that experiences within the physical world construct meaning and result in the formation of schemata within the brain (Lakoff, 1999; Johnson, 1993). Schemata are constructed with the use of "perception and symbolic thought", which Mansing (2006, p.191) attributes to Gibson and Paivio as significant contributors to the cognitive sciences (Gibson, 1966; Paivio, 1986). Cognitive science is based on the concept that schemas are used to further construct ideas within the brain (Fauconnier & Turner, 2008). Cognitive Metaphor theory presents analogy as metaphors that can be based upon language to interpret the physical world (Lakoff & Johnson, 1980). Cognitive science contends that with

these mentally constructed metaphors the mind/brain creates, through interpretation, a concept of the lived-in world is created that allows the individual to develop a sense of reality or their perceived reality. These metaphors work based upon finding different metaphors and blending them together if they have analogical similarities, linking the metaphors in the process (Lakoff & Johnson, 1980). The metaphors can be used to interpret “familiar and new experiences” (McConachie, 2003, P. 37). This is important because familiar experiences are used within educational curriculums to interpret perspective (Kidd and Castano, 2016) and to also rearrange the thinking process when new perspectives are encountered (Kidd and Castano, 2016). Analogy is an important tool to interpret perspectives of others because true learning using perspectives requires the use of cognitive abilities such as Empathy to reconstruct and rearrange mental constructs such as metaphors (Lakoff & Johnson, 1980), which is important in the more explicit form of mentalizing (Kidd and Castano, 2016). Ultimately, when a learner rearranges an idea in their mind based on encountering a perspective this is learning in action. Analogy is considered in some sense to be more implicit unless it is used in conjunction with mentalizing ability to create an answer to a question, in which the learner will use this ability to make sense of another perspective, resulting in a more explicit interpretation, for example, written essays and reactions that can be observed, such as an oral response.

Empathetic Understanding of Perspective

This learning in action is accomplished through the cognitive ability of empathy. Empathy requires the use of embodied cognition as well as analogy. First, the embodied mind interprets perspectives through observation and reading of different materials, for example, educational curricula. The embodied mind interprets “material” which includes other material minds, or other human beings, that can be interpreted (McConachie, 2003). Material also

includes a work of literature as well as performances in the form of plays (McConachie, 2003). These are called “material projections” that can be interpreted by the observer’s mind as well as be interpreted by other minds, assigning meaning to these projections (McConachie, 2003). The mind is also able to interpret the minds of a fictional character through the literary medium or the theatrical mediums through analysis of the characters found within these material projections (McConachie, 2003). Zaci and Ochsner (2012) describe these abilities as Mentalizing, which is an overall category that encompasses perspective-taking, the cognitive aspects of Theory of Mind, and Cognitive Empathy. Throughout this paper, Mentalizing and Perspective-Taking will be discussed interchangeably. Many cognitive scientists propose that the Theory of Mind approach is how individuals develop a personal epistemology, or how individuals understand the world (McConachie, 2003).

Empathy is divided into several categories based on different frameworks with some overlap into different categories. Zaci and Ochsner (2012) divide their framework into three areas: “...(i) experience sharing: vicariously sharing targets’ internal states, (ii) mentalizing: explicitly considering (and perhaps understanding) targets’ states and their sources, and (iii) prosocial concern: expressing motivation to improve targets’ experiences (for example, by reducing their suffering)...”(Zaci & Ochsner, 2012, p.675). Pino and Maza (2016) further describe mentalizing ability as “...the ability to understand what others are thinking or feeling...” (Pino & Maza, 2016, p.1) and emotional sharing, as including “...the capacity to emotionally resonate with other people’s feelings...” (Pino & Maza, 2016, p.1).



(Fauconnier & Turner, 2008; Hart, 1998; Lakoff & Johnson, 1980; McConachie 2003)

Figure 1 – Framework for Knowledge Construction Using Empathy

Experience Sharing

An individual is able to implement certain cognitive abilities in order to empathize with another. One such ability is Experience Sharing. Shamay-Tsoory, Aharon-Peretz, & Perry (2009) describe the concepts of experience sharing as a set of abilities that support emphasizing ability, but also contend that experience sharing level activities are lower level forms of empathy in comparison to Mentalizing ability. Experience sharing is described by Lombardo, Chakrabarti, Bullmore, Wheelwright, Sadek, Suckling, & Baron-Cohen (2010) as, "...coding for low-level embodied/simulative representations..." that "...exists within frontal operculum/ventral premotor cortex, somatosensory cortices (SI/SII), anterior insula (AI), and caudal ACC (cACC) extending into the presupplementary motor area ." (p.1623). In other words, the phenomena of Experience Sharing occur within different areas of the brain than Mentalizing ability. In addition, Experience Sharing related brain activity come online before other parts of the brain associated with other emphasizing abilities (Fan, & Han, 2008).

There are several concepts within the emotional sharing category that have some overlap conceptually. Shamay-Tsoory, Aharon-Peretz, & Perry (2009) contend that experience sharing is

based upon the concept of emotional contagion. Hatfield, Cacioppo, Rapson, (1993) describe emotional contagion as mimicking another person's behaviors and emotional convergence. In other words, if someone smiles then another person will smile automatically based upon facial recognition cues. When individuals take part in this mimicry, they feel reflections of the target's emotions (Hatfield, Cacioppo, Rapson, 1993). According to Preston and deWall (2002), "...perception of a behavior in another automatically activates one's own representations for the behavior, and output from this shared representation automatically proceeds to motor areas of the brain where responses are prepared and executed." (Shamay-Tsoory, Aharon-Peretz, & Perry, 2009, p1). This response is connected to concepts such as simulation theory and mirror neurons (Gallese, 2007). Mirror neurons are a part of the brain that allows emotional contagion to take place. Gallese, Keysers, and Rizzolatti (2004) propose that the mirror neuron system within the brain is the basis of understanding others. The mirror neuron system allows the mind to replicate internally without explicit reflection (Gallese, Keysers, and Rizzolatti, 2004). The process is done subconsciously. Mirror neurons create a mental simulation within the mind that is used to understand the thoughts and feelings of other people. (Gallese, Keysers, and Rizzolatti, 2004).

This means that experience sharing is a more implicit ability and can be observed qualitatively within a classroom through immediate reactions of students. Experience sharing can be observed through the reactions of the students to a story or a role-playing performance, reveal emotional engagement with activities, and emotionally engaged discussions.

Mentalizing

Mentalizing ability has several theories within this umbrella. It is concerned with theories of how an individual interprets feelings of others in a more conscious manner than Experience Sharing abilities. Lombardo, Chakrabarti, Bullmore, Wheelwright, Sadek, Suckling, & Baron-

Cohen (2010, p.1623) describe this set of abilities as, “The second neural system, dealing with more high-level inference-based mentalizing about both self and other, comprises an independent set of neural regions within the medial prefrontal cortex (MPFC), posterior cingulate cortex/precuneus (PCC), and TPJ.”. One key concept is perspective-taking, in which an individual, “...spontaneously adopts the psychological point-of-view of another person.” (Pino, & Mazza, 2016, p.6).

One such theory that may potentially be the bridge between these concepts is the Theory of Mind. Theory of Mind is the concept of how individuals understand other people’s mental states (Kidd & Castano, 2013). Theory of Mind is divided into affective, or “...the ability to detect and detect others’ emotions”, which is connected with Experience Sharing (Kidd & Castano, 2013, p.1). The other category is cognitive theory of mind, or “...the inference and representation of others’ beliefs and intentions...” (Kidd & Castano, 2013, p.1), the category connected with Mentalizing. The Theory of Mind emphasizes the concept of simulation, in which empathy is “deployed” in order to “interpret and predict” human behaviors (McConachie, 2003). In other words, the Theory of Mind claims that Experience Sharing abilities are used to interpret and use Mentalizing abilities within the brain.

Perspective-taking itself is considered by some scholars (Galinsky, Maddux, Gilin, & White, 2008) to be distinct from prosocial behavior because comprehending a perspective does not necessarily mean that an individual will exhibit helping behavior for the other (Galinsky, et al., 2008). The argument is that someone can mentalize experiences in order to develop a strategy. The interpreter can anticipate the reactions of others without demonstrating helping behavior, though other studies have seen helping behavior and sympathy as results of mentalizing (Gerace, Day, Casey, & Mohr, 2013).

However, recent studies show a convergence of mentalizing and experience sharing. Studies performed by Zaki, Ochsner, Hanelin, Wager, & Mackey (2007) indicate that within the interpretation of pain in others there are overlapping systems within the brain used to interpret the phenomena that are part of the Experience Sharing and Mentalizing areas of the brain. Lombardo, Chakrabarti, Bullmore, Wheelwright, Sadek, Suckling, & Baron-Cohen (2010) also found connections within Mentalizing and Experience Sharing systems. It should be noted that these are recent studies and that previous studies have looked at these different parts of the brain independently of one another. More research needs to be done in order to fully understand the convergence of these different areas of the brain in order to understand how Experience Sharing and Mentalizing abilities work together within the brain (Zaki & Ochsner, 2012).

Mentalizing ability research regarding perspectives reveal some key functions that occur during the process of interpreting the viewpoints of others. What is known is that learners generally make predictions about emotions and actions. The learner will create an adjustment in their thought process toward the thoughts of others (Epley, Keysar, Van Boven, & Gilovich, 2004). Strategies that emphasize the use of thinking through a situation using the individual's own feelings while put into the situation described in the other individual's account is used to interpret the perspective of another (Van Boven & Loewenstein, 2003). Curry, Smith, & Robinson (2009) also confirm similar findings in their study of altruistic helping behavior. Participants took on the roles of others in order to comprehend the perspective and resulted in helping and altruistic feelings. Gerace, Day, Casey, & Mohr (2013) have proposed a process in which learners "Search for Understanding" and "look at the scope of a situation". After this, the learner "shifts their perspective". Learners use "personal information" and "situational information" to take on this perspective. In addition, the learner will use "self-information"

through the “imagining of switching places” and “comparing and contrasting past experiences” (Gerace, et. al., 2013, p. 4-6) that may have similarities. As learners progress through the process of perspective-taking they interpret the world through prior experience (Gerace, Day, Casey, & Mohr, 2013). Evidence shows that memories of past events can be used to produce solutions for new problems (Bassok & Holyoak, 1989). This process is a form of analogical reasoning in which the learner inserts these prior experiences into the related experience they are reading in order to better take on the perspective. This may lead to emotional and cognitive responses of sympathy (Gerace, Day, Casey, & Mohr, 2013). An important element found within the concept of perspective-taking is the use of past experience to reflect upon the perspective. If the individual does not have a collection of past experiences then the act of perspective-taking can be difficult (Gerace, Day, Casey, & Mohr, 2013). These past experiences can be influenced by the embodied experiences of upbringing. Perspective-taking ability can also be influenced by many factors at an early age (Gülay, Ogelman, Seçer, & Önder, 2013). Learners develop the foundations of this skill at the preschool level. Childhood development can promote the skill level based on the factors of parental behavior, environment, and game preferences. The parents can have an effect through their socioeconomic status, empathy level toward their child, age, and educational level (Gülay Ogelman, Seçer, & Önder, 2013).

Mentalizing ability is an important element within an educational curriculum because it is an area in which students are learning through personal experiences that they apply to the new experience presented. The students rearrange mental models as they encounter new perspectives and attempt to attain and interpret information from these new experiences (Kidd and Castano, 2016). Because of these elements, this is a more explicit area of empathy that can emerge during engaged thinking in classroom discussions, activities, and reflections.

Prosocial Concern

Prosocial concern, as argued by Zaki & Ochsner (2012) has been a largely neglected component of empathy, which Zaki & Ochsner (2012) have added as their third component of empathy. Zaki & Ochsner (2012) argue that this component is important because it can be perceived as a measure of how much an individual has Mentalized and implemented Experience Sharing. According to Zaki & Ochsner (2012), the act of Prosocial concern and prosocial behaviors are more active and show a desire to interact or alter events based on their feelings of empathy. Cialdini, Brown, Lewis, Luce, & Neuberg (1997) call the concept of perceiving and acting as based on feelings of empathy as altruistic motivation. Batson & Shaw (1991) hypothesizes that people take actions, called altruistic actions if they experience Empathetic Concern. Empathic concern is defined as an "...emotional reaction characterized by such feelings as compassion, tenderness, softheartedness, and sympathy. It is brought about by the act of perspective taking, wherein one person (e.g., the potential altruist) takes the point of view of another (e.g., a suffering victim). Perspective taking, in turn, is brought about by a perception of attachment (kinship, friendship, familiarity, similarity) to the other or by instructions to take the other's perspective." (Cialdini, Brown, Lewis, Luce, & Neuberg, 1997, p. 481; Batson and Shaw, 1991).

Cialdini, Brown, Lewis, Luce, & Neuberg (1997) concluded through a study that the amount of Empathetic Concern and Oneness with the individual is based on the closeness of the relationship to other individuals. This closeness to the individual also shows that individuals are more likely to help the other individual (Cialdini, Brown, Lewis, Luce, & Neuberg, 1997). Curry, Smith, & Robinson's (2009) study of altruistic helping behavior confirmed some aspects

of mentalizing ability as a precursor to helping behavior. Participants took on the roles of others in order to interpret helping and altruistic feelings (Curry, Smith, & Robinson, 2009).

Prosocial concern is an area of empathy that results in changing of behavior, changes in attitude, and calls to action (Batson and Shaw, 1991). This is a more explicit form of empathy that can be seen through engaged student responses and actions and potentially calls for action in verbal and written responses.

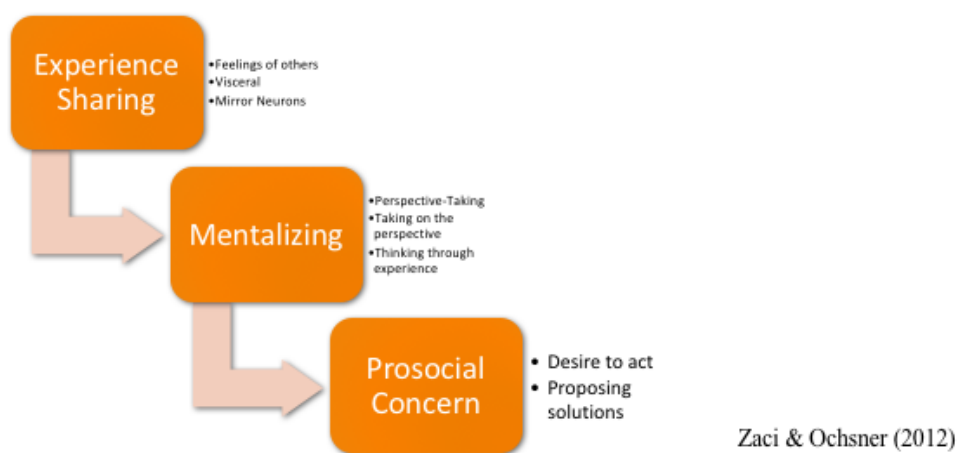


Figure 2 – Empathy Levels

Empathy and Narrative Interpretation

One of the goals of this paper is the creation of educational curriculums that enable empathetic understanding of viewpoints through the interpretation of narrative as a tool of instructional design. Instructional design research has observed narrative structure within the classroom environment and has found this to be a very important tool in learning. Dickey (2005) argues that narrative can promote engagement within curricula. Dickey (2005) discuss narrative in terms of plot-based and character-based narrative with an emphasis on the concepts of how stories are presented in popular media. Other researchers describe backstory, cut scenes, flashbacks, foreshadowing, cliffhangers, and red herrings as some of the key elements of a

narrative structure (Dickey, 2005) “The benefit of integrating narrative in instructional design is that it provides opportunities for reflection, evaluation, illustration, exemplification, and inquiry.” (Dickey, 2005, p.74).

Research from Jonassen (2007) has shown that procedural, situational, and strategic knowledge, within the category or epistemological, is important to creating meaningful knowledge. As a learner encounters more stories, they begin to recall these experiences and apply them to new situations (Kolodner, 1992). Based on Dickey (2005) and other researchers, analysis of narratives within instructional design, games, and narrative, a major element that should be emphasized, that is not widely mentioned with using narrative as a tool in instructional design is the use of Empathy.

Empathy has many connections with the concept of narrative because narrative connects so strongly with the concepts of the embodied mind because empathy is one of the major components for the interpretation and understanding of narratives. According to Ziegler, Mitchell, & Currie (2005) embodiment within a narrative is defined as a sense of being there. Empathy is used to interpret the individuals in works of literature and performance. According to Zunshine (2004), the unconscious can comprehend the feelings and various behaviors of others. This ability termed “fictional consciousness” allows a reader of text to interpret the “minds” of the characters within a work of fiction (Zunshine, 2004). Research by Kumschick, Beck, Eid, Witte, Klann-Delius, Heuser, et al. (2014) revealed that reading children’s books and discussing the content can help to increase emotional competencies, resulting in better emotional and social skills.

The experience of narrative reading can promote the ability to simulate an experience (Brunyé, et al., 2009; Tettamanti, 2005). This narrative simulation has connections to the

concepts found within the simulation theories proposed by Gallese (2007). Narrative reading also acts as a set of knowledge for learners (Johassen, 2007). This knowledge can be used when attempting to use perspective-taking techniques as a form of prior knowledge (Gerace, Day, Casey, & Mohr, 2013), which connects to the concepts of analogical reasoning in which the mind uses prior knowledge analogically to solve problems (Lakoff, 1999; Johnson, 1993). Prior experiences are an important factor for individuals attempting to learn (Gerace, Day, Casey, & Mohr, 2013). In order to take part in a perspective-taking exercise, learners need to have prior experiences that can potentially allow the learners to take part in perspective-taking while reading a narrative (Gerace, Day, Casey, & Mohr, 2013). Schemata formation and retrieval are important aspects of this interpretation. However, there are other important factors to consider. A reader in some sense may encounter characters with very different beliefs from their own and different experiences. It is important to understand the idea that readers must go through a process of reading these new experiences and attempt to make sense out of the non-experienced (Kidd & Castano, 2013). This can result in vicarious learning from events that the reader has never experienced personally and allow them to attempt to create a vantage point for interpretation (Kidd & Castano, 2013). Theory of Mind research into narrative fiction details some key ideas about this challenge and how readers interpret narratives in which their perceptions are challenged, and how the reader can develop practice in perspective-taking skills (Kidd & Castano, 2013).

Narrative fiction, in particular, has demonstrated links to Theory of Mind concepts (Kidd & Castano, 2013). There are links to affective and simulation theory, based upon the idea that literary fiction is written from the “inner feelings and thoughts” (Kidd & Castano, 2013, p.378) of literary characters. It has been shown through studies that being familiar with fiction relates to

self-reported empathy and affective Theory of Mind test results (Kidd & Castano, 2013). In addition, reading fiction has been shown to increase self-reported empathy (Kidd & Castano, 2013). Reading fiction also appears to have effects on recognizing the similarity with others. Kidd & Castano (2013) propose that reading literary fiction has effects on mind-reading and character construction, which may enable readers to more effectively implement Theory of Mind concepts. This is because literary fiction requires the reader to inhabit the perspective of the protagonist and other fictional literary characters in order to interpret meaning from the text. Mar and Oatley (2008) argue that reading works of fiction allow readers to create simulations of fictional worlds, which allows readers to develop skills related to social perception.

Kidd & Castano (2012) also argue that different forms of literature may not initiate the parts of the mind involved in Theory of Mind concepts to some degree, but this depending on how the story is written and whether genre conventions are used. In other words, there are always exceptions (Kidd & Castano, 2012). What Kidd & Castano (2012) found was that readers of the genre, literary fiction, had increases in proficiency in affective Theory of Mind tasks in comparison to reading nonfiction and genre fiction. This brings about the idea that reading literary fiction may provide practice for the use of Theory of Mind concepts (Kidd & Castano, 2012). David Herman (1997) proposes that individuals perceive literature through schemas and scripts retrieved from the mind. These scripts are different based on genre classifications. Scripts from certain genres may rely on more generic scripts, schemas, and stereotypes (Kidd and Castano (2016). As an example, Kidd and Castano (2016) reference research from Appel (2008) who studied the reactions of viewers of formulaic television shows, which revealed that viewers exhibited more conventional thinking. Kidd and Castano (2016) propose that literary fiction disrupts conventional thinking and allow readers to be challenged, have a higher tolerance for the

unconventional, higher tolerance for ambiguity, and welcome character complexity.

Literary fiction, Kidd and Castano (2016) propose, presents characters that are considered “round” characters. Culpeper (2001) discusses character differences found within different genres as flat and round. A flat character is a character type or caricature. These types of characters retrieve from the mind of the reader schemata to interpret them. They are stock characters with a pre-existing idea of how they are represented (Kidd and Castano, 2016). The implication is that because these characters are flat, there is less Theory of Mind taking place. The schema is activated, and the mind does not readily inhabit the understanding of these characters, thus taking less cognitive work or empathetic understanding. Culpeper’s (2001) concept of the round character is more complex. These types of characters are not understood as types. These characters take more work to interpret. The mind must go through a process of adjustments and updates of information as the reader progresses through the story (Swencionis & Fiske, 2014). This means that within narratives, much care should be taken in how to construct characters or retell their stories through coursework narratives presented within the classroom. Characters should be rich in description, not rely on stereotypes, and attention should be made in creating “rounded” characters rather than “flat” characters.

Role-Playing as It Relates to Embodiment

Within the classroom, there are several applications for the use of role-playing as a means of engaged learning. Within research into cognition and the theater, role-playing is generally discussed as acting, which extends to performances on the stage or on television, but also to the act of observing. As Mancing (2006, p. 189) states, “...seeing and knowing is not the same thing as reading and knowing... We do not “read” films, television programs, or theatrical performances: we perceive them both visually and aurally.”. One key difference as McConnachie

(2006) observes, is the idea that individuals take on a state of “empathetic observation” (p. 5). Empathetic observation involves looking at the facial expressions and movements of the performers and having an empathetic reaction based on these observations. This comes from mirror neurons (McConnachie, 2006) that fire when the performance occurs. This allows a form of cognitive engagement with the performance. These affective responses act as a feedback loop. They result in a heightened level of attentional focus on the performances when there are emotionally charged scenes (McConnachie, 2006). Rokotnitz (2006) argues that reading engages the intellect and emotions. However, a theatrical performance uses embodied knowledge more than reading. Theater presents the narrative in layered meaning, based on verbal and embodied forms. Events are also shown rather than read (Rokotnitz, 2006).

This is important in a classroom because of the presentation of tools such as narrative in the form of videos, as well as students acting out performances as role-players. The students have the opportunity to observe and even act out the activities, promoting a more realized, contextual environment, as well as the chance to emphasize with the characters they can observe and act out in the classroom setting. This is important because the learning environment that promotes skills of embodiment promotes empathetic feelings with perspectives, which is essential to overcoming inhibiting factors to empathetic understanding.

Overcoming Inhibiting Factors

As previously stated, students sometimes have issues with perspective-taking. The intent of this paper is to understand conceptually how individuals interpret perspective and how the learning environment can be enhanced to alleviate some of these factors. It is important to understand why individuals fall short of the evaluativism level of personal epistemology (Hofer & Pintrich, 2002) because being able to overcome these factors can lead to better perspective-

taking ability. Literature in the field of personal epistemology mentions perspective-taking as a method within the classroom to enhance personal epistemology, but as previously mentioned, requires prior experiences (Gerace, Day, Casey, & Mohr, 2013). First, learners with similar life experiences toward the viewpoint of another will be more receptive toward the viewpoint (Gerace, Day, Casey, & Mohr, 2015). In addition, similarities with the individuals encountered can also allow a learner to be more empathetic toward the viewpoint (Cialdini, Brown, Lewis, Luce, & Neuberg, 1997). However, if a learner encounters something new then problems emerge. Within the first level of personal epistemology, absolutism, the individual would never have encountered the differing viewpoints found within the act of mentalizing. One of the key factors is the act of exposing learners to differing ideas. There is the possibility within this level that an individual may reject the alternative viewpoint and forget the viewpoint exists, thus stay within the level of absolutism. This may be because of egocentric thinking found within young learners (Epley, 2004) and biases toward social, and cultural views (Wong, 2010). Students need repeated practice or exposure to challenging perspectives to overcome these issues (Kidd and Castano, 2016). If learners repeatedly encounter new ideas then their minds must adjust to the new ideas and their mental models of situations will change (Kidd and Castano, 2016).

Even if a learner is aware of multiple viewpoints and reaches multiplism, a learner may not interpret the perspectives or be able to evaluate them effectively (Khine & Hofer, 2008). There is the possibility that a learner may believe that each argument is equally valid and never make a decision on which one is correct (Khine & Hofer, 2008). This is where constructing the learning environment to encourage critical thinking is important. There are some key educational interventions that have had some level of success in the classroom through the use of perspective-taking in order to provide context and exposure to new ideas. Historical perspective-

taking and historical empathy are educational methods that have had some level of success and have a step-by-step methodology which emphasizes the idea of critical analysis and opportunities for responses and reflection (Brooks, 2011; Endacott, 2014). Classrooms using intergroup dialog to understand different perspectives have also been used with a degree of success (Hopkins & Domingue, 2015). The overarching idea is that these interventions allow the students to use these perspectives, have classroom activities and discussions that allow the learners to more thoroughly analyze the ideas, and use these perspectives to construct knowledge within the classroom.

In order to reach the level of evaluativism, higher level methods of perspective-taking can involve the use of interventions that implement perspective-taking in order to create critiques based on inhabiting the roles of evaluators. Through this process, the learner can more concretely evaluate and come to more valid conclusions, thus contributing to better real-world problem-solving (Ching, 2014; Belland, et al., 2009; Jonassen, 2007; Tawfik, 2013).

The important element in using perspective to promote better understanding is the construction of an effective learning environment that can overcome many of these inhibiting factors. Students to some extent need exposure to new ideas and a means to put these ideas together through activities that emphasize the context in which they would find the ideas, activities that engage the mind, and time to reflect upon the ideas in more detail.

Table 1

Inhibiting Factors

	Primary Inhibiting Factor	Possible Interventions
Absolutism	No exposure to different viewpoints (Kidd & Castano, 2016)	Exposure to different perspectives (Kidd & Castano, 2016; Kuhn & Weinstock, 2002)
Multiplism	Lack of Context in learning setting (Bruner, 1990; Jonassen, 2007)	Role-Playing (Gehlbach, 2011)
	Cultural Differences (Wong, 2010)	Perspective-Taking (Endacott, 2014)
	Personal Bias (Epley, 2004)	
	Egocentric Thinking (Epley, 2004)	
	Strong Emotional Feelings (Gerace, Day, Casey, & Mohr, 2013)	
Evaluativism	Awareness of Viewpoints but Refusal to Take a Side (Kuhn and Weinstock, 2002)	Reflection Activities (Ching, 2014; Belland, et al., 2009; Jonassen, 2007; Tawfik, 2013).
	Lack of Perspective-Taking (Gerace, Day, Casey, & Mohr, 2013)	
	Egocentric Thinking (Epley, 2004)	Stakeholder Evaluations (Ching, 2014)

Creating a Narrative-Driven Learning Environment

This report proposes that the embodied experience can better understand how people evaluate the world and how narrative creates that understanding through the empathetic reactions found in narrative storytelling and comprehension. This paper proposes that within a learning

environment the elements of Contextualization, Engagement through characters within stories, and Reflection can be the cornerstones of design in order to meet the needs of students. The following sections show key studies in the educational field in relation to methods such as perspective-taking and role-playing activities used within the classroom. The concepts are divided into Contextualization, Engagement, and Reflection.

Table 2

Classroom Design

Key experiences Promoting Empathetic Understanding	Key component for Learning Env. Design	Examples of Instructional Strategies
Contextualization (Vantage Point, Physical Settings the Students Should Consider (Endacott, 2014))	Narrative (Burner, 1990, Jonassen 2007)	Setting, Time-Period, Startup Activities Using Narratives
Engagement (Various activities that engage the student in a strong contextualized way)	Main Classroom Activity (Role-Playing, Simulations)	Stakeholder activities (define it, Ching, 2014); political simulation (short description, Dracup, 2012)
Reflection (Ability for the student to reflect upon activities and perspectives presented)	Bulletin boards for posting, Reflective Discussions in classroom	Reflections using empirical evidence (Belland, et al., 2009; Jonassen, 2007; Tawfik, 2013) Peer review (Ching, 2014)

Contextualization

Contextualization is important because of its role in overcoming the inhibiting factors associated with absolutism based upon the idea that the learner may not have prior experiences (Kidd & Castano, 2016; Kuhn & Weinstock, 2002). Because the mind inhabits the world and understands this world through the senses, a strong context within the classroom to connect to

the real world is important. This contextualization can come from role-playing and case reading activities in which a strong context is presented through the narratives. This can be done by presenting the narrative and the vantage point through which the students would observe and evaluate the information (Endacott, 2014) or through presenting the roles of the students for the contextual vantage point. This should be done at the introduction of the lesson. The students can take the role of a historical figure, a scientist, or politician.

However, students may not have prior experience with these roles. Learners need prior experience in what they are evaluating in order to use this cognitive ability (Gerace, Day, Casey, & Mohr, 2013). Because people come into these cases with an element of tacit knowledge, some students are able to take on the roles of different professions and complete the jobs even if they have no prior experience (Baert, 1998; Prasad, 2015). This ability allows learners to take part in different perspectives or vantage points based on this tacit knowledge of what it means to be within the position assigned.

Using narratives to present the lesson's objectives and contexts are essential during the contextualization phase. This can be done with an introduction of a story, writing the objective through the eyes of the protagonist, or through many different possibilities. The reasoning behind the use of narrative is based upon the concepts of embodiment, in which an individual can inhabit the role through the reading of narratives (Ziegler, et al., 2005). Narrative reading has shown this effect through individuals having strong cognitive activity when reading a first-person narrative (Brunyé, et al., 2009; Tettamanti, 2005) as well as the reading of literary fiction (Kidd & Castano, 2013; Kidd & Castano, 2016).

The hope is that going through a process of contextualizing a lesson, engaging the learners, and allowing a final reflection will further develop these important skills. The solution proposed in this paper to this problem is the use narratives that can promote this form of thinking through encountering the context and making mental adjustments. Kidd and Castano (2016) propose that narratives that allow individuals to encounter characters promotes learning through adjusting schemas based on vicariously encountering the perceptions of characters. Practice using these skills over an extended period of time is required (Kidd and Castano, 2016). Kidd and Castano (2016) propose that this repeated practice with narrative works of fiction enable a learner to develop mentalizing abilities over time . The act of reading itself promotes cognitive changes within the reader through practice for the use of Theory of Mind concepts (Kidd & Castano, 2012) as well as changing thinking process toward unconventional thinking (Kidd and Castano, 2016). In addition, creating compelling characters that challenge readers create a process of adjustments and updates of information and schemas within the brain (Swencionis & Fiske, 2014). This reveals that readers are cognitively engaged as they are reading compelling literature and adjust their thinking accordingly.

Other theories related to case-based learning; an area of learning that uses written narrative has similar findings. According to case-based learning theory (Johassen, 2007), the simulated experiences of cases can provide a learner with a set of knowledge. This knowledge can be used when attempting to use perspective-taking techniques as a form of prior knowledge (Gerace, Day, Casey, & Mohr, 2013). Contextualization is a key component in other uses of perspective-taking such as historical perspective taking (Brooks, 2011; Endacott, 2014). Endacott (2014) proposes an investigation phase of study as a key component that can promote historical contextualization, perspective-taking, and affective connection.

Engagement through Classroom Activity

Activities immediately after the narrative engages students is recommended to open up discussion. This can be done in the classroom or through online discussion boards. Engagement is the opportunity for students to conduct an activity through role-playing and open-ended discussion in the classroom. Historical perspective taking implements this in the classroom through reading contextualized accounts from a historical figure and opening the classroom for discussion and interpretation (Endacott, 2014). Through allowing discussion and responses, the readers can express their opinions and feelings about the material. In addition, supplements are used to challenge preconceptions in order to further open discussion.

Another method that has had success in the classroom is the use of role-playing activities. Dracup (2012) argues that role-playing or creating activities in which students take the vantage point of another is an important engagement activity. Learners have shown more engagement in their work when stories and role-playing are used (Dracup, 2012). This was shown when learners interpreted materials of the classroom in a more profound way when writing their responses (Dracup, 2012). This indicated that learners had engaging and detailed responses in online discussions about the material. Learners have also shown better argumentation skills when reviewing cases about subjects before taking part in their responses (Tawfik & Jonassen, 2013). The responses showed more engaged and detailed responses about the material as if the learners had taken part in these activities in the past (Tawfik & Jonassen, 2013).

Of important note are the discussions in these studies detail a feeling from the learners of embodiment. The learners act as if they are the experts, as if they have become scientists in the environmental research assignments (Missett, Reed, Scot, Callahan, & Slade, 2010) or become

politicians in political science studies (Dracup, 2012; Gehlbach, 2011). This indicated that the learners were able to create a simulated experience based on the knowledge obtained from the narrative, which connects with the research of Mar and Oatley (2008) as well as Gallese (2007) who discuss mental simulation as a means of interpreting viewpoints. The mental activity of taking on roles and perspectives is what is also expected from individuals taking part in perspective-taking activities. Within historical perspective-taking activities there is a similar phase referred to as a display phase that, "...demonstrates engagement in historical empathy." (Endacott, 2014, p. 6). Ching (2014) conducted studies using role playing exercises for learners to take perspectives as peer reviewers. The results found that learners were more engaged in the material and that the learners expressed feelings of better understanding of the material using perspective-taking in conjunction with the lesson (Ching, 2014).

Reflection Activity

Reflection deals with the process of writing reflections about the activities the students performed within the classroom activity. This is usually the wrap-up activity or the final analysis of what the students learned from the lesson. This final reflection connects with the evaluativism level of personal epistemology (Hofer & Pintrich, 2002; Kuhn & Weinstock, 2002) as well as elements of prosocial concern. Prosocial concern can be found within any responses in which students prescribe a solution of what should be done within a situation. Learners with egocentric thought (Belland, et. al., 2015; Epley, 2004) often appear to be unable to reach the level of multiplism or evaluativism (Hofer & Pintrich, 2002; Kuhn & Weinstock, 2002) because of a lack of ability to perspective-take. Ultimately, this is because learners have a lack of information to implement the cognitive ability of Mentalizing (Gerace, Day, Casey, & Mohr, 2013). If the learner has the information of narratives, then the learner will be better equipped to expand their

personal epistemology beyond multiplism and to evaluativism (Kuhn & Weinstock, 2002) for the particular topic and create a more rounded conclusion to the final exercise. If learners are equipped with narratives that they have comprehended, then the learners may be able to overcome egocentric thinking through the process of accumulating current information from the recently read or observed narratives that can be combined with their personal experiences (Gerace, Day, Casey, & Mohr, 2013). For this reason, narratives are a potential solution to expanding an individual's personal epistemology. Research has shown that narratives combined with an element of Mentalizing ability allow people to think through exercises as if they have taken part in the exercise that was described in the material from the lesson (Missett et al., 2010), as well as show better abilities to write more compelling arguments (Tawfik & Jonassen, 2013). In addition, reflection is a component of historical perspective-taking reflective activities. Endacott (2014) referred to historical perspective-taking and historical empathy reflection as a phase that "...presents an opportunity for students' metacognitive reflection about the past in general, as well as other facets of historical understanding, such as agency, significance, and judgment. This is the phase in which the ultimate dispositional benefits of engaging in historical empathy can be purposefully cultivated." (Endacott, 2014, p. 8).



Figure 3 – Classroom Intervention

Ultimately, cases are a scaffold in the implementation of perspective-taking. The scaffold of prior experiences (Gerace, Day, Casey, & Mohr, 2013) can enhance learning for people attempting to perspective take. If a learner is able to perspective-take effectively then they potentially have a fully developed personal epistemology that can reach the evaluativism level (Hofer & Pintrich, 2002). Reaching the evaluativism level allows a learner to be able to develop a more realized mental model of the given situation. A full mental model of situations makes the learner a better problem solver and is the ultimate goal of the use of narrative driven activities in conjunction with mentalizing.

Summary

Through the process of Empathy, a learner can create a great deal of knowledge about the world, the disagreements, and potential solutions. Ultimately, creating skills in understanding different perspectives is imperative for creating learning environments that deal with problem

spaces that may not have clear answers or different ways of thinking through a problem space.

The framework presented in this paper proposes that an understanding of the embodied mind and how the mind interprets information analogically and metaphorically. These mental constructs lead to the analysis of narrative forms, actors, and educational curricula through the lens of empathetic understanding. Empathetic understanding is a complex concept with many interacting ideas of how students perceive the perspectives of others. Ultimately, with a firm grasp of these concepts, curriculums can be created that can enable students to have a clear context, become engaged emotionally and cognitively with the material, and reflect upon perspectives with a highly developed epistemological view of the problem space.

Chapter 3

METHODS

The purpose of this study was to explore how individuals use empathetic understanding to solve problems in video case studies. Understanding how empathetic understanding may impact problem-solving may allow instructors to implement learning strategies in the classroom that will enable students to learn from differing perspectives and expand mental models in relation to ill-defined problems.

The research questions guiding this study were:

- Research Question 1: What concepts associated with empathy are present for individuals that experience or do not experience empathy while watching video narratives?
- Research Question 2: What inhibiting factors to understanding a narrator do readers describe while taking on the perspective of a narrator within a story presented in video form?
- Research Question 3: Do initial empathy scales correlate with demographic information?
 - 3.1: Do initial empathy scales correlate with income levels?
 - 3.2: Do initial empathy scales correlate with gender?
 - 3.3: Do initial empathy scales correlate with race?
- Research Question 4: Is empathy deployed while taking part in classroom activities?

Research Design

In order to accomplish the research goal, it is important to understand successful empathy and failures to empathize and the reasons why these successes and failures occur. In order to conduct this study, a mixed methods design using Constructivist Grounded Theory

(Higginbottom & Lauridsen, 2014) was adopted. Figure 1 below is an unmodified version of Higginbottom & Lauridsen's (2014) representation of constructivist grounded theory.

Grounded Theory and Constructivist Grounded Theory

Grounded theory. Grounded theory is described by McCallin (2003) as an interpretative research method. It is used in social sciences in an attempt to determine the social processes that shape interactions (McCallin, 2003). In addition, Grounded theory is used in a real-world context (Starks & Brown Trinidad, 2007). Aldiabat & Lee Navenec (2011) argue that symbolic interactionism is one of the essential theories that influence grounded theory. This underpinning of symbolic interactionism is related to symbols, such as language, and how this interaction influences human behavior. A form of grounded theory was chosen as a methodology specifically because of the overlap between the concepts of the conceptual framework concepts of analogical reasoning and metaphor (Lakoff & Johnson, 1980).

Grounded theory is useful in creating knowledge in relation to group behavior patterns (McCallin, 2003) because it studies the relationship between meaning, created through symbols, and how people perceive this meaning and react through action as a result of the perceived meaning (Aldiabat & Le Navenec, 2011). Because of these connections to the research, which deal with the concepts of creating meaning through interpreting perspectives using empathetic understanding, a form of grounded theory was chosen as a methodology for the analysis of qualitative data.

Constructivist Grounded Theory. More specifically, constructivist grounded theory was chosen. Constructivist grounded theory is a more recent form of grounded theory that, "...has its foundations in relativism and an appreciation of the multiple truths and realities of subjectivism." (Mills, Bonner, & Francis, 2006, p.1). This form of grounded theory contends that

theories constructed through any form of Grounded Theory are influenced by the researcher's life experiences and cannot separate their experiences from their research. In essence, a researcher's findings are not part of an objective reality but are interpretations of multiple realities, these realities being their own socially constructed reality and the participants' socially constructed reality. It is the job of the researcher to discover how the subject constructs meanings and actions within these social structures that the participant lacks an awareness of which are influencing their meanings and actions (Charmaz, 2009; Higginbottom & Lauridsen, 2014).

A key concept of Constructivist Grounded Theory is that theories through interviews are not discovered but are co-constructed by the interactions between the participants and the researcher (Charmaz, 1990). In essence, the researcher interviews the participant to understand their stories and there is a reinterpretation through the perceptions of how the researcher interprets these interviews and other interactions based upon their background (Charmaz, 1990). In addition, Constructivist Grounded Theory's goal is to give voice to the participants (Higginbottom & Lauridsen, 2014). This specific component of constructivist grounded theory is important to the study because of how students, instructors, researchers, and others are co-constructing perceptions and perspectives, which is an important component of empathetic understanding and mentalizing abilities.

Because of the connections through co-construction and interpretation of experiences that constructivist grounded theory covers with its methodology, this study implemented the methodology in conjunction with an interview study. There are significant gaps in the literature in relation to how an individual understands perspectives through the process of empathy in a classroom setting. This study focused on the concept of Constructivist Grounded Theory as a

way to view the phenomenon of empathetic understanding and how the individual described their subjective experiences of interpreting narratives from different perspectives from their own.

Research Context

This study intended to explore successful empathetic abilities as well as a failure to empathize. In order to allow the participants to take part in an activity to promote the use of empathetic ability, the students answered specific questions about feelings and actions for the situations presented to them in a case video. These questions were based on the framework presented in Chapter 2 for each of the Empathetic categories. The classroom activity required students to watch a video that presented characters that faced poverty issues. The perspectives presented were of a family that was living in poverty and a restaurant owner who was dealing with running a restaurant in an economic downturn. The students were asked to work in groups to discuss their solutions to the problems presented. Finally, the participants worked independently to write their own solutions to the problems presented in the video.

This study attempted to understand how the students answered the questions and whether elements of Empathy were deployed to allow the students to answer the questions presented based on the framework discussed in Chapter 2. There were no right or wrong answers to the questions. The study attempted to understand whether empathy was deployed, if there were failures to empathize, and how the participants discussed their experiences to gain a better understanding of the characters. In addition, the study attempted to determine how a learner would use empathetic skills to answer ill-defined problems.

The research study was conducted in an Introduction to Theater course. The course taught students about theater and allowed students to act in plays in front of the class. In addition,

materials that teach students about different forms of theater and acting techniques were presented.

Empathetic Understanding and Instructional Strategy

Empathetic Understanding in a Classroom Environment – Framework for Empathy in the Classroom

The study attempted to implement activities in the form of a video presentation, group activity, and a personal essay in order to allow the participants to implement empathetic understanding to answer questions. The engagement activities for this classroom activity provided contextualization through a video narrative, an Engagement activity in the form of a Group Discussion, and a Reflection activity in the form of a Personal Essay. These categories were based on the framework presented in Chapter 2 for how an empathetic curriculum can be presented to students in a classroom setting. Table 3 shows these levels and the instructional strategies that were used in the creation of the lesson.

Contextualization. Context was achieved through the use of a narrative in the form of a case video the students watched to initiate the lesson.

Engagement. Engagement with the activity was achieved through a team-based analysis of the questions. The group discussed the content of the video and proposed solutions to the problems they found with the video.

Reflection. The participants had a personal time to reflect on the video and the discussions proposed in the group activity. The participants wrote the solutions to the problems presented in the video in their own words.

Table 3

Instructional Strategies Matched with Theoretical Framework Classroom Activities

Key Experiences Promoting Empathetic Understanding	Key Component for Learning Environmental Design	Instructional Strategy Used In Study
Contextualization (Vantage Point, Physical Settings the Students Should Consider (Endacott, 2014)	Narrative (Burner, 1990, Jonassen 2007)	Video Presentation
Engagement (Various activities that engage the student in a strong contextualized way)	Main Classroom Activity (Role-Playing, Simulations)	Group Activity
Reflection (Ability for the student to reflect upon activities and perspectives presented)	Bulletin boards for posting, Reflective Discussions in classroom	Personal Essay Answers

Materials

Video Case Study. During the classroom activity, students watched a video case. This case was a narrative story about a family living in poverty. The characters of the video were a mother, daughter, and brother who discussed poverty issues and food access issues. Another character was a restaurant owner who discussed issues with food sales and salaries for employees.

Group Discussion Questions. After the video was presented, the students discussed questions that were displayed on a PowerPoint. A facilitator took part in presenting the questions and the activity. This facilitator was informed about the framework presented in Chapter 2 as well as watch the video before the course. These questions were part of the data collection in the group activity form. These questions were:

What was your initial reaction to the situations that the characters faced?

Can you describe how you felt about Sarah and Angelica's situation?

Can you describe how you felt about Joe Percy's (the restaurant owner's) situation?

How do you propose that the problems faced within this situation can be solved?

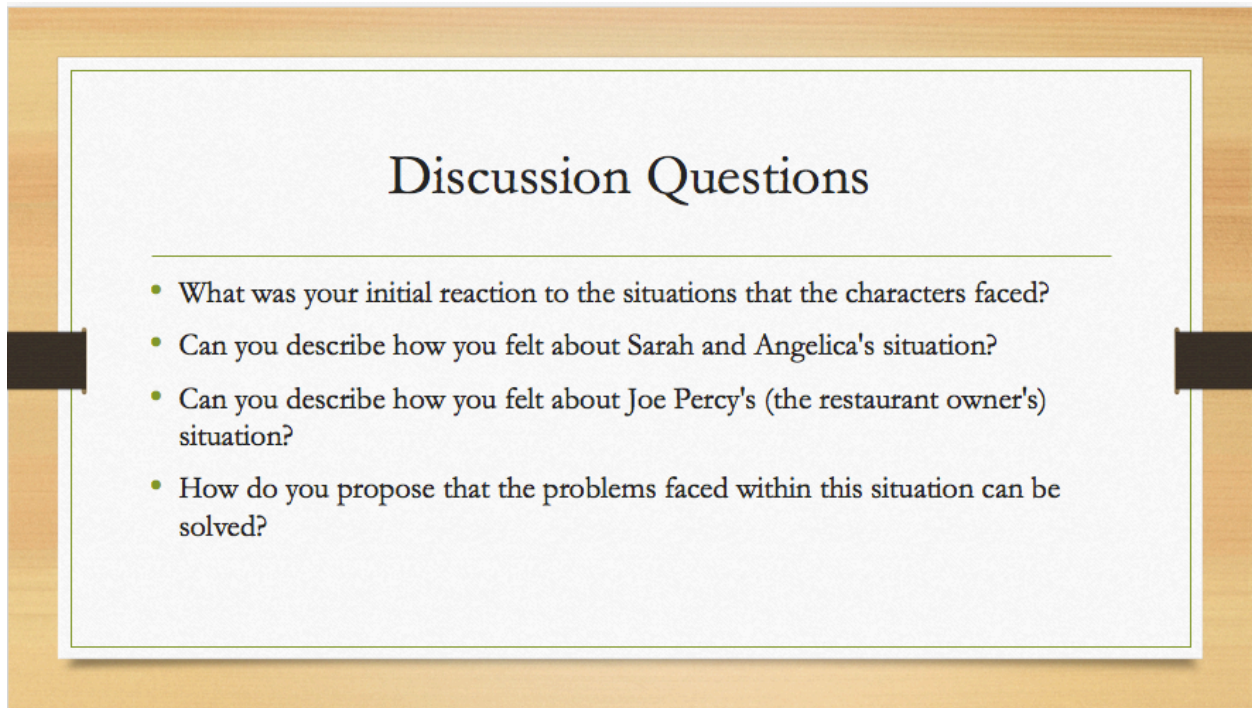


Figure 4 – Discussion Questions

Participants

The participants for this study were students in an undergraduate program at the University of Georgia. The group was from an Introductory Theater course located at the University of Georgia. The courses usually have a group of students from a range of different degree programs from across the university. Because of the wide range of participants from

different programs this particular course was chosen to get a range of different people from different academic programs. The size of the courses tends to be in the range of 15 to 20 students in breakout sessions. There were three sections with a potential sample size of 60 participants. The students are undergraduates between the ages of 18-24 years old. The students in this course come from a wide range of backgrounds and degree programs. The students in the courses represent a demographic of students through the University of Georgia system. An issue that may be present is a lack of experience with the issues presented in the case study of the participants. The participants typically come from higher income levels and may have never experienced poverty.

Data Collection

Instruments

Essay Evaluation Rubric. The rubric has three categories based upon the three levels of empathy: experience sharing, mentalizing ability, and prosocial concern. After the essay questions were completed by students two (N=2) reviewers rated the essays based upon the criteria of the three empathy levels. The rubric is located in (Appendix A).

Basic Empathy Scale. The scale was a 20 question questionnaire that analyzes the general empathy of participants (Carré, Stefaniak, D'Ambrosio, Bensalah, & Besche-Richard, 2013). The scale is located in (Appendix B).

Modified Empathy Scale. The scale was a 20 question questionnaire that was created based upon the original Empathy Scale. This instrument was not used in the final analysis because of an analysis using Cronbach's Alpha that was conducted, which resulted in an invalid result. It is located in (Appendix C).

Demographic Data Questionnaire . The Demographic data was collected using a Questionnaire that was divided into questions related to income, ethnicity, and gender. It is located in (Appendix D).

Interview Protocol. The interview protocol consisted of 14 questions that were asked to (N=5) participants during interviews. The protocol was a guide to facilitate questioning and probe questions were also used to expand upon and clarify questioning during the interviews. The protocol can be found in (Appendix E).

Essays. The essays were based upon four questions asked to students. The students wrote an essay question response to a set of four the questions.

Table 4

Alignment of Assessment Tools with Research Questions

Research Question	Assessment Tool	Assessment Method
What overall themes are present for individuals that experience or do not experience empathy while watching video narratives?	Interview Protocol	Thematic Analysis
What inhibiting factors to understanding a narrator do readers describe while taking on the perspective of a narrator within a story presented in video form?	Interview Protocol, Essay Evaluation Rubric	Thematic Analysis, ANOVA comparisons
Do initial empathy scales correlate with demographic data?	Demographic data, Basic Empathy Scale	ANOVA Comparisons
Is empathy deployed while taking part in classroom activities?	Demographic data, Essay Evaluation Rubric, Essays	Thematic Analysis, ANOVA Comparisons, Frequency Analysis

This study implemented a mixed methods analysis of the overall results of the classroom activity. Quantitative data was used to analyze empathy through the use of the Basic Empathy Scale. In addition, the participants filled out a demographic data survey. The proposed solutions

to the problem presented in the video were reviewed using a rubric to assess empathetic ability in their answers to the questions. The interview portion of the study analyzed themes discovered through the interview with quotes that demonstrated the theme, as well as the analytical process of coding, found when uncovering the themes. The paper presents the findings of the study through an analysis of quantitative analysis and qualitative analysis of themes found through discussions with the participants.

Data Analysis

Because the act of interpreting narrative is a lived experience that is interpreted through a perceived mental process (Zunshine, 2004), the assumption is that the processes in the classroom discussed in the materials section are co-constructed (Charmaz, 1990) through analysis of video cases, discussions with peers, discussions with instructors, and interactions with classroom materials. The use of constructivist grounded theory was used to analyze the interviews because of these assumptions. As mentioned earlier, Constructivist Grounded Theory is a research approach that emphasizes the lived experience and the construction of knowledge through interactions with researchers (Charmaz, 1990) and is a good fit for this process.

Essays from the activity were analyzed using a rubric to grade the quality of the answers based on the Empathy framework. The framework for this study contains three elements of empathy: Experience Sharing, Mentalizing Ability, and Prosocial Concern (Zaci & Ochsner, 2012). Responses were rated based upon these three levels of Empathetic ability.

The course work questions were compared to the empathy scores in the pre-test to determine if there is a correlation between the empathy scales and the answer quality. In addition, demographic data were compared with scores in the pre-test and essay questions to determine if there was any correlation on scores based on the demographic data. In addition to

these quantitative instruments, the students also participated in one interview, that was conducted with five different students who volunteered. These interviews were analyzed using the methodology of Constructivist Grounded Theory.

Qualitative Data Analysis

Interview Protocol. The interview protocol was developed in order to discuss the activities with students. The purpose of the interview is to determine the successes, failures, and perceptions of the participants regarding their reactions to the video and lesson. The questions ask the participants about their feelings on the video and how they reasoned through the cases to answer the questions of the activity. Several revisions were conducted to this rubric based upon expert review by faculty at the University of Georgia. Two other students reviewed the interview protocol. This suggestion of peer review is referenced in Glense (1999) to clarify questions and to further revise the protocol. This is also a step in qualitative research proposed by Hycner (1985).

Based on the suggestions, the protocol was modified to create more effective questions. Dichotomous questions were eliminated, which Patton (2014, p. 447) describes as, “Far from encouraging the respondent to talk, dichotomous response questions limit expression.” The interview protocol was used during a pilot study to collect interview data and went through further modifications to better collect data and fit the Constructivist Grounded Theory approach that was used for this study.

Interviews. The interview portion of this study implemented the use of the Constructivist Grounded Theory approach to analyze interviews. The specific steps of this research study were based on the concepts of Constructivist Grounded Theory proposed by Charmaz (2009). These steps are: (1) develop a research question, (2) data collection and initial coding, (3) initial open

coding, (4) focused coding, (5) theoretical sampling, (6) memo writing, (7) theory development and refinement, (8) theoretical memo writing and sorting for integration into theory, and (9) write a final report (Higginbottom & Lauridsen, 2014).

Coding Process. In addition, coding of interviews is another important element of the constructivist grounded theory approach. During the coding process, it is important to read through the interviews and become familiar with the content. After there is some level of familiarity with the content, an initial coding phase took place in which each line was read for a code that makes sense in relation to the ideas being expressed by the subject being interviewed. After this initial coding, a new set of coding occurred called Focused Coding. Focused Coding is connecting the codes to determine some connection to concepts in order to create initial themes. The Constant Comparative Method was used in order to develop categories for the codes (Glaser and Strauss, 1967). In the Constant Comparative Method, codes are compared to determine if there is a fit between them to refine and develop new categories.

Memo Writing. Memo writing is an important aspect of interpreting and constructing meaning from the interviews. Memo writing is a method in which the researcher writes their abstract thinking about the interview data and about the coding that was created during the coding process (Mills, Bonner, & Francis, 2006). This allows the researcher to think through how they are interpreting the interviews and the meaning-making that occurs through the process of thinking through the interview and events that transpired during the process (Mills, Bonner, & Francis, 2006). Memo writing is important because it allows the researcher to reflect on how they are constructing meaning and brings their histories and influences on the forefront, which allows the researcher to interrogate their own thinking in the research process (Mills, Bonner, &

Francis, 2006). This study used memo writing as a means to collect thoughts on the coding process.

Theoretical Sampling. Unfortunately, this step may be problematic because of time constraints. The concept of theoretical sampling is that further refinement to a study may be required by gathering further data by using further samples. (Silverman & Marvasti, 2008). Theoretical sampling can occur by choosing cases that apply to the theory that has been created through coding, choosing deviant cases that may contain a different situation that potentially refutes the theory and flexibility in which the researcher changes the sample size because of emerging issues during the research (Silverman & Marvasti, 2008). Any use of theoretical sampling may be needed for further research and as the development of the theory emerges.

Theory Development and Refinement. As the study concludes and any theoretical sampling that is needed is completed, the process of refining the theory took place. In this step, coding is analyzed to match codes with an overall final theoretical model. Memos are reviewed for any issues or biases within the researcher (Creswell & Maietta, 2002). In this process the propositions of the theory can be written, narratives that situate the theory can be created, and models can be developed (Creswell & Maietta, 2002).

Quantitative Data Analysis

Independent Question Short Responses. The final portion of the classroom activity was questions answered on a Qualtrics survey. These questions are the same as the ones presented during the discussion group activity.

Short Response Rubric. After students complete their assignments, a rubric was used to analyze the essays/short responses and was graded on a 3-point scale. This three-point scale was based upon the three levels of empathetic understanding that is part of the conceptual framework

used for the study. These levels are Prosocial Concern, which is defined as actions either proposed or enacted to resolve a situation (Zaci & Ochsner, 2012), Mentalizing Ability, which is defined as the cognitive process of comprehending a perspective (Zaci & Ochsner, 2012), and Experience Sharing, which is defined as mimicking the physical reactions and feelings that mirror the person being observed (Zaci & Ochsner (2012). The initial use of the rubric has been implemented in a pilot study, in which the rubric was used to evaluate essays in an EDIT 2000 course. Based on feedback from the pilot study, validation was needed for this rubric. Inter-rater reliability assessments were conducted with the rubric in order to validate finding results that are found when evaluating essay questions. The rubric can be found in Appendix A.

Basic Empathy Scale. The basic empathy scale is an instrument created in order to measure empathy. The survey is based upon 20 questions. The Basic Empathy Scale can be found in Appendix B (Carré, Stefaniak, D'Ambrosio, Bensalah, & Besche-Richard, 2013). There are two ways to interpret the scale. There is a two-factor method and a three-factor method. The two-factor method can interpret cognitive empathy and affective empathy. The Three-factor method interprets cognitive empathy, emotional contagion, and emotional disconnect. Reliability for the two-factor scale was conducted using a Cronbach's Alphas with these results: cognitive empathy of .71 and affective empathy of .84 (Carré, Stefaniak, D'Ambrosio, Bensalah, & Besche-Richard, 2013). Reliability for the three-factor scale was conducted using a Cronbach's Alpha with these results: Cronbach's alpha for cognitive empathy of .69, emotional contagion of .72, and emotional disconnection of .82 (Carré, Stefaniak, D'Ambrosio, Bensalah, & Besche-Richard, 2013). Test-retest reliability was conducted for the three-factor method with a sample of 222 participants. The correlation between Cognitive Empathy results were $r = .56$, $r^2 = .3118$, $p < .001$. The Emotional Contagion scores were $r = .74$, $r^2 = .5488$, $p < .001$. The

Emotional Disconnect scores were, $r = .70$, $r^2 = .4761$, $p < .001$ (Carré, Stefaniak, D'Ambrosio, Bensalah, & Besche-Richard, 2013). Because of the results of the three-factor analysis and the Cronbach's Alpha score of .69 for cognitive empathy, the two-factor method was used for the study.

Modified Basic Empathy Scale. The basic empathy scale was modified to fit the video case presented in the course. This Modified Basic Empathy scale was created in order to create a more context-specific way to create a post-test that would better represent the classroom activity being studied. The Modified Basic Empathy Scale was evaluated during a pilot study. During this pilot study, the pre-test and post-test were compared. The results on a 100-point scale were as follows: Pre-test $M = 84.38$, Post-test $M = 80.19$. A T-Test was conducted to compare both means. The results of the T-Test were ($M = 84.38$, $SD = 9.120$) and post-test ($M = 80.19$, $SD = 10.635$), conditions $t(15) = 1.5$, $p = .154$. From the results, it was determined that there were no significant differences in the pre-test and post-test scores. The Modified Empathy Scale can be found in Appendix C. There were no adjustments made to the Post-Test scale after the pilot study was completed.

After Cronbach's Alpha was conducted during this study with the gathered data from Theater Students, it was determined that the instrument was unreliable. Other methods were used in the place of this instrument through the use of the interviews and the Essay Rubric.

Demographic Data Questionnaire. Students answered questions related to demographics that include income, ethnicity, and gender. The demographic Data Questionnaire can be found in Appendix D. It should be noted that the demographic information was the self-perception of the participants. In relation to income, this was the perception of family or parent income and may not be accurate.

Data Collection Procedure

On Day 1 of the study, the study was explained in detail. The researcher explained the study and the IRB. After this explanation, the researcher passed out the consent forms to be signed. The participants that volunteer took the Basic Empathy Survey and was allowed 15 minutes to complete this survey. This survey was presented as a link on a PowerPoint that was given to the students during the class through ELC or another resource that the instructor uses such as email. This link took students to a Qualtrics version of the Basic Empathy Scale Survey. The researcher discussed the optional interview portion of the study and ask participants if they would like to volunteer for this portion of the study. A paper was passed around to allow the participants to sign up for the interview.

On Day 2 of the study, the participants watched the video, which took around six minutes total to present all of the case studies. After the participants watch the video, they took the Modified Basic Empathy Scale Survey and were given 10 minutes to complete the survey. This survey was presented to the students through a link sent to their e-mail by the instructor of the course. This was a link to another Qualtrics survey.

Following the completion of the Modified Basic Empathy Scale Survey, the questions for the group discussion was presented as a PowerPoint slide. The participants got into groups of four to five people and discuss the questions for 15 minutes. A facilitator guided the students through the activity. Participants were encouraged to write notes about the discussions in order to more easily write individual responses. There was no sharing to the class about the activity beyond the small group. This was done to prevent any further influence from the class and the facilitator on the opinions that were presented in the short answer questions and interviews.

After the group discussion, the participants had individual writing time. The participants were directed to a Qualtrics survey sent either through ELC or to their e-mail address to answer the questions in their own words. The writing activity also included required demographic questions for a response. Participants were given 25 minutes to complete the individual writing activity and the demographic survey. After the participants completed the activity, the researcher discussed the optional interview portion of the study again and passed around a paper to collect names of volunteers.

On Day 3 of the study, any volunteers for the study were contacted for ideal times to conduct interviews. The researcher interviewed these participants at a time and location that was convenient for the participants. These interviews were 30 minutes in length and were audio recorded. A total of 5 interviews were conducted. The audio recordings were transcribed and analyzed using Constructivist Grounded Theory.

In order to conduct effective interviews an understanding of how Constructivist Grounded Theory discusses how meaning is created in an interview is essential. Meaning is constructed by the participant and the researcher during interviews (Mills, Bonner, & Francis, 2006). This co-construction of meaning is called interplay. The participant and the researcher discuss the phenomena and a reciprocal reshaping of meaning takes place (Hand, 2003; Mills, Bonner, & Francis, 2006).

In order to produce this shaping of meaning, there are key components to creating an interview environment. Constructivist Grounded Theory requires, “The creation of a sense of reciprocity between participants and the researcher in the co-construction of meaning and, ultimately, a theory that is grounded in the participants’ and researcher's experiences. The establishment of relationships with participants that explicate power imbalances and attempts to

modify these imbalances. Clarification of the position the author takes in the text, the relevance of biography and how one renders participants' stories into theory through writing" (Mills, Bonner, & Francis, 2006, p. 1).

In order to conduct an interview, it is important to be aware of power imbalances and to attempt to alleviate imbalances of power through thinking about the imbalance. This can be done by thinking about how the participant is like the researcher, how they are not, and how this may influence the research (Mills, Bonner, & Francis, 2006). In addition, scheduling interviews where the participant is comfortable, using open-ended questioning in which the participant takes on more control of the conversation, and being reciprocal with the participant by answering questions, and have a willingness to understand the participant. This research study took these considerations into account and attempted to schedule interviews based on these guidelines.

Each of the Qualtrics activities, the Basic Empathy Scale pre-test and the essay questions graded with the Empathy Rubric were analyzed through Qualtrics and through the use of SPSS. SPSS was used to analyze the pre-test and post-test data using Cronbach's Alpha to determine validity. The demographic data were compared to the Empathy Rubric results and the pre-test results. Cross-reference between empathy scales was compared with demographic data to determine if there are any correlations between the demographic data and empathy scales using SPSS and ANOVA. The interviews were analyzed in order to create codes and themes using the guidelines of Constructivist Grounded Theory.

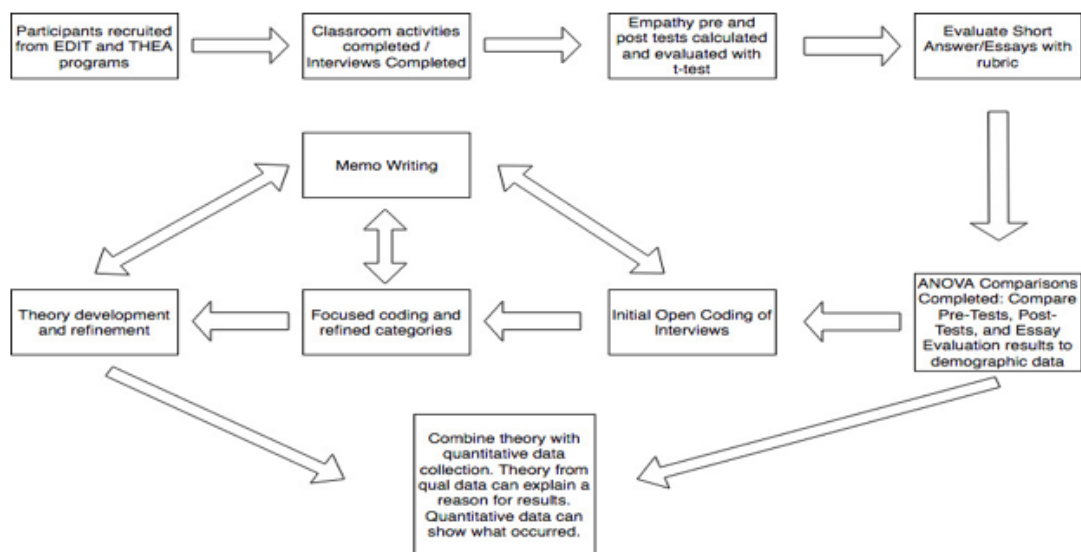


Figure 5 – Study Flow Diagram

In order to compare the result of the Empathy Scales for the Pre-Test survey, an ANOVA was conducted to compare the mean scores within and between the demographic groups in order to determine if there are any differences based upon the demographic data of gender, income, and race.

Researcher's Perspective

The participants watched videos based around the plights of characters in poverty. There is the possibility of personal bias because of my own personal experience with poverty. I grew up in a middle-class household that had severe financial difficulties because of medical issues in the family and required financial assistance. Steps were taken to remove any personal biases and to only report what the students discuss and demonstrate in order to further the research into the concepts of empathetic understand and its application into the development of educational videos and other activities. As a researcher, my role in this study is to determine the reasoning skills, observed empathetic abilities, and to determine thought processes while observing and interviewing students.

My personal opinions and beliefs about the characters within the videos are not the concern of the study but obtaining information about the thoughts and mental processes of the students is the overall objective of this research. One of the methods to reduce bias is the use of bracketing as a method to prevent any biases in the collection of themes. In addition, memo writing is another method that was implemented in order to analyze my thinking of the concepts presented during the process of developing codes, themes, and theory throughout the process of the research.

Limitations

During the pilot study, the originally proposed methodology to interpret the interviews was the paradigm of Phenomenology. However, based on discussions with the committee a change was made to use a grounded theory approach. Heavy modifications were done to the design of the study based on these suggestions. Because of this change, no interview data was used from the pilot study in the current study because of issues that may arise with using the current methodology.

Quantitative data may have limitations based upon the number of people within the sample. If there are not enough participants, then there may be issues with conducting ANOVA comparisons in which there are a limited number of groups to compare or not enough individuals in the demographic groups to compare effectively. In addition, the vantage points of the student population may be very different from the perspectives that may be found in other schools or other locations. The participants may have never experienced the issues faced in the case study and may have different vantage points on how to interpret the case study. Further studies will need to be conducted with other populations to gain insights into how people perceive the video case.

Qualitative research has limitations based on the filters that interviewing must go through in order to access information. The interviewer is not always able to capture experiences accurately because the interviewer is interpreting viewpoints that are not their own. This process is called the “transformation of the experience or material” (van Manen, 1990; Dahlberg & Dahlberg, 2003, p.5) in order to acknowledge this limitation.

However, this was not as straightforward as some of the interviews in Hycner’s (1985) examples because of the complicated descriptions within the mental process of interpreting a narrative. This posed some difficulties in pilot studies. “Delineating units of general meaning” was achieved by adding general coding to different units of meaning throughout the interview. Various units were added through Microsoft word through the comment feature as the documents are reviewed. Step five, “Delineating units of meaning relevant to the research question”, was conducted by reviewing the coded units of meaning and connecting them to the different research questions. Step seven, “Eliminating redundancies” (Hycner, 1985, p.286), was accomplished by reviewing the codes for any redundancy or excess information not actually relevant.

Through this process, the next step was conducted to create themes. “Clustering units of relevant meaning” (Hycner, 1985, p.287) and step nine, “Determining themes from clusters of meaning (Hycner, 1985, p.290). However, several of the other steps would require a follow-up with the people interviewed which is not possible later in the stage after the data has been collected because the participants may be unreachable. The themes were collected and combined for unifying themes but also for any unique themes found in individual interviews.

Confidentiality of Participants

Until data analysis was completed, researchers retained identifiers of the participants under the case of comparing the survey results with the interview participant. After data analysis was complete, the identifiers were destroyed.

The identifiers were retained until data analysis is complete. The identifiers were stored in an encrypted and/or password protected file, with the coded files being maintained on a separate computer/server. Interviews were audio recorded and transcribed; transcriptions contained coded identities. All audio was destroyed after analysis and transcription/coding. For the pre-/post- surveys, the names were replaced with randomly assigned numbers or pseudonyms before placing the data into a password protected Dropbox.

All information collected from participants was confidential. Only members of the research team had access to related documents. Personally identifying information in documents were replaced with randomly assigned research numbers before being stored. Pseudonyms were assigned to participants for use in reports and presentations in class. After audio-recording, digital files were downloaded to and was saved in a password-protected computer. Files were deleted after the analysis is complete at the conclusion of this project.

CHAPTER 4

RESULTS

After students took part in the classroom activity, volunteers were found to conduct interviews. Overall, there were five volunteers for these interviews. After conducting the interviews, a transcription of each interview was created. The transcribed interviews were reviewed to create coding, find significant themes, and to compile these themes together. This section presents the primary themes discovered in the interviews. Quantitative data was collected in order to obtain demographic data on participants for gender, income, and race. General Empathy scales were collected, and essay responses were reviewed based on an Empathy Scale Rubric to determine a score for Experience Sharing, Mentalizing ability, and Prosocial Concern. This chapter presents the validation of the instruments used and general quantitative data. Sections are divided based upon answering the research questions.

Instrument Validation

Empathy Scale Questionnaire. The Emotional Contagion subscale was found to be reliable (6 items; $\alpha = .804$). The Cognitive Empathy subscale was found to lack reliability (8 items; $\alpha = .342$). The Emotional Contagion subscale was found to be reliable (6 items; $\alpha = .834$). The Cognitive Empathy subscale was reviewed and modified based on questions that increased Cronbach's Alpha if removed. These questions were question 3, 6, and 20. After removal of these questions, the reliability of the Cognitive Empathy Subscale was increased to a reliable level (5 items; $\alpha = .702$).

Table 5

Emotional Contagion – Cronbach's Alpha

Question	Factor	Cronbach's Alpha	
		If Item Deleted	Overall
2	Emotional Contagion	.801	.804
4	Emotional Contagion	.765	
5	Emotional Contagion	.746	
11	Emotional Contagion	.769	
15	Emotional Contagion	.801	
17	Emotional Contagion	.754	

Table 6

Cognitive Empathy – Cronbach's Alpha

Question	Factor	Cronbach's Alpha	
		If Item Deleted	Overall
3	Cognitive Empathy	.355	.342
6	Cognitive Empathy	.500	
9	Cognitive Empathy	.266	
10	Cognitive Empathy	.135	
12	Cognitive Empathy	.153	
14	Cognitive Empathy	.222	
16	Cognitive Empathy	.244	
20	Cognitive Empathy	.488	

Table 7

Emotional Disconnect – Cronbach's Alpha

<i>Cronbach's Alpha</i>			
<i>Question</i>	Factor	If Item Deleted	Overall
1	Emotional Disconnect	.808	.834
7	Emotional Disconnect	.812	
8	Emotional Disconnect	.793	
13	Emotional Disconnect	.812	
18	Emotional Disconnect	.793	
19	Emotional Disconnect	.825	

Empathy Essay Rubric Validation. In order to test for reliability of the Empathy Rubric, participants were consulted in the design of the rubric. Clarifications were made in order to understand the three levels of empathy. After a consensus was made on the rubric, two (N=2) raters reviewed the essay questions of each student.

Essay 1 Inter-Rater Reliability. A high degree of reliability was found between Rater 1 and Rater 2. The average measure ICC was .987 with a 95% confidence interval from .978 to .992 ($F(63, 63) = 75.032, p < .001$).

Essay 2 Inter-Rater Reliability. A high degree of reliability was also found between Rater 1 and Rater 2 for Essay 2. The average measure ICC was .985 with a 95% confidence interval from .976 to .991 ($F(63, 63) = 67.875, p < .001$).

Essay 3 Inter-Rater Reliability. A high degree of reliability was found between Rater 1 and Rater 2. The average measure ICC was .878 with a 95% confidence interval from .784 to .929 ($F(63, 63) = 9.134, p < .001$).

Averaging Scores. In order to measure Empathy with the rubric, an average score was created for each essay based on both raters. This results in some variation being shown with scores being in the 1.5 and 2.5 ranges, which is referred to as Low-Medium and Medium-High respectively.

Themes Discovered in Interview Analysis

This section details themes that were discovered based upon (N=5) interviews that were conducted with undergraduate students based upon their reaction to the video case study, the classroom discussion, and reflections that were conducted during class time. An analysis was conducted on the interviews in order to retrieve general themes related to their reactions and feelings about the characters presented in the short film.

Research Question 1: What concepts associated with empathy are present for individuals that experience or do not experience empathy while watching video narratives?

Experience of Sympathy. Many of the participants expressed a feeling of sympathy for the characters in the film. The participants expressed that they had these feelings even though they had never been through the experience before. Participants expressed sympathy for the mother and daughter in the film, in which they discussed the feelings and the consoling nature of their relationship. In addition, the restaurant owner is another character that participants expressed a level of sympathy for regarding his situation. Many participants discussed how they felt bad for the participants but seemed to express a distance regarding how to handle or fully

understand the situation because of a lack of familiarity with poverty. Some participants stated that they were able to be sympathetic because they had similar emotions or would have similar emotions to the situation. Some expressed that some of the experiences are things that everyone may go through at some point in their lives. In addition, uncategorized displays of sympathy are shown.

Table 8

Thematic Analysis Sympathy

Sub-Themes	Description	Quotes
Sympathetic Feelings But No Prior Experience with Issue	Participants discussed not having the same experiences but having the ability to sympathize with the characters.	<p>Interview 3 (Line 51): “I just felt a lot of sympathy on the situations even if I’ve never like been through those situations myself”</p> <p>Interview 5 (Line 165-169): “They could sympathize with it, they really never had that experience, so they didn’t really know. I don’t recall what scene they talked about when they said that. There was no one saying they couldn’t say anything. It was more of like how they felt about it but because they had never been in that situation they couldn’t really say for sure if that is how it should be felt.”</p>
Understanding Through Emotions	Participants discussed the ability to sympathize through understanding the emotions displayed by the characters within the film.	<p>Interview 1 (Line 22-25): “I think I felt a lot of sympathy for her while watching the video, especially, I don’t know, like, with her with her daughter and her daughter was speaking up for her and talking for her a lot kind of made me pay more attention to the mom and like how she was acting in that moment I guess.”</p> <p>Interview 1 (Line 64-66): “... I just felt really bad for the mom, like, because you could tell she was uncomfortable and kind of disappointed and sad that her family was in a situation and sad she couldn’t fix it easy so, yeah, I just felt really bad for that, her in that situation for sure.”</p> <p>Interview 1 (Line 71-73): “So ,um, and the store owner I felt bad for him too. Because he’s just trying to live his</p>

life make a name for himself do what he wants but it was being a struggle.”

Interview 4 (Line 33-35): “And the daughter also was very sympathetic because she remembered how her mother was in that situation emotionally and they were kind of like consoling each other about the situation.”

Interview 4 (Line 86-88): “Well, you can understand like the emotions. You can I guess from similar experiences of what you’ve seen in the world you can sympathize with the emotions and we’re all emotionally tied together.”

General
Sympathy

General
expressions of
sympathy.

Interview 1 (Line 154-155): “Um, I sympathized most and thought most about I guess the women in this scenario. Kind of all of them.”

Interview 3 (Line 24-25): “I just felt the most sympathetic toward him I guess.”

Interview 3 (Line 204-205): “The activity itself it really um, opened my eyes to like the levels of like sympathy when it comes to like different situations.”

Interview 4 (Line 47-48): “Well, it’s I, you could sympathize with all of the sides that were shown because you know that everyone goes through that during those type of times.”

Relating to Characters Through Emotional Reactions. The participants discussed a feeling of relating to several of the situations in the film through the emotions expressed by the characters. Participants expressed similar feelings about excitement about school, which one of the sisters in the film expressed in their determination to go to college. The brother’s anger was another element that one participant said they felt was valid given the situation and related to the level of frustration he expressed given the situation. The brother is a disputed character, which

will be discussed later. The mother and daughter were characterized by participants as relatable characters because of the mother and daughter relationship, which provided a real-world connection to the participants watching the film. Participants also discussed how they used these emotions to better understand the problems discussed in the film. In particular, context clues were discussed by one participant as to how they sorted through the problems to better understand the vantage point. One participant discussed how emotions were used to relate to the problem and put themselves into the situation regarding the topic of food.

There were also Changes in attitude and realizations different perspectives. The participants appeared to change a viewpoint or have a greater understanding of the characters which resulted in seeing how their life growing up was different from the characters in the video. Another participant discussed how the activity presented the idea of how there can be different narratives within a single story.

Table 9

Thematic Analysis Relating to Characters

Sub-Themes	Description	Quotes
Relating to Excitement About School	Participant demonstrated excitement about school that allowed her to relate to the characters.	Interview 1 (Line 67-68): "... I related to the sister's enthusiasm for school and being excited doing that..."
Relating to the Frustration Expressed by the Brother	Participant demonstrated a feeling of understanding with the frustration demonstrated by the brother, saying that	Interview 1 (Line 68-71): "...but then I could also see like where her brother was coming from in that a lot of times people can sort of have two different reactions in those sorts of situations and her brother was mad about things and that's totally valid to be mad about, you know, how things are the fact that it's hard for you to do anything about it."

these feelings had validity based on the character's situation.

Interview 3 (Line 12-13): "I paid closest attention to the brother of Sarah and, because he was the most emotional, I guess out of all of them. Like, I could tell he was really frustrated."

Interview 3 (Line 20-22): "Um, like I said he was the most emotional of all of them. With the frustration he was displaying like I can relate to it not necessarily that situation, but I've been frustrated with other situations in my life."

Interview 3 (Line 67-68): "Um, his issue was more along the lines, well I mean his was more of the reaction to that. Like some people would like be frustrated like he was."

Interview 3 (Line 101-103): "The brother I interpreted his situation as um, as just I could tell that like he wasn't very happy with like where he was in life I guess and how things have played out for him and his family."

Understanding Problems Participant attempted to understand the problems through analysis by understanding the situations the characters faced. Participants connected to the situation of economic depressions.

Interview 3 (Line 82-84): "like well I considered each character's emotions but I kind of looked at it as a holistic approach. Like what was like the heart of like why these characters are feeling these emotions?"

Interview 3 (Line 184-186): "So with that perspective I just kind of like took the emotional aspect of that and thought to myself why are they feeling this way and that how I was able to come to, like, okay this is the situation this is why they're feeling this way and this is how I, you know."

Interview 4 (Line 127-129): "There hasn't been one in a while, but still you understand the little depressions that happen, and you can understand what they're dealing with and what they, they have to think about and emotionally are affected by."

Family Connection The participant related to the

Interview 3 (Line 96-98): "So um how I interpreted the mother and daughter, um, overall I noticed that even if

	family dynamics demonstrated by the mother and daughter.	they were going through a tough situation, they were really supportive of each other, like, even I think like the mom started crying and the daughter said everything is going to be ok. Like, I think that was um, something that stood out to me.”
		Interview 3 (Line 111-112)“Well, with the mother and daughter I think like the emotional aspect, it is really good that they are being really supportive of each other.”
Faces and emotions presented by the actors	Participant attempted to read the characters through emotional cues demonstrated in the acting.	Interview 4 (Line 64-66): “...went into more detail and analyzed the situations further and saw what their reactions were and the little context clues that were left when they were talking.”
Placement of self into the situations of the characters	Participant attempted to place themselves within the situation by relating to feelings of hunger.	Interview 4 (Line 88-89): “And you can understand that if you don’t have enough money to go get food, I know that it would feel like that.”
Changes in attitude and realizations different perspectives	A few participants discussed a change in their perspective. One participant discussed the group discussions as adding to their perspective. One participant discussed the realization about how their lives were different from	Interview 1 (Line 226): “It added to what I felt individually.” Interview 3 (Line 171-174)” “I said that because my family never really had a problem with taking me and like my two older siblings to college, but with people I know that have siblings and that have different income levels as my family does, it kind of opened my eyes to how it affected them differently than it affected my family.” Interview 5 (Line 278-281): “There’s a lot of stories to one story and while one person will interpret it this way and another will say it this way. You’ll get a different story no matter what because each person has a different perspective. So that was a lesson I have been trying to internalize for a while, so, yeah, that’s what I’ll say.”

the characters
presented.
Another
participant
discussed a shift
in attitude
related to how
she viewed
perspectives.

Inhibiting Factors Encountered by Students

This section details a frequency analysis that was conducted on the discussion questions because of a repeated pattern of referring to the characters as twins. This indicated an inhibiting factor of misconception about the material. In addition, data from interviews based upon the reactions of (N=5) students are presented. These interviews present the reactions to the video case study, the classroom discussion, and reflections that were conducted during class time. An analysis was conducted on the interviews which retrieved themes related to inhibiting factors that they contended with while interpreting the characters, discussed potential solutions, and the stylistic choices and directing style of the film.

2) What inhibiting factors to understanding a narrator do readers describe while taking on the perspective of a narrator within a story presented in video form?

Frequency Analysis – Discussion Questions. A total of 21 students (XX% or XX total students) discussed the relationship between two characters as being twins, while the video only refers to them as siblings. This representation of the relationship dynamics is backed up within the interviews as a means of understanding the relationships of the characters, but the idea of twins is never expressly made within the video narrative presented to the students. In addition, false information regarding the participant who believed that the mother suffered from drug addiction is never discussed in any other interview or participant in the discussion questions.

This may be because of the reasonableness of the claim made by a participant which allowed the information to be added to the problem space of participants.

Interview Themes Related to Disconnection. There were several instances of disconnection from the characters in the film. One participant insisted that the mother suffered from a drug addiction even though this was never discussed within the film. The participant also expressed this idea in her response to the essay questions immediately after watching the film.

Several participants discussed a lack of understanding of the “interpret” question. Many discussed how they repeated question 1 which only detailed the facts of what happened. Therefore, as far as the interview participant this question caused problems that may reflect how individuals attempted to answer the question on their essays. The participant discussed the idea that interpret meant symbolism, greater meaning, or something more than just stating their opinion on how they felt about the characters. One participant stated that a question about how they felt about the characters would have been much easier to understand than interpret.

Participants discussed a removal from the situation, though not necessarily detached from the scenarios. One participant discussed how she was sympathetic but lacked a connection to the situation.

Participants expressed very unsympathetic opinions toward the brother. They discussed how he complained and made excuses. In addition, there were disputes over the severity of the food situation in which students discussed solutions that ranged from rummaging through garbage to get food to a suggestion to eat at Subway. There were also disputes about whether Athens is a place where it is difficult to find good food. One participant, in particular, took issue with how the brother interacted with the sister. She said she came from a one-child household and only had cousins as people from her age group that she would have interacted with in her

youth. She said the dynamic was not something she related to. However, she did discuss how her group was able to fill in the gaps with this concept and say that their siblings interacted in a similar way. However, this was not necessarily something she completely came to terms with since she was very harsh in her observations of the brother and how he treated his family.

One point of disconnect was the concept of owning a business such as a restaurant. Many participants said they lacked the knowledge in this area because they had never owned a restaurant. Participants discussed to varying degrees the acting in the short film. One participant said that she did not feel like the acting detracted from the overall meaning but discussed how other people in her group had major issues with the acting. Another participant in the interview discussed the flaws in the acting. His key criticisms of the acting were based on his training in theater. He discussed an emotional disconnect that occurred because of the acting quality and the idea that he felt throughout the acting being displayed that he could deliver the lines better.

The theater major interviewed also discussed the presentation of the video in which he discussed the shift from black and white to color and other aesthetic choices that he believed would take the viewer out of the video. Another point the theater major made was about the motivation of the video after it ended. In his view, the video did not provide a call to action. He said that after presenting the problems the video just ended without any resources or closure to motivate the viewer. He believed that the video demotivated him to actually help because of these choices. He also discussed a feeling of helplessness as he watched the film.

Table 10

Thematic Analysis Disconnect

Sub-Themes	Description	Quotes
False Narrative Creation - Drug Addition	One participant discussed an issue that was not part of the scenario. She believed that the mother suffered from a drug addiction issue.	<p>Interview 3 (Line 27-29): “Like her mother, I think she was trying to make ends meet because she was struggling with her job and I think she was also recovering like drug addiction. “</p> <p>Interview 3 (Line 112-117): “On the practical side, I think I said something about like maybe the mom could you know, keep her job but also like maybe look for another job that’ll provide more financial stability than like the job she’s in now and also again with, you know, the mother and daughter being supportive I think the daughter should be really encouraging that like the mother you know, um, keeps recovering from her drug addiction and like keeps her clean and whatnot. “</p> <p>Interview 3 (Line 126-127): “What will like make her more mentally healthy, you know which is why I kind of talked about how she should stay clean with the whole drug addiction and everything. “</p> <p>Interview 3 (Line 135-136): “I fell like it was. I really remember her talking about some sort of addiction she was overcoming. The mother.”</p>
Disconnect from Issue	Participant discussed how the group had people that were connected and others that were disconnected from the issues discussed. This caused some participants to have problems	<p>Interview 2 (Line 145-149): “It was um, it was interesting to see how different lifestyles and backgrounds came. There were some people who were a little more connected to the issue, some people that were a little less connected to the issue. I saw how some people have a little more of a struggle understanding what the problem was and some of them also had a struggle finding a solution to the issue.”</p>

Interpretation Question	<p>arriving at solutions.</p> <p>Participant had issues understanding the second question which required her to interpret the situations found within the video. There was a misconception that this was about symbolism. The participant believed that a question about their feelings would have been easier to understand.</p>	<p>Interview 1 (Line 96-99): "... I at least struggled to answer that question. I didn't really understand what it was asking, I guess. Like interpreting the situation so we kind of you know, just went back over talking about what happened in the scene over again and try to come up with things we hadn't thought of before to that question."</p> <p>Interview 1 (Line 102-105): "Well, um, so I thought of like is there if it had been more of like a symbolic situation or something like that like what does that mean? But it seemed to be very like straightforward and upfront about what was happen so for us we struggled with trying to interpret what seemed clear I guess."</p> <p>Interview 1 (Line 115-116): "Ok, yeah, well the word interpret kind of confused us. I think that um, how do you feel would have been an easier question for us to answer than interpret personally."</p>
Removal	<p>Participant discussed a removal from the situation of the restaurant owner.</p>	<p>Interview 1 (Line 173-175): "I don't think there was one I had issues understanding. I think that the one I was furthest removed from was the restaurant owner. But I didn't feel detached from him or anything. I was the farthest from him as characters in the show."</p>
Lack of Connection/Experience	<p>Participants discussed a lack of connection or experience with the situations discussed in the video.</p>	<p>Interview 3 (Line 51-52): "I just felt a lot of sympathy on the situations even if I've never like been through those situations myself."</p> <p>Interview 5 (Line 162-165): "Not really. Nobody expressed, well some people said they had never really gone through something like that. I remember one person saying they had never really gone through something like that so they could not express how they would feel because they have no prior experience to it. "</p>

Unsympathetic Toward Brother	Several participants discussed a disconnect with the brother based on the scenario of food. They contested the severity of the issue. In addition, a participant discussed how they did not like the attitude expressed by the character.	<p>Interview 4 (Line 100-103): “Probably the brother and sister like I understand the sister not having financially but the brother, I felt it was just excuses to like better your diet. Just because there is available foods in like salads etcetera. You can find better options than just kind of like junk food I think. I think it’s just kind of an excuse.”</p> <p>Interview 4 (Line 105-109): “He was just making it seem like he couldn’t do better at all. Like, he was put in this situation he kind of was a little like victimizing himself. You could say oh yeah, he won’t have enough money to get organic like food options, but you can probably find very cheap carrots and healthy vegetables and other products than just fast food or chips and like sweets. You can find different options.”</p> <p>Interview 5 (Line 231-234): “But there are like people who are having worse of a time and they don’t even have. I mean the junk food he is complaining about having and gaining weight. There are people who are as skinny as a stick and don’t have any food at all.”</p>
Business Disconnect	Participants discussed a disconnect because of their lack of experience with owning a small business. Participants claimed they understood the situation but from a disconnected standpoint.	<p>Interview 2 (Line 125-130): “I guess I would say the owner of the restaurant was a little more difficult mainly because, you know, he owns a restaurant which automatically gives the stigma that if you own a business or property that you’re the man you’re the guy in charge and in control. Um, and so for that you just have to remember that even though he’s at kind of at a higher status level because he owns the restaurant it doesn’t mean he’s not a victim of the hard times that are already going through the economy.”</p> <p>Interview 2 (Line 178-183): “I feel just about all of us, we all understood what the problem was, but from a more disconnected standpoint. Like from a logical standpoint we were saying it made sense he didn’t have enough money coming in to support all of the money he had to put out. From a logical standpoint it made sense to us. But I</p>

don't think any of us had real personal ties as to what the business owner was going through to, because none of us own a store to my knowledge, so yeah."

Interview 5 (Line 180-181): "And with the business owner we talked, we didn't really, since none of us really owned a business "

Quality of Acting	<p>Participants discussed how the group had issues with the acting if they were theater majors. This appeared to not bother one participant as much. One of the participants in the interviews was a theater major and had issues with the acting and connecting with the situations because of the acting quality.</p>	<p>Interview 2 (Line 196-197): "As a theater major, I would have appreciated a little better acting. "</p> <p>Interview 2 (Line 211-214): "It didn't feel real or authentic but I still, it was enough for me to understand this is what conflict is. Here is the root of conflict. So, the acting was decent enough to help us understand what the issues were, but you know, um, for me it sometimes took me out of it just thinking I could have delivered that line better."</p> <p>Interview 5 (Line 295-299): "But especially because it was a theater class for some of the more into acting people for them it almost took away the seriousness for them because they were just like the people could have acted better. I think one or two of the people from my group said they were like because the acting wasn't up to par it just made it more difficult for them to internalize it because they were saying this person could have expressed this better."</p>
Visual Presentation	<p>One participant discussed directing style as an issue in which he felt that the decisions made would distract viewers while watching the film.</p>	<p>Interview 2 (Line 216-221): "When I say taking me out of it, I mean um, rather than I focused less on the story and what was happening and just started thinking about the film making techniques of it and that also came with some of the directing choices like how it would sometimes cut straight into a black and white shot when there was never, really, no great call for it. It happened whenever a character gave a monologue about something semi-emotional. But it ended up just distracting from it because you know stitching between color and black and white constantly, so. "</p>

		<p>Interview 2 (Line 223-227): “It kind of it, it disconnected me a lot because I was disconnected to the story as a whole. It disconnected me from the emotional connection because when I started thinking about the camera angles and shots that they chose I started thinking less about who were characters, what are the characters are feeling, and everything. So it served as a more of a distraction from the story.”</p>
Lack of Clear Solutions in Video	<p>One participant discussed the lack of resolution at the end of the film and believed a call to action at the end would have helped with motivation.</p>	<p>Interview 2 (Line 243-250) “I guess because, this one, many videos that you know, help inspire motivation bring some sort of connection to the audience. It reminds them that its’ real that it’s really happening. This one kind of felt like a removal from the audience. I mean at the end, if there was a little tidbit, this is what everybody faces. Maybe even some of the people in the classroom and you know offered resources to where you could lend a helping hand then I would have felt much more, you know, enticed to actually do something. But this, the way the video shaped it and ended it ended with a sense of helplessness because there were no solutions offered and all of the characters had this sense of hopelessness to it.”</p>
Family Dynamics Disconnect	<p>One participant discussed the family dynamics of siblings as an issue she had problems with. She was unable to relate to the brother because of this. This, she claimed, was because she was an only child and had no experience with siblings.</p>	<p>Interview 5 (Line 52-53): “I don’t have any siblings so I really couldn’t relate to the second scene as much. “</p> <p>Interview 5 (Line 208-220): “I didn’t understand it the most, probably because, first of all, because I grew up as an only child. I grew up because of me and my mother I was just one of those people that tried to help her as much as possible, I did my best to be as positive as possible, tried not to be a burden, tried not to be angry about our situation was with, was like, because, I mean, hey, like things happen. That’s just how I lived my life. Especially the brother. I just didn’t understand why he was so angry about things because things could have been a lot worse. I didn’t understand the dynamic that</p>

they had because I've never had that. I have cousins I'm very close with, but even them they're more close to how I think. We try to make things better because we've had financial issues in our family so at least the ones I'm close with. So, we try to be a lot more positive and like looking towards what we can do instead of what we are in like why is this happening to us. More like well, this is what's happened so try and make this better. So that was something I couldn't relate to."

Interview 5 (Line 234-239): "So I think maybe like getting into some sort of program or seeing what his sister is doing for their mom. Um, I don't know, just there are certain things you will stay angry about until you see something that will make you not as angry. He's supposed to be a teenager, so he's supposed to be angsty or whatever. I don't know with that type of hostility he was holding in his heart for his family I think there's just some time or experience he needed to have to see the different viewpoints that would help him."

Relationship Between Empathy and Demographic Data Analysis

The following section discusses the relation between Empathy based on an analysis of demographic data. The sample for this study was a group of undergraduate students from the University of Georgia. A total of 72 (N=72) students took part in the study. Out of this group, a total of 64 (N=64) completed the pre-test portions of this material. The results showed a mean score of 77.24 for the questionnaire (M=77.2, SD=9.68). Based on this data, an analysis was conducted based on the demographic categories of income, race, and gender.

3) Do initial empathy scales correlate with demographic information?

3.1) Do initial empathy scales correlate with income levels?

Empathy and Income. Participants reported their parent’s or family’s income level.

Note that because the students were not able to validate this information from their parents, the income reported is only the perception of their parent’s income and may lack accuracy. Income demographics were divided into \$10,000-\$19,999 (N=1), \$20,000-\$29,999 (N=3), \$30,000-\$39,999 (N=5), \$40,000-\$49,999 (N=5), \$50,000-\$59,999 (N=5), \$60,000-\$69,999 (N=7), \$70,000-\$79,999 (N=5), \$80,000-\$89,999 (N=3), \$90,000-\$99,999 (N=5), \$100,000-\$149,999 (N=8), and more than \$150,000 (N=16). There was one participant that did not report this information.

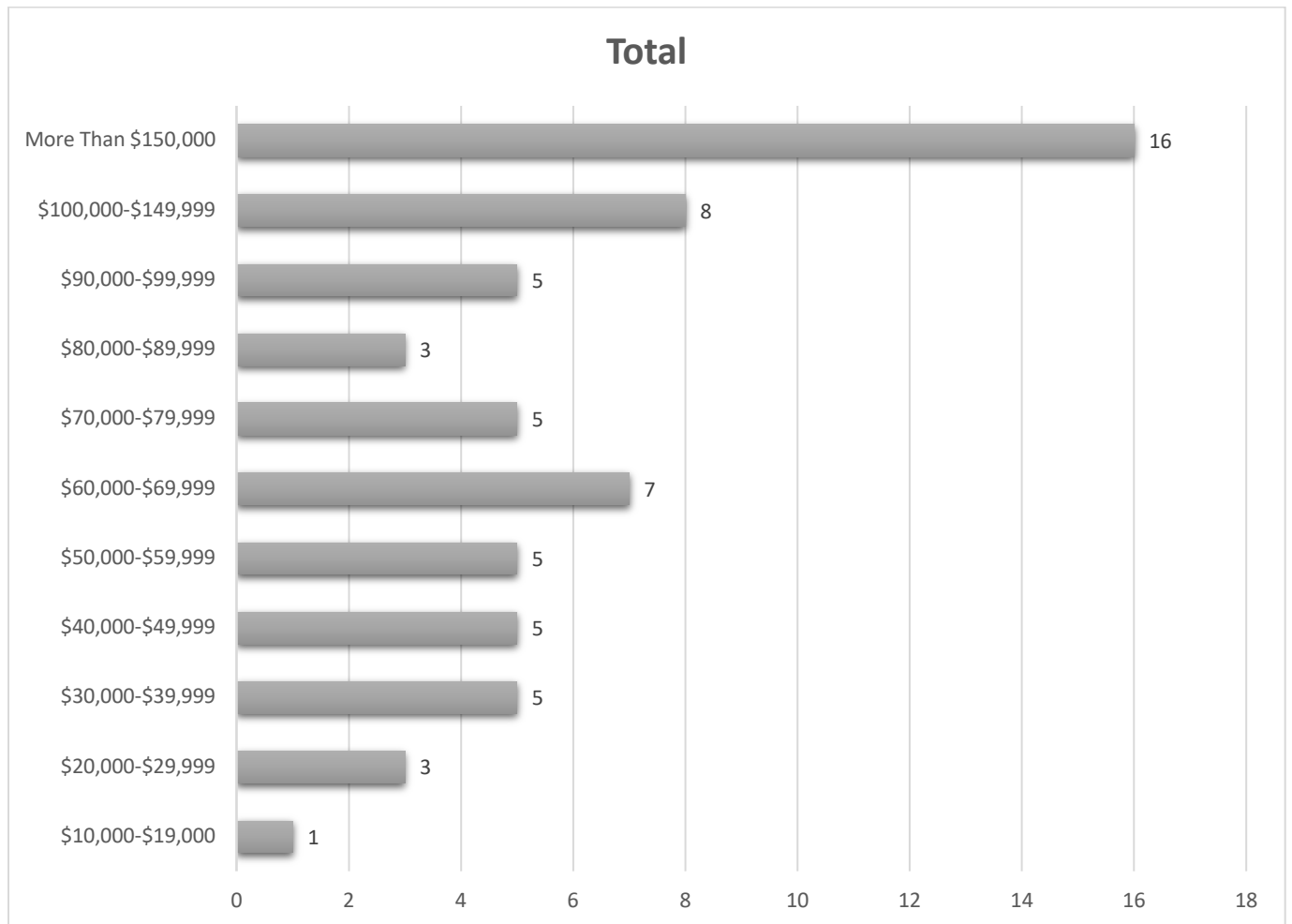


Figure 6 – Participants’ Family Income

The results for the pre-test scores in relation to income were \$10,000-\$19,999 (N=1, M=76.47, SD=NA), \$20,000-\$29,999 (N=3, M=87.84, SD=2.96), \$30,000-\$39,999 (N=5, M=80, SD=10.65), \$40,000-\$49,999 (N=5, M=76.24, SD=8.78), \$50,000-\$59,999 (N=5, M=73.18, SD=9.32), \$60,000-\$69,999 (N=7, M=77.98, SD=11.72), \$70,000-\$79,999 (N=5, M=80.94, SD=6.83), \$80,000-\$89,999 (N=3, M=80, SD=2.04), \$90,000-\$99,999 (N=5, M=71.06, SD=9.14), \$100,000-\$149,999 (N=8, M=75.74, SD=7.96), and more than \$150,000 (N=16, M=76.18, SD=11.89). There was one participant that did not report this information.

There was no significant effect found for empathy scores in comparison to Income at the $p < .05$ level [$F(52,10) = .809, p=0.621$].

3.2) Do initial empathy scales correlate with gender?

Empathy and Gender. There were 18 (N=18) males, 45 (N=45) females, and 1 (N=1) who indicated Other for gender.

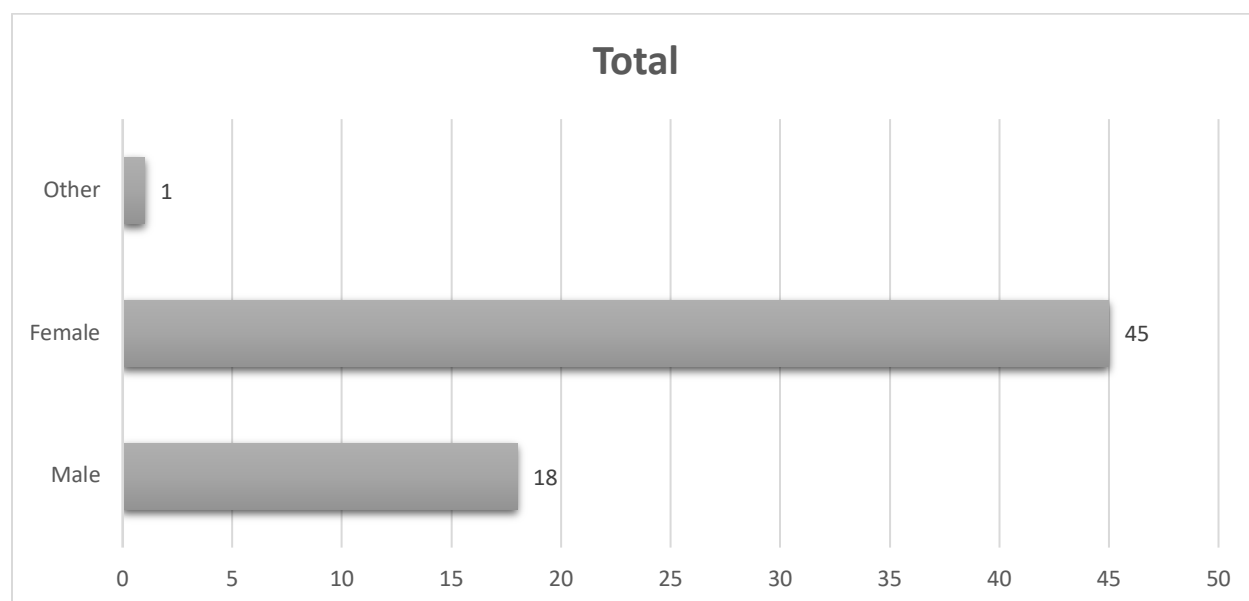


Figure 7 – Participants Gender

The results for the pre-test scores in relation to Gender were Male ($M=73.07$, $SD=8.88$), Female ($M=79.58$, $SD=8.38$), Other ($N=1$, $M=47.06$, $SD=NA$).

Before modification there was a significant effect found for empathy scores in comparison to gender at the $p < .05$ level [$F(61,2) = 10.143$, $p=0.000$].

An outlier was found with the Other gender category that scored significantly below other gender groups ($M=47$). Because there was only one person who selected their gender as Other, it was determined that this data could be removed because there were not enough people in the sample to effectively test with ANOVA. With the outlier removed there was still a significant effect found for empathy scores in comparison to Gender at the $p < .05$ level [$F(61,1) = 7.499$, $p=0.008$]. Overall, these numbers for Gender are a significant finding that indicated that there is a significant difference between General Empathy for males and females. Females appear to have a higher aptitude regarding General Empathy in comparison to males.

There was a significant effect found for empathy scores in Essay 3 in comparison to Gender at the $p < .05$ level [$F(61,2) = 3.826$, $p=0.027$]. Males scored ($M=1.861$, $SD=.447$) while Females scored ($M=2.1$, $SD=.495$) in Essay 3.

Do initial empathy scales correlate with race?

Empathy and Race. Students took survey data related to demographic information. The demographics were White ($N=41$), Black or African American ($N=10$), Asian ($N=9$), Native Hawaiian or Pacific Islander ($N=1$), Other ($N=3$).

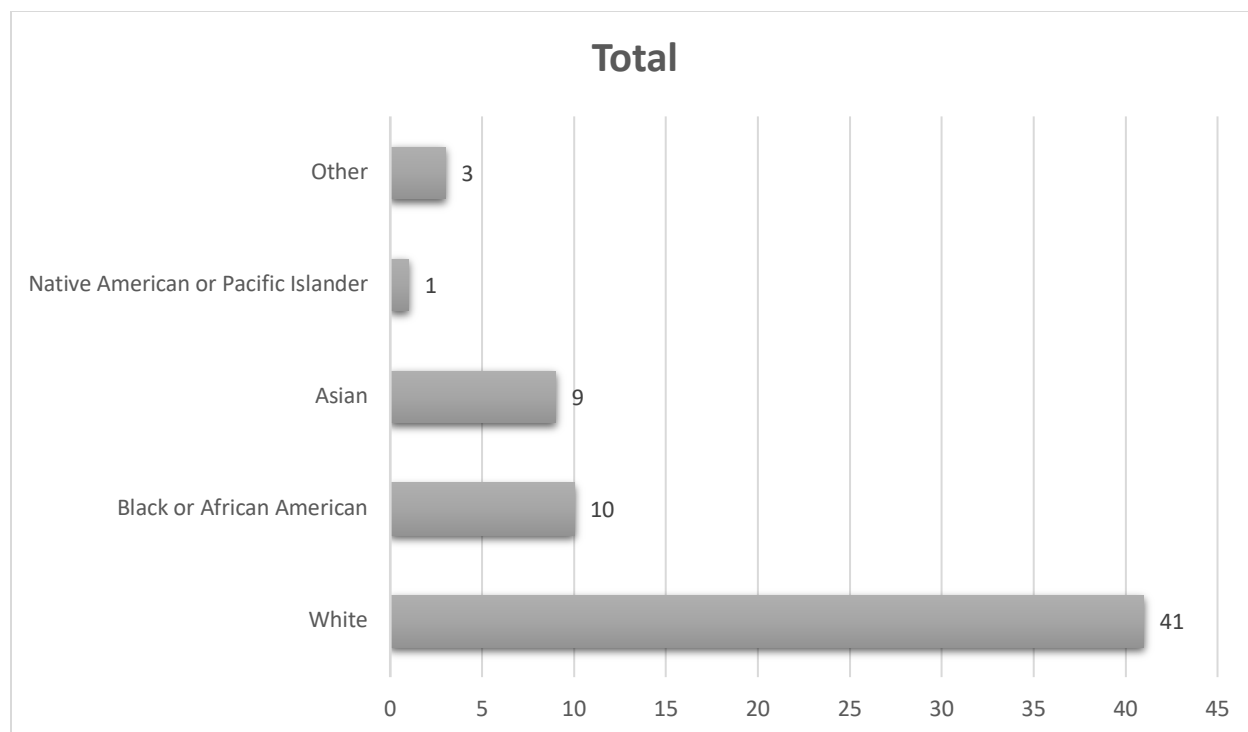


Figure 8 – Participants Race

The results for the pre-test scores in relation to race were White ($M=77.47$, $SD=9.79$), Black or African American ($M=75.41$, $SD=9.27$), Asian ($M=75.82$, $SD=9.27$), Native Hawaiian or Pacific Islander ($N=1$, $M=82.35$, $SD=NA$), Other ($M=82.75$, $SD=14.90$).

There was no significant effect found for empathy scores in comparison to Race at the $p < .05$ level [$F(59,4) = .440$, $p=0.779$].

Overall Results of Empathy Scale Analysis

Overall, the results showed of the Empathy Questionnaire revealed a mean score of 77.24 ($M=77.24$, $SD=9.68$). Based on the ANOVA scores, no significant effect was found on empathy scores for the Empathy Questionnaire scale based on factors of Race and Income. Gender appears to have an effect with key areas such as the Empathy Questionnaire scores. The Mean scores for Males were ($M=73.072$, $SD=8.877$) while Females were ($M=79.582$, $SD=8.383$), which indicated that Males demonstrated lower Empathy in the Empathy Questionnaire scale.

These numbers for Gender were a significant finding that indicated that there is a significant difference between General Empathy for males and females. Females appear to have a higher aptitude regarding General Empathy in comparison to males. In addition, Females were found to score differently than males in Essay 3. Males scored ($M=1.861$, $SD=.447$) while Females scored ($M=2.1$, $SD=.495$) in Essay 3.

Overall, there were major differences in the Essay scores. Students scored low on the Empathy essay for Experience Sharing with ($N=64$, $M=1.2422$, $SD=.523$). There was more variation for the Mentalizing Ability Question with ($N=64$, $M=1.914$, $SD=.727$). The question related to Prosocial Concern resulted in scores consistently in the Medium level with ($N=64$, $M=2.015$, $SD=.504$).

Deployment of Empathy During Classroom Activities

This section uses a mix of quantitative and qualitative data to analyze findings on the deployment of empathy found through analysis of essay questions and interviews. The quantitative data is related to scoring of essays that were reviewed based on an Empathy Scale Rubric. Essays were scored based upon the opinions of two raters that used the Essay Rubric as a reference while determining scores. These essays were divided into questions related to Experience Sharing, Mentalizing, and Prosocial Concern. The qualitative data details themes that were discovered based upon ($N=5$) interviews that were conducted with the students based upon their reaction to the video case study, the classroom discussion, and reflections that were conducted during class time. An analysis was conducted on the interviews that resulted in themes related to problem-solving, group discussion, and analysis of the problems that occurred while taking part in the classroom activity. This section also discusses another theme that emerged during the interviews related to the use of personal experiences to analyze the case-study.

4) Is empathy deployed while taking part in classroom activities?

Experience Sharing Essay Average Score. The results for the Essay 1 scores were (N=64, M=1.2422, SD=.523). This indicated that a high level of participants received a Low rating in the Empathy Rubric scale for the Experience Sharing related question.

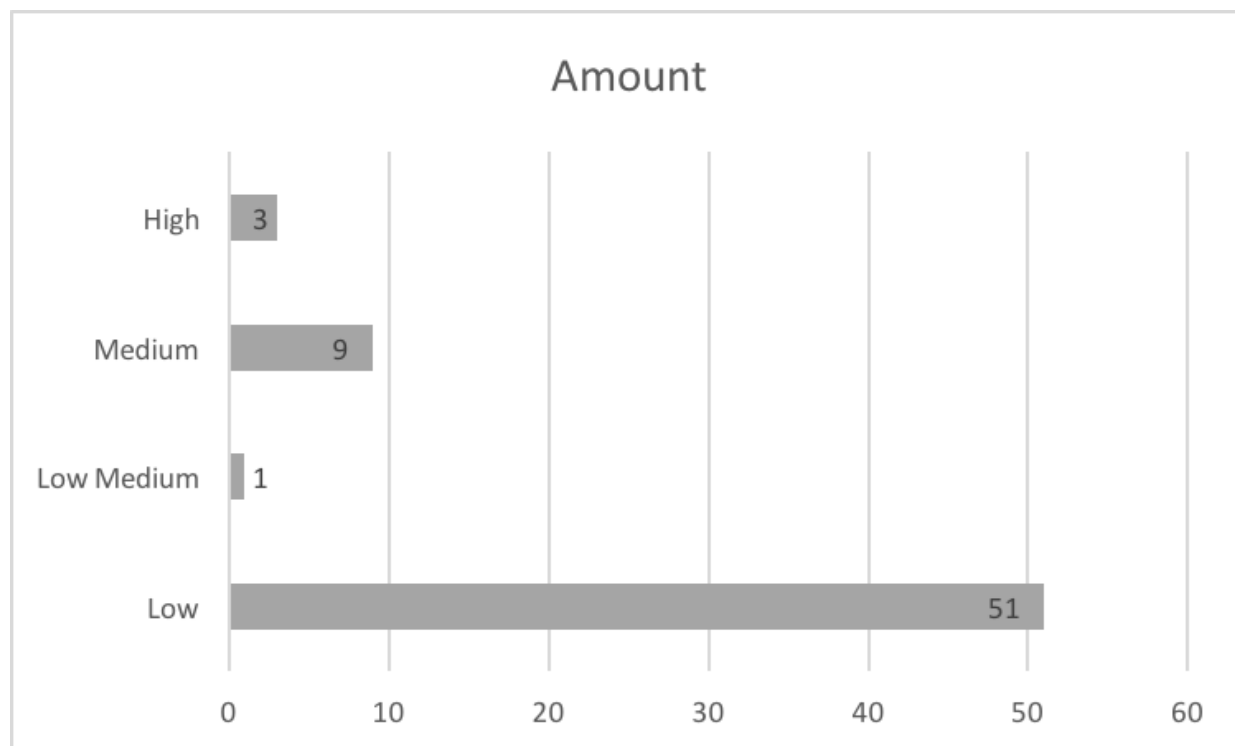


Figure 9 – Experience Sharing Essay Average Score

Mentalizing Ability Essay Average Scores. The results for the Essay 2 scores were (N=64, M=1.914, SD=.727). This indicated that there was a larger distribution across the Empathy Rubric scale with the majority scoring a Medium level of Empathy for the Mentalizing Ability Essay Question.



Figure 10 – Mentalizing Ability Essay Averages

Prosocial Concern Essay Average. The results for the Essay 3 scores were (N=64, M=2.015, SD=.504). This indicated a majority of students scored a Medium level of Empathy for the Prosocial Concern Essay Question.

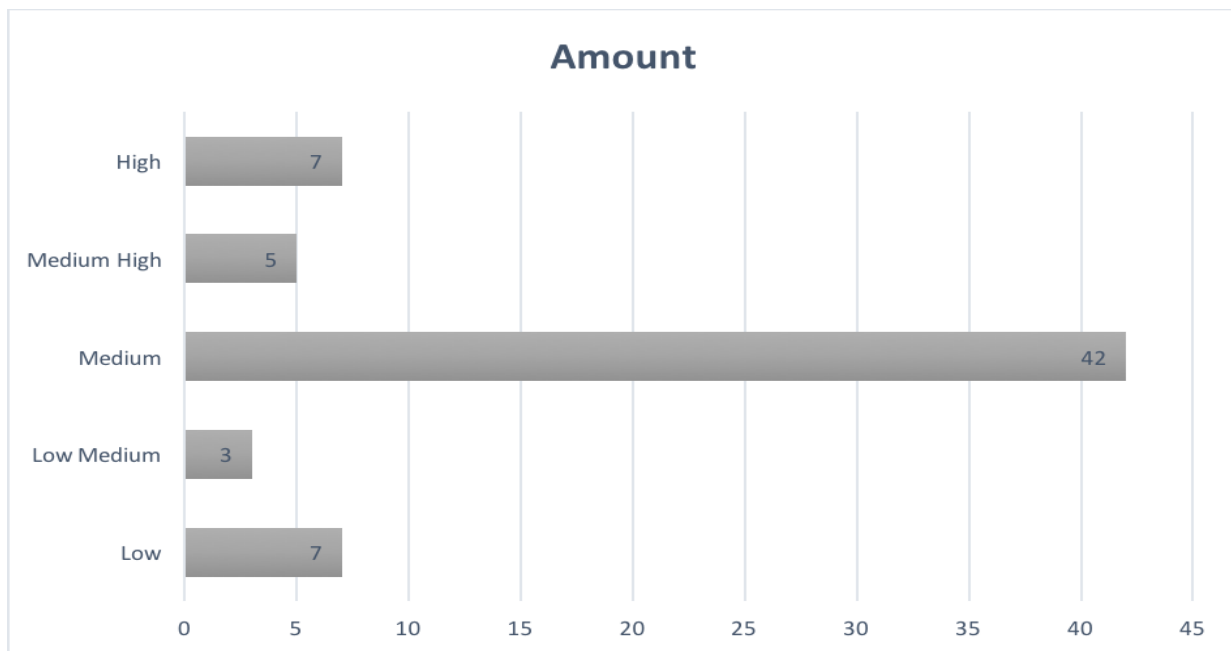


Figure 11 – Prosocial Concern Essay Averages

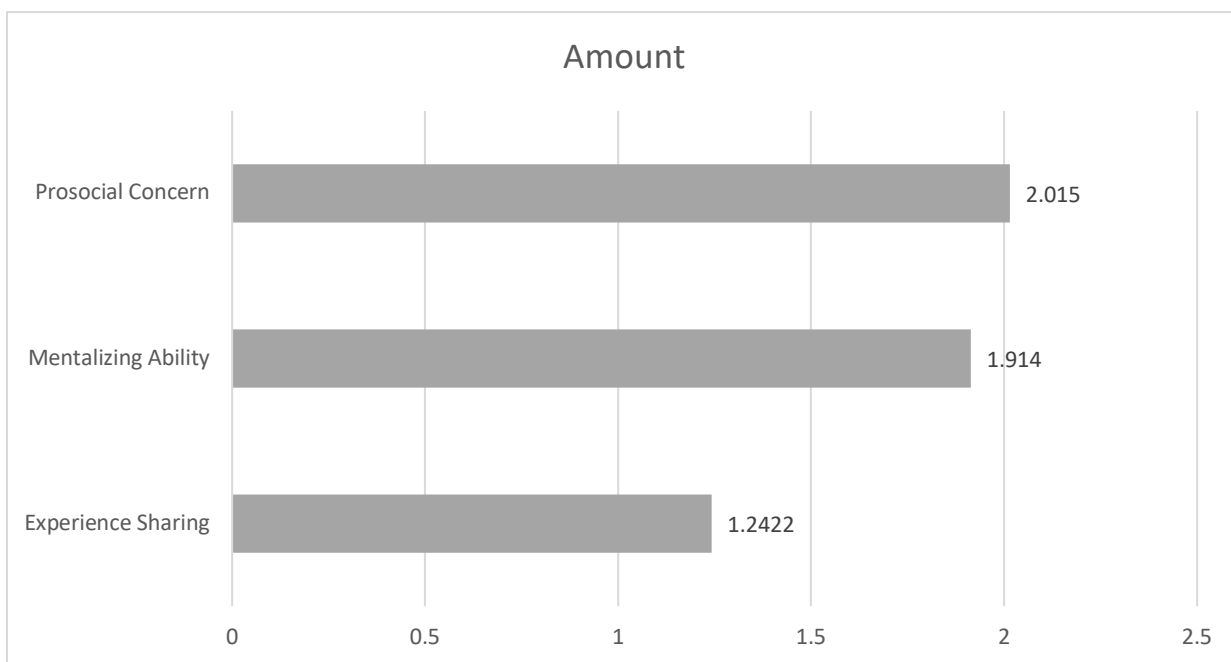


Figure 12 – Median Scores of Essays 1-3

Deployment of Empathy and the Thinking Process (Qualitative Data Analysis)

Themes related to the thinking processes emerged, but some of the processes were not entirely the same for all participants. Many participants went through a process of recalling the details and having a group discussion. Many participants discussed that the group had an effect on how the questions were answered. Some participants lacked certain details such as information about food stamps, family dynamics with a sibling, and other information. The participants discussed how the group was able to fill people in on details to give them a fuller picture of the problem space because of the personal experiences of others within their group. In addition, some participants saw things differently from others which participants took into account. Others discussed how the group just filled in gaps because they picked up on a detail that they did not recall from the film. In addition, one participant discussed how other people in the group were able to put certain answers into better words than they were able to do themselves and used that information to flesh out their opinions.

Participants discussed the use of breaking down the problem in some way. One participant discussed breaking down the parts, main themes, characters, and how the stories connected to the other scenarios. Another participant discussed the idea of attempting to find the main problem for the scenarios. Another participant discussed how they focused less on the feelings and attempted to break down the situation by finding the root of the problem and focused more on the situation itself.

Ultimately, the groups combined their thoughts together to come up with solutions. However, one participant discussed the issue of flaws with solutions regarding the food situation by planting a garden. She discussed how the garden may take time away from the mother's ability to work at a job and other issues related to the practicality of the solution. There were

some drawbacks that certain participants discussed with the group. One participant feared that she was unable to share because her views may be controversial. She also discussed the concept of the group skewed answers to agree with the group.

Table 11

Thematic Analysis Thinking Process

Sub-Themes	Description	Quotes
Recalling Details of the Scenarios	Groups discussed the details of the scenarios.	Interview 1 (Line 78-79): "Um, the process behind answering that question was just trying to recall the details of their situation. Go back and think about it."
Group Discussion of Scenarios	Participants discussed in the groups as they went over details.	Interview 1 (Line 81): "We went over those as a group and talked about it."
Picking up Details Missed from Initial Viewing of Video	Details were picked up by different people. Someone may have shared a specific detail that others did not catch.	Interview 1 (Line "81-83): "Everybody kind of, it was interesting because people would, picked up on different details, so discussing with everybody made the full picture of that section or scene or whatever."
Determining the Main Problems within the Situation(s)	Problems were broken down in the groups in order to discuss the main problems from each scenario. One participant discussed doing this without taking into account the character's feelings.	Interview 4 (Line 61-63): "First I kind of like thought of what the main problem was in each one. Most of them were money issues, they were all different types of money issues. So, one was like [dreams?] and one was about being, having or living, actually on a steady income and then the other was being able to profit in this situation." Interview 3 (Line 86-88): "Um I mean I, while looking at the scenes like I focused more on like the situation itself rather than what the characters are feeling, I still focused on what the characters are feeling, but also I thought why are these characters feeling this way. What is making them feel the way they are feeling?"

Analysis of Problems	The participants went into more details and threw out different ideas. Some ideas were about costs and other considerations of the problem space.	Interview 4 (Line 64-65): “So I kind of just went into more detail and analyzed the situations further and saw what their reactions were...”
		Interview 4 (Line 142-143): “I guess we just throw out little, we went through the situations one by one, and then we kind of threw out ideas about what we thought about the different situations one at a time. “
		Interview 3 (Line 158-160): “Overall, I think I would say um, I was looking at each situation as a whole. Like I said before, I was focusing more on the situation than the character’s emotions, but those characters emotions did play a factor into my thinking and how I came to a solution about what the situation was and um, yeah.”
		Interview 2 (Line 75-77): “For the college situation I said try to analyze the options early. Try understanding how much the cost is, where cost can be reduced, and what you need to do to reduce it, including applying for financial aid and you know hopefully applying for some type of scholarships.”
		Interview 2: (Line 92-93): “Um, for that I mostly thought what was the, um, what was the root of the issue they were facing and how did they explain how that affected them and their lives going forward.”
Context Clues	Emotional cues used.	Interview 4 (Line 65-66): “...and the little context clues that were left when they were talking.”
Scenario Breakdown	Participant discussed the breakdown of the scenarios into parts in order to obtain the main message, main problems, and how each scenario tied together.	Interview 2 (Line 86-89): “To go through that question I thought mainly um, first I obviously thought, broke it out to the three parts. Secondly, I thought of what was the main message of the three parts. Um, who were the - what characters had their main problems, what were the main problems of each of the characters. Then, I thought about how these tie into the other parts.”

Differences of Opinion	Participant discussed recalling the differences of opinion expressed by the group.	Interview 1 (Line 216-217): “So it was just a lot of recalling the group discussion and where other people saw things differently from me and how that was interesting. “
Filing In the Gaps	Participants were able to obtain useful information they may not know about from their personal experiences. These details ranged from family dynamics of siblings, food stamps, and family businesses.	<p>Interview 1 (Line 214-216): “I think I just kind of drew on what we’d been talking about in my answers. Um, especially when it came to solutions and things. Like you know I thought about other things people had said that I wouldn’t have thought about.”</p> <p>Interview 3 (Line 142-144): “Actually that was kind of brought up in the group discussion. Like I think one of the group discussion questions was how to solve the issue and someone brought that up and I said that was a good idea.”</p> <p>Interview 4 (Line 156-157): “I guess it helped me target what you were thinking like you might have a thought but not know how to process it into words and then someone else says exactly what you’re thinking.”</p> <p>Interview 1 (Line 87-89): “There was another person in the group whose mother owned a small business, so she really related to the guy at the end and talked about you know different things pertaining to his situation.”</p> <p>Interview 1 (Line 85-87): “Specific things, there was one person in our group whose family had been on food stamps before so she, you know, really remembered a lot of details when they were speaking about food stamps and she talked a lot about what that was like.”</p>
Personal Experience	Participant discussed the idea of using	Interview 3 (Line 192-194): “Um, a lot of it was kind of like relating it back to experiences. I remember in the group they were talking about oh, I was able to

	personal experiences in their analysis of the situations.	sympathize with this situation the most because I have been through that before. So I think that a lot of the group work was kind of coming to the realization that it was very personal to some people.”
Perspective-Taking/Self Placement	Participant discussed placing themselves within the situation in order to understand the problem space.	Interview 3 (Line 149-155): “I think the solution for the store owner. Um, it is a tough situation, but I think as long as he really thinks out whatever decisions he makes then that’s the simplest [inaudible]. And my thinking behind that he has a lot of things to consider. Like he has to think about like what’s good for the store and what’s good for him and his family and I think that like with [inaudible] um you know different things on the line if I were in that situation, well not necessarily, but like if I were in a situation where I had to think about several factors I would really think twice about my decisions.”
Grouping Thoughts Together	The group combined their thoughts together toward the end in order to come to solutions.	Interview 4 (Line 144-145): “And so we kind of like we just grouped our thoughts together and connected by each other’s thoughts kind of.”
Solutions	The group discussed the solutions that were arrived at and the practicality of the solutions.	Interview 2 (Line 95-96): “I guess, um, once again I tried to think of what were the roots of the actual issues. What was, what solutions were capable by the people, um, what solutions are not capable. “
Solution Flaws	The group discussed a solution that may have issues of practicality. The group discussed the flaws within solutions	Interview 1 (Line 122-126): “...one girl was talking about growing their own food and stuff like that but then with every potential solution there were other issues so if they want to do that depends on where they are if that’s even possible and then the mother would have to work less so she can actually grow food for the family and that doesn’t make more money and everybody would have to chip in so for every solution there was a drawback.”

	arrived at by the group.	
Controversial Views/Skewing	Participant discussed reluctance of sharing information with the group based on controversial viewpoints. In addition, she discussed the issue of whether the majority skewed information because they all agreed with each other and did not take into account information from the minority of the group.	<p>Interview 4 (Line 147-150): “I think it definitely, it might, if you had a more severe thought or a critical thought of it you might be influenced by other people that had a more like positive outlook on it so you’re just being peer-pressured by maybe your answers so if may have been more generalized rather than I guess on the extremes of like interpretation.”</p> <p>Interview 4 (Line 152-154): “Probably more truthful or guess what I would have done in that situation or what I would have thought but you have all of the other people and so it kind of gets skewed everywhere by those.”</p>

Personal Experiences Implemented to Evaluation Scenarios

One of the elements that participants discussed was the personal connections they perceived while watching the film based upon college attendance. These personal experiences ranged from seeking scholarships to seeking other means of financial assistance. These experiences allowed the students to think through the scenarios using what they knew from going through the financial assistance process.

In addition, one participant was able to relate her experience working as a waitress to the restaurant scenario. She was able to use that experience to discuss the situations people working

in restaurants face such as money issues as well as think through the vantage point of the restaurant owner. The feeling of frustration that the brother felt was also discussed with the participant discussing their own feelings of frustration they had felt in the past.

One participant was able to relate the restaurant owner's experiences of running a restaurant to working at a daycare center and similar difficulties faced within that work environment. In particular, she discussed hiring and firing employees because of a lack of money. She discussed how that experience allowed her to understand the issues that the restaurant owner discussed within the video case.

Table 12

Thematic Analysis Personal Experiences

Sub-Themes	Description	Quotes
Business Experiences	Participant discussed her experience with a family business as a personal experience that allowed her to understand the business owner.	<p>Interview 5 (Line 134-140): "I have helped with the paperwork; I have helped with running the business simply because over the summer you get dragged into working. No matter what family has to work with family. So, I've seen like I've seen what they have to go through. I've seen when if there's not a lot of kids coming into the after-school program or their vacation or their summer school program, like how that affects how much money is coming into the business and how much money they can expel to like do other things or like how many hours they can give certain teachers"</p> <p>Interview 5 (Line 95-101): "We like to think, so someone owns a business, they like are usually well off, they have some time of situation that keeps them afloat, but that's not always the case. Like there's a lot that goes behind running a business and I think it's, um, it was very nice to see, like, I don't know, for me it was nice to see someone speaking out, hey it's hard, just like the people working for me, I'm also working, though I'm working for myself I'm still working in the system and his difficulty that he still takes care of himself and the people below me"</p>

Interview 5 (Line 53-60): “Um, but I do have a lot of family that do own small businesses and I do understand the struggles of like having to make ends meet and even though you have basically family members working for you, like they’re basically part of the family, it’s still very difficult to be able to like you have to think about where you’re at and your family’s at and it, we can’t accommodate everyone and I’ve seen it really be a problem for some family members to like figure out how not to lay people off because they are your family members in a sense, like you’ve been working with them for years but sometimes things don’t work out the way you want.”

Frustration Participant discussed the frustration that the brother expressed as a connection she understood because of her own feelings of frustration.

Interview 3 (Line 20-22): “With the frustration, he was displaying like I can relate to it not necessarily that situation, but I’ve been frustrated with other situations in my life.”

Restaurant Working Experience Participant discussed her experience as a waitress as a means of understanding the restaurant owner and the dynamics of employer and employee.

Interview 1 (Line 177-183): “Um, so yeah, and that’s another thing. I was a waitress for a time, so I was kind of thinking about like my personal experience that I had and like you know how the way that. From what it seemed in the movie had a small like local restaurant in the movie and that’s where I worked at. So, I was kind of thinking about that and how people interacted there and trying to apply that to what he was talking about with you know feeling close to his employees and understanding that they’re in difficult situations too. Um, so it was kind of pulling on that experience to see where he was at.”

Interview 1 (Line 191-196): “I don’t know. That was a really difficult one for me, like, to figure out. Um, I guess because that’s another thing when I think about my own experience. It was very true at least what I saw. From what the business owner was saying about people being in difficult situations. Especially people who work in restaurants, at least where I was, were very like you know they were all struggling and trying to work themselves to get to better positions to move on to other things. I was sort of thinking about that and how that related to what he said about his employees.”

School Experiences Participant discussed their experiences with school as a means to understand the issues.

Interview 1 (Line 154-159): “Um, I sympathized most and thought most about I guess the women in this scenario. Kind of all of them. Like because I’m a freshman in college so I thought a lot about the sister’s desire to get into school and I recall thinking that way and wanting to feel that way and obviously the older sister’s, you know, excitement she was in school and wanting to stay in school but also realizing this financial struggle which is a super common thing that people deal with so I felt for her.”

Interview 1 (Line 127-129:)“Um, well we talked a lot about like scholarships and stuff when it came to like the older sister trying to stay in school, but I mean again as we all know being a college student right now none of those are guaranteed.”

Chapter 5

DISCUSSION

Experiences of Sympathy and Relating to Characters

Experiences of Sympathy Discussed by Participants. Many of the participants expressed a feeling of sympathy for the characters in the film. The participants expressed that they had these feelings even though they had never been through the experience before. Participants expressed sympathy for the mother and daughter in the film, in which they discussed the consoling nature of their relationship. In addition, the restaurant owner was another character that participants expressed a level of sympathy for regarding his situation. Many participants discussed how they felt bad for the participants but seemed to express a distance regarding how to handle or fully understand the situation because of a lack of familiarity with poverty. Some participants stated that they were able to be sympathetic because they had similar emotions or would have similar emotions to the situation. Some expressed that some of the experiences were things that everyone may go through at some point in their lives. In addition, uncategorized displays of sympathy were discussed.

Participants' Discussions on Relating to Characters. The participants discussed a feeling of relating to several of the situations in the film through the emotions expressed by the characters. Participants expressed similar feelings about excitement about school, which one of the sisters in the film expressed in their determination to go to college. The brother's anger was another element that one participant said they felt was valid given the situation and related to the level of frustration he expressed within that situation. The brother is a disputed character, which

will be discussed later. The mother and daughter were characterized by participants as relatable characters because of the mother and daughter relationship, which provided a real-world connection to the participants watching the film. Participants also discussed how they used these emotions to better understand the problems discussed in the film. In particular, context clues were discussed by one participant as to how they sorted through the problems to better understand the vantage points of the characters. One participant discussed how emotions were used to relate to the problem and how they were able to put themselves into the situation regarding the topic of food.

There were also changes in attitude and realizations different perspectives. The participants appeared to change a viewpoint or have a greater understanding of the characters which resulted in seeing how their life growing up was different from the characters in the video. Another participant discussed how the activity presented the idea of how there can be different narratives within a single story.

Inhibiting Factors Discussed by Students

False Narrative Creation of Drug Addiction Issue. Several disconnecting experiences were discussed by various students. One such issue encountered was a False Narrative Creation of Drug Addiction. Participant 3 discussed how the mother had an issue with drug addiction which potentially caused her poverty issues. Participant 3 said, "(Line 27-29): "Like her mother, I think she was trying to make ends meet because she was struggling with her job and I think she was also recovering like drug addiction," indicating that the participant believed that the mother suffered from a drug addiction. The participant discussed this issue in two other instances regarding problem-solving for the situation through lines (112-117) and (126-127). When questioned about the drug addiction issue the participant stated, (Line 135-136): "I felt like it

was. I really remember her talking about some sort of addiction she was overcoming. The mother.”, revealing that the participant still insisted that the scenario still took place even though the validity of her claim was questioned. This insistence in a false narrative within the film that the participant still recollected that occurred when challenged revealed evidence of what appears to be a social or cultural bias (Wong, 2010), which occurs to be very persuasive to the point that the participant used it in the problem-solving process and refused to dismiss it when the researcher pointed out that the event never occurred in the video. The theory of how this occurred may be because of the analogies that present the mental model of poverty of the participant. It is possible that when interpreting the media, the conclusion reached was one with a cultural or social connection (Wong, 2010) of drug addiction with poverty. Figure 13 breaks down this interpretation as an interpretation of the media, retrieval of a mental model based on cultural bias (Wong, 2010), which allowed the participant to arrive at the conclusion of drug addiction for the mother in the case video.

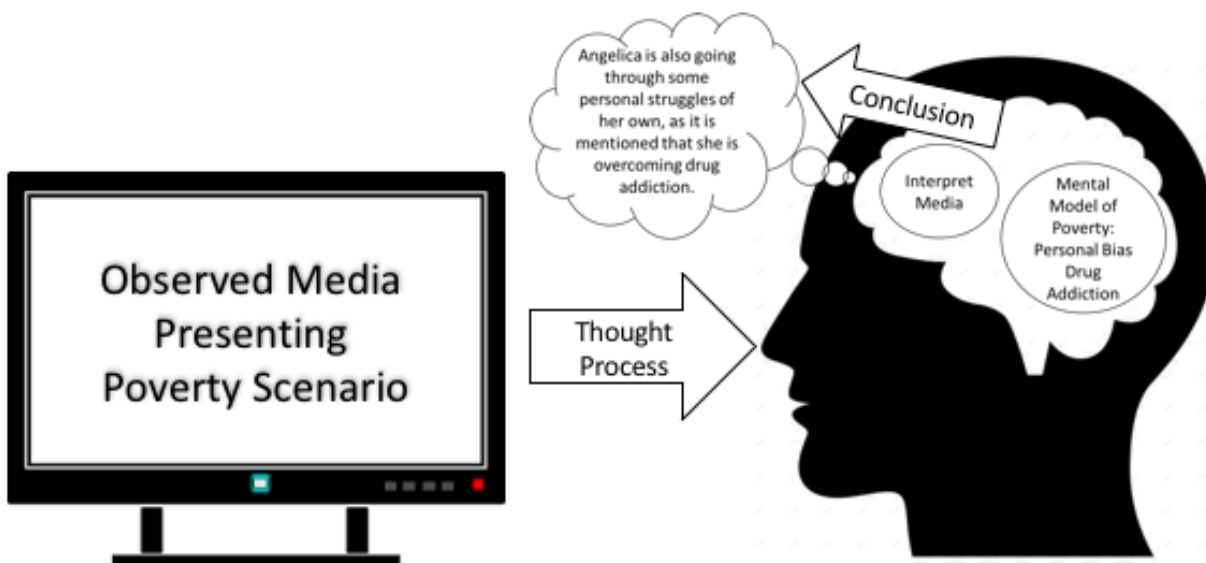


Figure 13 – Biased Interpretation Mental Model

Disconnection from the Issues Discussed by Characters. Another problem students encountered was a disconnect from the issue. Participant 2 discussed how the group had a few people who were disconnected from the issues in the film, which caused some participants to have problems arriving at conclusions. Participant 2 discussed how he (Line 145-149)“...saw how some people have a little more of a struggle understanding what the problem was and some of them also had a struggle finding a solution to the issue,” which may indicate a level of struggle from other students with the perspectives that were presented. Connected to this concept is the idea of Removal in which a participant discussed how they felt removed from the situations of the characters.

Lack of Connection and Lack of Experience. Lack of Connection and Lack of Experience was another factor discussed in which Participant 3 and 5 talked about a lack of connection with the characters in general. In Line 162-165 of interview 5 (see Appendix F) the participant said, “I remember one person saying they had never really gone through something like that so they could not express how they would feel because they have no prior experience to it.” This implies that participants expressed some difficulty in understanding the issues encountered by the participants and this prevented them from effectively finding a solution to the problems. In order to understand perspectives, Gerace, Day, Casey, & Mohr, (2013) discussed how learners require personal information in order to comprehend perspectives presented to them. Because of the issues discussed by students there appeared to be issues with understanding because of a lack of experience with the issue of poverty. There were key characters students had difficulty understanding because of a lack of experience. One was the restaurant owner in which participants discussed a Business Disconnect, where they said they lacked the expertise to understand the problem space of a restaurant. Participant 2 discussed how there is a stigma with

a business owner that had to be overcome. The other issue was a lack of experience because no one within the groups for participant 2 and 5 owned a store, which caused issues with formulating solutions beyond what was discussed by the restaurant owner.

Disconnection from the Brother in the Case Study. Another character participants had issues with was the brother. Participants 4 and 5 discussed how they were unsympathetic toward the brother because of the problem of food access. In Interview 4, Line 100-103 (Appendix F) the participant said, “I understand the sister not having financially but the brother, I felt it was just excuses to like better your diet. Just because there is available foods in like salads etcetera. You can find better options than just kind of like junk food, I think. I think it’s just kind of an excuse.”, which indicates that for some participants there was a context-specific disconnect in which they contested the severity of the food access issue. In Interview 4 (Appendix F, Line 105-109) there was an accusation of self-victimization in which the participant stated, “He was just making it seem like he couldn’t do better at all. Like, he was put in this situation he kind of was a little like victimizing himself.”, which indicates further disconnection from the brother based on the attitude presented by the character. In addition, Participant 5 discussed the lack of severity based on the perception of other situations (Line 231-234), “I mean the junk food he is complaining about having and gaining weight. There are people who are as skinny as a stick and don’t have any food at all.”, which indicates a further disconnect from the brother based upon the idea that people in other locations suffer from more severe conditions. The quotes related to the brother reveal that there may be cultural biases as discussed by Wong (2010), which can inhibit understanding of food access issues in developed countries where poverty is different from third world situations.

Family Dynamics Disconnection. Another related issue was a disconnection related to Family Dynamics. A participant discussed how she did not have siblings in her family, which prevented her from connecting to scenes involving the siblings and arguments between the sister and brother. In particular, the brother was an issue because of the anger he expressed toward the sister who planned to go to college. Because the participant was an only child, she had issues understanding the family dynamics of the situation and the anger the brother expressed. Participant 5 expressed what she understood about family dynamics was from interacting with cousins and her experiences were more positive and supportive. What she saw in the brother were negativity and contrarian viewpoints which she disconnected from while watching the video. Wong's (2010) research sheds light on this issue as a potential bias related to a different cultural upbringing with differing family dynamics.

Disconnect from Film Based on Acting and Presentation. Other issues encountered were related to the video itself. One issue that emerged for Participants 2 and 5 was the acting quality found within the film. This was discussed in group discussions with participants and revolved around the theater majors. The acting posed a problem for some in which they had problems connecting with the situations. In Interview 5 (Appendix F, Lines 295-299) the participant said, "I think one or two of the people from my group said they were like because the acting wasn't up to par it just made it more difficult for them to internalize it because they were saying this person could have expressed this better.", which reveals how the theater majors were interpreting the film, but also indicates that this was not considered a problem by all participants. There were also issues with the Visual Presentation in which a participant discussed the directing style of the video. He felt that the decisions made in directing style distracted viewers while watching the film. These instances were (Line 216-221)"...the directing choices like how it

would sometimes cut straight into a black and white shot when there was never, really, no great call for it...”, indicating that directing considerations are important in the presentation of media. The participant further stated that these instances (Line 223-227) “...disconnected me from the emotional connection because when I started thinking about the camera angles and shots that they chose I started thinking less about who were characters, what are the characters feeling, and everything.”, which indicates that for the participant these stylistic choices caused problems with reacting to the film on an emotional level.

False Information

There was also a somewhat negative effect in the form of false information that spread within the groups. A total of 21 students discussed the relationship between two characters as being twins, while the video only refers to them as siblings. This representation of the relationship dynamics is backed up within the interviews as a means of understanding the relationships of the characters, but the idea of twins is never expressly made within the video narrative presented to the students. In addition, false information regarding the participant who believed that the mother suffered from drug addiction is never discussed in any other interview or participant in the discussion questions. This may be because of the reasonableness of the claim made by a participant which allowed the information to be added to the problem space of participants.

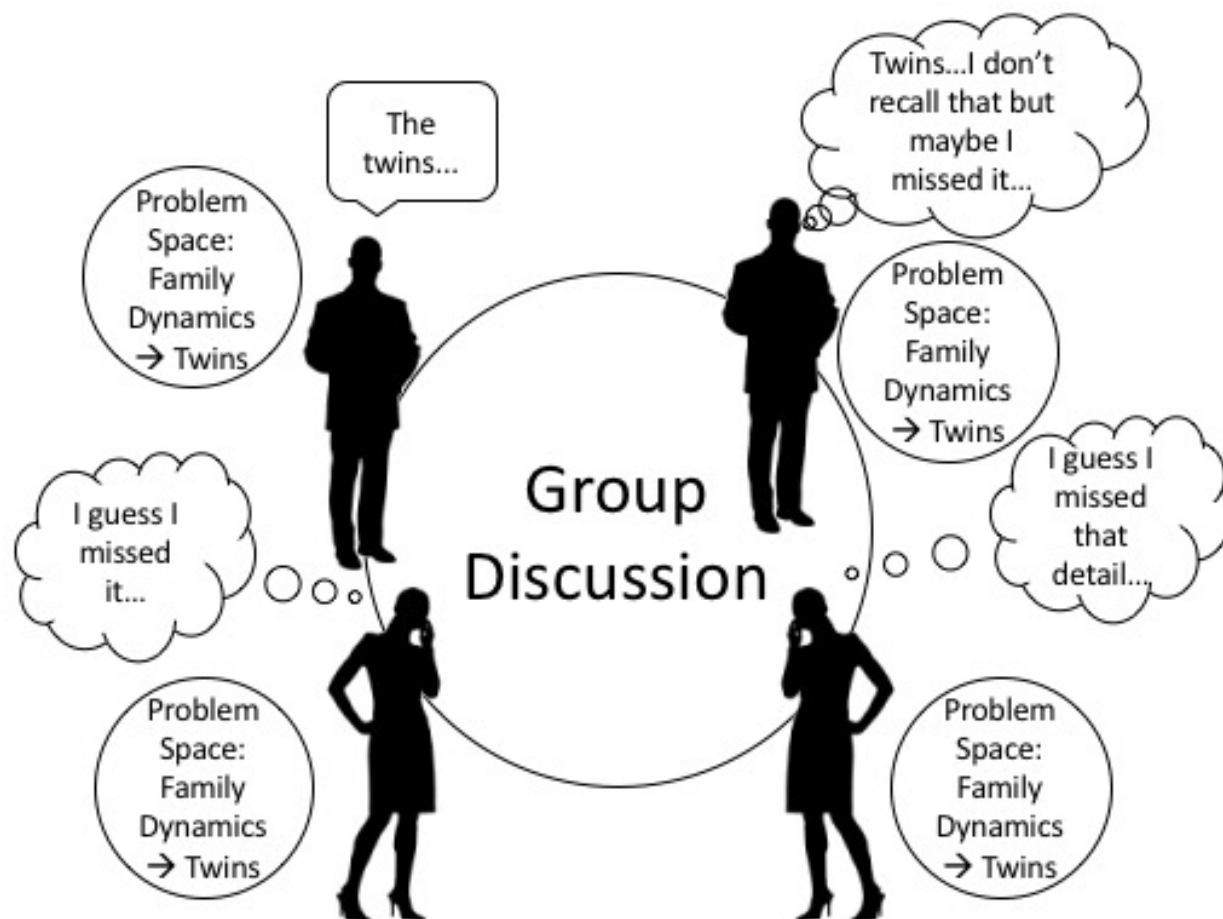


Figure 14 – Spread of False Information

Relationship Between Empathy and Demographic Data Analysis

Empathy and Race. There was no significant effect found for empathy scores in comparison to Race at the $p < .05$ level [$F(59,4) = .440, p=0.779$]. There were no significant results found for the Essay questions based on the Empathy Rubric for questions 1 through 3. Demographics based on race were also lacking in diversity with 41 participants who were white. The demographics were White (N=41), Black or African American (N=10), Asian (N=9), Native Hawaiian or Pacific Islander (N=1), Other (N=3).

Empathy and Income. Income was self-reported by students based on their perceptions. The results may not match actual numbers, but indicated the self-perception of students of their family's income. There was no significant effect found for empathy scores in comparison to Income at the $p < .05$ level [$F(52,10) = .809, p=0.621$]. There were also no significant results found for the Essay questions based on the Empathy Rubric for questions 1 through 3. There are some concerns about whether participants were able to have group discussions that presented the perspective of someone living in poverty. To some extent, there were participants that were able to discuss poverty issues because of personal experiences, but this was rare because of the demographic information which indicated few students had a family income within the poverty level. The Income demographics were divided into \$10,000-\$19,999 (N=1), \$20,000-\$29,999 (N=3), which would be the group that may have had to use assistance programs. There were several people in the \$100,000-\$149,999 (N=8), and more than \$150,000 (N=16) groups within the participants that participated in the activity. There was evidence that the demographics based on income had an influence based on the interviews and how people were able to interpret problems of poverty. As stated earlier, there were participants who were able to discuss food stamps because of their personal experiences with having to obtain them within their families. In addition, there were other participants who were able to discuss the restaurant owner because of their personal or family experiences with running a business, which may indicate that these participants came from higher-income demographics. Within other groups, without either expertise, the participants in the interviews discussed disconnects because of their lack of experiences with either issue.

Empathy and Gender. Gender appears to have an effect with key areas such as the Empathy Questionnaire scores. The Mean scores for Males were ($M=73.072, SD=8.877$) while

Females were ($M=79.582$, $SD=8.383$), indicating that Males demonstrate lower Empathy in the Empathy Questionnaire scale. This is consistent with research done on the Empathy Questionnaire in which males scored lower in general empathy (Carré, Stefaniak, D'Ambrosio, Bensalah, & Besche-Richard, 2013).

Diversity in College Courses. One of the flaws found within this analysis is that demographics and the initial empathy scores do not tell the full picture. Students may have generalized empathy but may not demonstrate this empathy toward unfamiliar situations or other people outside of their level of experience. Based on the framework, one of the elements that are important is the group activity or group discussion. Within this group discussion, the participants would share their views and experiences in order to solve the problems faced by the participants in the cases. Solving problems entails that the participants would require to share their knowledge in order to create compelling discussions that may lead to solving the problems. Endacott (2014) discussed how an understanding of decision makers is important in solving problems. Familiar experiences are also used in order to understand a perspective (Kidd and Castano, 2016). Without these familiar experiences, it may be difficult to solve these problems. The demographic information indicated that there may be limited scope to what the groups would be able to discuss because of a lack of poverty experiences.

These issues reveal how important a diversified group of people are in relation to having a discussion with differing points of view. While the case-based scenario can have some effect in presenting the ideas and differing points of view to the students who take part in the activity, discussing and interpreting this information can prove difficult. The inclusion of voices that can discuss and clarify issues can have some effect on how discussions transpire and what the participants can take away from the activity as a whole.

Deployment of Empathy During Classroom Activity

In order to answer this question in more detail, this section includes the framework of Empathy and the intervention strategies discussed in Chapter 2. This section incorporates the qualitative analysis and quantitative data analysis in order to better answer this question within the frame of the theoretical framework. This was done after the thematic analysis was concluded in order to first present the ideas in the words of participants. This was done in order to comply with Constructivist Grounded Theory principles (Charmaz, 2009).

Evidence of Embodiment and Analogical Reasoning in Interview Analysis

Experiences of Embodiment. There is evidence that the participants experienced feelings of embodiment. Through the thematic analysis of the interviews some participants discussed their own personal feelings of excitement about school under the theme, “Relating to Excitement About School”, relating to the brother under the theme, “Relating to the Frustration Expressed by the Brother”, relating through personal connections with their family, “Family Connections”, and using their experiences to inhabit the experiences of the characters, “Placement into Situation”. Endacott (2014) discussed how embodiment can be used in order to understand the stakeholders in a situation. Based upon the findings, it appears students used their past experiences to relate the situations the characters faced. Kidd and Castano (2016) also discussed how the use of embodiment can be used to arrange thoughts based on the use of new information as presented by the characters presented in the case video.

Uses of Analogical Reasoning. In addition, participants discussed the use of analogical methods to problem solve. Gerace, Day, Casey, & Mohr (2013) discussed in their research how the use of past experiences can be combined through analogy in order to understand new perspectives that are presented to learners. Participants discussed their use of these mental tools

of embodiment to use “Personal Experience” to analyze the situations. Participants used “Perspective-Taking/Self Placement” in order to understand the problem space. Participants discussed some of their personal experiences that helped them. Participants discussed “Business Experiences” in order to understand the business owner. In addition, feelings of “Frustration” were used to understand the brother. Another participant used “Restaurant Working Experience” as a waitress as a means to understanding the restaurant owner and the dynamics of employer and employee. “School Experiences” were also used by participants. In particular, excitement about school and the financial struggles of going to school were used to understand the problems faced in the scenario presented in the video.

Evidence of Personal Epistemological Development

A change in epistemological understanding of the situations was much more difficult to measure. Because of the difficulty of creating a measurement that can effectively measure a change, there was limited quantitative data to use to measure epistemological development. There was evidence in the interviews of shifts in perspective. In Interview 3 (Appendix F, Line 204-205): the participant discussed a feeling of change, “The activity itself it really um, opened my eyes to like the levels of like sympathy when it comes to like different situations.”, indicating that the participant was receptive to this perspective and elicited a view of sympathy within them that appeared to not exist previously before viewing the film. In Interview 1 (Appendix F) the participant discussed a feeling of changes and additions to their perspective and knowledge of characters. The participant stated in Interview 1, (Appendix F, Line 226), “It added to what I felt individually.”, which presents the idea that the participant had a change or addition of information added to what they knew previously, which is an element of epistemological development (Hofer & Pintrich, 2002). Another participant in Interview 3 (Appendix F) had a

realization of how her family situation was different from the participants in the video. In Interview 3 (Appendix F, Line 171-174) she stated, “I said that because my family never really had a problem with taking me and like my two older siblings to college, but with people I know that have siblings and that have different income levels as my family does, it kind of opened my eyes to how it affected them differently than it affected my family.”, which indicated that the participant learned additional knowledge through the realization that other people may have different challenges from her experience. This would be considered a multiplistic point of view (Hofer & Pintrich, 2002). Participant 5 appeared to have a concept she was thinking through previously before seeing the video and this video made her consider the concept of different stories or perspectives found with one story. In Interview 5 (Appendix F, Line 278-281) the participant stated, “There’s a lot of stories to one story and while one person will interpret it this way and another will say it this way. You’ll get a different story no matter what because each person has a different perspective. So that was a lesson I have been trying to internalize for a while, so, yeah, that’s what I’ll say.” Overall, this presents evidence that the video presented some changes in perspective to individuals who viewed the film. Hofer & Pintrich’s (2002) discussed how people develop a multiplistic view of perspectives in which there is a realization of a different vantage point. After observing the video there is evidence of this awareness with some of the participants in the activity.

Evidence of Experience Sharing

Zaci & Ochsner (2012) describe experience sharing as a mimicking of emotions based upon observation of others. One particular area in which participants were attempting to understand the characters was through context clues or emotional cues demonstrated in the acting. This is consistent with Gallese’s (2007) research of the use of mirror neurons that react

based on the observation of faces. In addition, the theme of “Understanding through Emotions” was used in order to understand the characters. Participants discussed having emotional feelings for the mother and daughter and their discussions of poverty. These feelings resulted in feelings of sympathy for the characters. Experience sharing was also demonstrated through “Relating to Excitement About School” and “Relating to the Frustration Expressed by the Brother” in which the emotional feelings demonstrated in the video were felt by the participants which is consistent with Experience Sharing research (Zaci & Ochsner, 2012).

Another method used to analyze Experience Sharing was the Essay Rubric for essay question 1. The results for the Essay 1 scores were ($N=64$, $M=1.2422$, $SD=.523$). This indicated that a high level of participants received a Low rating in the Empathy Rubric scale for the Experience Sharing related question. It is important to note that the results of Essay 2 and Essay 3 which will be discussed further were not consistent with this result. Based upon the three levels of empathy proposed by Zaci & Ochsner (2012) there is supposed to be an interconnection between the three levels. It is possible that because of the nature of Experience Sharing as an emotional reaction to emotional reactions that it is not effectively measured in an essay, while Mentalizing and Prosocial Concern can more easily be measured. It is also possible that if the question is reframed in a future study that the results may be different.

Evidence of Mentalizing

One participant discussed their attempts of “Understanding Problems” through an analysis of the problem in order to gain an understanding of the situations the characters faced in the scenarios. Another participant discussed “Placement into the Situation” through the feeling of hunger the characters discussed in the food scene. McConachie (2003) discussed how the placement with a situation can allow learners to understand and predict behaviors to better

understand situations of others. While analyzing the restaurant owner's situation one of the participants discussed placing themselves into the situation of a store owner. During this process, the participant discussed the elements of a restaurant such as managing money and the family situation the store owner would consider in order to solve his financial problems. Missett et al., (2010) discussed the use of mentalizing as a means of understanding activities as if they had taken part in those activities. Because students had very similar business experiences the students with business experience were able to use those experiences to understand the restaurant owner.

Participants repeatedly discussed the idea of using personal experiences in order to understand the problem space. Participants discussed "Business Experiences" as a means to understand the business owner. In addition, feelings of "Frustration" were used to understand the brother's food situation and his feelings about college. Another participant used "Restaurant Working Experience" as a waitress as a means to understand the restaurant owner and the dynamics of employer and employee. "School Experiences" were also used by participants in order to understand the financial struggles of going to school.

The results for the Essay 2 scores were ($N=64$, $M=1.914$, $SD=.727$). This indicated that there was a larger distribution across the Empathy Rubric scale in which the participants scored a Medium level of Empathy for the Mentalizing Ability Essay Question. Because of the evidence found in the interviews with varying results of emotional connections and disconnections, the result seems consistent. Based on the themes presented in the review of themes in the Disconnection section, there were varying opinions throughout the video with some participants connecting with the brother and others having a strong disconnection with the character. There were mixed reactions and lack of connection with issues of poverty as well as the restaurant owner.

Evidence of Prosocial Concern

Participants discussed a feeling of sympathy for the characters in which they discussed having similar experiences and feelings. One participant discussed how everyone at some point may go through these experiences. Participant 1 discussed how she sympathized the most with the women in the scenario. Participant 2 discussed how she felt sympathy for the brother and also discussed how the activity as a whole opened her eyes toward sympathy in different situations. Gerace, Day, Casey, & Mohr (2013) discuss sympathy as one of the major results of Prosocial Concern in which learners can sympathize with the characters within a narrative. Another major element of Prosocial Concern is a willingness to act or a call to action (Batson and Shaw, 1991). There was evidence through themes related to solving the problems discussed which demonstrated a level of engagement and a desire to propose change. There were attempts to recall details, discuss as a group, listening to the group in order to pick up details missed about the video, determining the main problems, analyze these problems, discuss context clues found in the acting, breaking down the scenarios, debating differing opinions, filling in the gaps with new information, reflecting on personal experiences that helped them solve the problems, use of perspective-taking, grouping thoughts together, proposing solutions, and discussing the flaws within those decisions. The themes indicate a level of interest in the material and attempt to formulate an understanding of the characters and active approaches to solving the problems found within the different cases.

The groups were very active in their approach and appeared to be very engaged in discussion during the activity. During the final phase of the activity, a few people used a majority of the time to answer the questions. In one group a participant stayed after class time to finish her essay on the solutions to the activity. Even in the interviews there appeared to be a high level of

engagement in the topic, strong emotions displayed about the characters portrayed, and the dilemmas discussed. The interview participants displayed a high level of interest in the material, as demonstrated by a high level of thought, emotion, and engaged thinking about the video even though the video was watched nearly a month after the interviews took place in some cases. The characters brought about strong emotional reactions that may not be as evident by only observing the text of the essays.

The results for the Essay 3 scores were ($N=64$, $M=2.015$, $SD=.504$). This indicated that a majority of students scored a Medium level of Empathy for the Prosocial Concern Essay Question. This result was also not as spread out and indicated that a large portion of students was ultimately able to create solutions for the participants in the scenarios that also demonstrated a desire to help and demonstrated some practicality.

Evidence of Deployment of Empathy Within the Classroom Intervention

Based on the intervention, a review of each of the steps within the intervention is discussed in detail. Based upon the steps of Contextualization, Engagement, and Reflection, students used the video to provide a context in understanding the characters, displayed engagement with the material, and provided reflections that demonstrated a mid-level of empathy when compared with the Empathy Rubric scale results.

Contextualization in the Classroom Activity. For the study, students were presented with the case video. This case video presented a daughter as the primary narrator. The use of a first-person narrator presents the idea of embodying characters through presenting a narrative through a vantage point to be interpreted by students (Brunyé, et al., 2009; Tettamanti, 2005). Her family consisted of her mother who was providing money from her jobs to purchase food and attempt to send her children to college. The family also had a brother who was a contrarian

character who disputed going to college, a sister who was planning to go to college. The final character was a restaurant owner who presented his issues with maintaining his restaurant during turbulent economic times. Kidd and Castano (2016), as well as Swencionis & Fiske (2014) proposed that presenting narratives from different vantage points may promote a better understanding of knowledge through encountering and contending with these different viewpoints. The narrative presented different cases that would be consistent with case-based learning (Jonassen, 2007). Because of time constraints, the study revolves around presenting the case itself without a strong role-playing activity proposed by Endacott (2014).

Engagement in the Classroom Activity. After the video was shown the students were able to discuss and answer questions within groups of up to five people. Based on the engagement framework, opening the classroom for discussion and interpretation is consistent with Endacott's (2014) open-ended discussion activity. This discussion was done before the students conducted their final surveys in which they would write their final essay questions which is consistent with literature by Tawfik & Jonassen (2013) who found that argumentation skills improved when reviewing cases about subjects before taking part in their responses. Again, because of time constraints, the participants did not take part in an explicit role-playing activity.

Based on the interviews, there was a discussion about how the groups went about solving the problems. There were attempts to recall details, discuss as a group, listening to the group in order to pick up details missed about the video, determining the main problems, analyze these problems, discuss context clues found in the acting, breaking down the scenarios, debating differing opinions, filling in the gaps with new information, reflecting on personal experiences that helped them solve the problems, use of perspective-taking, grouping thoughts together, proposing solutions, and discussing the flaws within those decisions. The themes indicate a level

of interest in the material and attempt to formulate an understanding of the characters and active approaches to solving the problems found within the different cases.

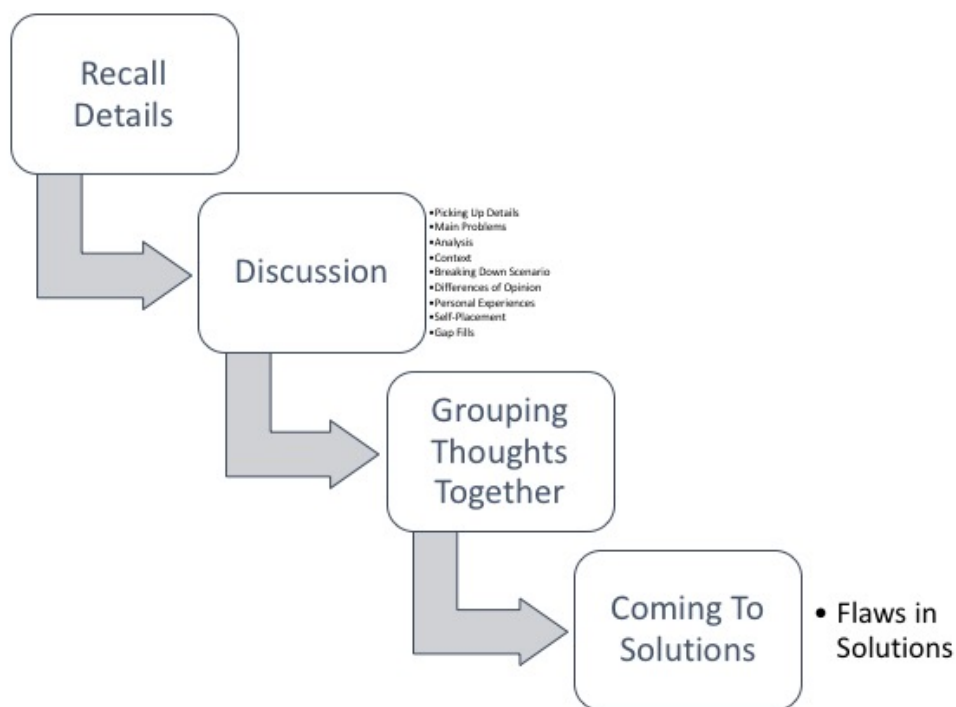


Figure 15 – Problem-Solving Process

Another important element was how the groups allowed students to fill in gaps in their knowledge. Students from different backgrounds presented their own personal experiences. Through interviews, participants discussed how a student had been on food stamps, because of that experience of being on food stamps, the participant in the interview was able to fill in gaps with this missing information that was not part of her personal experience. Another instance was personal experiences with running a business. Because someone in the group had business experiences, they were able to get this information to form a well-rounded problem space. One participant discussed how she felt unwilling to share her experiences with the group, which would indicate that her experience was not added to the problem space. Her reasoning for not

sharing with the group was that she perceived her interpretation as controversial in comparison to how the group discussed the events in the video. This indicated that a more active approach may need to be taken to facilitate an environment in which students are comfortable sharing their experiences.

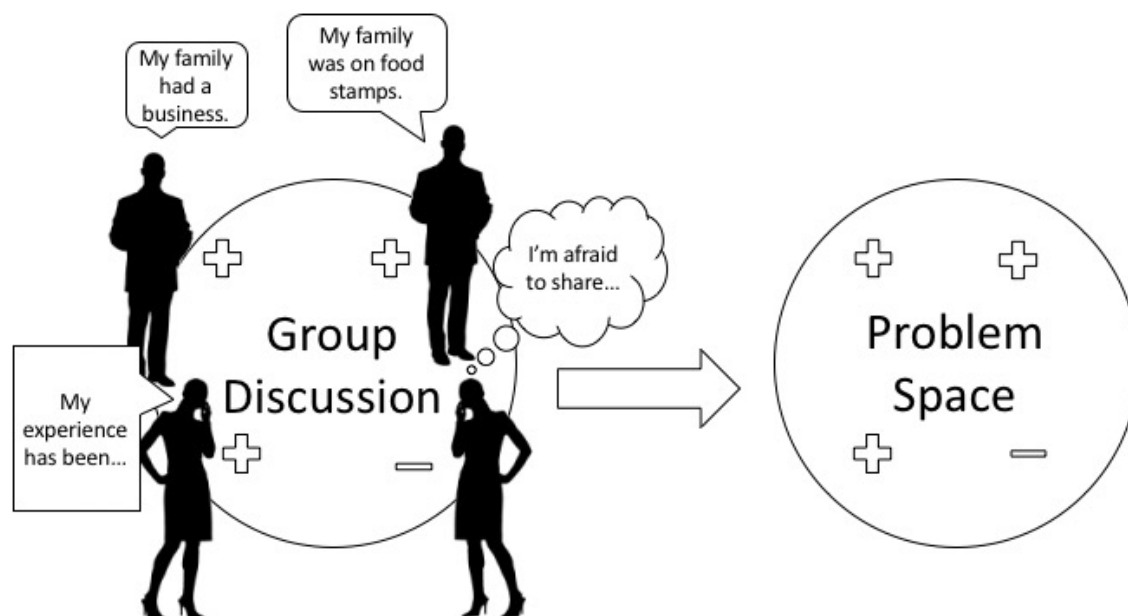


Figure 16 – Filling in the Gaps in Group Discussions

Reflection During Classroom Activity. After the discussion was completed, students had time at the end of the class to write their reflections. This was done as a wrap-up activity or the final analysis of what the students learned from the lesson. This final reflection connects with the evaluativism level of personal epistemology (Hofer & Pintrich, 2002; Kuhn & Weinstock, 2002) as well as elements of prosocial concern. Prosocial concern can be found within any responses in which students prescribe a solution of what should be done within a situation. Learners with egocentric thought (Belland, et. al., 2015; Epley, 2004) often appear to be unable to reach the level of multiplism or evaluativism (Hofer & Pintrich, 2002; Kuhn & Weinstock,

2002) because of a lack of ability to perspective-take. Ultimately, this is because learners have a lack of information to implement the cognitive ability of Mentalizing (Gerace, Day, Casey, & Mohr, 2013). If the learner has the information of narratives, then the learner will be better equipped to expand their personal epistemology beyond multiplism and to evaluativism (Kuhn & Weinstock, 2002) for the particular topic and create a more rounded conclusion to the final exercise. If learners are equipped with narratives that they have comprehended, then the learners may be able to overcome egocentric thinking through the process of accumulating current information from the recently read or observed narratives that can be combined with their personal experiences (Gerace, Day, Casey, & Mohr, 2013).

There was evidence within Essay 2 of an average within the middle. The results for the Essay 2 scores were (N=64, M=1.914, SD=.727). This indicated a larger distribution across the Empathy Rubric scale with the majority scoring a Medium level of Empathy for the Mentalizing Ability Essay Question. The results for the Essay 3 scores were (N=64, M=2.015, SD=.504). This indicated a majority of students scored a Medium level of Empathy for the Prosocial Concern Essay Question. This indicated a medium level as well for Essay 3. Overall, this indicated that participants had reflections that demonstrated Mentalizing and Prosocial Concern qualities. In addition, the interviews demonstrated feelings of Epistemological development with comments of a change in attitude as discussed earlier.

Implications for Instruction

Cased-based learning in the context of a video case allowed for varied discussion in which the students were highly engaged in the material. There was a high degree of recall of the information with students discussing extensive details a month after the video was presented

during interviews. This indicated that video case studies allowed students to retain a great deal of information in a narrative form that they were able to recall over a long period of time.

Another important implication is the change in attitudes. Students discussed during the interviews how the videos made them consider different perspectives. There were discussions about how the film opened their eyes to poverty and allowed the students to consider topics they had never explored. This indicated a change in personal epistemology and an evolution in their thinking process toward the issue of poverty. This is an important implication because it presents the power of narrative as a means to develop and change thoughts and expose students to new ideas that stick with the learner for an extended period of time.

Regarding instruction specifically and demographic groups, there appear to be no significant factors for general empathetic understanding based around demographic data with the exception that there is a significant finding on gender differences. Females may have better skills at this ability than males. Considerations may need to be made about gender differences during instruction based on these findings.

There appear to be differences based upon the qualitative interview data regarding context-specific scenarios in which students may have difficulties understanding experiences that they have no prior experience with such as experiences of poverty. Because of these issues, supplemental information may be needed to clarify such issues. In the context of poverty a clearer understanding of how food stamp programs work may be beneficial in order to have a better understanding of how the programs work. Guidance by the facilitator may be needed to expand on conversations regarding misconceptions about specific issues.

There is also the issue within the classroom demographics regarding diversity. In the event that there is a lack of diversity within the group of students there may be a lack of viewpoints presented. Because of this issue, there may need to be interventions that allow different voices to be presented. More case studies from different vantage points may be important that may be presented in other contexts or discuss different aspects of the issue. The video case is such an example that to an extent presents those ideas. The problem is the video cannot speak back to the students. This is an important area in which guest speakers may be a consideration for students to be exposed to different ideas and explanations of key issues. This would allow students to ask questions and receive feedback on a particular topic area.

Another important aspect discovered is the group dynamics that can occur within groups. Because students may feel pressure and not share information there may need to be an emphasis by the facilitator to allow a better atmosphere to share differing ideas. Prompts such as telling the students that they can share candidly may be needed in order to promote a more varied discussion.

Biases are another important issue. Because students may have ideas that may not coincide with the material presented, such as false information that never occurred in the case video, clarifications may be needed in order to avoid false information that can spread within the group. Interventions for biases may come in the form of feedback by peers and the instructor. Feedback can be facilitated with a reconvening of the groups after the group discussion concludes. One member of the team could present to the entire class the team's opinions on the issues. The entire class would be able to discuss their agreements and disagreements with what they heard from the group. The facilitator would then be able to provide their guidance with each group and to the class as a whole. In addition, the personal essay questions that were turned in by

students would require feedback from the facilitator. This would clarify any misconceptions or provide more guidance from the instruction. Within this study, no such feedback was presented, though this feedback would have been beneficial to clarify misconceptions found about the material. In future studies, a refinement of the framework and intervention is required in order to present a feedback component at the conclusion of the lesson.

Limitations

One of the major issues found in the study were related to diversity. The student body of this particular group of students had a high level of students from a higher income level. Because of this high level of income, it can be implied that there would be limited experience with poverty issues. This was reflected in the interviews conducted in which students discussed their lack of experiences with poverty. In addition, many students had limited experience with running a business with only a few discussing experiences that related to restaurants and with business experience at daycare. This would entail that students would not have a vantage point to understand all of the issues clearly.

Variability of opinions was another issue. Many students had very different opinions about the characters with some students having a high level of sympathy toward certain characters while others did not present this level of sympathy or understanding. The brother was one of these characters with one participant having an understanding of the frustration while other students were not sympathetic. This may have resulted in variability for the quantitative data which discussed all characters as a whole, while there may need to be a focus on the most sympathetic characters in further studies in order to measure elements for a post-test empathy score.

Another limitation discovered during the research study was situated around the limited amount of time dedicated toward the classroom activity. In particular, the lack of time needed to present a discussion time for students. A debriefing after the individual groups discussed the topic where the groups could share their ideas would help to present more ideas to the students within the classroom before the individual reflection could potentially allow more ideas to be presented. In addition, a facilitator who could critique and question certain ideas would be helpful to allow students to question their own thinking could help to eliminate potential biases or misconceptions about the scenarios presented in the video. Issues such as the bias of the drug addiction scenario could be called into question if students would be able to hear the biased narrative. If a biased narrative exists questions could be proposed about whether this event occurred within the video by the facilitator and students. In addition, minor details such as the discussion involving the twin sisters could be questioned as well.

Other issues encountered were related to the limited knowledge of some groups in relation to poverty and the restaurant experience. If a full classroom discussion occurred, then some of the discussions that occurred in other groups would have been heard by all students resulting in a more rounded knowledge of the material.

Still, there are other possibilities to counter some of these limitations. Because of the nature of the study, the only learning that occurred was within the class time itself without any further critique of responses. Graded responses in the form of the facilitator discussing each of the responses with students through critiques in a gradebook would have occurred. In this situation, nothing was sent back to the students in order to test or question their responses. Clearly, in a traditional learning environment feedback would occur and would have to occur in order for learning to take place effectively with this framework.

Measurements using the Empathy Essay had some limitations as well. Based on the framework, there is an interconnection within Experience Sharing, Mentalizing, and Prosocial Concern. There were measurements of Mentalizing and Prosocial Concern that were in the medium to higher levels for some students that indicate that these areas took place. Experience Sharing was on the lower level. Because of this interconnection discussed by researchers such as Zaki & Ochsner (2012), it appears that Experience Sharing took place but may have not been measured by the instrument. Experience Sharing is a more visceral experience in which some characteristics happen within the moment as reactions to facial expressions. The student would have to write in an emotional way about the experience after the event took place. Mentalizing is a thinking process in which the participant can write down that thought process. Experience Sharing is proposing solutions and is another thought process. Both of these appear to be more suitable for measurement through observation and review of written text. It is possible that the question posed to the students did not bring about the response.

Another issue is the video itself. With some students, in particular, theater majors, there was a consensus that the acting quality was an issue. Because of the limited budget available, this may not be something achievable in order to create a video with compelling acting at a high level of a Hollywood film. Compromises may have to be made in order to create scenarios that present the story in a film with student actors or volunteers.

Future Research

One key element that would be important for future research studies is a change in location to another university or environment in which the demographics are from lower income and have a larger racial diversity. This would provide more information on students from

different backgrounds and may allow for a better review of ANOVA scores to determine if there are differences in general empathy for income and race.

Another important element is conducting the activity in an environment with more time to present more discussion on the topics. Because of the limited time, the discussions were short and elements such as surveys were very time-consuming. With more class time more extensive discussions could take place which may provide different results.

Research into role-playing interventions is also important as this study only reviews the reactions to a case narrative presented in video form. The intervention framework discussed the use of role-playing to better contextualize the process of reviewing case studies. There may be different results if a role-playing activity were used.

Ultimately, because of the nature of empathy and the multimedia that can present narratives, there are possibilities to conduct activities through video cases, text-based cases, game-based cases, and other fields of multimedia. It would be important to understand the differences between the use of different multimedia and whether these formats have a different effect on empathy toward the characters.

Summary

There were several important elements that were found in the study. Based on the classes that took part in the activity, it was found that General Empathy is not significantly different based on factors of Income and Race. There was an effect found with Gender in which Females rated higher in General Empathy. A lack of diversity related to these demographics was an important element that may explain disconnecting factors in which participants discussed a lack of experience with the issues discussed in the video.

There was evidence within the interviews of changes in attitude or epistemological development, as they discussed how their “eyes were opened” to different perspectives and how people have different experiences from their own. This indicated an element of learning or rise to a multiplistic view of situations.

There were also elements of Analogical Reasoning used to tackle the problems found within the video. Participants used their prior experiences as a means to understand the problems of poverty. Some participants had been on food stamps and discussed this issue. Other participants discussed their experiences with family businesses while attempting to propose solutions to the restaurant owner’s situation. During the group activities, there was evidence that the participants used these experiences presented to them vicariously in order to add to their mental models of the situations. This allowed them to write answers to questions based upon filling in the gaps with this new information. The participants discussed the process of going through these problems in a group as follows: recall details, discuss as a group, listening to the group in order to pick up details missed about the video, determining the main problems, analyze these problems, discuss context clues found in the acting, breaking down the scenarios, debating differing opinions, filling in the gaps with new information, reflecting on personal experiences that helped them solve the problems, use of perspective-taking, grouping thoughts together, proposing solutions, and discussing the flaws within those decisions.

There were elements of disconnect from the issues in the form of a lack of understanding and personal biases. One participant appeared to have a bias which made them perceive that the mother in the video had a drug problem, which was not present in the video. There was also a misconception that there were twins in the film, which spread to other participants even though

this was never explicitly stated. This reveals how the spread of information that is helpful and incorrect can occur within group discussions.

Overall, there was evidence of the framework of Empathy found within the interviews and the quantitative data, with some issues with the Experience Sharing element. Scores were low for Experience sharing while a medium level was found in the elements of Mentalizing and Prosocial Concern. The framework argues that there should be a stronger interconnection between these groups. This result may be because of the framing of the question presented by students or because Experience Sharing is difficult to measure with an essay question. The conclusion found is that empathy was deployed to a certain degree in order to answer the questions.

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APPENDICES

Appendix A: Empathy Rubric

<p>Experience Sharing (Emotional Engagement)</p> <p>Characteristics:</p> <ul style="list-style-type: none"> • Mimicking another person’s behaviors • Feelings of another person’s emotions • Lack of explicit reflection • Subconscious 	
1	<p>Low evidence of Experience Sharing Recites information from case studies only</p>
2	<p>Moderate level of Experience Sharing Expresses an opinion based on an emotional reaction, in third person for at LEAST ONE problem OR express an emotional reaction of the situations depicted for at LEAST ONE.</p> <p>Examples: Feeling bad for the characters, feelings of sadness, desperation, feeling like the characters felt (Mimicking, Feeling emotions).</p>
3	<p>High level of Experience Sharing Expresses an emotional understanding of the situations depicted, - example: i feel how they feel for at LEAST TWO CHARACTERS</p> <p>Examples: Feeling bad for the characters, feelings of sadness, desperation, feeling like the characters felt (Mimicking, Feeling emotions).</p>
<p>Mentalizing Ability (Perspective-Taking)</p> <p>Characteristics:</p> <ul style="list-style-type: none"> • Understanding of another person’s mental state • Simulation of experience of another • Adopting the point-of-view of another person • Inferring another person’s beliefs and intentions • Anticipate the reactions of others • Interpretation of emotional feelings • Making predictions about emotions and actions • Adjusting to emotional information to change thought process • Thinking through a situation with own feelings to interpret another person’s perspective • Imagining of switching places with another • Attempt to interpret information from experiences of another 	

1	Low evidence of Mentalizing Ability Recites information from case studies only, does not provide interpretation
2	Moderate level of Mentalizing Ability Relates to personal experiences and emotions, inhabits the perspective of the characters with AT LEAST ONE CHARACTER Examples: “I’ve felt like that before”(Simulation, understanding, Inference, Using Own Feelings), “I understood where the character was coming from”(Understanding), “I have had a similar experience”(Using Own Feelings), “If I were in their situation I would do this...”(Simulation, switching places), “I thought about it from their view/perspective” (Interpret, anticipate, adopting).
3	High level of Mentalizing Ability Relates to personal experiences and emotions, inhabits the perspective with AT LEAST TWO CHARACTERS. Examples: “I’ve felt like that before”(Simulation, understanding, Inference, Using Own Feelings), “I understood where the character was coming from”(Understanding), “I have had a similar experience”(Using Own Feelings), “If I were in their situation I would do this...”(Simulation, switching places), “I thought about it from their view/perspective” (Interpret, anticipate, adopting).
<p>Prosocial Concern (Desire to act, proactive solutions to the problem)</p> <p>Characteristics:</p> <ul style="list-style-type: none"> • Desire to interact or alter events • Take action • Compassion, tenderness, softheartedness, and sympathy • Change in behavior, change in attitude 	
1	Low evidence of Prosocial Concern Provides dehumanizing solution(s) (ex. Lack of compassion/sympathy), does not show effort in solving the problems depicted (Lack of taking action). Discusses problem but does not provide solutions. Does not provide any new solutions.
2	Moderate level of Prosocial Concern Provides solutions to the problems, solutions may lack practicality but demonstrate effort in the writing (taking action). Solutions demonstrate compassion/sympathy.
3	High level use of Prosocial Concern Provides solutions to the problem, solutions are practical, researched, realistic, and involve effort (taking action, Compassion/sympathy).

Appendix B - Basic Empathy Scale Measurements Matched with Questions

Question	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1. My friends' emotions don't affect me much.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
2. After being with a friend who is sad about something, I usually feel sad.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
3. I can understand my friend's happiness when she/he does well at something.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
4. I get frightened when I watch characters in a good scary movie.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
5. I get caught up in other people's feelings easily.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
6. I find it hard to know when my friends are frightened.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
7. I don't become sad when I see other people crying.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
8. Other people's feeling don't bother me at all.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
9. When someone is feeling 'down' I can usually understand how they feel.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
10. I can usually work out when my friends are scared.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
11. I often become sad when watching sad things on TV or in films.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

12. I can often understand how people are feeling even before they tell me.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
13. Seeing a person who has been angered has no effect on my feelings.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
14. I can usually work out when people are cheerful.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
15. I tend to feel scared when I am with friends who are afraid.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
16. I can usually realize quickly when a friend is angry.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
17. I often get swept up in my friends' feelings.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
18. My friend's unhappiness doesn't make me feel anything.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
19. I am not usually aware of my friends' feelings.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
20. I have trouble figuring out when my friends are happy	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

Appendix B – Basic Empathy Scale Measurements Matched with Questions (Carré, Stefaniak, D'Ambrosio, Bensalah, & Besche-Richard, 2013).

Appendix C – Modified Basic Empathy Scale

Question	Option 1	Option 2	Option 3	Option 4	Option 5
1. The character's emotions didn't affect me much.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
2. After viewing the character's sadness, I felt sad.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
3. I understood the characters' happiness when she/he did well at something.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
4. The character's feelings didn't bother me at all.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
5. When the characters were feeling 'down' I couldn't usually understand how they feel.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
6. I often got swept up in the character's feelings.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
7. The character's unhappiness didn't make me feel anything.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
8. I got caught up in other character's feelings in the video.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
9. I didn't become sad when I saw Sarah and Angelica (her mom) crying.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
10. I became sad when watching sad things on the video.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
11. I was able to understand how all the characters were feeling, even before they told their stories.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

12. Seeing Sarah's brother become angered had no effect on my feelings.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
13. I could usually work out when the characters were cheerful.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
14. I usually realized quickly when a character was angry.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
15. I find it hard to know when characters in films are frightened.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
16. I am not usually aware of a film/TV character's feelings.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
17. I have trouble figuring out when characters in film/TV are happy.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
18. I tend to feel scared when I see television or films characters who are afraid.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
19. I get frightened when I watch characters in a good scary movie.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
20. I can usually work out when characters are scared.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

Appendix C – Modified Basic Empathy Scale

Appendix D – Demographic Data Questionnaire

Question	Answers
1. Income	Less than \$10,000 \$10,000-\$19,999 \$20,000 - \$29,999 \$30,000 - \$39,999 \$40,000 - \$49,999 \$50,000 - \$59,999 \$60,000 - \$69,999 \$70,000 - \$79,999 \$80,000 - \$89,999 \$90,000 - \$99,999 \$100,000 - \$149,999 More than \$150,000
2. Please Indicate Your Ethnicity	White Black or African American American Indian or Alaskan Native Asian Native Hawaiian or Pacific Islander Other
3. Please Indicate Your Gender	Open Ended Question

Appendix D – Demographic Data Questionnaire

Appendix E – Interview Protocol

The questions of the interview protocol are as follows:

1. Can you tell me about your degree program? What specific areas do you study?
2. Can you tell me about your income level? Family's income level?
3. While watching the video who did you pay closest attention to?
4. Tell me about the videos. Can you tell me what you remember about them?
5. Tell me about the different situations of the characters? Mother/daughter, store owner, brother.
6. After both sides were presented, what was your reaction to their situations? How would you describe the problems presented?
7. After watching the videos you answered some questions (show questions). How did you come to your conclusions? Can you walk me through your thinking for answering these questions?
8. Can you describe your thinking process while answering the questions?
9. Was there a perspective you sympathized with most? Tell me how you saw this perspective.
10. Was there a perspective that you had issues understanding? Tell me how you saw this perspective.
11. How did you go about answering the question(s) related to this difficult perspective?
12. Overall, what did you learn from the videos? Tell me about your learning experiences.
13. Tell me about your overall experience with the activity as a whole.
14. Do you have any final thoughts about the activity?

APPENDIX F – Interview Transcripts

Interview 1

April 13th, 2018

Time: 23 Minutes

- 1 IR: Do I have permission to record the interview?
2 IE: Yes
3 IR: Ok. Let me bring up the questions. First of all, can you tell me a little bit about your degree
4 program?
5 IE: Ok, yeah, I'm a first year interior design major theater minor. So, art student right now for
6 the most part just...
7 IR: And what are the specific areas that you're studying there. Is there any other specific projects
8 or anything like that.
9 IE: Um, yeah, right now my classes are a lot of core foundations of things like drying, color
10 composition, 3d design as well as theater classes. I'm in theater appreciation. I'm also in
11 production design. So those are some of my classes right now.
12 IR: Ok, and some of these were answered on those, um, can you tell me about your income level.
13 IE: My family's income level.
14 IR: Yes
15 IE: Ok, solid middle class family.
16 IR: Alright so here's another one because I have to go back and it's sometimes it's difficult to
17 match the interviews with the data collection. So when watching the video who did you pay
18 closest attention to while watching?
19 IE: I paid closest attention to the mom of the family.
20 IR: And what was the reason for that?
21 IE: I don't know. I think I felt a lot of sympathy for her while watching the video, especially, I
22 don't know, like, with her with her daughter and her daughter was speaking up for her and
23 talking for her a lot kind of made me pay more attention to the mom and like how she was acting
24 in that moment I guess.
25 IR: Ok, and tell me about the videos. Can you tell me about...what was your memory of what
26 happened?
27 IE: My memory of the videos is that there were a few different scenarios all focused around one
28 family and one child in that family specifically it was an interview with her and her mother about
29 the situations that they're in and how that affects them. And then with her younger siblings and
30 how they feel about things and what effects they deal with, and also with her boss and the
31 restaurant and how he was handling the situations.
32
33 IR: Ok, can you tell me about the different situations about the characters. So the first one was
34 the mother and the daughter. So what was going on there?
35
36 IE: So the mother and daughter were being interviewed and um, they were getting questions
37 about their financial situation, their living situation, and the daughter talked about how her mom

38 was working really hard, had been laid off of work, was having to go back on food stamps,
39 which was unfortunate because they had been really proud and she had been able to get off of
40 them. Um, and that the mother is trying to find new work but nobody is hiring because nobody is
41 able to hire employees, so just kind of trapped in that cycle at the moment.

42

43 IR: And how about one of the other scenarios, the brother. So what was going on with the
44 brother?

45 IE: So that was her younger siblings and they were being asked about how they felt about their
46 older sister going to college and being the first person in their family to go to college and um, the
47 sister was very excited and very proud and ready to go to college herself. The brother had a
48 much more pessimistic look on it. Like you know, we can't afford to keep her in school what
49 makes you think we'll be able to go to school. Um, and they also talked about food as well. They
50 talked about the foods that they can eat and how they felt about not having access to nutritious
51 good food.

52 IR: And how about the store owner. What was going on with him?

53 IE: She was asking him about, I can't remember if the sister still worked there if she like, like
54 quit when she went to school. I think she still worked there. But basically, about his situation as a
55 small business owner and how his business was going. So things like do you enjoy owning your
56 business and talking about the struggles of being the one in charge of all the money, getting close
57 to all of his employees, but also having to balance customers and prices and payment for his
58 employees, and just the struggles of finding that balance with, customers don't have as much
59 money so they're not coming in so he has to raise prices, people don't want to come so he can't
60 pay his employees as well and that sort of basically was it.

61 IR: So after the sides were presented what was your reaction to the situation. So we can go step
62 by step. So what was your reaction to the mother and daughter?

63 IE: The mother and daughter I just felt really bad for the mom, like, because you could tell she
64 was uncomfortable and kind of disappointed and sad that her family was in a situation and sad
65 she couldn't fix it easy so, yeah, I just felt really bad for that, her in that situation for sure. Um,
66 and then with the siblings I guess like I related to the sister's enthusiasm for school and being
67 excited doing that but then I could also see like where her brother was coming from in that a lot
68 of times people can sort of have two different reactions in those sorts of situations and her
69 brother was mad about things and that's totally valid to be mad about, you know, how things are
70 the fact that it's hard for you to do anything about it. So ,um, and the store owner I felt bad for
71 him too. Because he's just trying to live his life make a name for himself do what he wants but it
72 was being a struggle.

73 IR: So there was one section of the video with the activity with the team of, where you answered
74 some questions. So let me bring up some of the questions. One of the first ones was think of each
75 situation from the short film. Describe each problem in detail. When you got to that question
76 what was your thinking process to go through and answer that one.

77 IE: Um, the process behind answering that question was just trying to recall the details of their
78 situation. Go back and think about it.

79 IR: And was there a group discussion about that part?

80 IE: I believe so, yeah. We went over those as a group and talked about it. Everybody kind of, it
81 was interesting because people would picked up on different details, so discussing with
82 everybody made the full picture of that section or scene or whatever.

83 IR: What were some of the specific things that the group picked up on?

84 IE: Specific things, there was one person in our group whose family had been on food stamps
85 before so she, you know, really remembered a lot of details when they were speaking about food
86 stamps and she talked a lot about what that was like. There was another person in the group
87 whose mother owned a small business, so she really related to the guy at the end and talked
88 about you know different things pertaining to his situation. I think I was just thinking of the
89 family dynamic overall and how each person was in this particular situation together but like sort
90 of had... everybody was in a different position within that situation so you know the mom
91 obviously feels differently than the older daughter in school and the younger siblings so that was
92 what I thought about the most.

93 IR: There was a second question how would you interpret the each of the situations the
94 characters faced? So how was that one gone about with the team?

95 IE: In the team. I think we actually... I at least struggled to answer that question. I didn't really
96 understand what it was asking I guess. Like interpreting the situation so we kind of you know,
97 just went back over talking about what happened in the scene over again and try to come up with
98 things we hadn't thought of before to that question.

99 IR: So let's see about this question because it's possible we may need to change it. So when you
100 think of interpret what comes to mind?

101 IE: Well, um, so I thought of like is there if it had been more of like a symbolic situation or
102 something like that like what does that mean? But it seemed to be very like straightforward and
103 upfront about what was happen so for us we struggled with trying to interpret what seemed clear
104 I guess.

105 IR: How would you have answered the question we would have put how do you feel about the
106 situation?

107 IE: Yeah, that um that would have been different. I think if you would have asked how we feel
108 about I think everybody can see how it was you know a poor situation to be in and one that a lot
109 of people feel stuck in. I think that was probably the biggest feeling. Like, if you asked me how I
110 felt about it, that was it. I would have thought about how the family felt being in that situation
111 sort of share that feeling.

112 IR: We've been going over this question a lot and the group I was in wanted to change it to
113 interpret.

114 IE: Ok, yeah, well the word interpret kind of confused us. I think that um, how do you feel would
115 have been an easier question for us to answer than interpret personally.

116 IR: So the other one is about the potential solutions so it was think of the potential solutions and
117 how you would go about solving each of these problems. So how did you go about that one.

118 IE: Um, so that was kind of a lot, like I said people pulled up different things, so everybody was
119 kind of thinking about what they pulled from the scenario. One I thought was interesting was one
120 girl was talking about growing their own food and stuff like that but then with every potential
121 solution there were other issues so if they want to do that depends on where they are if that's
122 even possible and then the mother would have to work less so she can actually grow food for the
123 family and that doesn't make more money and everybody would have to chip in so for every
124 solution there was a drawback. I'm trying to think there was another, there was another thing we
125 thought of. I can't remember what it was. Um, well we talked a lot about like scholarships and
126 stuff when it came to like the older sister trying to stay in school but I mean again as we all know
127 being a college student right now none of those are guaranteed. you can fill out every application
128 in the world and still you know come out empty handed. So that was a pretty straightforward

129 possibility. Just working more with that and seeing if there are other possibility for funding from
130 outside sources. Um, there was something else.

131 IR: There was the brother we talked about. So.

132 IE: Oh, it was. It was about the brother. He was displaying an aversion to higher education. And
133 that if that was true for him that's valid and there's options like trade schools or just going to
134 work. He didn't have to pursue a four year education like his sisters wanted to. There were other
135 options for him to explore if he wanted to.

136 IR: There was another one with the brother. I'm not sure if everyone covered it. Do you.

137 IE: Another...

138 IR: You talked about the garden. I guess that was the answer to that one. I'd forgotten because
139 there was the food access issue. Where he was talking about junk food.

140 IE: Yeah, we talked about growing food.

141 IR: Now how about the store owner?

142 IE: I don't think my group got to think about that. I think we were kind of cut off before that. We
143 covered the other situation. Now the store owner his was one where I was really like, yeah, that
144 was a terrible cycle to be stuck in so I don't know. I personally didn't have any obvious solutions
145 I thought of in the moment for him.

146 IR: How about in your personal one. Did you try to tackle that one?

147 IE: I don't think I did. I think I wrote about the others since we covered that in the group, yeah.

148 IR: Would you say was that a lack of interest, a lack of time?

149 IE: I think it was just lack of time. My group got pretty into it. We were talking about things. I
150 think that was just why we didn't get to him because we were discussing the ones before.

151 IR: Was there a perspective that you sympathized with the most?

152 IE: Um, I sympathized most and thought most about I guess the women in this scenario. Kind of
153 all of them. Like because I'm a freshman in college so I thought a lot about the sister's desire to
154 get into school and I recall thinking that way and wanting to feel that way and obviously the
155 older sister's, you know, excitement she was in school and wanting to stay in school but also
156 realizing this financial struggle which is a super common thing that people deal with so I felt for
157 her. And just the mom and her being the one that has to, like, she wants to make everything
158 perfect and fix everything for everyone and so her in that situation I thought about a lot.

159 IR: So can you tell me how you saw the perspective of I guess the mom. Let's start with the
160 mom.

161 IE: Ok, how it was portrayed in the movie. Um, I guess mainly through her perspective through
162 the acting. Just the way that that actress was you know it was a lot of small things. It was a lot of
163 body language and facial twitches and like stuff like that to display different feelings of sadness.
164 You know, things like that. Um, I guess that was her biggest thing. The sisters obviously had a
165 lot more dialogue and the characters that they were with at that time to interact with them and see
166 how they responded to them. So, you know the younger sister's response to her brother's anger
167 about how they were. Also, the older sister like trying to take care of her mom in the same way
168 her mom was trying to take care of the kids. That kind of thing that was portrayed in their
169 dialogue.

170 IR: Was there a perspective that you had issues understanding?

171 IE: I don't think there was one I had issues understanding. I think that the one I was furthest
172 removed from was the restaurant owner. But I didn't feel detached from him or anything. I was
173 the farthest from him as characters in the show.

174 IR: So can you tell me how you saw that perspective of the business owner?

175 IE: Um, so yeah, and that's another thing. I was a waitress for a time so I was kind of thinking
176 about like my personal experience that I had and like you know how the way that. From what it
177 seemed in the movie had a small like local restaurant in the movie and that's where I worked at.
178 So I was kind of thinking about that and how people interacted there and trying to apply that to
179 what he was talking about with you know feeling close to his employees and understanding that
180 they're in difficult situations too. Um, so it was kind of pulling on that experience to see where
181 he was at.

182 IR: So let's talking about that. So you had the waitressing job. So how did you use your
183 experience as a waitress to think through the perspective?

184 IE: Of the owner?

185 IR: Yeah, if you were able to because you said you didn't get to it.

186 IE: To answer that question earlier?

187 IR: I guess because there's that difficulty there because it doesn't seem like you go there entirely
188 but how would you use the waitressing job to get through that situation?

189 IE: I don't know. That was a really difficult one for me, like, to figure out. Um, I guess because
190 that's another thing when I think about my own experience. It was very true at least what I saw.
191 From what the business owner was saying about people being in difficult situations. Especially
192 people who work in restaurants, at least where I was, were very like you know they were all
193 struggling and trying to work themselves to get to better positions to move on to other things. I
194 was sort of thinking about that and how that related to what he said about his employees. And I
195 guess that's true for the customers. It is that cycle that sort of exists and you get trapped in. And
196 that was one that I guess having experienced first hand didn't give me any ideas about a good
197 solution. I don't know if that's good or bad. But yeah, experiencing it I understood the issue but I
198 didn't know how to fix it I guess.

199 IR: Ok. Overall what would you say you learned from the video?

200 IE: I think I learned it was just another lesson in understanding of multiple perspectives to one
201 situations. You know, people can be experiencing very similar feelings from different situations
202 but people are often more similar than you think.

203 IR: Can you tell me your overall experience with the activity as a whole?

204 IE: It was an interesting activity and it was pretty straightforward and it was interesting to get to
205 hear other people's opinions about something like that because things like food stamps and
206 money are all like very controversial topics that people don't want to talk about and in college
207 you have the cop out that, oh we're all just broke so we're all in college so it was interesting to
208 hear people share their opinions on like a bigger situation and were given questions to think
209 about that and go through a group that answer them. So it was good.

210 IR: The last question we covered it a little bit. Was what was the influence that the group had on
211 your thinking process for going through to questions on your own?

212 IE: I think I just kind of drew on what we'd been talking about in my answers. Um, especially
213 when it came to solutions and things. Like you know I thought about other things people had said
214 that I wouldn't have thought about. So it was just a lot of recalling the group discussion and
215 where other people saw things differently from me and how that was interesting.

216 IR: and if that group discussion hadn't have happened how would that have influenced how you
217 answered the questions?

218 IE: It just would have been different. I think it really like it still would have been, I would have
219 still thought about it and like see what I come up with but it would have been different from what
220 we came up with as a group.

221 IR: So you would say it had an influence?

222 IE: Yeah, for sure. I think the group definitely did influence the way I answered questions
223 because that discussions was definitely helpful to go through those scenarios and seeing how
224 other people related to them and how people thought. It added to what I felt individually. You're
225 already given these different perspectives to think about and then that's just adding five more, I
226 think there were five people in my group, so five more perspectives added into the mix
227 [inaudible] other things, so.

228 IR: So do you have any final thoughts about the activity?

229 IE: I thought the was interesting. Just to hear people's different opinions about a situation like
230 that because that's not a conversation that's had very often at all.

231 IR: Well, thank you for your time. I really appreciate it.

232 IE: No problem

Interview 2

April 16, 2018

Time: 29:44

- 1 IR: Alright, So do I have permission to record?
- 2 IE: Yes.
- 3 IR: Ok. Let's get started. Some of this is stuff on the survey that you've already answered but
- 4 we'll go over it again. So can you tell me about your degree program?
- 5 IE: Um, I am a double major in marketing and theater.
- 6 IR: Ok and are there any specific areas that you're doing like projects, an area in that that you
- 7 are...
- 8 IE: Yeah most of my work right now is in my theater major. I just finished up my second show
- 9 for the department, Othello, and I am working right now on premiering a stage reading of my
- 10 own self-written play.
- 11 IR: Can you tell me about your family's income level.
- 12 IE: My family is usually lower middle class. My mom is divorced and is the main provider of the
- 13 household.
- 14 IR: OK. And let's get started on talking about the actual video we watched during the class. Who
- 15 did you pay closest attention to while you were watching that film?
- 16 IE: I'd say I paid closest attention to the eldest daughter, really because she was mostly at the
- 17 foothold of all of the topics of conversation so I paid attention to her because she was intelligent,
- 18 she had a lot of potential, she, but because of her financial troubles she was disenfranchised.
- 19 IR: And, So let's go through the different scenarios that were in the video. So, can you tell me
- 20 about the videos or I guess the case studies. And can you tell me what you remember?
- 21 IE: Yeah, from the first video it was a session with the mother and eldest daughter, I can't
- 22 remember anybody's name, but, it was the mother and the eldest daughter. The mother had
- 23 recently gotten back on um, welfare, um, the daughter had, the daughter was incredibly smart but
- 24 she is struggling to help provide for the family because they're having financial troubles. The
- 25 mom got laid off from her job. She worked two jobs. One she got laid off for. The other one is
- 26 house cleaning and that's becoming less of a commodity these days. So um, the second video
- 27 where the younger twin siblings of the eldest daughter, they were in high school and they were
- 28 talking about mainly how difficult it is to have, to find healthy quality foods on a budget and also
- 29 the likelihood and hopelessness of them going to college based off the financial situation that
- 30 their family is already struggling with, with the first daughter. The third one was the boss of the
- 31 restaurant that the daughter worked at. She, he was talking about how because of the hard times
- 32 of the economy he was going to start being forced to make budget cuts because he's already
- 33 struggling and trying to cut back on serving sizes etcetera, raising the prices, things he has to do,
- 34 and since he's not making ends meet he's unfortunately going to have to let people go despite the
- 35 facts that that's not what he wants to do.
- 36 IR: The other one is just more of a follow up. Let me skip that one. Overall what was your
- 37 reactions to the situations so the mother and daughter what was your reaction to that?
- 38 IE: For the mother and daughter it was, it felt real mostly for all of the situations. For the mother
- 39 and daughter it kind of helped show how financial troubles help - like our problem from multiple

40 generations, even if you're not the primary provider of the home it still shapes you and you have
41 some kind of effect and feel the need to put some type or influence on it.

42 IR: And how about the food situation they were talking about?

43 IE: The food situation, once again that's an issue that not a lot of people immediately think of
44 when it comes to financial trouble but it is one of the most prevalent of it because such healthy
45 naturally organic foods are so expensive and difficult to come across. It kind of shows how
46 troubles like that can and will have an effect on the daily life as well as long term.

47 IR: And the college situation.

48 IE: The college situation was definitely real and also relatable because of my personal
49 experience. It showed how even, once again, if you're not in the forefront of the financial issues
50 it's evident and clear and it kind of shapes and molds how the rest of your life is going to go
51 based on how you deal with it.

52 IR: And how about the restaurant owner?

53 IE: The restaurant owner, um, it, that scene kind of showed that there is no direct or immediate
54 bad guy to it. He's going to be forced to lay some people off but he's not necessarily the bad guy
55 because he also himself is trying to make ends meet. So it kind of shows how financial situations
56 and problems in life are systematic issues rather than people versus people.

57 IR: How would you describe, what do you think is the problem that you see with the mother and
58 daughter? Can you describe in detail what you see as the problem?

59 IE: I think the problem is the mom, she feels like she is out of options and the daughter feels like
60 she has to put her entire life on hold to provide, but that is unfortunately setting both of them
61 back.

62 IR: And what about the problem with the food situation?

63 IE: The problem with the food situation is that they're not really looking very hard for healthy
64 alternatives and that's kind of the same with the college situation since they feel hopelessness on
65 both of those they feel the need to settle and be content with what they have rather than
66 attempting and working to have something more.

67 IR: Let's delve into that a little more. What was the solution you proposed for the food situation?

68 IE: Um, for the food situation I proposed um, I proposed looking at healthier, even fast food
69 alternatives, you know, still even though it's fast food Subway is still significantly more healthy
70 than McDonalds for example. So try to find the best of a situation that you have. As well as try to
71 Exercise more, try to off balance it, the unhealthy eating habits by some other type of way.

72 IR: And the college situation.

73 IE: For the college situation I said try to analyze the options early. Try understanding how much
74 the cost is, where cost can be reduced, and what you need to do to reduce it, including applying
75 for financial aid and you know hopefully applying for some type of scholarships.

76 IR: And then the restaurant owner.

77 IE: For the restaurant owner I um, like the best advice that I had was to try to cut cost in as many
78 places as well. In the video he was already doing it. He was making, you know, cutting, laying
79 people off as the absolute last resort which is often what many business owners try to do.

80 IR: And the format we used was those three questions so the first one was think of each situation
81 from the short film and describe it in detail. What was like the thinking process you used to go
82 through that question?

83 IE: To go through that question I thought mainly um, first I obviously thought, broke it out to the
84 three parts. Secondly, I thought of what was the main message of the three parts. Um, who were

85 the - what characters had their main problems, what were the main problems of each of the
86 characters. Then, I thought about how these tie into the other parts.

87 IR: And for the second question is how would you interpret each of the situations the characters
88 faced. So what was the thinking process to go through that question?

89 IE: Um, for that I mostly thought what was the, um, what was the root of the issue they were
90 facing and how did they explain how that affected them and their lives going forward.

91 IR: And the last one was about thinking about potential solutions and going about solving each
92 of the problems. So what was the process you went through to go through that?

93 IE: I guess, um, once again I tried to think of what were the roots of the actual issues. What was,
94 what solutions were capable by the people, um, what solutions are not capable. Because it was
95 easy to say to wait until the economy was better but that wasn't a feasible option so I tried to
96 think what are the things they could do in their lives to make things easier.

97 IR: And can you describe. Well, we went through that. The thinking process. Was there a
98 perspective you sympathized with the most?

99 IE: Um, I'd like to think I, I sympathized the most with the twins I'll say. I'll say I sympathized
100 most with the twins mostly because they were not active in any of the decision making. They
101 weren't, you know they, had no hand in the matters that were going but they were still somehow
102 inadvertently affected by it and it still shaped their lives despite having no power or control over
103 as to what is happening or how it's happening.

104 IR: I guess why is the power dynamic important?

105 IE: Um, because there's a sense of responsibility when you have control but when you don't
106 have any control over what's happening and things are just happening to you it's in a sense
107 sometimes more tragic because this isn't what you've asked for. This is just the situation you're
108 placed in. This is a situation you have to deal with.

109 IR: And can you tell me how you were seeing it?

110 IE: Can you say that again?

111 IR: How were you I guess seeing their situation?

112 IE: I guess I was seeing their situation was the mother was going through very difficult financial
113 times and it made it more difficult for her to allow the eldest daughter to pay for college. I think
114 they mentioned she could only be there for one year and she would have to come back. And um,
115 that, and just being the younger siblings and reflecting on that and seeing all of this made it a lot
116 more difficult for them to have hope as to the fact that they could do something better than where
117 they already are.

118 IR: Ok, and was there a perspective that you had issues understanding?

119 IE: Um, not really, honestly. Most, just about, yeah, every scenario seemed real to me. They all
120 seemed like things that people actually go through. I've know people who have gone through
121 many of those situations and so they all felt like the problems were real.

122 IR: Was there any one of those that you had to put more effort into to solve?

123 IE: I guess I would say the owner of the restaurant was a little more difficult mainly because, you
124 know, he owns a restaurant which automatically gives the stigma that if you own a business or
125 property that you're the man you're the guy in charge and in control. Um, and so for that you just
126 have to remember that even though he's at kind of at a higher status level because he owns the
127 restaurant it doesn't mean he's not a victim of the hard times that are already going through the
128 economy.

129 IR: So what was the thought process that you kind of used to overcome some of those feelings?

130 IE: Like I said I remembered that he was just another piece of the economy just at a different
131 status level. So everything that was happening, once again, just like the twins there were a lot of
132 things outside of the economy out of his control. He can't control the amount of people going in,
133 the price of the ingredients he needs for his restaurant and everything. He is at a different level
134 but still trying to make ends meet.

135 IR: Ok, overall what did you learn from the videos?

136 IE: Overall, what I learned from the videos is that there is not a direct bad guy. Everybody is
137 trying to find a way to survive the hard times they're going through. Sometimes the solution isn't
138 easy and sometimes it isn't there.

139 IR: There was also, which class were you in, that was the, was it Monday or Friday.

140 IE: Friday

141 IR: Ok, during that Friday class you divided and discussed as team members. So how did the
142 group work together? How did you try to answer the questions together?

143 IE: Um, we really kind of just ran how our answer were off the paper. It was um, it was
144 interesting to see how different lifestyles and backgrounds came. There were some people who
145 were a little more connected to the issue, some people that were a little less connected to the
146 issue. I saw how some people have a little more of a struggle understanding what the problem
147 was and some of them also had a struggle finding a solution to the issue. Yeah.

148 IR: Well, which ones in the group had, well not name names, what were some of the problems
149 that they were having?

150 IE: I guess the those that were a little more disconnected from the issue they, it was easy for just
151 about everybody to kind of understand what the problem was or to see the problem or to
152 regurgitate what was in the film, but as far as finding solutions those that were a little more
153 disconnected from it were just a little more romanticized in their ideas of their solutions. Their
154 solutions didn't grasp some of the complexity of the situations. Like for example the mother
155 getting on welfare. One of them a little more disconnected but still sympathetic was just saying
156 um there shouldn't be a negative stigma being on welfare. Welfare is fine because she needs it to
157 be helpful. But if you're a little more disconnected from the issue you don't understand welfare
158 isn't what people want to be on. People fight to get on welfare to get off welfare. But it's a
159 slippery slope because a family, my example would be on welfare want to work to get off
160 welfare but can't find a job secure enough to where if they get off welfare they have enough to
161 make money so they work at the job but they have to have limited hours enough because if you
162 have too much hours you lose your welfare. But the job itself is not enough to support it so they
163 have to find a balance to have enough money on their own but if they work too much because if
164 they work too much they still won't be able to supply for their family which is a big Catch 22.

165 IR: And what were some of the other ones that as a team were there ones that were easier to
166 work through?

167 IE: The easiest one for many of us to think through was the college situation for the twins just
168 because we are all fresh into college. Most of us are freshmen so everyone kind of knew the
169 runaround of financial aid, the runaround of finding scholarship money, the runaround of
170 scratching your pockets to find some time of dime in order to go get some sort of education. So
171 they were able to understand that the most.

172 IR: So it was using the personal experience and just building from there?

173 IE: I think so.

174 IR: So how about the store owner. Did they have issues with that one or?

175 IE: I feel just about all of us, we all understood what the problem was, but from a more

176 disconnected standpoint. Like from a logical standpoint we were saying it made sense he didn't
177 have enough money coming in to support all of the money he had to put out. From a logical
178 standpoint it made sense to us. But I don't think any of us had real personal ties as to what the
179 business owner was going through to because none of us own a store to my knowledge, so yeah.

180 IR: So what influence did the team have to how you answered the questions?

181 IE: I think compared to all the other ones we came with the business owner with a more logical
182 approach to thinking because that's the only way we could of. We said alright that makes sense
183 for the problem but we couldn't really have any sort of sympathy with it.

184 IR: And I guess as far as the group did it help you answer the questions better or?

185 IE: Um, I wouldn't think so. Like, being in the group for me at least didn't help answer the
186 questions. The only thing it was helping was understanding the different understandings and
187 viewpoints of people and how they were answering the questions.

188 IR: And was there any opinion that possibly changed through talking to the group.

189 IE: For me, not really, no.

190 IR: Ok. Tell me about your overall experience with the activity as a whole.

191 IE: With the activity as a whole I thought it was useful. I um, I thought the content the video
192 itself actually brought up some really good themes. As a theater major I would have appreciated
193 a little better acting. That aside I really liked the concept of the video and for the actual survey
194 and everything it was a nice template to work through and help digest what was happening in the
195 video which proved to be useful.

196 IR: Now let's talk about the acting for a little bit.

197 IE: Yeah, (laugh)

198 IR: So what influence did that have on how you felt about the situations. The acting itself.

199 IE: Do you want me to talk just about the acting or the cinematography, the directing, or the form
200 of the film as a whole.

201 IR: Let's go to the acting first. We'll go to that next.

202 IE: Um, for the acting since I am a theater major when I look at a movie I look at, I can't help
203 despite trying to turn off the film part of my brain. I look at everything as far as the quality of the
204 film itself. For the acting um, for the most part it was as solid as it could have been for what was
205 essentially a public service announcement. It in many cases it helped allow for you to understand
206 what is happening. There are points where you could see when the twins for example were
207 arguing. It didn't feel real or authentic but I still, it was enough for me to understand this is what
208 conflict is. Here is the root of conflict. So the acting was decent enough to help us understand
209 what the issues were, but you know, um, for me it sometimes took me out of it just thinking I
210 could have delivered that line better.

211 IR: Well let's talk about that taking you out of it. Can you explain taking yourself out?

212 IE: When I say taking me out of it, I mean um, rather than I focused less on the story and what
213 was happening and just started thinking about the film making techniques of it and that also
214 came with some of the directing choices like how it would sometimes cut straight into a black
215 and white shot when there was never, really, no great call for it. It happened whenever a
216 character gave a monologue about something semi-emotional. But it ended up just distracting
217 from it because you know stitching between color and black and white constantly, so.

218 IR: So how did it influence the emotional connection?

219 IE: It kind of it, it disconnected me a lot because I was disconnected to the story as a whole. It
220 disconnected me from the emotional connection because when I started thinking about the

221 camera angles and shots that they chose I started thinking less about who were characters, what
222 are the characters feeling, and everything. So it served as a more of a distraction from the story.

223 IR: And did it inhibit any ability to understand anything?

224 IE: For me, no. Mostly because I've just been experienced in studying and analyzing movies so I
225 was able to absorb all of that information at once so I was still capable of understanding and
226 relating, but I can see for many people that don't watch movies non-stop and actually have lives
227 and do other things I can see how that can prove as a distraction for them.

228 IR: Ok, so how about things as far as motivation. The motivation to actually promote solutions or
229 things like that? The film itself did it promote a motivation to actually solve the problems?

230 IE: Um, not really. I didn't feel like the film kind of enticed anyone to be motivated to solve the
231 problems. I felt it was more you know, expository. I thought it was, you know, it served a
232 purpose to understand what the problem was. To help them sympathize with the issue. But as far
233 as motivating someone to do something about it, it really didn't carry that message for me.

234 IR: Seeing the plight of somebody does that, how does that motivate you?

235 IE: For me personally if I see somebody struggling or in trouble and if I do have the means in
236 order to help them I'd try my best to help them, so yeah.

237 IR: So that's in real life but because it's fiction?

238 IE: I guess because, this one, many videos that you know, help inspire motivation bring some
239 sort of connection to the audience. It reminds them that it's real that it's really happening. This
240 one kind of felt like a removal from the audience. I mean at the end, if there was a little tidbit,
241 this is what everybody faces. Maybe even some of the people in the classroom and you know
242 offered resources to where you could lend a helping hand then I would have felt much more, you
243 know, enticed to actually do something. But this, the way the video shaped it and ended it ended
244 with a sense of helplessness because there were no solutions offered and all of the characters had
245 this sense of hopelessness to it.

246 IR: And do you have any final thoughts about the activity.

247 IE: Not at the moment, no.

248 IR: Well, thanks for your time.

249 IE: Well, happy to help.

Interview 3

April 17, 2018

Time: 25:45

- 1 IR: So first question I want to ask is. Can you tell me about your degree program?
- 2 IE: Right now I'm a BS psychology BA criminal justice.
- 3 IR: And what specific areas are you studying in that program?
- 4 IE: Um, I haven't really like attended courses for my major yet. I'm still working on my core.
- 5 IR: Are there things you're interested in studying in the program?
- 6 IE: Well, I want to become a criminal psychologist so things like psychopathology.
- 7 IR: Ok, this is something you answered already but can you tell me about your income level?
- 8 IE: Um, that one I wasn't quite sure so I kind of made an estimate.
- 9 IR: Ok, just general things like middle class, upper middle class.
- 10 IE: Oh like let's say upper middle class.
- 11 IR: Let's talk about the video that you watched. So who did you pay closest attention to?
- 12 IE: I paid closest attention to the brother of Sarah and, because he was the most emotional I
- 13 guess out of all of them. Like, I could tell he was really frustrated.
- 14 IR: so can you tell me more about it?
- 15 IE: Basically um, it was him and his sister and he was talking about his older sister and how like
- 16 he's going into college and he was really frustrated because he knew with their family's income
- 17 he wasn't going to go to college. Honestly it kind of seemed like he wasn't very, he wasn't
- 18 looking forward to going to college anyway. He seemed really against it.
- 19 IR: Were there specific reasons why you connected or paid closest attention to that character?
- 20 IE: Um, like I said he was the most emotional of all of them. With the frustration, he was
- 21 displaying like I can relate to it not necessarily that situation but I've been frustrated with other
- 22 situations in my life.
- 23 IR: What other situations. Do you have specific examples?
- 24 IE: I mean it's not specific examples it just I felt the most like. I just felt the most sympathetic
- 25 toward him I guess.
- 26 IR: Let's talk a little bit more about the video so what do you remember?
- 27 IE: Um, it focused on um different aspects of this girl's life. Like her mother, I think she was
- 28 trying to make ends meet because she was struggling with her job and I think she was also
- 29 recovering like drug addiction. And um, she also had the sister and the brother who were talking
- 30 about going to college and the sister was really proud of her but the brother was really frustrated
- 31 because he knew that like their family were not going to be able to afford to get the sister and the
- 32 brother into college. And it also talked about the manager of the restaurant and how he was
- 33 struggling to like maintain his business because not a lot of people, he didn't have as many
- 34 customers as he normally did and he was talking about the different sacrifices he had to make
- 35 like he was either like, I think it was like cutting the hours of his staff and cutting staffing I think
- 36 and also, um, try not to like, it was something about food supply and like how he just wouldn't
- 37 get as much because there wasn't as many customers I think.
- 38 IR: Let's go through each one. Can you tell me about the different situations of the characters?
- 39 So one of them was the mother and the daughter. Can you explain the situation there?

40 IE: Um, with that situation like when they were being interviewed I could tell that they were
41 trying to look really put together but it wasn't necessarily working because you could tell they
42 were obviously not in a really good place.

43 IR: And what about the brother?

44 IE: The brother like I said he was just really frustrated and I could tell that like he wasn't, he also
45 wasn't in a place where he would like to be which is why he seems and I feel like he displayed
46 that with how frustrated he was.

47 IR: And the store owner?

48 IE: The store owner I think his situation, a lot of his situation was about like how to make
49 sacrifices in order to make a living.

50 IR: After all sides were displayed what was your reaction to the situations?

51 IE: I just felt a lot of sympathy on the situations even if I've never like been through those
52 situations myself. It's just like thinking about like if this were to happen to me then I would kind
53 of have a similar reaction to some of the characters but not really.

54 IR: Let's delve into that. Do you feel like you're putting your place into the characters?

55 IE: Not necessarily but like it's like I was just like watching them. If I were like close to them or
56 knew them personally like that's how I was viewing it like if I knew them personally I would
57 feel like sympathetic to them.

58 IR: And how you describe the problem presented. What is the problem with the mother and
59 daughter?

60 IE: I think the problem is more with the mother and like struggling to not only like take care of
61 herself but also take care of her family because if how um, how um, how her job is like
62 struggling to make her financially stable I guess.

63 IR: And how about the college situation we talked about. What is the problem there?

64 IE: I think the problem with that one is how some families, like their kids want to go to college
65 but their family does not have the financial means to afford it.

66 IR: And what about the situation with the brother. What is the problem?

67 IE: Um, his issue was more along the lines, well I mean his was more of the reaction to that. Like
68 some people would like be frustrated like he was. Others would be more like, oh, I could get a
69 job after high school and maybe think I could pay for college that way.

70 IR: And can you remember the other problem we discussed?

71 IE: Oh, and also, um, their family income. Not only were they not able to pay for the education
72 but they couldn't pay for good quality food.

73 IR: And the, the last problem that was in the video was the store owner. Can you explain the
74 problem we discussed?

75 IE: His issue I think was he really had to balance, like, his own needs like bringing money and
76 food to the table but also to pay his staff when he's not getting the, like, usual amount of
77 customers that he did before.

78 IR: So, there was also some questions you discussed as a group and individually. So I'm going to
79 read the question. Some of - of them is think of the situation from the short film and describe the
80 problem in detail. What was your thought process as you went through that one to answer it?

81 IE: My thought process it was not necessarily like um, each character, like well I considered each
82 character's emotions but I kind of looked at it as a holistic approach. Like what was like the heart
83 of like why these characters are feeling these emotions?

84 IR: And let's, so the heart of it, how did you go about doing that?

85 IE: Um I mean I, while looking at the scenes like I focused more on like the situation itself rather

86 than what the characters are feeling, I still focused on what the characters are feeling, but also I
87 thought why are these characters feeling this way. What is making them feel the way they are
88 feeling?

89 IR: Ok, and the second question is how would you interpret each of the situations the characters
90 faced. So how did you go about answering that question?

91 IE: Wait, what was the question, sorry.

92 IR: So how would you interpret each of the situations the characters faced?

93 IE: Um, like, do you want me to go through each character or just like in general.

94 IR: Let's go through each character so the mother and daughter, let's go with that one.

95 IE: So um how I interpreted the mother and daughter, um, overall I noticed that even if they were
96 going through a tough situation they were really supportive of each other, like, even I think like
97 the mom started crying and the daughter said everything is going to be ok. Like, I think that was
98 um, something that stood out to me.

99 IR: And how about the brother?

100 IE: The brother I interpreted his situation as um, as just I could tell that like he wasn't very happy
101 with like where he was in life I guess and how things have played out for him and his family.

102 IR: And the store owner?

103 IE: The store owner um. His situation, um. I could tell that like he had a lot of tough decisions to
104 make because not only did he have to think about like the well being of the store he also had to
105 think about like his own well being in general, you know.

106 IR: The last question was think of potential solutions. How would you go about solving each of
107 these problem? So let's go step by step through each of them. So, the mother and daughter's
108 situation they talked about. How would you answer that one?

109 IE: Well, with the mother and daughter I think like the emotional aspect, it is really good that
110 they are being really supportive of each other. On the practical side, I think I said something
111 about like maybe the mom could you know, keep her job but also like maybe look for another
112 job that'll provide more financial stability than like the job she's in now and also again with, you
113 know, the mother and daughter being supportive I think the daughter should be really
114 encouraging that like the mother you know, um, keeps recovering from her drug addition and
115 like keeps her clean and whatnot.

116 IR: Let's think about that. So, when you thought about that particular problem um, I guess what
117 were you using as far as references or anything like that, about how to solve it and that can be
118 self-referential.

119 IE: Um, what do you mean by that, sorry?

120 IR: When you thought about the different problems that she was facing how were you attempting
121 to solve it?

122 IE: How was I attempting to solve it? I was kind of thinking along the lines of like what will
123 affect her well being not only like just with her family but also like with her as a person, you
124 know. What will like make her more mentally healthy, you know which is why I kind of talked
125 about how she should stay clean with the whole drug addition and everything.

126 IR: And the drug addition issue. What made you come to that conclusion?

127 IE: I think it's important that um she kind of tries to better like all aspects of her life like not just
128 the job and like the financial part of her life but also like the mental aspect of her life, you know.

129 IR: I guess I mean it's not referenced in the video.

130 IE: It isn't?

131 IR: I don't recall it. I've watched it 20 times. Laughs

132 IE: I fell like it was. I really remember her talking about some sort of addition she was
133 overcoming. The mother.

134 IR: I'll have to go back and take a look at it. How about the brother?

135 IE: Um, with the brother I think that if he really doesn't want to go to college he should find a
136 job and support the family or if he actually does and he's really frustrated like, with their family
137 income situation that he can't, he should still get a job so he can pay to go to college.

138 IR: And as far as um how are you going about thinking of the solutions for the job related issue?

139 IE: Actually that was kind of brought up in the group discussion. Like I think one of the group
140 discussion questions was how to solve the issue and someone brought that up and I said that was
141 a good idea.

142 IR: Now how about the store owner? What was the thinking process for him?

143 IE: Um, wait so like do you want me to say the solution or how to think about this?

144 IR: Yeah, the solution you proposed and how you came to the conclusion. How you were
145 thinking about it.

146 IE: I think the solution for the store owner. Um, it is a tough situation, but I think as long as he
147 really thinks out whatever decisions he makes then that's the simplest [inaudible]. And my
148 thinking behind that he has a lot of things to consider. Like he has to think about like what's
149 good for the store and what's good for him and his family and I think that like with [inaudible]
150 um you know different things on the line if I were in that situation, well not necessarily, but like
151 if I were in a situation where I had to think about several factors I would really think twice about
152 my decisions.

153 IR: Overall, can you describe your thinking process for thinking about the questions. Just overall
154 in general.

155 IE: Overall, I think I would say um, I was looking at each situation as a whole. Like I said
156 before, I was focusing more on the situation than the character's emotions but those characters
157 emotions did play a factor into my thinking and how I came to a solution about what the situation
158 was and um, yeah.

159 IR: And was there any perspective that you sympathized with the most?

160 IE: Hmm, I - I guess if I had to pick one it would have to be the brother and his situation with
161 college because even though my family didn't have a problem like taking, because I have an
162 older sister and older brother, but there was no problem like getting us to go to college but I feel
163 like I have, you know, friends that had like siblings and like they also went to college.

164 [INTERRUPTION from Phone call]

165 IR: We may have to go through that one more time. Because it interrupted.

166 IE: So the last question?

167 IR: Yeah, the last about sympathized with the most and you said the college situation.

168 IE: Yes, I said that because my family never really had a problem with taking me and like my
169 two older siblings to college, but with people I know that have siblings and that have different
170 income levels as my family does, it kind of opened my eyes to how it affected them differently
171 than it affected my family.

172 IR: And was there a perspective that you had issues understanding?

173 IE: I would say the mother and the daughter because I don't really remember the situation that
174 well because it was the first one but also because I remember that I focused more on the
175 emotions a lot because the biggest emotional part I really took from it was how they tried really
176 hard to act put together even though it was really obvious that they weren't in a good spot.

177 IR: And tell me how you saw the perspective and how you were able to answer the question even
178 though there was an issue understanding.

179 IE: Sorry can you repeat that?

180 IR: Um, tell me how you saw the perspective there that you had issues with.

181 IE: So with that perspective I just kind of like took the emotional aspect of that and thought to
182 myself why are they feeling this way and that how I was able to come to, like, okay this is the
183 situation this is why they're feeling this way and this is how I, you know.

184 IR: Alright, so what did you learn from the videos?

185 IE: Um, I learned how um, there are different responses to, um, financial instability.

186 IR: Ok, there was also you worked in groups, so that was one of the major things about this. So
187 how did the group work together to answer the questions?

188 IE: Um, a lot of it was kind of like relating it back to experiences. I remember in the group they
189 were talking about oh, I was able to sympathize with this situation the most because I have been
190 through that before. So I think that a lot of the group work was kind of coming to the realization
191 that it was very personal to some people.

192 IR: And how did that influence how the questions were answered?

193 IE: It made me learn a lot and kind of everyone's experiences and like how they related to that
194 kind of helped me answer the questions.

195 IR: And are there any specific examples about how a question was tackled based on the group
196 discussion?

197 IE: Yes, I kind of talked about it already but with the whole college thing. Someone did mention
198 that like one of the solutions was that he could get a job and kind of thought that was a good idea
199 so that is how I approached one of the questions I think.

200 IR: And can you tell me about your overall experience with the activity as a whole?

201 IE: The activity itself it really um, opened my eyes to like the levels of like sympathy when it
202 comes to like different situations.

203 IR: And the last questions is do you have any final thoughts about the activity.

204 IE: Um, no not really.

205 IR: Ok, thanks for your time.

Interview 4

April 25th, 2018

Time: 17:46

1 IR: Alright, so some of the first question. Can you tell me about your degree program?

2 IE: Um, I'm in mathematics and so it's very diverse I guess in which way you want to go either
3 the teaching route or more into corporate or actuaries or mathematician. So, I'm heading in the
4 mathematician area.

5 IR: So, is there a specific area you're studying in mathematics?

6 IE: Not really, I don't think. I have a major in mathematics and doing a minor in computer
7 science. So, I guess you could say I'm more computer science area. I guess.

8 IR: And can you tell me about your income level? Family's income level?

9 IE: It's about 150,000 to 200,000. Around That range.

10 IR: So let's talk a little about the video. While watching the video who did you pay closest
11 attention to?

12 IE: Um, I believe the man that was in the business. Don't remember his name exactly. But you
13 can understand because it was like the opposite side of what they were dealing with. It was kind
14 of like what the opposite, the enemy kind of section of it, was, and it showed a different contrast
15 to what they were feeling the repercussions of what he was dealing with. So I paid attention to
16 that the most.

17 IR: And can you, I guess, further explain it, what was it that interested you specifically?

18 IE: It was a different viewpoint that just from the repercussions of I guess, was it like a little
19 depression a little bit, or like the depression of the economy a little bit, so it was from the
20 business way, and it showed how they were dealing with it first-hand and they weren't much of
21 the villain as they are made out to be.

22 IR: Can you tell me about the video. Can you tell me what you remembered?

23 IE: Um, I remember a woman and a daughter that were talking about what they're going to go
24 through since the mother lost the job and they may go back on food stamps and I remember the
25 man with the business and having to deal with a lack of customers and he was going to make
26 profits. And another one dealing with a brother and sister. And the sister wanted to go to college
27 and the brother was getting onto her about it. And she was getting onto him because of his
28 weight and diet.

29 IR: And tell me about, let's go into specifics. Tell me about the situation with the mother and
30 daughter.

31 IE: Um, so the mother was let off of her job and the job was giving her a good income so they
32 didn't have to be on food stamps and so she was having a hard time dealing with going back into
33 a bad situation again. And the daughter also was very sympathetic because she remembered how
34 her mother was in that situation emotionally and they were kind of like consoling each other
35 about the situation.

36 IR: And how about the store owner?

37 IE: The store owner. You could see that he really didn't want to let off workers or employees
38 because he knew that they depended on that income, but to make profits himself and look out for
39 himself that he had to do it if he needed to, but he was trying to cut back on other little things
40 before he got to that.

41 IR: And the other one was the brother.

42 IE: Yeah, the brother was making an excuse that the reason why he was a little more overweight
43 was because of his diet and what he could purchase wouldn't be available. And the sister was
44 trying to go to college but the brother was saying they didn't have enough money and her grades
45 probably weren't the best.

46 IR: Ok, and after both sides were presented what was your reaction to the situations?

47 IE: Well, it's I, you could sympathize with all of the sides that were shown because you know
48 that everyone goes through that during those type of times. I might not have a first-hand
49 experience with what is happening on the first one, [inaudible] that whole thing, and I knew my
50 family was dealing with it, even though we may be [put off?] but like a little better than most
51 people, I would say middle class, but you know that they're dealing with it and you just
52 sympathize with them.

53 IR: And how would you describe the problems presented?

54 IR: They're definitely money-based where the lower income people have less access to
55 opportunities and they're usually the ones that get the brut or, I guess, say the repercussions,
56 instead of like middle class or the business owners.

57 IR: Ok, and after the videos you answered some questions. So let me bring those up. So one of
58 the questions was think of each situation from the short film and describe each problem in detail.
59 So what I wanted to ask with this was can you walk me through your thinking process for
60 answering that question?

61 IE: First I kind of like thought of what the main problem was in each one. Most of them were
62 money issues, they were all different types of money issues. So one was like [dreams?] and one
63 was about being, having or living, actually on a steady income and then the other was being able
64 to profit in this situation. So I kind of just went into more detail and analyzed the situations
65 further and saw what their reactions were and the little context clues that were left when they
66 were talking.

67 IR: And the second question was how would you interpret each of the situations the characters
68 faced. So how did you go about answering that one?

69 IE: I thought it was the same of as the previous one so you interpret it in a little of your biased
70 output, so I kind of thought about it from my situation and how I would feel doing that or my
71 experience. So I kind of used that to you know as a...

72 IR: Ok, and the other is about potential solutions. So how did you go about thinking of solutions
73 for the problems?

74 IE: I, the solutions I thought were just like different like possibilities whenever you don't think
75 negatively you can think about what you can do to counter it. So like the first one with the
76 mother and daughter, she may be able to put out more applications online or look for more job
77 opportunities or part-time jobs. And the second would be the brother and sister and the brother I
78 feel like he could find more healthier options he could find at supermarkets, and etcetera, and the
79 sister she would just have to do really well on her jobs and draw financial aid and scholarships so
80 there are solutions to that. And then the business owner he mentioned a lot of them with cutting
81 cost with like products etcetera. He could probably negate a lot of that with advertising and stuff
82 like that.

83 IR: You were talking about one part with a thinking process where you were going and trying to
84 kind of see what you would do or if you were put into the situation is kind of how you said it.
85 Can you explain that further?

86 IE: Well, you can understand like the emotions. You can I guess from similar experiences of
87 what you've seen in the world you can sympathize with the emotions and we're all emotionally
88 tied together. And you can understand that if you don't have enough money to go get food I
89 know that it would feel like that. I may not have first-hand experience but I can imagine what it
90 can feel like and I can sympathize with the emotions.

91 IR: And was there a perspective that you sympathized with the most?

92 IE: Definitely the daughter and the mother because you know she was in a bad situation, they got
93 back up, and then now she's having to go back to it again.

94 IR: And tell me how you saw that perspective as far as why you're sympathizing with it?

95 IE: Probably because you know she's probably a hard worker and doesn't want to be in a
96 situation. She has children she has to worry about and so I could see why I would sympathize
97 with her more because she was in a bad situation felt like she was better off and went back down
98 again, so.

99 IR: And was there a perspective that you had issues understanding?

100 IE: Probably the brother and sister like I understand the sister not having financially but the
101 brother, I felt it was just excuses to like better your diet. Just because there is available foods in
102 like salads etcetera. You can find better options than just kind of like junk food I think. I think
103 it's just kind of an excuse.

104 IR: Tell me how you saw that further about the excuses he was making.

105 IE: He was just making it seem like he couldn't do better at all. Like, he was put in this situation
106 he kind of was a little like victimizing himself. You could say oh yeah he won't have enough
107 money to get organic like food options but you can probably find very cheap carrots and healthy
108 vegetables and other products than just fast food or chips and like sweets. You can find different
109 options.

110 IR: Let's see, and with that there were parts where you were supposed to find some solutions to
111 his problems. So how did you go about answering questions to that perspective. The food access
112 problem.

113 IE: I guess you could do, um, finding coupons or deals maybe for like different grocery shops. I
114 know there is a lot of coupons. There are also restaurants I guess that throw away a lot of
115 produce and stuff I know that, so you could see if maybe talk with different restaurants and stuff
116 and maybe get stuff for a discounted price because it might be almost expired, and expiration
117 dates you don't usually follow so closely, so maybe grocery stores are throwing away stuff that's
118 still good.

119 IR: I've been thinking about the food access problem because that's an interesting one. What
120 were they doing in the video to at least attempt to get food. There was a discussion about that.

121 IE: I'm not really sure. I think it was just I guess allocating the food differently. Oh and he might
122 work I think. He might have said he was working maybe part time and he might drop out of
123 school or something like that to go to work. Maybe he could get access to food better than I'm
124 not really sure.

125 IR: Overall, what did you learn from watching the videos?

126 IE: Um, I just saw a closer look into situations dealing with money during those type of times
127 and there are a lot of them usually. There hasn't been one in awhile but still you understand the
128 little depressions that happen and you can understand what they're dealing with and what they,
129 they have to think about and emotionally are affected by.

130 IR: Can you tell me about the learning experiences?

131 IE: Um, I guess just having it video wise I guess you could say very interpretive or you can

132 experience it more you know, personal, I guess if you just read it you may have a more distance
133 effect to it while if you watch it on a video with real kind of people you can experience it more
134 closely.

135 IR: What group were you in. What day of the week?

136 IE: I was with Mark's on Wednesday and Jennifer.

137 IR: It was Jennifer, ok

138 IE: Yes.

139 IR: So in that group you worked in groups and there was a portion of time if I recall of about 10
140 to 15 minutes in which you discussed the cases together. So how did the group go about
141 answering the questions?

142 IE: I guess we just throw out little, we went through the situations one by one, and then we kind
143 of threw out ideas about what we thought about the different situations one at a time. And so we
144 kind of like we just grouped our thoughts together and connected by each other's thoughts kind
145 of.

146 IR: And how did that influence how you answered the questions?

147 IE: I think it definitely, it might, if you had a more severe thought or a critical thought of it you
148 might be influenced by other people that had a more like positive outlook on it so you're just
149 being peer-pressured by maybe your answers so if may have been more generalized rather than I
150 guess on the extremes of like interpretation.

151 IR: And how would you see yourself if you didn't have a group?

152 IE: Probably more truthful or guess what I would have done in that situation or what I would
153 have thought but you have all of the other people and so it kind of gets skewed everywhere by
154 those.

155 IR: So do you feel that the group helped you answer or how would you...

156 IE: I guess it helped me target what you were thinking like you might have a thought but not
157 know how to process it into words and then someone else says exactly what you're thinking.

158 IR: And were there any disagreements in the group?

159 IE: I don't think there were any disagreements. I think we got the same interpretation from it or
160 we felt the same things, so.

161 IR: And, tell me about your overall experience with the activity as a whole.

162 IE: It was um, good. It was enlightening of those situations and you got to see different
163 perspectives from it from a business to a worker to the children of the worker kind of thing. I
164 thought it was a good activity overall.

165 IR: And do you have any final thoughts about the activity.

166 IE: Not really, no.

167 IR: Ok, thank you.

Interview 5

May 11th, 2018

Total Time: 34:01

- 1 IR: And everything related to this. We'll take out your name and it'll be anonymous.
- 2 IE: Ok.
- 3 IR: Ok, let's get started on these questions. Can you tell me about your degree program?
- 4 IE: Um, I am an anthropology major. I am in the school of Arts and Sciences. My specialty is
- 5 going to be biological anthropology.
- 6 IR: Ok, and can you tell me about your income level?
- 7 IE: My family's income level. I'm going to say we are in the \$60,000 to \$80,000 a year time
- 8 area. Yeah, around there.
- 9 IR: Ok, let's get started on the actual video. It's been awhile so hopefully you remember
- 10 everything, so.
- 11 IE: Um hum.
- 12 IR: So what character did you pay closest attention to?
- 13 IE: Um, well in the first scene I would go ahead and say it would be the daughter because she
- 14 spoke the most. Um, the second one I think it was between the brother and the sister. I would say
- 15 the sister. And in the third scene the restaurant owner because he was the only one available. But
- 16 I guess if I had to pick between all of them the one I probably like related to the most and like
- 17 most paid, most heard I guess would be the daughter I guess with the first scene with her and her
- 18 mom.
- 19 IR: And tell me about the video as far as what you remember.
- 20 IE: Ok, so like in the first scene the daughter was talking about how um her, um their family was
- 21 having some financial issues. I can't remember what year the daughter was in but she was in like
- 22 in either 2nd or 3rd or something like that I think but she was talking about all of the struggles her
- 23 mom is going through and how she was going to have to try and help and how her mom, I know
- 24 that the mom mentioned about how they had to go to, not the soup kitchen, but had to get food
- 25 for the family and how she had like three jobs and one of her jobs fell through and she is like
- 26 cleaning houses. And then I know the daughter had a job like at a restaurant back at school and
- 27 they were doing really very well beforehand but then they um definitely started having issues
- 28 once her mom lost her job and the recession hit and all that. And then in the second scene the
- 29 brother and the sister were talking like about college and um she really insisted on going to
- 30 college and how she would find a way and the brother was like you're not going to go to college
- 31 your older sister is going to have to drop out. Nothings going to work out for them even though
- 32 the sister was like you've got to be like more positive. The brother was also angry about their
- 33 food situation I guess. I think she was talking to him about like how he would feel better if he
- 34 stopped eating junk. He was like that's all we have in the house blah blah blah. Um, and then in
- 35 the third scene the restaurant owner was really upset about having to like, like people weren't
- 36 coming into the restaurant and he was having trouble, like he didn't know what he was going to
- 37 do about, like if he was going to have to lay people off or cut back the hours. And he tried little
- 38 things like to make ends meet but he wasn't really making it so he was looking at other options.
- 39 Yeah, that's about the general idea.
- 40 IR: It sounds like you remember a lot even though it's been a long time.

41 IE: (Laugh)

42 IR: It's really been a long time.

43 IE: Yeah

44 IR: Ok, so the fifth question is about covering the different situations but it seems like you've
45 covered that pretty thoroughly. So let's go to the next one. So after both sides were presented
46 what was your reaction to each of the situations?

47 IE: Um, for like the mom and the daughter I guess that one probably hit me the most because
48 um, me, I lived in a single family household, me and my mother and I do have to work. Um,
49 we've recently come into like being a little bit more comfortable but we both, I grew up in a
50 situation where I had to, I had to work through school and I'm still working through school
51 making sure that we get where we need to be and making sure I get through school and stuff like
52 that. So that was, it really hit home for me. I don't have any siblings so I really couldn't relate to
53 the second scene as much. Um, but I do have a lot of family that do own small businesses and I
54 do understand the struggles of like having to make ends meet and even though you have
55 basically family members working for you, like they're basically part of the family, it's still very
56 difficult to be able to like you have to think about where you're at and your family's at and it, we
57 can't accommodate everyone and I've seen it really be a problem for some family members to
58 like figure out how not to lay people off because they are your family members in a sense, like
59 you've been working with them for years but sometimes things don't work out the way you
60 want. I would go ahead and say the scene with the mother and daughter and the last scene were
61 the ones that resonated with me the most.

62 IR: Alright, and I guess how would you describe the problem that you saw in each scene?

63 IE: When you say problem would you mean like, I'm not quite sure what you mean.

64 IR: I guess like for the mother and daughter what did you perceive as the primary problem that
65 you saw?

66 IE: Ok, with them I would say the primary issues was that they just weren't, it wasn't like a,
67 they, I'd go ahead and say like luck was not on their side, they're not being able to finding,
68 because they're both very willing and able to do whatever they can to meet, to get where they
69 need to be but there just wasn't any opportunity to get where they need to be and it's very hard
70 for a single family household to achieve all they need to and um like and still be able to be the
71 mom you want to be and still be the daughter that you want to be and like have a family that's
72 close knit because everybody is working. And I just thought that was the biggest issue that there
73 wasn't opportunity to be like as prosperous, I don't know if that's the best word to use. But they
74 were still trying really hard, and it was um, they are still very close, but they're having a lot more
75 issues because of the financial issues that they were facing.

76 IR: And what about the siblings like the brother and the sister in that next scene. What would
77 you say were the main problems there?

78 IE: With them I would go ahead and say their biggest issues was that they, they were the younger
79 ones so they were the ones being taken care of the most. And while there was, there are both
80 sides to each coin, there's like from what I've seen there's always one sibling that's always
81 upbeat and says to just do your part to help and you'll be able to accomplish anything and
82 another one that says we're in this situation and we're going to stay in this situation. I thought
83 the biggest issue was their mindset. One was positive and willing to do her part and not be
84 begrudging and she could have been. She definitely could have been more upset about the
85 situation the sister. But the brother was a lot more like, he just accepted that this is where they
86 were and that, because he was angry about it, he could have been rightfully angry but also not

87 really because I mean like he, he could do better to make his situation better. He, I think the
88 biggest situation for them, they were not coinciding what they wanted do to make things better.
89 One thought they could make things better and one thought that they couldn't. [inaudible]
90 biggest mindset for them. Does that make sense?

91 IR: Yeah, that makes sense. And how about the store owner. What about the problem there?

92 IE: His biggest, The biggest problem with this scene, I think the biggest with that one, this is an
93 economy that he he's to be able to [inaudible] where he wants. I mean there are a lot of small
94 businesses out there in this world and um, the biggest issue is that there are bigger companies
95 with bigger financial backings and um, you know, it's not very easy. We like to think, so
96 someone owns a business, they like are usually well off, they have some time of situation that
97 keeps them afloat, but that's not always the case. Like there's a lot that goes behind running a
98 business and I think it's, um, it was very nice to see, like, I don't know, for me it was nice to see
99 someone speaking out, hey it's hard, just like the people working for me, I'm also working,
100 though I'm working for myself I'm still working in the system and his difficulty that he still
101 takes care of himself and the people below me, it is still a struggle. Yeah, I think that was his
102 biggest issue. He wanted to take care of his workers. He really wanted to be there, be the person,
103 be the boss that he wanted to be, but he also has to think of himself, but he has to make sure he
104 doesn't go into some sort of financial issue even though he technically is in a financial issue.

105 IR: Ok, and there were some other questions that were discussed in the team activity. You kind
106 of went through earlier in this interview. Let's try to do something different. So remember how
107 you went about your class that day and how you went about in your team answering that
108 question. So that question from a month ago. Think about the situation in the film and think
109 about each situation in detail. So how did you go about answering that question.

110 IE: I guess in our team, we really went though, it's similar to how I described it earlier. We kind
111 of went through like how each of us related to a problem and how we saw that problem. Like,
112 how I said earlier the reason why the first scene affected me the most is because I come from a
113 single parent household so it was something I could relate to as well as the situation with the
114 small business because I have a lot of family members that are in a small business type situation.
115 So um we kind of went through each situation and like this ok, this is what affected me most, this
116 is why it affected me, and this is how I thought from that point of view. And that was how we
117 described each problem, basically taking that concept, turning it around and explaining it in our
118 own words.

119 IR: So how did you use your background to answer the question for you personally?

120 IE: I tried to take their situation and like, I wouldn't say I imagined myself in that situation, so I
121 wouldn't have to imagine, so I took that concept, so me being in that situation, me knowing how
122 I felt in that situation, I'm not them so I can't really speak for how they would feel even though
123 they have expressed their feelings pretty vocally in the video, but knowing that I was in a similar
124 situation this is how I felt. Less that I would be ok this is how I would fell if I was in that
125 situation. Sympathy and empathy are two separate things, you know. I tried to be as empathetic
126 as possible and try to be in the moment instead of looking into the moment if that makes sense.
127 Yeah, that's how I took it. Like this is how I felt in my situation and this is what we were going
128 through, and similar to how they were going through it and this is how I felt.

129 IR: And also for the actual business owners you said that family members correct?

130 IE: Yes

131 IR: So what information did you use for the question there with the, I guess the family members,
132 well, I guess what situations with the family members have you encountered?

133 IE: Ok, so my aunt and my god mom both own two separate child care centers. My aunt and my
 134 mother own a child care center together. And then my god mom owned her own. I have helped
 135 with the paperwork, I have helped with running the business simply because over the summer
 136 you get dragged into working. No matter what family has to work with family. So I've seen like
 137 I've seen what they have to go through. I've seen when if there's not a lot of kids coming into
 138 the after school program or their vacation or their summer school program, like how that affects
 139 how much money is coming into the business and how much money they can expel to like do
 140 other things or like how many hours they can give certain teachers. So I have seen how it affects,
 141 I have physically seen the issues he is talking about. Even though like especially for the one, my
 142 god mom's school I didn't go there as much it was mostly during summer. But during the school
 143 year and the summer my mother and my aunt owned that day care. So I've gone there all the
 144 time. I've done the paperwork I do everything like anything they tell me I do. So I've seen how
 145 this is how many kids are coming in on average like over the school week for the past month and
 146 we can't keep giving these daycare teachers hours because we're not going to be able to afford to
 147 pay them all. We've had really slow periods. Um, especially because unfortunately our business
 148 is on the street as other daycare centers. So I've seen what, the issue about how even though
 149 they're family like all those teachers, some of them have tutored me. They're friends. They're
 150 really good family friends, but we can't continue to give them x and x hours if we can't even
 151 afford to pay ourselves. So it was something that I was very much aware of so that was how I
 152 was able to relate to that.

153 IR: There was another question for the activity and that was how would you interpret the
 154 problems that the characters faced. So how did you interpret that one?

155 IE: With that one. For the most part we re-explained what each one was like. Like we just re-
 156 explained what each scene was trying to express to us. I don't think we went into interpretation
 157 as far as what was the deeper meaning to us. Like it was this is the mother and daughter, this is
 158 what they were going through and we kind of went through what feelings we got from that. I
 159 don't think we got into interpretation as to like what is the deeper meaning or what is this trying
 160 to convey if that makes sense.

161 IR: Were there difficulties with that question?

162 IE: Not really. Nobody expressed, well some people said they had never really gone through
 163 something like that. I remember one person saying they had never really gone through something
 164 like that so they could not express how they would feel because they have no prior experience to
 165 it. They could sympathize with it, they really never had that experience so they didn't really
 166 know. I don't recall what scene they talked about when they said that. There was no one saying
 167 they couldn't say anything. It was more of like how they felt about it but because they had never
 168 been in that situation they couldn't really say for sure if that is how it should be felt.

169 IR: Now the last question was about potential solutions. About how you would go about solving
 170 each of the problems. So how did you go about answering that one?

171 IE: For that one we were kind of systematic with it. I think the first one we talked about the
 172 brother and sister and how they were going to be able to afford college or be able to like put
 173 themselves in a better financial situation, help their parents, um help their sister and mother. We
 174 talked about applying for scholarships and they were clearly going to graduate, so they were old
 175 enough to work, so applying for summer jobs, be able to have their own pocket money and we
 176 assumed they were going to the University of Georgia so we assumed they would have some sort
 177 of hope scholarship or Zell if they were keeping up their good grades. So we talked about
 178 different options that they could definitely go through for trying to like help their mom out as

179 much as they could with that. And with the business owner we talked, we didn't really, since
180 none of us really owned a business we thought of things like a social media account going up or
181 something like that. Trying to get more business. Trying to bring in college students because
182 they were like they were talking about how in a college town and probably the people bringing in
183 the most money in Athens were the college students. So like try to bring in the college students
184 with advertising in like dorms or anything they could possibly do. And with the mom and the
185 daughter the biggest thing that we had for a solution there because we like didn't know because
186 we thought they were doing a lot was maybe the daughter trying to find a more stable job. We
187 didn't really have much of a solution for that because we felt like they were doing as much as
188 they possibly could like trying to find more work and stuff like that. Yeah, we didn't have much
189 for that because they were doing everything they could be doing in their particular situation.

190 IR: Now let's jump into, now this is similar to a previous question but was there a perspective
191 that you sympathized with the most?

192 IE: Um, the mother and the daughter.

193 IR: Ok

194 IE: Yes, that was the perspective I sympathized with the most.

195 IR: And you had explained that was because of a similar background.

196 IE: Yes

197 IR: Was there a perspective that you have issues understanding?

198 IE: Um

199 IR: You did mention the --

200 IE: --The sister and the brother.

201 IR: Yeah

202 IE: Yeah, I didn't, I wouldn't say that I, I, I mean (laugh), I'm an anthropology major so I want
203 to be very understanding of people's, I like to say that because of my major I try to be a lot more
204 understanding of people's situations and how they express their feelings even if I don't
205 understand it I can like compartmentalize it into like their type of like how they're processing it.
206 That's a skill I've been trying to develop. But I, Um, but I didn't sympathize, I didn't understand
207 it the most, probably because, first of all, because I grew up as an only child. I grew up because
208 of me and my mother I was just one of those people that tried to help her as much as possible, I
209 did my best to be as positive as possible, tried not to be a burden, tried not to be angry about our
210 situation was with, was like, because, I mean, hey, like things happen. That's just how I lived my
211 life. Especially the brother. I just didn't understand why he was so angry about things because
212 things could have been a lot worse. I didn't understand the dynamic that they had because I've
213 never had that. I have cousins I'm very close with, but even them they're more close to how I
214 think. We try to make things better because we've had financial issues in our family so at least
215 the ones I'm close with. So we try to be a lot more positive and like looking towards what we
216 can do instead of what we are in like why is this happening to us. More like well, this is what's
217 happen so try and make this better. So that was something I couldn't relate to. I just thought he
218 was angry for no purpose. He you could be, your sister is over here trying to boost you up and
219 you're kind of a downer. So that was my biggest thing. I was like you're being angry for no
220 purpose. Things could be so much worse.

221 IR: So how did you go about, because he's having this conflicting viewpoint, how did you go
222 about answering the question for his viewpoint to propose a solution for him?

223 IE: For him we didn't really get into that, but for me personally, I just thought that he could. I
224 don't know. You can't really, from what I've seen when someone is that type of disillusioned or

225 like angry about something they kind of just have to like experience it and work through it for
226 themselves. For him I thought that maybe if he could just like, I don't know, get into some
227 activity that made him see that things could be a lot worse. Especially growing up in the Athens
228 area I feel like he going to Clarke Central, I think that's where they went or maybe it was Oconee
229 I don't remember, or like county schools are whatever. But there are like people who are having
230 worse of a time and they don't even have. I mean the junk food he is complaining about having,
231 and gaining weight. There are people who are as skinny as a stick and don't have any food at all.
232 So I think maybe like getting into some sort of program or seeing what his sister is doing for
233 their mom. Um, I don't know, just there are certain things you will stay angry about until you see
234 something that will make you not as angry. He's supposed to be a teenager so he's supposed to
235 be angsty or whatever. I don't know with that type of hostility he was holding in his heart for his
236 family I think there's just some time or experience he needed to have to see the different
237 viewpoints that would help him.

238 IR: Ok, I had a question about the actual group. So the original question was how did the group
239 work together to answer the questions. I guess how did the group help you with answering the
240 questions?

241 IE: I guess with answering the questions they all brought a different perspective. We all come
242 from different walks of life and some things will affect me in a certain way that won't affect
243 them as strongly or other things will affect them more strongly than me. Like I said, I have no
244 experience being with a sibling. I grew up really with my mother and even though I have close
245 cousins it's still not quite the same. So, like when people talked about how like they were
246 bickering and stuff like that they were like well I have my brother that does that too. Like I'm the
247 more positive one and he's the more negative one and we kind of like cross each other with that
248 emotion. So being able to bring those experiences in from each group member I think made us
249 understand each of the concepts, each of the scenes and stuff, better than how we would probably
250 perceive it if we only saw it ourselves because no matter what you're looking at each person has
251 a different viewpoint of how they will internalize it and I think it just makes it more of a whole
252 explanation or whole understanding if multiple people are putting forth some type of input.

253 IR: Do you believe that the group was a help in answering the questions?

254 IE: I do, I do.

255 IR: How did the group influence your final answers when you wrote them down for the
256 submission?

257 IE: I think they influenced it in that they gave me more to think about. If they had some sort of
258 insight that like I can't specifically remember what insight they gave me but I know there was
259 something I didn't think about when I was watching it. I can't recall what scene it was for but I
260 that someone said something and I thought yeah that made a lot of sense. And like I said things
261 are viewed differently from different people and being able to put input into a situation makes it
262 so that it's more complete and more whole. Um, and I think my viewpoint while helpful for
263 some things was not helpful for others and other people's viewpoint was more helpful for other
264 things so you know it just made my understanding of certain situations or certain solutions a lot
265 more complete.

266 IR: And overall what did you learn from the video?

267 IE: I learned, I don't think I really took something like a lesson. It was more like a . Well, it was
268 a lesson. I went into it expecting it to like be. How do I explain this. I went into the video just
269 looking because it was because of understanding the video and how to interpret different
270 emotions and stuff. So I would go ahead and went into it trying to understand how to process

271 different concepts over a timeline if it makes sense. So this was three different stories in one
272 timeline. One story. Like there were, I was able to see the emotions of like each step and kind of
273 like making that as one. Looking at them separate but they're all the same. Um, I think that was a
274 nice little lesson to see that there's a lot of. There's a lot of, it's a lesson I've tried to teach
275 myself over the years. Especially me being a resident assistant. There's a lot of stories to one
276 story and while one person will interpret it this way and another will say it this way. You'll get a
277 different story no matter what because each person has a different perspective. So that was a
278 lesson I have been trying to internalize for awhile, so, yeah, that's what I'll say.

279 IR: And tell me about your overall experience with the activity as a whole?

280 IE: It was a nice activity. I thought it was a nice way to just be like, it wasn't really like a test or
281 anything it was just nice to see how each of us interpret different things and how they can come
282 together to make ideas and to come to solutions and stuff. I just thought it was a genuinely nice
283 program type deal, yeah.

284 IR: And do you have any final thoughts about the activity?

285 IE: Um, no. I just liked it. It was nice. Um, yeah. I will say that we did make a couple of jokes
286 about the acting but I knew that they were trying to convey a certain amount of emotions but
287 other than that it was great. I liked it.

288 IR: Now that you're bringing up the acting how did that affect how, I guess how you interpreted
289 the videos? Was overall the acting –

290 IE: I wouldn't say it took away from the meaning. It just took away, I wouldn't say it even took
291 away. It just me, personally for me I knew the intent behind it and could relate to the things in it.
292 But especially because it was a theater class for some of the more into acting people for them it
293 almost took away the seriousness for them because they were just like the people could have
294 acted better. I think one or Two of the people from my group said they were like because the
295 acting wasn't up to par it just made it more difficult for them to internalize it because they were
296 saying this person could have expressed this better. This person could have done this better. Um,
297 but for me personally it didn't really deter because I know that wasn't what it was for and for me
298 it was easier for me to disregard that but for other people it wasn't.

299 IR: So I guess that was all I needed for the interview. I really appreciate it.