Introduction

According to Martin Andersen (1992), the primary calling of learning institutions is to impart information and ideas to learners, to stimulate and excite them to intellectual effort, and to develop their critical capacities to think. Education is often thought of as a “process.” In actuality, teaching and learning are processes and, when facilitated and accomplished effectively, education is the result or product. According to Brooks and Brooks (1993), the global economy, the revolution in information technology, and the rapidly changing nature of the workplace all provide strong incentives for educational institutions to produce graduates, all of whom, not merely an elite, are knowledgeable, flexible in their thinking and understanding, and capable of understanding complex ideas. In addition, today’s graduates need to be willing to continue their learning journey throughout life through self-directed endeavors.

Learning institutions are as diverse are their purpose, size, student population, and subject matter. The grand purpose of the diverse learning institutions, however, should always be to provide effective learning opportunities for all students while serving the legitimate purposes of the broader society. Educational policies have been on a constant interplay among proponents of three deeply held values: equality, efficiency, and liberty.

Overall Objectives for This KAM

This Knowledge Area Module (KAM) is designed to give you a broad understanding of (a) critical issues in the organization and planning of learning institutions, (b) the vast research literature pertaining to these critical issues, (c) principles
of effective practice in learning organizations, (d) technical issues in planning and implementing instructional programs, and (e) the professional qualities that help educational leaders serve their learners and their profession.

When you have completed this KAM, you will be able to:

1. Analyze and explain the organization, goals, purposes, and mission of learning institutions and the plans these institutions have for achieving and measuring the effectiveness of their goals.

2. Analyze, synthesize, and evaluate how goals, missions, objectives, and purposes of educational institutions can be changed.

3. Propose and/or critically assess a practical program or curriculum that is intended to bring about positive social change.

Plan to accomplish objective #1 in the Breadth component, objective #2 in the Depth component, and objective #3 in the Application component of your KAM.

Challenges and Opportunities in this KAM

In creating this KAM it is imperative that you investigate the subject until you have accomplished a comprehensive exploration of the principles and concepts associated with KAM VI and how these apply to your profession. Usually, this will entail reading more books than you read for previous KAMs. You do not only read about a subject but also around it. For example, you might read the landmark document *A Nation at Risk* to determine what is says, and then compare and contrast the opinions of Chubb and Moe (1990) with those of Berlinger and Biddle (1995) with respect to this controversial document. What has the research shown? What other perspectives and points of view exist? Where are your perspectives on these manuscripts? Please make sure to read
educated opinions and research results rather than popular and political points of view. Almost every educator in the United States has an opinion of the *No Child Left Behind Act* but not all of these opinions are worthy your discussion. And make sure to read the original paper/document carefully. Even though every educator has an opinion of the No Child Left Behind Act, not everybody has read the actual legislation.

Please remember that your dissertation should effect positive social change. This KAM requires you to specifically learn how social change can be effected in educational institutions and hence, giving you a good idea of what your dissertation is required to accomplish.

**Breadth Component**

**EDUC 8610 The Organization of Learning Institutions (5 cr.)**

The purpose of the Breadth component of this KAM is for you to develop a thorough understanding of how learning institutions are organized. Educational organizational theory has evolved as the profession of education has matured and as the needs of society have demanded. Many policy leaders and educators now agree that the goals of the past 100 years are inadequate for students to meet the challenges of tomorrow. To understand educational reform movements and to effect positive social change in the field of education requires a detailed understanding of how learning institutions are planned and organized, including their funding, their leadership, and the assessment of their performance. Educational institutions have to consider, react, and adapt their overall goals of education, their methods of instruction, as well as educational leadership and planning to the impact of globalization, multiculturalism, and technology.
Listed below are some objectives that you might want to explore in the Breadth component of this KAM. They are intended to be suggestive only, but will give you an idea of the kind of topics your paper should address. You are encouraged to include other objectives that you feel are critical to your broad understanding of how learning institutions are organized.

1. Demonstrate understanding of and evaluate the reform movements in the United States educational history.

2. Demonstrate understanding of and evaluate current issues, trends or programs in learning institutions and their relation to issues of social change and equity.

3. Pose and explore questions that are central to how learning institutions function.

4. Demonstrate understanding of how learning institutions are organized.

5. Demonstrate understanding of alternative models of educational delivery systems.

6. Demonstrate understanding of how professional organizations impact the purpose, goal, and missions of learning institutions.

7. Demonstrate understanding of how learners are selected for learning institutions and how these institutions assess learning.

_Demonstration of Competence_

Using the learning resources chosen, write a scholarly paper that demonstrates your understanding of the principles and logic behind the organization and structure of
learning institutions. The emphasis of the paper is not on summarizing the content of various theories but on a critical assessment of them including comparisons, contrasts, evaluations, and syntheses of different theories, assumptions, concepts, predictions, ideas, and elements encountered during the theoretical literature review. The expected length of the paper for the Breadth component is approximately 30 double-spaced pages, plus references. The Breadth component paper is considered equivalent to 5-quarter credit hours of graduate work.

**Learning Resources**

The literature on the logic and philosophy of educational leadership and planning is replete with intriguing concerns about how effective learning institutions are best organized. At this point, we do not have a suggested reading list as we offered for your previous KAMs. But what you have learned so far holds true for this KAM as well. Keep your eyes open for culturally diverse contributions to the study of learning organizations.

**Depth Component**

EDUC 8620 Social Change in Learning Institutions (5 cr.)

The purpose of the Depth component of this KAM is to help you analyze, synthesize, and evaluate how an educational leader can effect a necessary change in goals, missions, objectives, and purposes of educational institutions. American education is extremely sensitive to societal influence, such as economic, political, social, and international circumstances. Newspapers publish comparisons of the academic achievement of American children with children from other countries on the front page, often making American children look uneducated. The popular press doesn’t seem to see any flaws in comparing the student achievement of American students in
In multicultural/multilingual classrooms with the student achievement of Japanese students in homogenous classrooms, for example. In addition, global studies showing American children being above average (for example the Program for International Student Assessment – PISA) are hardly known within the United States and certainly not celebrated on front pages.

In the Depth component you should consider the impact of the goals, missions, objectives, and purposes of educational institutions that you examined in the Breadth. This Depth component should provide an opportunity for thorough understanding of how change can be effected to achieve the best possible learning, while acknowledging the realities that challenge educational leaders.

The specific requirements for your Depth component of this KAM are:

1. An in-depth understanding of how the effectiveness of learning institutions is related to what is taught, how it is taught, how support materials are selected, what is transmitted through the larger social environment, and how learning is assessed.

2. How the juncture (or disjuncture) of the components above relate to the effectiveness of curriculum policies and learner outcomes.

3. How social organizations (external to the learning institution itself) influence the purposes, goals, missions, and objectives of learning institutions with respect to curricula.

**Demonstration of Competence**

1. Compile an annotated bibliography that includes a minimum of 15 recent refereed or peer-reviewed research journal articles or dissertations (published
within the past 5 years or older articles if they are a particularly good fit) related to learning institutions. For each source included on your list, prepare a critical analysis of 1 to 1½ pages in length. This annotated bibliography must be arranged in alphabetical order.

2. Write a 25-30 page double-spaced typed scholarly paper describing, analyzing and explaining how the organization, purpose, goals, and missions of learning institutions can be changed and relating it to developments in your profession. In this paper, be sure to include evidence of higher order thinking (comparison and contrast, analysis, and evaluation).

The total Depth component assignment is equivalent to 5-quarter credit hours of graduate work.

Learning Resources

Learning resources for the Depth component of this KAM relate primarily to the relationship between social change and the goals, missions, and objectives of learning institutions and curriculum development. You are encouraged to review a wide range of sources for this assignment but focus particularly on recent dissertations and journal articles.

Application Component

EDUC 8630 Creating and Implementing Social Change (4 cr.)

In the Application component of this KAM, your focus should turn to your own professional context and how social change can be created and implemented. In order for the Application component to be the most productive learning experience possible, it is useful to draw on learning from the Breadth and Depth components of this KAM. You
are encouraged to review the annotated bibliography compiled as part of the Depth component. In addition to these, you are urged to reflect on your own professional practice and firsthand experiences with learning institutions. Design a project that effectively applies theory explored in the Breadth and Depth component of your KAM in an authentic context.

Since you are moving closer to the writing of your dissertation and probably completed the research course sequence, you might practice your theoretical skills by conducting a small research project. Remember to secure Institutional Review Board approval before engaging in any research involving human subjects.

Some suggestions of Application projects you might consider:

1. Prepare a report that reflects your understanding of how your learning institution, or another of interest to you, has supported positive social change. You would need to closely examine the organization, purpose, goals, and missions of your selected institutions and engage in a number of personal interviews with educational leaders as a means of developing a complete understanding of the social change endeavor.

2. Describe and evaluate a program or curriculum that is intentionally dedicated to effect positive social change in education. Your evaluation could address the following: (a) a description of the program or curriculum, including details such as its goals, target audience, stakeholders, and delivery and implementation strategies; (b) a detailed description of the evaluation goals, target population/sample, design (qualitative, quantitative, mixed), data collection methods, and data analysis procedures; or (c) a
summary of the major results of the evaluation, including conclusions, implications, and recommendations, especially as you assess them in the light of the theories and research studied in the earlier components of this KAM.

3. Develop a social change project based on a leadership theory that you explored in the Breath and Depth component of this KAM. Consider including the following: (a) a needs assessment; (b) a detailed description of the program, including its goals, delivery, and implementation strategies; (c) a thorough description of how you will evaluate the degree of success in implementing the program, including the evaluation goals, data collection methods, and data analysis procedures; or (d) if the project is implemented, a summary of major results of the evaluation, including conclusions, implications, and recommendations.

4. Evaluate or conduct action research on an existing curriculum or program. Develop a set of criteria to evaluate the appropriateness and efficacy of a curriculum or program based on a theory or theories that you explored in the Breadth and Depth component of this KAM.

5. Prepare a staff development or training manual or design a workshop focusing on specific strategies for social change that you deducted from your Breath and Depth component of this KAM.

6. Develop a program that will initiate change through educational leadership and planning.

7. Submit a miniproposal to implement a research project that would initiate or study educational change. Include a statement of the problem
to be studied and purpose of the research, review of relevant literature, research design and method of data analysis, significance of the study, and instrumentation to be used.

Demonstration of Competence

The Application component of this KAM gives you the opportunity to put the theories and research pertaining the organization, purpose, goals, and missions of learning institutions into practice. Think in terms of developing a project that addresses change in your setting. Your final demonstration should include both the project and reflective commentary on it, where you show how it is informed by the theories and research studied in the Breadth and Depth components of this KAM. The Application component is considered equivalent to 4-quarter credit hours of graduate work.

Learning Resources

The resources you will use in this component are very specific to your particular project. If a theory or research papers is the foundation of the project, be sure to reference it.