The global information system, the interdependence of the world economy, and the accompanying social changes have underscored the need for wider access to high-quality educational opportunities for individuals throughout the world. Social, economic, and political outcomes at the local level are influenced by global trends, and the success of nations is directly tied to educational opportunity. The process of globalization brings rapid change, so it is critical to identify factors that influence individual educational opportunity and goal attainment in a broad range of settings. For the purpose of this KAM, the emphasis will be on educational access and inequality for individual learners in international and/or cross-cultural contexts. The Knowledge Area Module (KAM) will also provide opportunities to examine the influence of diversity on learning and motivation, as well as definitions of intelligence. For individuals, sources of educational equality can be found in measurement of intelligence, in the learning process, and in the motivation to learn, all three being intertwined in complex procedures that as of now have not been fully explored.

Inequities in intelligence were part of many educational debates, once brought to the public by the bestselling publication of *The Bell Curve* by Richard Herrnstein and Charles Murray in 1994. The book proposes variations in intelligence in American society. It became one of the most controversial books in education through its chapters relating to IQ and race. Misinterpretations of the book as well as sincere professional critiques started a fascinating discussion. Traditional definitions of primarily mathematical and linguistic abilities were questioned by such educators as Howard Gardner and his
theory of Multiple Intelligences and Robert Sternberg and his Triarchic Model. A different facet of
cognitive ability, today called emotional intelligence, was introduced by a Dutch science fiction writer
Carl Lans, but not popularized for another 10 years until the publication of the book *Emotional
Intelligence* by Daniel Goleman (1995). In 2003, Christopher Earley and Soon Ang extended the notion
of specialized intelligences to include cultural intelligence, which is a measure of a person’s ability to
successfully negotiate and blend into a variety of cultural contexts. Although originally conceived for the
business community, the notion of cultural intelligence is now being applied to a variety of fields,
including education.

Theories of learning underwent similar drastic changes. Besides controversy about what should
be learned, leading to revisions of national standards often driven by technological innovations, the
process of learning itself was reconsidered. The traditional application of pedagogy and andragogy, such
as the transmission of knowledge from active teachers to passive learners, is no longer sufficient, and
can be ineffective in promoting engagement and enjoyment in learning opportunities; however, in many
developing countries this type of “drill and kill” instructional approach is often the expected standard for
teaching. Constructivist models allowing for life-long and self-directed learning are in sharp contrast to
standardized tests administered to school children, therefore opening up a seemingly endless discussion
polarized by opinions rather than scientific evidence.

Intelligence and the ability to learn have not sufficiently explained learning outcomes and
hence, motivation becomes a factor with growing recognition. Traditional assumptions and stereotypes
about at-risk students abound and are opening another educational challenge. The digital divide adds to
the gap of qualified versus unqualified teachers, new and wired campuses versus decrepit schools, or
schools with high graduation rates versus schools with low graduation rates.

Overall Objectives for This KAM
This KAM is designed to give you a broad understanding of theories of intelligence, learning, and motivation, particularly as they apply to multicultural and/or international educational settings. Because of the wide range of professionals among Walden University students, including early childhood, elementary, secondary, and adult educators, who serve in different roles as instructors, trainers, researchers, teachers, and administrators, both pedagogical and andragogical viewpoints and theories are applicable.

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

1. Analyze and explain an issue related to intelligence, learning, or motivation or the interrelatedness of these concepts as they apply to specific national, cultural, or cross-cultural contexts within a global community
   (You may select an issue of particular professional relevance to you, using concepts and information drawn from the exciting body of theory.)

2. Analyze, synthesize, and evaluate how recent scholarly research on your selected issue influences your understanding of the learning process and/or instructional practices in educational and professional environments

3. Propose and/or critically assess a practical problem that might interfere with learning for all students and generate plausible solutions within an equitable educational system in specific national, cultural, or cross-cultural contexts, including gifted and at-risk children, youth, and/or adults

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
Your first challenge in this KAM will be to identify an aspect or combination of aspects of intelligence, learning, and motivation that are relevant to your professional work and your own professional interests relative to your selected issue and then to pursue your examination through theory and research to its practical implications and applications.

Since you are pursuing a doctoral degree in education, it is likely that your dissertation will involve one of the issues of intelligence, learning, and motivation. This KAM may well provide you with a larger context in which you may eventually place your dissertation research project. Because all dissertations undertaken at Walden University are intended to have significance for positive social change, you may look at inequities in education due to interpretations and misinterpretations as well as misrepresentations of intelligence, learning, and/or motivation to begin building a foundation for satisfying that eventual outcome.

The next challenge is to identify the theories that will help you understand more about the aspects of intelligence, learning, and/or motivation that are relevant to your chosen issue. There are many factors that are responsible for intelligence, learning, and motivation and often it is difficult to determine what factor influences which concept or vice versa. For example, it is difficult to observe if motivated students are succeeding academically or if good students are highly motivated because of their academic success. Then, of course, motivation could be based on much more than academic success, such as parental approval at the K–12 level or job prospects at the level of higher education, which makes this issue rather complicated, especially given the notion of the diverse forms of intelligence. As in your previous work, it is of utmost importance that you use critical-thinking skills without being carried away with popular educational discoveries and fads, such as multiple intelligences. The theory of Multiple Intelligences, just like most educational concepts, has plenty of proponents but also critics that offer constructive critiques on a new model or theory.
In the Depth Component, you have the opportunity to focus your understanding on the examination of a particular aspect of intelligence, learning, and/or motivation in your own profession. Build upon your knowledge of a particular theory broadly explored in the Breadth Component by critically examining how it influences your professional context and is addressed by different researchers in the field. You will write about these in a way that shows that you not only know and understand what current researchers have discovered, re-discovered, or rejected but also that you are able to identify where their research is helpful, perceptive, and well-grounded or not in current educational practice. In addition, you should point out what gaps remain in our understanding of this phenomenon within the profession that still need to be addressed. This, after all, is a prerequisite skill for finding a dissertation topic.

In the Application Component, you have the opportunity to respond to the issue that you have been focusing on throughout this KAM. You may design a project of your own or assess the strengths and weaknesses of other’s projects in terms of what you have gathered from the study of the underlying theories and research already examined in your Breadth and Depth Component of this KAM. Bring your critical and creative eye to this component.

Breadth Component

EDUC 8540 Culturally Situated Theories of Intelligence, Learning, and Motivation as Basic Praxis

(4 quarter credits)

The purpose of the Breadth Component of this KAM is for you to develop theoretical foundations that relate to the learning process and associated phenomena, such as intelligence, cognition, and motivation. Learning is a fascinating phenomenon that seems to happen naturally but is influenced by many factors beyond our control even although as educators, we attempt to facilitate
learning so that we can provide all children, regardless of gender, race, religion, ethnicity, native language, exceptionality, national origin, and socio-economic status with an equitable education. What this equitable education should look like is a never-ending discussion about ever-changing goals, objectives, and standards. Therefore, topics to be explored in this KAM Breadth Component could investigate (but are not limited to): critical thinking, learning styles, learning processes such as second language acquisition, alternative teaching models including the infusion of technology into the learning process, brain-based learning, standardized testing, alternative assessment, mainstreaming, exceptional children including gifted education, at-risk students, moral education, and intelligence, including psychometric measures of intelligence, multiple intelligences, cultural intelligence, and emotional intelligence.

Listed below are some questions of the kinds of issues that you might want to explore in the Breadth Component of this KAM. They are intended to be suggestions only, but will give you an idea of the kind of topics your paper should address.

1. How has the expanded definition of intelligence affected schooling and education for all children, youth, and/or adults in specific national, multinational, or cross-cultural contexts?
2. In what way could a modern theory of intelligence ensure an equitable education in specific localities?
3. How is the psychometric measure of intelligence, such as the concept of an “IQ” score, biased, racist, useful for teachers, or obsolete, particularly when viewed in a cross-cultural or bilingual context?
4. How does research on brain functions and brain-based learning, including learning in multiple languages, transform how we teach in schools or train outside of schools?
5. How are artificial intelligence theories useful in multilingual or cross-cultural classroom or training situations?

6. What are the effects of multilingual education on the development of one’s intelligence?

7. In developing an eclectic approach to teaching or training, what components of the major learning theories (behavioral, cognitive-developmental, constructivist, and humanistic) would you incorporate, in which way, and in what contexts?

8. How might virtual gaming in education promote a global perspective and/or improve cross-cultural learning?

9. What, if any, advances in motivational theory are applicable to multilingual educational settings?

10. From a global perspective, what motivational effects does learning with technology have on children, youth, or adults in or outside the classroom?

11. Are successful students learning because of their existing motivation or does their success in learning increase their motivation?

12. How are the concepts intelligence, learning, and motivation interrelated in different cultural and national contexts?

Demonstration of Competence

Using the Learning Resources chosen, write a scholarly paper that demonstrates an understanding of the theories of intelligence, cognition, and motivation as well as their interrelatedness. 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, predications, 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 4-quarter hours of graduate work.

Learning Resources

Keep your eyes open for culturally diverse contributions to the study of intelligence, learning, and motivation. Do not hesitate to select a controversial issue. Be sure to read original KAM 5 sources since interpretations are often purposeful misinterpretations. Intelligence, learning and motivation are concepts that are discussed globally and hence, it is expected that you will explore, compare, and contrast diverse viewpoints about education in different national and cross-cultural contexts.

Depth Component

EDUC 8550 Implications of Global and Comparative International Research for Intelligence, Learning, and Motivation

(4 Cr.)

The purpose of the Depth Component of this KAM is to help you analyze, synthesize, and evaluate the learning process and/or educational practices in diverse groups and situations as indicated in recent research. Your task in this component is to select a particular issue of intelligence, learning, and/or motivation that has salience in the current time period, is of interest to you, and intersects in intriguing and important ways with your professional context. In the Depth Component you should consider the impact of the phenomena that you examined in the Breadth Component on some aspects of your profession. This Depth Component should provide an opportunity for thorough understanding of issues that support optimal learning, while acknowledging the realities that challenge both educators and learners in specific national and cross-cultural settings.
Depending on the focus of the Breadth Component, topics that you might consider could include (but are not limited to):

1. Cultural preferences for multiple intelligences as applied in the classroom or in training
2. Emotional intelligence and cultural intelligence as topics and tools in adult education
3. Authentic alternative assessment as a learning tool for equal education in international, multilingual, and cross-cultural contexts
4. The effect of high-stakes testing on student motivation in different societies
5. Perspectives on intelligence in different cultures
6. Testing job applicants’ intelligence and/or wisdom using a cross-cultural lens
7. Increasing cultural awareness and problem-solving skills in company training for international and global enterprises
8. The impact of technology on intelligence, cognition, and learning from a multinational perspective
9. Learning in the multilingual classroom
10. Lifelong learning as defined in different cultural contexts
11. Consideration of cognitive development as impacted by standards and high-stakes testing, from an international perspective
12. Pedagogical strategies that help learners master both basic and critical-thinking abilities in cross-cultural and multilingual contexts
13. The impact of bilingualism on cognitive development in second- versus foreign-language contexts
14. Constructivist learning in online classrooms that include students from diverse national and cultural backgrounds
15. Applications of brain-based learning in multilingual classrooms
16. Multimedia as a motivational tool to promote cross-cultural learning
17. Students’ motivation in inclusive classrooms, from a global/comparative perspective
18. Cooperative learning as a tool to increase motivation and learning in cross-cultural settings
19. Sustaining motivation through the development of emotional and cultural intelligence
20. The positive and negative effects of praise as motivational tool in cross-cultural contexts
21. Culturally responsive classroom management techniques for student motivation
22. Educator attitudes and biases relevant to diversity, expectations for learners and learner outcomes
23. Sustainable workforce development strategies for educational agencies and teacher education programs.
24. Issues of inequality in educational resources (such as biases in children’s literature), environments (specific to teaching and learning arrangements) and leadership (styles that influence teachers and learners) that can be linked to teaching, learning and learner outcomes

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 the particular focus of intelligence, learning, and motivation you identified for this assignment, including literature that places the issues within the historical development or contemporary context of your profession. For each source included on your list, prepare a critical analysis of 1–1½ pages in length. This annotated bibliography must be arranged in alphabetical order.
2. Write a 25- to 30-page double-spaced, typed scholarly paper in which you describe, analyze, and explain your selected issue pertaining to intelligence, learning, and/or motivation, and relate it
to the research that you reviewed in your annotations as well as the theory that you reviewed in the Breadth Component. 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 4 quarter credit hours of graduate work.

Learning Resources

Because the Depth Component is individualized, it is difficult to be specific about reading recommendations. Edited books, dissertations, and journal articles can be used, although current research is more likely to be found in journal articles. 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 8560 Professional Practice to Promote Success in Global Education

(4 credits)

In the Application Component of this KAM, your focus should turn to your own professional context. Here you may examine and critique a particular role of the profession in engaging in or responding to the specific issue you have been examining throughout this KAM or propose and justify a response to that phenomenon.

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 first-hand experiences with intelligence, learning, and motivation. Design a project in an authentic context that effectively applies theory explored in the Breadth Component and research in the Depth Component of your KAM.
Since you are moving closer to the writing of your dissertation and have probably completed the research course sequence, you might practice your skills by planning a small research project. The project could be related to your dissertation, and it could provide an opportunity for feedback on research ideas that you could further develop in your dissertation proposal.

Some suggestions of Application projects that you might consider follow below:

1. Prepare a report that reflects your understanding of how your professional setting, or another of interest to you, has engaged in providing an equal education by advancing the development of intelligence and/or increasing learning and motivation for all students in a specific national, multinational, or cross-cultural setting.

2. Design a program evaluation that intentionally addresses an issue related to intelligence, learning, and/or motivation in a specific national or cross-cultural context. If program data are available in the public domain, you can analyze the following without having to apply for IRB approval: (a) a description of the program, including details such as its goals, target audience, stakeholders, and delivery and implementation strategies; (b) a detailed description of the program goals, target population, where the data are located, and data analysis procedures; or (c) a summary of the major outcomes of the program, including conclusions, implications, and recommendations, especially as you assess them through the perspectives of the theories and research studied in the earlier components of this KAM.

3. Develop a project based on a theory or theories relating to global or comparative education that you explored in the Breadth and Depth Components of this KAM. Consider including the following: (a) a needs assessment that explains the intelligence, learning, or motivation issue that you are addressing and why your project would move students towards an equal education; (b) a detailed description of the program, including its goals, delivery, and implementation strategies; and (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.

4. Design a program or curriculum evaluation that relates to global education. Develop a set of criteria
to evaluate the appropriateness and efficacy of a curriculum 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 practice that you deduced from your Breadth and Depth Component of this KAM.

6. Examine the impact of a multi-age, multilingual classroom on motivation and learning.

7. Examine the impact of a bilingual classroom on intelligence and learning.

8. Develop a program for children to explore their own intelligences and strengths, using the notion of
cultural capital.

9. Observe and describe how educational policy attempts to close the gap in learning of students from
different groups within a given society.

10. Develop a resource booklet for parents of school-age children with suggestions on how to motivate
their children by relating their own cultural and linguistic knowledge and experience to what their
children are learning in school.

11. Develop a presentation for a local, state, national or international conference that connects learning
theory to practical aspects of facilitating equitable education. Provide examples of successful
approaches and disseminate the strategies that supported success.

12. Prepare an elective course in Global Education: Current Issues (specify online, traditional or hybrid
instructional format) for teachers enrolled in a university teacher preparation program. Focus on
information from the Breadth and Depth Components as you outline the course overview, rationale, Learning Objectives, readings and Discussion items, class activities, assignments and evaluation.

Demonstration of Competence

The Application Component of this KAM gives you the opportunity to put the theories and research pertaining to intelligence, learning, and motivation 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 Learning Resources that you will use in this component are very specific to a particular project. If a theory or research paper is the foundation of the project, be sure to reference it.

References

