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. The global economy, advancements in information technology, and the rapidly changing nature of the workplace all provide strong incentives for educational institutions to produce graduates who are knowledgeable, flexible and open-minded in their thinking and understanding, and capable of understanding complex ideas. In addition, today’s graduates need to be willing to continue their lifelong learning journey through self-directed endeavors.

Learning institutions, for the purposes of this Knowledge Area Module (KAM), are defined as public and private P-12 schools; institutions of higher learning, public and private, nonprofit and for-profit; community colleges; corporate training sites; community education centers; online education providers; and early care and learning centers for infants, toddlers, and young children, among others. Throughout the world, learning institutions are as diverse as 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. In a global economy, education is a catalyst for societal and economic growth, well-being, and continuous improvement. To that end, graduates of learning institutions that are grounded in global awareness and cultural responsiveness are charged with guiding and supporting educational policies which are often formed around a constant interplay among proponents of three deeply held values: equality, efficiency, and liberty.

Overall Objectives for this KAM

This KAM is designed to give you a broad understanding of (a) critical issues in the organization and planning of global and/or transcultural learning institutions, (b) the vast research literature pertaining to these critical issues, (c) principles of effective practice in cross-cultural, multinational, or international contexts, (d) technical issues in planning and implementing instructional programs in such contexts, and (e) the professional qualities that help educational leaders in these settings 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 cross-cultural, international or multinational 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 these educational institutions can be modified and/or updated to promote positive social change in the 21st century

3. Propose and/or critically assess a practical program or curriculum that is intended to bring about positive social change in multinational, international, or cross-cultural contexts
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 transcultural learning institutions 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 a more extensive review of the literature than you completed in your core courses. You will not only read about a subject; you will also read around it. For example, if you are interested in the impact of educational policies on indigenous populations, you might read an ethnographic study of educational practices and policies for Native American and Alaskan native students prepared by Deyhle and Swisher (1997) and compare it to educational policies and practices for Swedish Lapps, in a study conducted by Roland Paulston (1976). What has the research shown about the evolving role of education for an indigenous population in a given context at a specific point in time? What societal issues impact education policy and vice versa? What other perspectives and points of view about education of indigenous peoples exist? Where are your perspectives on these manuscripts? What questions are left unanswered? Please be sure to read educated opinions and research results rather than popular and political points of view. Also be sure to read the original paper/document carefully.

KAM VI is designed to prepare you for the dissertation work ahead. Please remember that your dissertation should effect positive social change. This KAM requires you to specifically learn how social change for the 21st century can be effected in diverse educational institutions and hence, gives you a good idea of what your dissertation is required to accomplish.

Breadth Component
EDUC 8650 *Organizational Theories on the Role of Learning Institutions Within and Across Societies*  

(4 cr.)

The purpose of the Breadth Component of this KAM is for you to develop a thorough understanding of how learning institutions are organized in a cultural/societal context within a global community. Educational organizational theory has evolved as the profession of education has matured and as the needs of societies 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 globalization, multiculturalism, transculturalism, and the information-based economy. To understand educational reform movements and to effect positive 21st century-social change in the field of education requires a detailed understanding of how learning institutions are planned and organized, including their funding, their leadership, the needs of the population that they support, 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 in response to social, economic, and political changes in a global community.

Listed below are some objectives 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 that 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. From an international perspective, demonstrate understanding of and evaluate the educational reform movements that shaped history.

2. Demonstrate an understanding of and evaluate current global issues, trends, and programs in learning institutions and their relation to current issues of social change and equity in specific localities.
3. Pose and explore questions that are central to how learning institutions function in a variety of international and/or cross-cultural contexts.

4. Demonstrate an understanding of how U.S. and international learning institutions are organized; societal, economic, and cultural forces that shape the learning organizations; and purposes served by different organizational structures.

5. Demonstrate an understanding of and evaluate alternative models of educational delivery systems and the cultural/societal forces that shaped them.

6. Demonstrate an understanding of how international, national, and regional professional organizations impact the purpose, goal, and missions of learning institutions in a global society.

7. Demonstrate an understanding of the impact of external organizations (such as boards of education, unions, and accrediting agencies) on learning institutions, and ways that these organizations are influenced by globalism.

8. Demonstrate an understanding of factors that impact ways learners are selected for learning institutions and how these institutions assess learning.

9. Demonstrate how religious doctrines and cultural expectations influence the policies and practices of learning institutions.

9. Demonstrate how political discord influences the policies and practices of learning institutions.

10. Demonstrate how the interplay, misinterpretation, and misuse of religious doctrines have been used to further political agendas.
11. Demonstrate how cultural expectations influence the policies, practices, and expectations of learning institutions and the learners that they serve.

Demonstration of Competence

Using the chosen Learning Resources, write a scholarly paper that demonstrates your understanding of the principles and logic behind the organization and structure of learning institutions in global or cross-cultural contexts. The emphasis of the paper is not on summarizing the content of various theories but on a critical assessment of them including comparisons, contrasts, analyses, synthesizes, and evaluations 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 4 quarter credit hours of graduate work.

Depth Component

EDUC 8660 Comparative Research on Global Change and its Impact on International, National, and Local Learning Institutions and Curricula
(4 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 based on the impact of globalism on society. The United States educational system and international education are extremely sensitive to societal influence, such as economic, political, social, and international circumstances, but too often comparisons are drawn without a full understanding of the context of education within a societal context. For example, newspapers publish comparisons of the academic achievement of children from the United States with children from other countries on the front page, often making children in the United States look
uneducated. The popular press doesn’t seem to see any flaws in comparing the student achievement of students in multicultural/multilingual classrooms in the United States with the student achievement of Japanese students in homogeneous classrooms, for example. In addition, global studies showing children in the United States 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. It is therefore important to place emphasis on the society in which learning institutions operate in order to gain a fuller understanding of the effectiveness of these institutions.

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 Component. This Depth Component should provide an opportunity for a thorough understanding of how change can be effected to achieve the best possible learning, while acknowledging the realities that challenge educational leaders in the 21st century.

The specific requirements for your Depth Component of this KAM are as follows below:

1. Provide an in-depth analysis of how the effectiveness of learning institutions is related to the purposes and goals of education in a society. These purposes and goals impact what is taught, how it is taught, how support materials are selected, and how learning is assessed.

2. Provide an analysis of how the juncture (or disjuncture) of the components above relate to the effectiveness of curriculum policies and learner outcomes.

3. Provide an analysis of how societal 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 refereed or peer-reviewed research journal articles or dissertations (published within the past 5 years or older articles if they are timely) related to global change and its impact on learning institutions. 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-page double-spaced scholarly paper analyzing, synthesizing, or evaluating how the organization, purpose, goals, and missions of learning institutions can be changed to effect positive social change in the 21st century, relating it to developments in global and comparative education.

The total Depth Component assignment is equivalent to 4 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 within the context of globalism in the 21st century. You are encouraged to review a wide range of sources for this assignment but focus particularly on recent dissertations and journal articles. You may find useful sources of information in evaluative reports from national and international government agencies such as WHO, UNICEF, UNESCO, the Rand Corporation, the Brookings Institute, and scholarly journals specific to global education. Check the Walden library for a bibliography of sources to begin your search.

Application Component
In the Application Component of this KAM, your focus should turn to your own professional context and how social change for the 21st century can be created and implemented. In order for the Application Component to be the most productive learning experience possible, it is important to draw on learning from the Breadth and Depth Components of this KAM. You are encouraged to review the annotated bibliography that you compiled as part of the Depth Component and the theory covered in the Breadth 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 Component and research explored in the Depth Component of your KAM in an authentic context.

Because 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 later 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 learning institution, or another of interest to you, has supported 21st century positive social change in a multinational, international, or cross-cultural setting. You will need to closely examine the organization, purpose, goals, and missions of your selected institutions.

2. Prepare a comparative analysis of two or more learning institutions that have engaged in educational reform efforts. Develop an overview with theoretical constructs, universal
challenges and success strategies in a format that could be presented at an international conference poster session or roundtable discussion.

3. Describe and evaluate a program or curriculum that is intentionally dedicated to effect positive social change in education in a multinational, international, 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 or curriculum, including details such as its goals, target audience, stakeholders, and delivery and implementation strategies; (b) a detailed description of the evaluation goals of the program, target population/sample, design; (c) a summary of the major outcomes of the program, including conclusions, implications, and recommendations, especially in the light of the theories and research studied in the Breadth and Depth Components of this KAM.

4. Develop a social change project based on a leadership theory 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; (b) a detailed description of the program, including its goals, delivery, and implementation strategies; (c) a thorough description of the evaluation plan, including the evaluation goals, data collection methods, and data analysis; (d) if the project has already been implemented and evaluated, a summary of the major results of the evaluation, including conclusions, implications, and recommendations in consideration 21st century positive social change.

5. Design an action research project on an existing curriculum or program relating to global or cross-cultural education. Develop a set of criteria to evaluate the appropriateness and efficacy of the curriculum or program based on a theory or theories that you explored in the Breadth and Depth Components of this KAM.
6. Prepare a staff development or training manual or design a workshop focusing on specific strategies for positive social change that you deducted from your Breadth and Depth Component of this KAM.

7. Develop a program that will initiate change through educational leadership and planning in a multinational, international, or cross-cultural setting.

8. Submit a mini proposal to implement a research project on educational change in a multinational, international, or cross-cultural setting. Include a statement of the problem to be studied and purpose of the research, review of the relevant literature, research design (quantitative, qualitative, or mixed method) and method of data analysis, significance of the study, and instrumentation to be used.

9. Prepare a report for a local planning group about efforts to promote educational equity and global consciousness in a specific locality. Analyze larger influences on the development of educational institutions in that locality (e.g. influences of the research community, developed country governments and G20, developing country governments, multilateral actors, foundations, corporations, NGOs and civil society). Note how stakeholders in the local community responded to the global challenge, to provide educational opportunity for marginalized groups (e.g. girls, women, individuals with disabilities, minorities, immigrants).

Demonstration of Competence

The Application Component of this KAM gives you the opportunity to put the theories and research pertaining to 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 as well as a reflective commentary of approximately 10 pages in length, where you show how the Application 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 hours of graduate work.

Learning Resources

The Learning Resources that you will use in this component are very specific to your particular project. If a theory or research papers form the foundation of the project, be sure to include appropriate references.

References

