

Knowledge Area Module 6
Learning Agreement

International Learning Institutions: Organization, Purpose, Goals, and Missions

Steven R. Van Hook

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Walden University

Ph.D. in Education Program
Specialization: Transcultural Distance Learning

Dr. Brent Poppenhagen, KAM Assessor

Dr. Iris Yob, Faculty Mentor

Overview

This Learning Agreement applies to my self-designed doctoral program, with a particular emphasis on international distance learning and transcultural issues in education. This KAM will help fortify my understanding of issues and trends concerning international learning organizations, especially as they apply to international and domestic institutions of higher education and matters of social change and equity.

For the Breadth Section, I will examine current issues, trends, and methods in international learning institutions of higher education, including how global, multicultural, and technological developments have altered methods of instruction and the way education is administered, with a particular emphasis on adult learning in international environments, and the implications for expanded learning opportunities worldwide, laying a foundation for the Depth examination of contemporary methods and problems in international learning.

For the Depth Section, I will consider how international learning institutions may be impacted by global, cultural, andragogical, social, technological, and fiscal influences, as they adapt to the challenges and opportunities of distance learning and the internationalization of education.

For the Application Section, I will integrate the research and findings from the Breadth and Depth sections, as well as additional relevant materials, toward a consideration of developments providing expanded opportunities for international higher education, with a revision of my 2000 Master's project on the promise of global distance learning. The project update will include recent developments in international institutions, including organizational challenges, emerging technologies, funding, and cultural issues, for an updated article to be submitted to *The Journal of Distance Learning Administration*.

Breadth

Breadth Preliminaries

EDUC 8610: Organization of Learning Institutions

Breadth Objectives

Demonstrate understanding of and evaluate current issues, trends, and methods in international learning institutions of higher education, including how global, multicultural, and technological developments have altered methods of instruction and the way education is administered. A particular emphasis will be placed on adult learning in international environments, and the implications for expanded learning opportunities worldwide.

Preliminary Breadth Reference List

Altbach, P., Gumport, P., & Johstone, D. (2001). *In defense of American higher education*. Baltimore, MD: Johns Hopkins University Press.

Bok, D. (2003). *Universities in the marketplace: The commercialization of higher education*. Princeton, NJ: Princeton University Press.

Bruner, J.S. (1996). *The culture of education*. Cambridge, MA: Harvard University Press.

Cushner, K., McClelland, A., & Safford, P. (2000). *Human diversity in education: An integrative approach*. New York: McGraw-Hill.

Dewey, J. (1997). *Democracy and education*. New York: Free Press.

McLaren, P. (1997). *Revolutionary multiculturalism: Pedagogies of dissent for the new millennium*. Boulder, CO: Westview Press.

Moore, M., & Tait, A. (2002). *Open and distance learning: Trends, policy and strategy considerations*. Paris, France: United Nations Educational, Scientific and Cultural Organization.

OECD. (2003). *Education at a glance: OECD indicators 2003*. Paris, France: Organization for Economic Cooperation and Development.

UNESCO. (2003). *Gender and education for all: The leap to equality. Summary report*. Paris, France: United Nations Educational, Scientific and Cultural Organization.

Breadth Demonstration

In a scholarly paper of about 30 pages, I will investigate and analyze trends, methods, and related issues in the international organization of learning institutions, laying a foundation for the Depth Section examination of contemporary methods and problems in international learning.

Depth

Depth Preliminaries

EDUC 8620: New Models in Transcultural Learning Institutions and Curricula

Depth Objectives

Consider how the effectiveness of international learning institutions is related to what is taught, how it is taught, what is transmitted through the larger social environment, with a focus on the shifting institutional and organizational systems vis-à-vis global, cultural, andragogical, social, technological, and fiscal influences. Seek models of effective transcultural education, such as may be applied to social change and the goals, missions, and objectives of international learning institutions and curriculum development.

Preliminary Depth Reference List

Books

Freire, P. (1973). *Education for critical consciousness*. New York: Continuum.

Jonassen, D., Peck, K., & Wilson, B. (1999). *Learning with technology: A constructivist perspective*. Upper Saddle River, NJ: Merrill.

Pittinsky, M. (2003). *The wired tower: Perspectives on the impact of the internet on higher education*. Upper Saddle River, NJ: Prentice Hall.

Articles

- Adam, M. (2003, November). World climate demands global learning for all. *Education Digest*, 69(3), 25-31.
- Altbach, P. (2004a, January-February). The costs and benefits of world-class universities. *Academe*, 90(1), 20-23.
- Altbach, P. (2004b). Globalization and the university: Myths and realities in an unequal world. *Tertiary Management and Education*, 1.
- Belanger, P., & Federighi, P. (2000). *Unlocking people's creative forces: A transnational study of adult learning policies*. (ERIC Document Reproduction Service No. ED466764)
- Block, L. (2002). *The relationship between leadership and organizational culture: An exploratory investigation*. Unpublished doctoral dissertation, Walden University.
- Bradley, G. (2004, January-February). Contingent faculty and the new academic labor system. *Academe*, 90(1), 28-31.
- Bruffee, K. (2002, January-February). Taking the common ground: Beyond cultural identity. *Change*, 34 (1), 10-17.
- Cooper, L. (2003, April). Interdisciplinary, intercultural online courses provide a global education experience. *T.H.E. Journal*, 30(9), 24-25.
- Glaros, M. (2004, January-February). The academy in the digital age of labor. *Academe*, 90(1), 42-46.
- Guri-Rosenblit, S. (2001). Virtual universities: Current models and future trends. *Higher Education in Europe*, 26(4), 487-499.
- Hess, J. (2004, January-February). The entrepreneurial adjunct. *Academe*, 90(1), 37-41.
- Lorentsen, A. (2001). Promoting internet-based teaching and learning worldwide. *Higher Education in Europe*, 26(4), 515-22.
- Teeuwen, R., & Hantke, S. (2003). Call for papers: Gypsy scholars, migrant teachers, and the global academic proletariat: Adjunct labor in higher education. Retrieved March 6, 2004 from <http://www.english.upenn.edu/CFP/archive/Collections/0938.html>
- Tye, K.A. (2003, October). Global education as a worldwide movement. *Phi Delta Kappan*, 85(2), 165-169.
- Woodbridge, J. (2003). *Technology integration as a teaching strategy*. Unpublished doctoral dissertation, Walden University.

Depth Demonstration

In a scholarly paper of about 30 pages including annotated references, I will analyze and integrate the theoretical foundations from the Breadth component with contemporary realities as institutions and instructors adapt to the challenges and opportunities of distance learning and the internationalization of education. The annotated bibliography will include a minimum of 15 current research and investigative articles addressing relevant subject matter.

*Application**Application Preliminaries*

EDUC 8630: Creating and Implementing Global Learning Opportunities

Application Objectives

Apply the research and findings from the Breadth and Depth sections, as well as additional relevant materials, toward the considered application of developments in international higher education creating and implementing expanded institutional offerings and opportunities for global learning.

Preliminary Application Reference Materials

Altbach, P. (2004, March-April). Higher education crosses borders. *Change*.

Calloway-Thomas, C., Cooper, P., & Blake, C. (1999). *Intercultural communication: Roots and routes*. Needham Heights MA: Allyn & Bacon.

Lockwood, F., & Gooley, A. (Eds.). (2001). *Innovation in open & distance learning: Successful development of online and web-based learning*. London: Kogan Page.

Pittinsky, M. (2003). *The wired tower: Perspectives on the impact of the internet on higher education*. Upper Saddle River, NJ: Prentice Hall.

Rosset, A. (Ed.). (2002). *The ASTD e-learning handbook*. New York: McGraw-Hill.

Rudestam, K., & Schoenholtz-Read, J. (Eds.). (2002). *Handbook of online learning: Innovations in higher education and corporate training*. Thousand Oaks, CA: Sage.

Application Demonstration

Evaluate the research and findings from the Breadth and Depth sections in a revision of my Master's project written in 2000 on international distance learning, titled "Will global learning get online?" Since 2000, this piece has been published or distributed at international forums including the International Global Learning Forum at Appalachian State University; the Global e-Learning 2001 Summit in British Columbia; and the Australian Flexible Learning Framework 2000-2004. The updated version will integrate current institutional developments in aspects of international distance education including information and communication technologies (ICTs), as well as social, financial, linguistic and cultural issues. The product will be a revised article to be submitted to *The Journal of Distance Learning Administration*.