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Strategy of Collaborating Educational Research in International Business with Education Methods

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Abstract: Educational research is research conducted to investigate behavioral patterns in pupils, students, teachers and other participants in schools and other educational institutions. Such research is often conducted by examining work products such as documents and standardized test results. Whereas Business education involves teaching students the fundamentals, theories, and processes of business. Education in this field occurs at several levels, including secondary education and higher education or university education, with the greatest activity in the latter. Business education typically prepares students for an occupation in business or a business-related field, or a teaching career in academia. This article discusses the Strategy of Collaborating Educational research in International Business with Education Methods.

Keywords: Introduction, International Education, Review of Literature, Why Collaborate, Strategy for Future, Conclusion.

I. INTRODUCTION

The term international education can mean many different things and its definition is debated. Some have defined two general meanings to the concept of international education in regard to students. The first refers to education that transcends national borders through the exchange of people, as in study abroad. The second, explored in depth here, is a comprehensive approach to education that intentionally prepares students to be active and engaged participants in an interconnected world. Understanding of a broad array of phenomena is enhanced and deepened through examination of the cultures, languages, environmental situations, governments, political relations, religions, geography, and history of the world.

While definitions vary in the precise language used, **international education** is generally taken to include:

1. Knowledge of other world regions & cultures;
2. Familiarity with international and global issues;
3. Skills in working effectively in global or cross-cultural environments, and using information from different sources around the world;
4. Ability to communicate in multiple languages; and
5. Dispositions towards respect and concern for other cultures and peoples.

II. INTERNATIONAL EDUCATION

International Education is also a major part of international development. Professionals and students wishing to be a part of international education development are able to learn through organizations and university and college programs. Organizations around the world use education as a means to development. The United Nations Millennium Development Goals include to education specific goals:

Millennium Development Goals achieve universal primary education in all countries by 2015 and eliminate gender disparity in primary and secondary education by 2005.

Education for All (EFA): An international strategy to operationalize the Dakar Framework for Action; The World Education Forum (Dakar 2000) agreed to reach 6 goals by 2015: o expand early childhood care and education o improve access to complete, free schooling of good quality for all primary school-age children o greatly increase learning opportunities for youth and adults o improve adult literacy rates by

50% o eliminate gender disparities in schooling o improve all aspects of education quality. Dakar Framework for Action UN Decade of Education for Sustainable Development (2005–2014) -highlight the central role of education in the pursuit of sustainable development. International Education both as a field of study focusing on study abroad and preparing students for international occupations as well as an active part of international development is taught in many colleges and universities around the world.

III. REVIEW OF LITERATURE

Inhibitors to collegial professional interaction have been noted often in the literature, among them: time constraints, fragmented visions, competitiveness, conflict avoidance, and lack of administrative support (for examples see Dipardo, 1997; Knop, LeMaster, Norris, Raudensky & Tannehill, 1997; Kruse & Louis, 1997; Leonard, 1998).

Recent research undertaken by one of the authors (Leonard, 2002) with 238 Louisiana teachers confirmed several of those suppositions and provided additional insights. The research findings were summarized in the following five statements:

1. Teachers do not consider their schools to sufficiently exhibit expectations of or support for regular, high levels of collaborative involvement.
2. Teacher work continues to be characterized by competition and individualism and lacks the type of trusting, caring environment that is more conducive to collaborative practice.
3. There needs to be greater articulation of underlying values and beliefs about educational practice that is tempered with respect for diverse professional opinions and practices.
4. Teachers are dissatisfied with scheduling and appropriations of time, which often serve to deter collaborative practice.
5. Teachers need professional development directed at improving their collaborative skills.

IV. WHY COLLABORATE

In *The Basis for Effective Collaboration: 1+1=3*, Conffey (1988) points out that the operational limitations inherent in institutions which function autonomously can be reduced through engagement in joint enterprises.

Inter-institutional collaboration brings together resources from different organizations, building on their strengths in order to better meet the needs of the learner. In addition to overcoming constraints located in independently operating institutions, he sees the consequences of collaborating, as the title of his paper implies, as a product that is greater than the sum of its parts:

"It is a fact that our human resource of energy and ideas is finite. In relationships, ideas begun in one mind often spark off new and more complete ideas in other minds. ... The growth of ideas in education is no different (p.351)".

In reviewing the literature on inter-institutional and intra-institutional collaboration, Croft, Arblaster and Derks (1990) summarized the benefits of collaboration collected from numerous studies conducted between 1975 and 1989.

Among the benefits of collaboration they noted were: the capability to effectively resolve large problems which occur system wide, the ability to use collective resources to meet challenges, and the absorption of risk across the partnership thus reducing the vulnerability of each member.

V. STRATEGY FOR FUTURE

Some idea of the range of possibilities for the future can be gathered from the following hierarchy of collaboration: The hierarchy is established in terms of increasing difficulty and potential benefits:

- "Low risk, modest benefits;
- Sharing information
- Exchanging experience
- Exchanging advisers and consultants
- Collaborative staff training
- Accepting each other's students
- Acquiring and/or exchanging external materials
- Collaborating on evaluating external materials
- Collaborating on adaptation of materials
- Cooperating on development of related course units
- Establishing credit transfer arrangements
- Creating a common open learning system
- High risk, major benefits."

VI. CONCLUSION

Attempts at school improvement cannot be individual and fragmented but rather must be embedded in collaborative practices that address the day-to-day needs of students (Louis & Marks, 1996). To that point -- and perhaps most debilitating of the concerns that teachers continue to espouse about efforts to establish learning communities founded on principles of professional collaboration -- is the lack of consistent resolve at the district and state levels. While many schools have creatively juggled schedules and identified additional resources that are used to occasionally free up teachers for shared work, many others have not. If habitual teacher collaborative practice is truly valued, it should not be left to the vagaries of particular schools and personnel who demonstrate the will and the means to endorse and enact it. Rather, it should be a certain expectation that is clearly espoused at the highest policy and administrative levels and supported in actual measures. Making provisions for teachers to work together during and outside school hours may indeed require reallocation of resources or securing additional funding. If such is the circumstance, then the strong political will of leaders buoyed by a supportive constituency may be the best chance for addressing the ongoing collaborative challenge.

Problems are bigger than can be resolved by individuals alone, no matter how eminent, at any level of social organization. "If we are going to keep this world together, we are going to have to create structures to understand other countries" (Delonghi, 1988).

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