Journal of Tourism & Hospitality
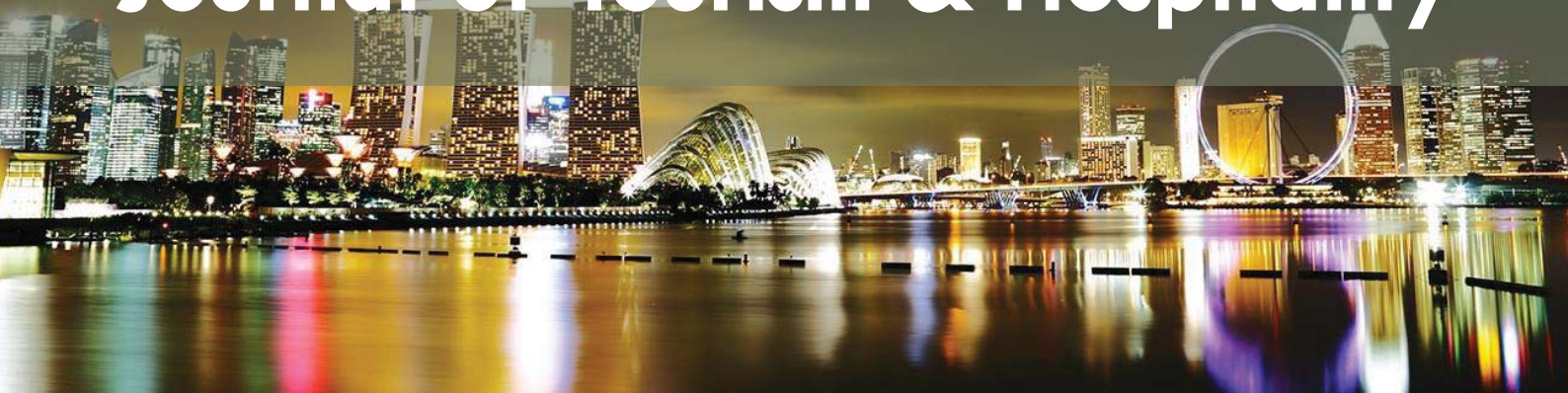
Learning as We Travel: Creating the Next Generation of Global Educators Writing Project

By

Joyce Pittman, PhD

Contents

About the Author

Dr. Joyce Pittman is an Associate Clinical Professor at Drexel University located in Philadelphia, PA USA

Dr. Pittman earned PhD of educational leadership, curriculum and instructional design from Iowa State University of Science and Technology, USA. She is a worldwide consultant to educational reform efforts, which have been highly recognized and rewarded by Ministries of Education, teachers, leaders, policymakers and students in the United States and abroad. Dr. Pittman's 40 -year career in education has ranged from high school business teacher to franchise consultant for the Sylvan Learning tutoring chain, to roles in teacher educator development, digital education and leadership issues in the United States and overseas. As a senior researcher, Joyce has directed efforts as diverse as projects related to computerizing the Praxis teachers' test at Educational Testing Service to team writing the International Society for Technology in Education [ISTE] international technology standards to guide teacher and leadership education programs, to preparing veteran educators to incorporate ubiquitous technologies into education in countries such as the United Arab Emirates, Qatar, Spain and other countries. Pittman is a past recipient the Association for the Advancement of Computing in Education [AACE] National Digital Equity Award supported by the US Department of Education She continues to be an active former International Society for Technology in Education Board member [ISTE].

She has extensive international educational leadership experiences engaging in teaching; professional development and advising educational authorities on leveraging digital technology to help educators and learners perform beyond their perceived abilities and limits. Professor Pittman directed diverse research teams in the United Arab Emirates (UAE) and co-produced a transformational plan to redesign schools and retrain teachers. She has published widely in books and journals including: "Critical Success Factors in Moving Towards Digital Equity," "International Handbook of Information Technology in Primary and Secondary Education," "Preserving Human Foundations of Education in Technology Environments," and "Connecting Students to Advanced Courses Online," U.S. Department of Education. She is often invited by *National Science Foundation, the New York Times Schools for Tomorrow project and USDE Institution of Education Sciences (IES) programs* to serve on educational reform panels and to engage international and global educational leadership and research development projects. Pittman is a senior editor for two refereed journals, Chair for Technology Leadership SIG with the Society for Technology in Education (SITE) and hold many other distinctions.

Currently, she holds positions on international boards and serves the university in many capacities including being an active member of *Senate Committee on Academic Affairs and Sub-Committee on Graduate Studies. Professor* Joyce is involved in state level educational leadership as Pennsylvania Association of School Administrators' (PASA) Chair of Research and Development Committee since 2013-2018. Please visit her site to learn more about how you can get support for your research through the PASA Research Fellows Program. Go here to learn more: http://www.pasa-net.org/fellows

Preface: Why and How this *Learning as We Travel: Creating the Next Generation of Global Leaders and Educators* Project Was Created

This monograph is intended to be a "living document" providing reports on various projects related to infusing educational tourism using diverse and interdisciplinary perspectives. This means that leadership educators, practitioners, and scholars could use this document to build or continue an inclusive community of practice in educational tourism. Future issues will include results of research underway, revisions and updates as leadership and curriculum studies develop as a field and, perhaps one day, evolve into a more robust and expanding understand of this emergingdiscipline.

To achieve this goal, I attempted to follow the conceptual framework for developing such an ideology that was put forth by the International Leadership Association (ILA), which promotes the following *Guiding Questions: Guidelines for Leadership Education Programs* consisting of this Overview, which may support rigorous discussions in classes or robust explorations of ideas and questions posited in the articles. There are five elements to be considered as you read each article, attempt to link ideas that flow from one article to another and then synthesize the readings to determine implications for putting some ideas into practice:

1. Context

2. Conceptual Framework

3. Content

4. Teaching and Learning

5. Outcomes and Assessment

Therefore, the author's overview, preface, epilogue, introduction and acknowledgement and most importantly article entries become just the first among many such entries in future monographs to attest to the success of this project and how it will be validated in the future.

The hallmark framing the published article by design intentionally posits more questions than answer to advance inquiry based thinking, learning and teaching.Ritch & Mengel, 2009in *Guiding Questions: Guidelines for Leadership Education Program as referenced earlier in their publication,* supports my approach hereby asserting that

Much more detail and to focus on a particular area, answering the questions in appropriate

Sections, allows concentration on specific possibilities to strengthen programs. {By Implementing]Field tests; results will suggest creative and innovative ways to use this inquiry writing method to reveal enhancement opportunities [by going from theory to practice] (p. 3).

Our non-profit educational tourism and research consulting group, Global Education Technology and Research Associates [GETRA] is based on the belief that our client's needs for information and opportunities to explore, learn and travel are of the utmost importance to grow and sustain global learning. Our entire team is committed to meeting the challenge of global education. As a result, high percentages of our projects are from repeat clients and referrals.

We welcome the opportunity to earn your trust and deliver you the best service in the educational research, consulting, educational tourism in the research industry.

Services include

- Teaching and Learning Partnerships

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- Planning Educational Collaborations

- Conducting Technology-based Research

 - Global Learning & Sustainability Projects

Learn, Explore and Travel with Us: Global Educational Tourism and Research Associates (GETRA)

Visit her site: http://getra.vpweb.com/About-Us.html

Acknowledgments

Many people contributed ideas, encouragement, and sometimes a needed reminder that this work, ***Learning as We Travel: Creating the Next Generation of Global Leaders and Educators* Project**is important to expand the presence of educational tourism concepts into the *Tourism and Hospitality* discipline and arena.

Early on, many people were involved and contributed ideas and research assistance: Philip Hall, William Wooten graduate research assistants, Drexel School of Health program, Dr. Kenneth Newby, Professor Morehouse College, Brian McLaughlin, freelance journalist and Dr. Warren Hilton, college administratorand others that I cannot put names to but see their faces helping connect this important work to produce this first group of articles. Their insights contributed to and confirmed *it is work worth doing*.

They remind us all that there is a rich line of dedication, which often precedeseven our best work. The digital libraries and rich archives of open access research, personal, professional experiences and other scholarly works offered more than placesor people to come together with scholars from around the world but a place to connect and gather information and knowledge from around the world for initial planningbased in part on works that came before this one.

The cited worksfrom their work offered a sense of purpose to this project so I could dream about something that could help advance our field of educational tourism and hospitalityto improve global education, economic and social capital around the world.

Last, I thank my educational leaders doctoral students, university colleagues, family and friends for their support in this journey towards a more inclusive and safe global living, learning and teaching environment through opportunities provided by educational tourism and hospitality.

Introduction: What Global Educational Tourism is about in this Monograph

Defining global educational tourism is conceptualized in this article as education research, curriculum, policies and practices that aims to foster awareness about the social, cultural, political and economic values of tourism to improve learning and teaching. Such foci is critical to for bridging differences or divides in our approach to creating conducive learning both formal and informal global learning environment to improves the quality of life for all people.

Articles in this monograph support this definition in nine (9) articles that describe how this conceptual definition is being realized in practice to move an agenda forward to further the intent of this concept of global educational tourism. The natural homes for this disciplinary agenda are found in anthropology, international education and tourism and hospitality and other that are emerging in the field.

The authors examine the positive and negative effects of educational tourism in USA, Africa and many other countries using primary and secondary methods to examine social, environmental and economic changes that result from or encourage social capital value in this emerging discipline. We examine how diverse approaches to education tourism can support positive development and limit the negative effects or attitudes about international travel support, especially in higher education. Readers are encouraged to reflect on personal thinking about these issues and their future behavior to bring about change to their respective practices.

Journal of Tourism & Hospitality

Editorial **Open Access**

Professional Conferences, Social Capital and Tourism: Is The Alliance in Jeopardy?

Joyce Pittman[1]* and Brian McLaughlin[2]

[1]Professor, Department of Educational Leadership and Management, Drexel University, Philadelphia, PA, USA
[2]Global Education Technology Research & Associates, Illinois, USA

Abstract

This editorial uses stakeholder and conference tourism theory to discuss how open access has influenced the increasing growth of virtual conferences and meetings and the implications for social capital traditionally valued by face-to-face events. Online or virtual conferences, meetings and events have emerged as a growing sector of the professional, education, research and development market worldwide. Educational and tourism leadership and stakeholders must form partnerships to determine the economic impact of global online conferences vs. face-to-face meetings on host communities around the world and the social capital that is valued by such conferences and meetings in both the education and tourism communities. The purpose of this editorial, therefore, is to call attention to how face-to-face professional conferences and meetings support or add value to the relationship between social capital and educational tourism. This editorial recommends a research agenda to develop theories about how to sustain the social capital of professional conference while not compromising the benefits of FTF conference tourism. Such an agenda would first examine relevant literature on the key characteristics of online and face-to-face conferences and their comparative social, educational, economical and political impact; and second, explore the contemporary issue of "social capital" within academic debates in a variety of conference contexts from an interdisciplinary stance.

Introduction

After years of economic recession in most developed countries, professionals, institutions and organizations, trapped between rising travel and professional development expenses and pressures from stakeholders to shrink overhead, are slowly yet steadily looking to virtual conferencing solutions to meet professional development needs for their members, share developments and improve the practice of their respective fields. While meeting "in the cloud" may be better than laboring in isolation, is this emerging trend yet another example of "penny wise and pound foolish"?

The hidden costs of virtual meetings, whether one seeks to put a price tag on missed opportunities and reduction of social capital within professional groups, or measure the economic, social and political consequences declines in educational tourism have on convention host communities, are currently well understood in their respective discrete spaces, even if only anecdotally. Additional research is needed, however, to understand how these declines interact with each other and drive declines in professions, their institutions and the communities they serve. "Travel broadens the mind" is a truism in many circles and studies exist to quantify the gains of travel and exposure to different cultures. One such concise example is illustrated in a study of gap year students in Commonwealth countries [1]. It is a different case entirely to quantify how reduced face-to-face social interaction, both through physical contact and destination educational travel, lead to quantifiable declines in professional environments, or to determine whether a balance of virtual and face-to-face meeting can be struck or could be a potentially viable alternative.

The Problem

As online research and technology conferences continue to emerge as a growing sector of the professional, education, research and development market worldwide, they pose a threat (however unintentionally) by interrupting the process of social capital gains usually experienced in traditional face-to-face professional conferences. While this new mode of conferencing is a bid that many individual scholars and professional groups undertake to increase attendance and participation, attract new audiences and address diminishing travel budgets, the virtual nature of these meetings themselves stand in stark contrast to the traditional role conferences have played, namely, their alliance to building social capital, developing educational tourism and leisure markets in the host areas. These efforts have long been seen to have significant educational, research, economic, socio-cultural and political effects on the destination areas and the participants themselves.

Methodology

This editorial is a reflective and theoretical conversation, integrating literature only to place emphasis and evidence to support ideas relevant, timely and of scholarly interest to a critical analysis to this journal's audience and other stakeholders. The contemporary research utilized open access resources to survey studies conducted from 2004 to 2011, with emphasis on the latter half of the period[1]. Research included was peer-reviewed and cited in recognized scholarly research journals, authoritative books or online open access sources. However, this editorial does not claim to be an exhaustive review of this rapidly-emerging field of study.

*Corresponding author: Joyce Pittman, Professor, Department of Educational Leadership and Management, Drexel University, Philadelphia, PA, USA, Tel: 1-215-863-1527; E-mail: Jap386@drexel.edu

Arguments for Research

Research shows that events are an important motivator of tourism and figure prominently in the development and marketing plans of most destinations [2]. Virtual conferencing, especially in regards to professional association meetings, has emerged to pose a strong challenge to the conventional model. Researchers, including Anderson, have cited a U.S. Travel Association study, where 31 percent of business travelers reported using video- or tele conferencing to replace at least one business trip in 2008. Another anecdotal pivot point was noted in 2010, when Tammy Blosil, vice president of online learning for ASAE: The Center for Association Leadership reported having 40 vendors to choose from in the planning phase of the center's 2010 virtual conference [3]. However, comparisons between online and professional conferences are difficult because as one researcher put it, "we don't know enough" about this new way of doing conferences [4]. This is especially true outside the business to business (B2B) and business to consumer (B2C) spheres. Within the B2B sphere, researchers have long stressed the limitations of virtual technology in terms of initiating relationships and fostering cohesiveness within groups, the cornerstones of social capital. One early study comparing the effectiveness of virtual teams using asynchronous conference software to face-to-face teams found that the virtual teams were less cohesive and reported lower levels of satisfaction. Confirming similar results from contemporary studies of synchronously-meeting virtual teams versus face-to-face teams, the authors suggested virtual teams should schedule face-to-face meetings to compensate [5]. Over time, studies continue to note the lack of ability to perceive fine interpersonal cues as a potential obstacle for virtual event participants. Despite technological advances affording near-broadcast video quality in many applications, even experienced participants continue to cite problems picking up subtle cues, especially in the initial phase of B2B and B2C relationships. A survey of 760 business executives showed 84 percent preferred person-to-person meetings: over three-quarters of the survey group cited "the ability to read body language" and "more social interaction/ability to bond" as advantages for person-to-person meetings over virtual ones [6]. Another argument for research is to quantify the benefits of educational tourism is recognition of travel's role in the development of social capital in destinations where conferees travel. Most developed countries outside the United States have national policies on fostering social capital and sustainable economic activities, including travel[2]. Public and private institutions are by and large obligated to further these goals in the course of their operational planning. Macbeth et al. [7] have illustrated such a holistic model of connections between travel and social, political and cultural capital in Australasia. On the other hand, anecdotal evidence does exist, especially in the library science and technical communications fields of the benefits of virtual conferencing. For these ultra-lean organizations, virtual conferencing is the sole means of professional development and communication. Employees lose no travel time and may multi-task or be available for recall from conference participation to meet staffing or operational requirements [8]. With embedded chat features, attendees can share their reactions about salient ideas from a speaker's presentation in real time without

disturbing other listeners; the speaker retains control over when and how to answer questions [9]. Conferencing environments featuring both face-to-face and virtual characteristics are still in their infancy but portend developments that could lead to true hybrid environments featuring the best of both worlds.

Limitations on Data

Studies comparing social cohesiveness among virtual and face-to-face groups have only been conducted in number in the B2B and B2C communities, where these factors are mission-critical to their daily operations. However, one recent study evaluating productivity gains from private and public sector conference travel demonstrated that public sector travelers as a group (of which educational travelers are arguably members) benefit from face-to-face contact with peers and supplies and improve their relationships in much the same way as their private sector counterparts [10].

Conclusion and Afterthoughts

On the basis of this limited discussion, the authors conclude that online conferencing will not replace face-to-face conferences entirely [11]. This editorial can only call attention to the role of face to face conference and meeting attendance supports and adds value to the relationship between social capital and educational tourism. One must draw upon literature from various disciplines to develop a concept about the synergy between educational conferences, social capital and other evolving factors that could significantly influence educational tourism. As a starting point, the authors recommend a research agenda based on examining relevant literature on key characteristics of online and face-to-face conferences and their comparative social, educational, economic and political impact. The contemporary issue of social capital within academic debates in a variety of conference frameworks should also be examined within an interdisciplinary stance. Useful measures of values that can be applied to evaluating the appropriateness of online versus face-to-face events are captured in the figure 1. Such initial research can lay down the basis for more comprehensive studies of educational tourism and its essential role in building global collaboration, economic partnerships and social capital to sustain and grow vital international relationships in the digital age. Institutional
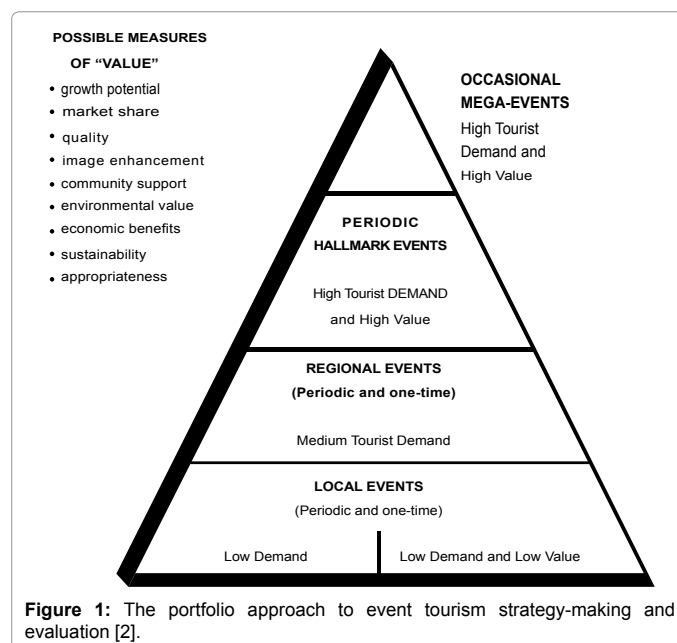
Figure 1: The portfolio approach to event tourism strategy-making and evaluation [2].

leaders and stakeholders, under metastasizing pressures, require a theoretical framework in which to view and evaluate the worth of face-to-face contacts and prioritize them as part of their ongoing operations. Innovative partnerships between professional, scholarly and business entities can help provide the sound theoretical basis our developing accountability society demands.

Closing Words

While tourism is an economic activity, it directly and indirectly affects the economic development of a country and its infrastructure. Research suggests that the best indicator of the effects on online conferences on tourism would be conducting analyses of studies of how tourism from professional conferences affects the social, economic or educational development of regions and districts of a country where the physical conferences take place. Developing and sustaining global partnerships on all level through professional meetings and tourism is more important than simply increasing the number of individuals who submit papers online and present in vacuums without the advantage of face-to-face meetings and socialization where new partnerships and understandings often happen. We must work together politically and socially to get top priority for widespread support from the business, industry, governments and education (BIG-E) sectors to continue their financial support to institutions, organizations and individuals who value the travel to different regions for real-time professional meetings and conferences to build global collaborations, economic partnerships and social and cultural capital that can help sustain international relationships, professional conference groups and partner tourism entities in a digital age.

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Journal of Tourism & Hospitality

Educational Tourism Empowerment: Implications for Flexible Learning and Digital Equity

Joyce Pittman*

Department of Educational Leadership and Management, Drexel University, Philadelphia, PA, USA

Abstract

This paper discusses the main characteristics of critical factors commonly associated with how educational tourism foundations might empower individuals and economies in global communities in a digital age society. Educational tourism is a lifeline to empowering individuals, world economies and educational communities. What factors or conditions are associated with supporting empowerment through educational tourism? The central question is what is the empowering connection between educational tourism, flexible learning and digital equity? The purpose of this narrative is to describe critical factors commonly associated with how educational tourism empowers individuals and economies in world communities in a digital age society. This affirmation is expanded in this article to include a potentially disenfranchised segment of groups who may be unintentionally cut-off from the benefits of educational tourism in an increasingly digital society. Before digital equity can evolve, basic access to information technology must flow to or be diffused into educational tourism systems and communities within poorer societies, thus emerges the conceptual role of educational tourism. Educational tourism involves events that are aligned with the World Tourism Organization definition. Educational tourism enables flexible learning, which in turn empowers individuals by enacting the principles of digital equity. Transformational leadership and resource management are fundamental to expand flexible learning and equity through educational tourism in a digital society.

Keywords: Flex learning; Empowerment; Educational tourism; Digital equity; Leadership

Introduction

Educational tourism is a powerful means to increase social and economic capital and empowerment for learners and host communities worldwide [1]. But what factors or conditions are associated with supporting empowerment through educational tourism? More specifically, what are the connections between educational tourism, flexible learning and digital equity?

The problem

While research has probed into some areas of the economic and developmental effects of educational tourism, and the influence of technology within this area has been studied, a comprehensive, systematic model of how these elements interact has remained elusive, even as the understanding such a model would provide has become more valuable.

In the realm of digital equity, in the decade since Rogers and Shukla [2] suggested information technologies were creating dramatically different societies, particularly in Latin America, Africa and Asia, the resulting changes themselves have become a new constant worldwide. The nature of access and its utility has changed. Dean et al. [3] noted that shifts in the technological center of gravity from fixed to ubiquitous use, from passive to active applications highlight significant dislocations within and between countries, economically, socially and politically.

Despite advances in technology and its applications in learning, educational travel is playing an increasing role for learners and the communities they visit, particularly in the British Commonwealth. Ritchie [4] diagrams the interactions between the environment and social resources, destination impacts, organizations and prospective educational tourists in a manner useful for those interested in further study.

Within this dynamic, flexible learning could provide a framework within which host communities and visitors can realize the greatest results from expanded educational tourism initiatives. With the advent of m-learning, hosts can leverage ubiquitous handheld technology to acquire, apply and supplement high value knowledge and skills, while visitors can employ it to complement their on-site learning. One such example of augmented reality in learning is the recreation of the "virtual Berlin Wall", currently in use to help visitors and learners envision the impact of the former barrier between East and West [5].

Methodology

The conceptual framework is represented visually in Figure 1 (Educational Tourism Empowerment Conceptual Framework). Page and Czuba's [6] definition of empowerment is a multi-dimensional social process that helps people gain the requisite experiences and skills to exercise control over their own lives, both individually and within their community.

Digital equity for learners as defined by McLaughlin R [7] has these characteristics: providing educators and learners with access to technology resources, culturally responsive content of high quality, preparing and upgrading educators' skills to apply these resources and providing opportunities for learners and educators to create their own content. While the environment may not always be a formal classroom learning situation, the presence of adequate training, resources and support are still just as important.

*Corresponding author: Joyce Pittman, Professor, Department of Educational Leadership and Management, Drexel University, Philadelphia, PA, USA, E-mail: joyce.a.pittman@drexel.edu

Figure 1: Educational Tourism Empowerment Conceptual Framework (Pittman, 2012).

Arguments for Research

While limited studies have been conducted in ecotourism and sustainable tourism, very limited research has been conducted in the educational tourism field. The World Tourism Organization defines educational tourists as "individuals or groups who travel to and stay in places outside their usual environment for more than twenty-four hours and not more than one year" for purposes including study, business, leisure and other activities.

Research on the interplay between digital equity, empowerment and flexible learning in an educational tourism environment could yield greater understanding on how these factors influence learners as well as the communities they visit, especially communities experiencing social or economic hardships, which have significant populations of disenfranchised people, or are in remote areas [8].

Conclusions and Afterthoughts

This paper is limited in focus because this research does not include empirical studies, and is dependent on available literature and personal experience of the author.

Yet, the results establish rationales and incentives for researchers, educators and business leaders to develop a greater appreciation for the role that educational tourism can play for their respective constituencies, and accord it greater priority.

Particular foci would include (but not be limited to) how educational tourism can support the development of career paths in host communities, the application of flexible learning, and development or adaptation of existing and future technologies to be of more equitable service to further economic, community and individual development.

Transformational leadership and innovative resource management at firms, agencies and institutions is fundamental for them to expand and benefit from flexible learning and equity through educational learning in a digital society.

Special Acknowledgement

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Journal of Tourism & Hospitality

Editorial **Open Access**

What is Working Inside University-Supported Educational Tourism Creativities?

Joyce Pittman*

Department of Educational Leadership and Management, Drexel University, Philadelphia, PA, USA

Abstract

This article is a response to two previous articles *Professional Conferences, Social Capital and Tourism: Is the Alliance in Jeopardy?* where the authors converged on social capital and educational tourism and *Educational Tourism Empowerment: Implications for Flexible Learning and Digital Equity http://omicsgroup.org/journals/audio-files/JTH/JTH-1-e109.html*). In these articles, it was suggested more research is needed to understand the underlying phenomena to enhance understanding about why it is significant to continue expanding and sustaining educational tourism as a field of study and other scholarly activities that connect the world through global learning and travel quests. In this article, the purpose was to theorize connections between what appears to be divergent views between the ideas of tourism and global education. Inferring new understanding could serve to advance knowledge about the interrelationships among highly debatable and tentative theories about the value of educational tourism in higher education. Research shows that universities are central competitors in the global development of knowledge economy, alongside being significant contributors to the economic and social capital development of their host cities. The absolute number of universities now establishing international campuses abroad and online is evidence that universities are making a significant investment in the knowledge enterprises supported by educational tourism. Such partnerships make them more valuable as the largest suppliers of the human and intellectual capital on which the worldwide knowledge-based economy depends. This article shares knowledge about the role universities in helping faculty and students make connections between divergent disciplines and the interrelationships among highly debatable and tentative theories about the value of educational tourism to international education creativities (a.k.a. programs). A recent *Open Doors Report* published by the Institute of International Education, the leading not-for-profit educational and cultural exchange organization in the United States, reports that *study abroad by students enrolled in U.S. higher education has more than tripled over the past two decades* and especially to less traditional regions of the world.

Introduction

What is working inside University-Supported Educational Tourism Creativities is a review of educational tourism expansion, which is represented by an unprecedented growth in international education partnerships between ministries of education and higher education worldwide. *Vicari* defines organizational creativities as "*the result of the conditions the whole organization is in*" [1].

This editorial explores the trend of how educational tourism and economic interests are expanding in universities in ways designed to attract and sustain young professors and the most creative-minded students. Questions that emerged during this exploration included: How are universities supporting and growing this new segment of international learners while building social capital, flexible learning and equity through Web-based learning connections? How does educational tourism reinforce student and faculty development, collaboration and research needs?

Although this article will not attempt to provide conclusion to these questions, ideas underlay the significance of the questions and potential answers will be discussed in brief, followed by conclusions.

Background

A U.S. Department of Commerce report on the economic impact of international students or creative minded international students recently published that students participating in these growing university programs contribute over $21 billion to the U.S. economy, through their expenditures on tuition and living expenses. The reports also shows that Higher education is among the United States' top service sector exports, as international students provide revenue to the U.S. economy and individual host states (citation) while Open Doors shows the United Kingdom, Italy, Spain, France and China, remained the top host destinations for international educational tourism.

Perhaps, many students no longer have to travel other countries, stand in long lines for student visas, endure intensive interviews and investigations to participate in high quality educational opportunities, but what about young faculty in high demand disciplines. *Where are the students going to engage their educational tourism, study abroad interests?*

Fifteen of the top 25 destinations were outside of Western Europe and nineteen were countries where English is not a primary language. What are the implications for new faculty entering higher education who bring these experiences with them after graduation or who desire to continue their creative-minded research interest that extend beyond the university walls?

Related Issues

Recently a conversation between three professors (Science,

*Corresponding author: Joyce Pittman, Department of Educational Leadership and Management, Drexel University, Philadelphia, PA, USA, E-mail: jap386@drexel.edu

Engineering, and Mathematics) resulted in three scenarios that depict how faculty and students are leading a fascinating trend in the growth of educational tourism.

The scenarios describe educational tourism concerns that emerged in a conversation among four professors from different disciplines. The dialogue began with an intense focus on before, during after tenure and the availability of resources to support creative scholarly travel adventures for teaching, research and cultural development.

Scenario 1. The first young professor revealed that after receiving tenure about two years ago would love to travel and get more involved in international teaching but worries about university funding Shortfalls University and the increasing competition for limited grant opportunities.

Scenario 2. The second professor of mathematics, in the first teaching position wants tenure, but also is concerned about how to maintain adventures and creative learning through travel experiences that were valuable during years.

Scenario 3. The third professor of chemistry expressed a desire to be involved in more research collaborations beyond university whether it is domestic or abroad to feel more connected to the world.

The agendas desired by each professor would require empowerment through flexible learning and research opportunities made possible through web-based technology and world travel.

What then is the meaning of social capital, educational freedom and equity in new educational environments? How is flexible learning a form of "social capital and freedom"? What is the responsibility of the university and society to support worldwide educational tourism as a primary venue for the opportunities that emerge and contribute to economic and social capital?

In the next section, research demonstrates a strong growth trend in educational tourism through study abroad programs. Such growth could make the three conversations the professors quite different in the future. New generation professors are seeking more opportunity to explore, develop or connect their true interest to their professional goals and objectives for a more "wholistic" experience though educational tourism --*taking into consideration the whole body or person. Wholistic means considering the mind, body and spirit (May also be spelled "holistic").*

University-Supported Educational Tourism Creativity Growth Abroad

A recent report shows that study abroad by U.S. students rose in 2009/10 with more students going to less traditional destinations.

Open Doors Report on International Educational Exchange, reports an increase in U.S. students studying abroad; 270,604 U.S. students studied abroad for credit during the academic year 2009/10, compared to 260,327 the previous year.

The report also shows that the United Kingdom, Italy, Spain, France and China, continue as the leading host destinations. In addition, there has been a surge of interest in study in China in the past decade, with nearly 14,000 students studying in China in 2009/10 compared to fewer than 3,000 in 1999/00.

The report found notable increases in U.S. students going to study in many of the less traditional destinations. Fifteen of the top 25 destinations were outside of Western Europe and nineteen were countries where English is not a primary language. There was a 44 percent increase in U.S. students going to India. Israel, Brazil and New Zealand also showed large percentage gains. Substantial increases were reported in U.S. students going to Egypt.

Open Doors Research Report Highlights on International Study Creativities

Top destinations

According to Open Doors, the United Kingdom remained the most popular destination, with a total of 32,683 (a 4 percent increase). Italy is second, (increasing 2 percent to 27,940), followed by #3 Spain (25,411, up 5 percent), #4 France (17,161, up 2 percent), and #5 China (13,910, up 2 percent). There were other destinations in the top 25 were: #6 Australia (9,962, down 11 percent), #7 Germany (8,551, up 3 percent), #8 Mexico (7,157, down 2 percent), #9 Ireland (6,798, down less than 1 percent), #10 Costa Rica (6,262, down 2 percent). To see more ranking you can follow the full report [2-4].

Leading Universities in Educational Tourism and Creativities Study

Both large and small universities are sending their students abroad in greater numbers. The Open Doors Report shows New York University is the leading sending institution, reporting that it gave academic credit for study abroad to 4,156 of its students. Other leading institutions include Michigan State University (2,589), University of Southern California (2,500), University of California- Los Angeles (2,363) and University of Texas- Austin (2,284).

It is interesting to note that while large institutions were more prominent in the numbers of students traveling abroad from to and from their institutions, increasingly trend among smaller institutions is suggests they are sending a higher proportion of their students abroad.

Open Doors 2011 data on study abroad participation rates show that "24 institutions reported sending more than 70 percent of their students abroad at some point during their undergraduate careers" (Open Doors Report, 2011).

What Are the Leading Fields of Educational Tourism and Creativities Study?

According to Open Doors 2011, the leading fields of study for Americans studying abroad are the social sciences (22 percent of those studying abroad and business and management (21 percent). Others notable subjects were humanities (12 percent), fine or applied arts (8 percent), physical/life sciences (8 percent), foreign languages (6 percent), health sciences (5 percent), education (4 percent), engineering (4 percent), math/computer science (2 percent) and agriculture (1 percent). [2]

Conclusion

This article attempts to show what is working in university-supported tourism. Universities have an enormous role in helping faculty and students make connections between divergent disciplines and understanding interrelationships between and among highly debatable and tentative theories about the value of educational tourism to international education creativities or study abroad projects.

Now, to answer the questions posited in this article: How are universities supporting and growing this new segment of international learners while building social capital, flexible learning and equity

through Web-based learning connections? How does educational tourism reinforce student and faculty development, collaboration and research needs?

It is clear that these questions and related issues are potentially being addressed by 43 percent of the educational tourism study abroad projects and programs in universities, which based on this limited research, are concentrated in social sciences, business and management.

While this research is theoretical, clearly there is a need for more research about increasing creativities in the hard sciences, engineering, math/computer sciences, health sciences and agriculture, which many countries need more human expertise to solve the world's education, hunger, technology and health crises.

Increasing collaborative educational tourism, interdisciplinary projects in these areas could help identify solutions to support research opportunities to solve real-world problems. In addition, such opportunities might attract and gain more participation of faculties

from these critical disciplines that are underrepresented in the study abroad programs in higher education.

Notes

For a full report on growth of Educational Tourism as represented by international creativities by universities, visit the website:

http://www.iie.org/Who-We-Are/News-and-Events/Press-Center/Press-Releases/2011/2011-11-14-Open-Doors-Study-Abroad.

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International Forensics Collaborations in Debate as a Tool for Empowerment Advancing Global Learning, Cultural Understanding and Critical Dialogue

Kenneth A. Newby[1] and Joyce Pittman[2]*

[1]Department of English, Morehouse College Forensics Program, Morehouse College, Atlanta, USA
[2]Department of Educational Leadership and Management, Drexel University, Philadelphia, USA

Abstract

In previous JTH articles, Dr. Joyce Pittman's conversations were centered around understanding different dimensions of educational tourism and their relationship to building social capital, advancing global learning in higher education, and utilizing technological advances to close the education and digital divides, especially in third world regimes. This article advances dialogue from identifying the issues that plague those in the third world to exploring potential solutions to empower them. International forensics, specifically parliamentary debate, has emerged as a new potential tool in the conversation about global learning, cultural exchange, and closing the educational divide.

This editorial collaborative article supports the ongoing argument that educational tourism is essential to establish and sustain global education and understanding. The collaborative researcher, Kenneth Newby, an accomplished lawyer, national championship debate coach, and emerging scholar, traveled to Cameroon to share his knowledge of argumentation and debate. Internationalism recently emerged in his pedagogy as central to his work concerning the importance of debate in bridging differences worldwide no matter what the subject-the rules of engagement for critical dialogue remain the same.

The retrospective case study methodology employed here involves a narrative discussion of an educational tourism forensics project in Cameroon a bilingual, developing nation still feeling the effects of French colonialism. The weeklong seminar series, composed of lectures, drills, and practice exercises, was designed to teach young African scholars how to improve their critical thinking, presentation and argumentation skills. The researcher takes us on a journey with him that shows how he, along with other scholars, were able to successfully bring global learning and collaboration to an international university campus through human voices without using modern technological resources. In conclusion, the forefront of making this project a success was not technology, but face-to-face interaction that allowed new global voices to emerge and inspire a people.

Keywords: Collaboration; Educational tourism; Debate; Action-oriented research; International education; Educational; Digital equity

Introduction

Educational tourism developed because of the growing popularity of teaching and learning of knowledge, and enhancing technical competency, outside of the classroom environment. In educational tourism, the main focus of the tour is customarily visiting another country to learn about the culture, or apply skills learned inside the classroom in a different environment. Many articles about educational tourism focus on the incredible amount of revenue generated by education-related tourists. For example, Australia's fastest-growing and most valuable international tourism market, China, is particularly dependent on education, with 68 percent of the $2.8 billion expenditure from education visitors [1-3]. However, debate training as a form of educational tourism proves that educational tourism offers more than another mechanism for short-term economic growth. Instead, this case study reveals that this form of tourism can be empowering and transformative especially for developing nations.

Resources and Methods

Many experts have noted that educational travel is playing an increasing role for learners and the communities they visit. I am no exception. I began my career as young debater in the United States more than twenty-five years ago. As a debater, with the exception of having the privilege to be a part of the first team from an HBCU to participate in the World Universities Debating championship, I found my international exposure in debate limited. Having migrated

from an award-winning debater to respected attorney and professor of communications, and a national championship debate coach with my team winning the 2013 Pi Kappa Delta National Championship in Parliamentary Debate, I hungered to shared my knowledge of debate globally.

The invitation

Recently, I was honored to be part of delegation of four expert debate trainers organized by the World Debate Institute who traveled to the Catholic University of Cameroon in Bamenda, Cameroon for a weeklong intensive debate training called the Cameroon Debate Academy (CDA). The invite for my educational tour came from Dr. Alfred Snider of the University of Vermont who serves as director of the World Debate Institute (WDI) and pioneered debate training in the

"academy" model as a form of educational tourism. With support from Morehouse College, I gladly accepted the invitation. Having never traveled to Cameroon, or Central West Africa for that matter, I found my experience educational and inspiring in that it allowed me to use knowledge I have acquired about argumentation and debate in a new and empowering way.

Traveling to Cameroon and getting settled in

Cameroon is a developing nation that symbolizes the negative effects of the digital divide. Forty percent of the Cameroonian population is unemployed [4]. Access to the Internet and other such technological resources commonly used by debaters elsewhere to access information about current events is limited by lack of computers, and infrastructure necessary to support the bandwidth necessary to provide those with access a challenge free experience. In Cameroon, people commonly experience social or economic hardships since Cameroon has significant populations of disenfranchised people, or those who are in remote, rural areas.

My trip began with an eight-hour flight from Atlanta, Georgia to Brussels, Belgium with a one-day layover that allowed me to enjoy an authentic Belgian waffle followed by a six and half hour flight to Douala, Cameroon. Douala is a busy port city lined with the hustle and bustle of vendors eager to sell their wares. I rested one night in Douala where I connected with my team of debate trainers. In the morning we headed to Bamenda by local bus. Our bags were thrust to the top of a 20-passenger van forced to seat 30, and we departed on our crowded journey to Bamenda. Bamenda sits in a mountainous region of Cameroon and, although Cameroon is located close to the equator, this area enjoys a cooler climate. As we approached I observed people wearing sweaters and multilayered clothing-a little warm for my taste given the average temperature was 70 degrees Fahrenheit and raining. We unloaded at the muddy bus stop and were transported to our temporary home a 2-story walk up apartment arranged by the University where a warm meal welcomed us. In fact, every meal we enjoyed was typical Cameroonian fare prepared by the apartment's housemother we lovingly referred to as "Mama". Mama took quite good care of us, and we were thankful for her tasty, well-balanced meals during our stay. We bedded down for the night, and I cautiously sprayed my insect repellant throughout my room, including on the drapes covering the windows–a traveling tip shared with me by one of my colleagues.

I awoke the next morning mosquito bite free, and eager to start the training. Upon arrival on the CATUC campus, we were greeted by legions of students, professors, and school officials for the opening ceremony of the CDA. More than 85 students would participate in the weeklong training. The daily format consisted of multiple one-hour skill-based lectures, followed by active drills in small group sessions, which were followed by practice debates with intensive feedback to reinforce the skills imparted by the lectures. My main lectures covered such topics as Public Speaking and Refutation. The small group setting provided by our drill sessions offered us an opportunity to help students deal with their specific issues, answer questions about the lecture subject matter, and learn more from our students. On the final day of training we presented the students with electives to provide them some instructional options along with the opportunity to focus on specific issues. Electives included such topics as "Arguments You Should Not Make", "Arguing About Democracy", and "Making Your Arguments More Important." After the training, students participated in a full-scale debate tournament. Video from the CDA is available at https://vimeo.com/channels/566561 including the demonstration

debate featuring students and faculty, lectures, over fifty percent of the concluding tournament rounds, and the finals in French and English.

Throughout the training I remained impressed by the students' commitment to the material and its transformative nature. Students who appeared shy and reticent to speak at the outset of the training were converted to speakers of great force by the end. In observing their change, I was reminded that the true value of learning the art of argumentation lies not in winning competitions or building resumes, but in finding your persuasive voice within for change. This work had a "missionary" feel to it where, instead of teaching students what to think, we taught them how to become better critical thinkers.

Results

Broadening global understandings through debate training

Debate often creates intercultural dialogue that educates the audience along with the debater. No exception to this principle, the CDA expanded and enhanced my understanding of the issues faced by African people. For example, students debated "This House would ban bush meat practice." These debates educated me on the harvesting of bush meat, meat harvested from the wildlife living in African forests or farms such as sugar cane rats, for consumption and economic benefits. Students also discussed the detrimental health effects of consuming bush meat and the negative impact it often has on the education of children who sell bush meat on the side of the road to support their families. Bush meat practice, however, is not unique to Cameroon and many African nations such as Nigeria, Ghana, and others engage in this practice. The bush meat crisis is a prevalent problem in Africa that endangers many species. Debate and discussion on the issue certainly enhanced my understanding of both sides of the issue.

I believe the CDA also broadened the participants' knowledge and awareness of issues beyond their Cameroonian experience. Initially, students hesitated to engage in dialogue about political topics such as term limits and greater financial disclosure for public officials, preferring instead issues that related to their own personal experience such as "This House believes parents should not hit their children." As international debater trainers, my team encouraged the students to think about issues from a global perspective and to discuss those issues in a way that any one from any country regardless of religious, ethnic, or cultural background could appreciate their argument. For example, one common fallacy used in students' debates initially was an appeal to authority whereby the student justified their position because an authority such as the Bible or the law proscribed a certain action. We helped educate the students that debate about actions does not revolve around what an authority says should be the right course of action, but rather the reasons a particular course of action may be good or bad.

Intercultural exchange

Cameroon is a bilingual nation of French and English speakers. The CDA offered training in both languages to maximize its effectiveness. I found that nearly all of the participants had English proficiency, however, some understandably preferred instruction in their native language of French. Sparking intercultural dialogue between the English and French Cameroonians, we incorporated some topics such as whether Western Cameroon should be an independent state, which enabled a discussion about whether the needs of English-speaking Cameroonians who dominate the Western portion of the country were properly addressed by having one Cameroonian nation. Indeed, Cameroon is a melding of two cultures, one Francophone and one Anglophone. The students also debated whether Cameroon should

adopt one educational system for Franco phones and Anglophones since they are separated in the current educational system. I think the students benefitted greatly from having discussions that caused them to consider both the segregation and unification of two dominant cultures in Cameroon.

Conclusions

Mission accomplished

I think the CDA was effective in achieving its goals and objectives primarily because of the format chosen for the training, and the commitment of the participants to the subject matter. Drills reinforced the skills shared during our short lectures in small group sessions that allowed for individual feedback for each participant. Moreover, the practice debates also served to reinforce the skills delivered in the lecture by offering students an immediate opportunity to practice what they just learned. The students exhibited an insatiable commitment to master the material presented to them. Critical to their success, although challenged, when encouraged they pushed through the challenges of learning how to make their voices heard and persevered.

Lessons learned from educational tour

If empowerment is understood as a multi-dimensional social process that helps people gain the requisite experiences and skills to exercise control over their own lives, both individually and within their community, then debate training certainly offers the keys to empowerment through communication. Debate training provided a shining example of how educational tourism can support the development of career paths across interdisciplinary sectors. Debate training as a specific type of educational tourism offers the ability to help empower these communities by teaching participants how to have a voice, properly construct rational arguments, and defend those arguments when intellectually challenges. Learning how to debate means learning how to think critically about your opponent's argument and your own. I can think of no more empowering tool than the ability to think and express oneself persuasively, after all change begins with communication.

My advice for others seeking to use the "academy" model pioneered by Dr. Snider to teach debate would be multi-faceted. First, approach the target population with cultural sensitivity and understanding that their norms may be different than yours. For example, some of the views expressed during some debates were dramatically different than what I ordinarily experience in Western liberal democracy. As an adjudicator, you must judge debates with a *tabula rasa* mindset, or clean slate, evaluating all arguments presented with an open mind. Second, the social interactions and relationships formed during the educational process are as important as your pedagogy. Many students remarked to me at the end of the training that there were many points where they wanted to give up, but that my positive reinforcement helped them to continue and believe in their own capabilities to excel. While virtual learning tools and online mechanisms of communications such as Skype offer us ways to bridge geographical boundaries, they are an inadequate substitute for real life presence and face-to-face interaction. Third, recognizing that enthusiasm can be contagious, freely share your enthusiasm for your subject matter with your students. You will quickly find that your passion has become theirs. Impassioned learners make great students.

Personally, I believe I may have gained more than I gave from my experience in Cameroon. I often impart argumentation skills to new debaters seeking to win the next competition or bolster their resume, law school application, or chance for internship opportunities. However, teaching students in Cameroon reminded me that these skills serve a higher function. Students at CDA wanted to awaken their inner voices to improve their country. I found that very inspiring. The skills imparted to students of debate are those necessary for them to change the world around them. The transformative impact of my educational tour and seeing participants' transition from recalcitrant novices to confident competitors gave me greater appreciation for my own field.

In the future

Applying the academy model to international debate trainings, I think Dr. Snider is on to something. Imagine the impact that legions of great debaters could have on the world if they spread those skills to communities where people lacked a voice. In a sense, this is debate missionary work, but unlike many missionaries who bring a specific message of what to think, we help teach people how to think and separate rational arguments from the irrational.

I recognize that the results of this analysis and my "lessons learned" are limited by the fact that these are preliminary and personal observations of one traveler. A more scientific study would need to be designed and implemented to further examine the results, and the short-term and long-term impact that such trainings have on the targeted populations. In addition, more case studies may help confirm whether my experience was unique or typical of an educational tour seeking to share argumentation skills in the developing world.

Going forward I will always be reminded that as debate coaches we do not just teach people how to argue, rather we teach them how to think critically about the world around them so that they can change it for the better. As an educator, this trip has cultivated in me a greater appreciation for the role that educational tourism can play for disempowered constituencies, and I am confident I will accord it greater priority in the future.

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Research Article   **Open Access**

Creating and Maintaining High Quality, Sustainable Healthy Learning Environments for Students, Teachers and Staff in Global Schools

Joyce Pittman*

Department of Educational Leadership and Management, Drexel University, Philadelphia, PA, USA

Abstract

The purpose of the study was examining and exploring ecological issues that emerge from disasters or high poverty schools and UNESCO'S mandate for health conditions in learning environments and 1) teacher and staff effectiveness, 2) student achievement, and 3) health of teachers, staff, and students. A systematic narrative literature method was used to review the effects that technological innovation and ecological conditions have on schools show there is a health risk. Results of preliminary research focused on USA schools revealed a high-quality teaching environment is expected to demonstrate five key conditions and five helping brain-based behaviors in teaching 1) lesson clarity, 2) instructional variety to address diversity, 3) healthy and safe learning environment, 4) engagement in the learning process, and 5) student success. Five helping behaviors included: 1) using student ideas and contributions, 2) structuring, 3) questioning, 4) probing, and 5) teacher competence. Methodology is introduced to gather evidence of the possible relationships between these variables and potential adverse effects of technological and ecological conditions teachers and students. The discussion shares findings on the potential implications for conditions in schools and communities that result from natural disasters. Such conditions include the impact of dampness and mold on individuals in schools or similar settings. This information could advance future research direction to investigate this problem of maintaining safe and healthy environments globally. The argument is that such conditions present thought-provoking implications for transforming learning environments into healthy and safe places for teachers and learners to be active and productive. Preliminary conclusions suggest that while technological and ecological innovations offer necessary advances to education, failure to acknowledge problems involving infrastructure, environmental conditions and the impact on individual's health could result in adverse effects on teaching and learning.

Introduction

The importance of this topic is published widely by UNESCO learning projects on the relevance of healthy environments to achieve high quality education. Global problems affiliated with economic development, education, environment and health are closely related. Research on educational tourism initiatives evolving from natural disasters and the study of universal poverty worldwide are beginning to highlight the complex links between the social, economic, ecological and political factors that consistently drive standards of living and other aspects of social well-being that influence human health and education worldwide. UNESCO's NGO groups, humanitarians and educational tourists are engaging dialogue about the need for healthy people, educated populations to live and learn in safe and peaceful environments as critical circumstances for a sustainable future [1].

At the beginning of the 21st century, the education of many children and young people around the world is compromised by conditions and behaviors that undermine the physical and emotional well-being that makes learning possible. Hunger, malnutrition, malaria, polio and intestinal infections, drug and alcohol abuse, violence and injury, unplanned pregnancy, HIV/AIDS and other sexually transmitted infections are just some of the health problems we face. As a result, education policy-makers and teachers must embrace health promotion activities to achieve their goals. Schools must be not only centers for academic learning, but also supportive venues for the provision of essential health education and services [1].

In this editorial, we report findings from numerous projects that have contributed to research on global schools in urban or rural school culture, teacher and student performance and the need for reform. However, we also elevate the issue that too few have provided insight into the role of the role of ecological system, physical school environment or building quality in relationship to teacher effectiveness and learner performance. The driving question is, what are some potentially harmful ecological conditions in learning environments and the effect on 1) teacher and staff effectiveness, 2) student achievement and 3) health of teachers, staff, and students? Research on the effects that technological innovation and ecological conditions in schools show there is a health risk that could impeded learning and teaching in today's aging and new classrooms. The argument is that poor environmental or ecological conditions present thought-provoking implications for transforming learning environments in to healthy and safe places for teachers and learners to be active and productive as new technologies become pervasive in our schools. Are schools prepared to fully implement new school and instructional designs? The ideas presented have not been published in previous reviews in this journal.

This grounded theory in this paper emerged from the authors' involvement in the developing a funding proposal to study issues related to the above questions. The research here will share previous work in

*Corresponding author: Joyce Pittman, Associate Clinical Professor and Director, Department of Educational Leadership and Management, Drexel University, Philadelphia, PA, USA, Tel: 215-895-1593; E-mail: joyce.a.pittman@drexel.edu

the field and begin a comprehensive discussion on the background of this problem and salient ideas about future research directions. The purpose is to advance conversation about how to identify solution-oriented and qualitative approaches to study, create and sustain an ecological system safe and healthy learning environments in schools as we plan to advance education into the 21st century.

Theoretical framework[1]

This research is grounded in primarily systems thinking and ecological systems theory (Figure 1). The focus includes ideas directly incorporating microsystems, exosystems and macrosystems as lens to view how the school or learning environment's physical environment can affect the quality of health, teaching and learning in homes, schools and community.

Ecological systems: Theory holds that development reflects the influence of several environmental systems, and it identifies five environmental systems:

Micro system: The setting in which the individual lives. These contexts include the person's family, peers, school, and neighborhood. It is in the micro system that the most direct interactions with social agents take place; with parents, peers, and teachers, for example. The individual is not a passive recipient of experiences in these settings, but someone who helps to construct the settings.

Mesosystem: Refers to relations between microsystems or connections between contexts. Examples are the relation of family experiences to school experiences, school experiences to church experiences, and family experiences to peer experiences. For example,

children whose parents have rejected them may have difficulty developing positive relations with teachers.

Exosystem: Involves links between a social setting in which the individual does not have an active role in the individual's immediate context. For example, a husband or child's experience at home may be influenced by a mother's experiences at work. The mother might receive a promotion that requires more travel, which might increase conflict with the husband and change patterns of interaction with the child.

Macrosystem: Describes the culture in which individuals live. Cultural contexts include developing and industrialized countries, socioeconomic status, poverty, and ethnicity.

Chronosystem: The patterning of environmental events and transitions over the life course, as well as sociohistorical circumstances. For example, divorces are one transition. Researchers have found that the negative effects of divorce on children often peak in the first year after the divorce. By two years after the divorce, family interaction is less chaotic and more stable. As an example of sociohistorical circumstances, consider how the opportunities for women to pursue a career have increased during the last thirty years [2].

Background

This following sections report previous important work in the field and begins a limited yet, comprehensive discussion on the general background on how to engage an ecological study of repairing aged infrastructures, damaged or destroyed school environments to understand potential impact on individuals' health, teaching and learning. As an example, we discuss the salient features of recent developments using a commonly found condition, dampness, mold and the influence on health. The discussion then moves to research on quality learning environments, teacher effectiveness and student
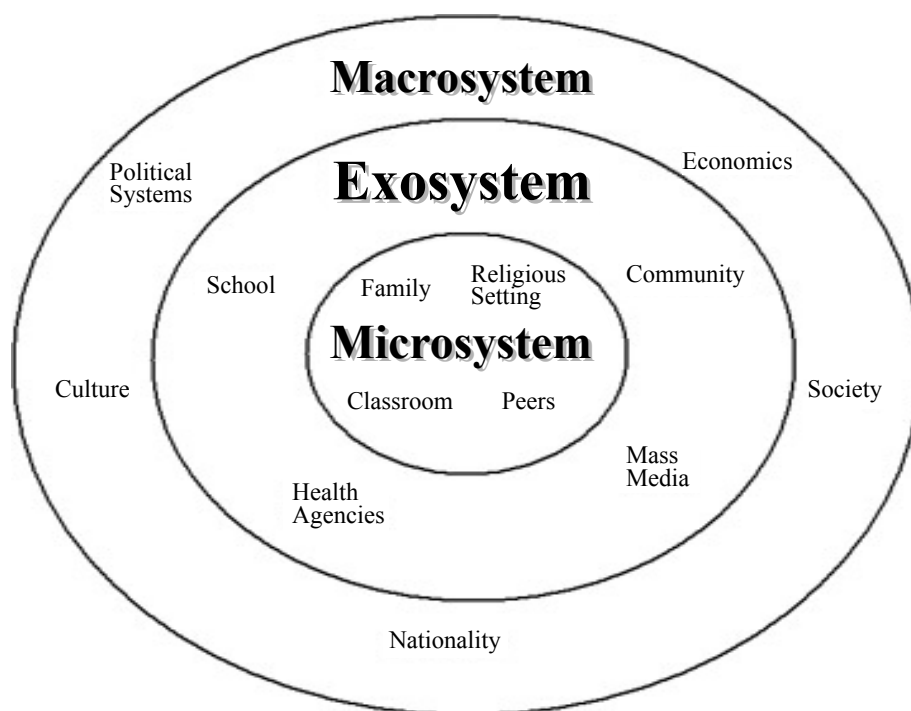
Figure 1: Bronfenbrenner's Ecological Systems Theory.

achievement variables that can be affected by physical conditions in the school or classroom. The research provides important information that global leaders must consider when establishing partnerships with business, industry or government to create new schools, repair damaged schools from natural disasters, aging or to modernize schools with 21st century technologies [3,4]. While there have been several studies that have addressed various aspects of teacher effectiveness and student achievement, there is limited research that relates how a school's physical environment relates to these outcomes. What is known is that a safe and healthy learning environment is a key condition to ensuring a high-quality teaching environment [5]. First, adequately maintained buildings devoid of excessive indoor air pollutants and mold have been associated with improved student learning, performance and health. Creating such favorable student outcomes can be challenging for many urban schools.

These schools are more likely to have underperforming and underachieving students who are less likely to acquire success later in life. This trend has regularly been partially explained as the consequence of exposure to home and academic environments that do not promote learning and academic achievement [6].

Case-in-Point: Dampness, Mold and Adverse Health

A recent Report, Philippines: Typhoon Haiyan Situation Report No. 13 (as of 19 November 2013) from UN Office for the Coordination of Humanitarian Affairs, shared the following highlights that left behind a myriad of ecological concerns for rebuilding homes, schools and communities. Relief Web is the largest humanitarian information portal in the world. Founded in 1996, the portal now hosts more than 500.000 reports[2]. Given global warming, such disasters are happening far too often and require a systems approach to solution-finding by leaders [3].

Typhoon Haiyan, of whom over 4.4 million people are displaced from their homes, according to the Department of Social Welfare and Development, affects over 13.2 million people.

Phone networks have been restored in 85 per cent of 419 municipalities in the three worst affected regions of Central, Eastern and Western Visayas.

Electricity is improving but remains unavailable in some areas of Eastern Visayas region.

Infrastructure damage is severe. Over 1 million houses are damaged or destroyed.

An initial rapid assessment estimates that 80 to 90 per cent of schools in Aklan, Capiz and Iloilo provinces in Western Visayas are damaged or destroyed.

All municipalities in Leyte province are now accessible. In addition, 146 roads have been repaired and cleared of debris in MIMAROPA, Bicol and Eastern, Central and Western Visayas regions.

The Problem

This section summarizes the effects that dampness and mold can have on health. The emphasis is a synthesis of evidence on the potential adverse effects of dampness and mold on individuals in school and similar settings. A recent study, Indoor Air Quality (IAQ) and Student

[7] found evidence that continues to emerge showing how poor indoor air quality can cause illness requiring absence from school and can cause severe health symptoms that decrease performance while at school. In addition recent data suggests that poor IAQ may directly reduce an individual's ability to perform specific mental tasks requiring concentration, calculation or memory. Such mental tasks are required in all core subjects and especially the Science, Technology, Engineering and Mathematics curriculum (STEM). In addition, this research shows indoor temperature and relative humidity can also affect health and performance directly, and can affect human performance indirectly by influencing the airborne level of hazardous environmental elements such as mold and bacteria.

Methodology

A systematic literature review and professional observations contributed to the following analysis that describes the importance of studying the problem of creating and maintaining high quality, sustainable healthy learning environments for students and teachers in global schools, especially in areas where natural disasters and poverty are most prevalent.

The narrative review is systematic because it included a detailed search of the literature based upon a focused question and purpose. Primary and subtopics include: teacher effectiveness, evidence of relationship between teaching and learning effectiveness, healthy environments, student achievement and ecological conditions.

Informal professional observations

Over 25 years of participant observations emerged from the researcher's experience teaching in high poverty urban schools in America and as faculty member supervising preservice teachers who were placed in high poverty communities in Cincinnati, Ohio (USA) and Philadelphia, Pennsylvania and Chicago, Illinois. In addition, the researcher has traveled extensively to other countries and conducted research in the form of needs assessments to determine factors and conditions necessary to transform poor schools and teaching to high performing levels. The systematic literature review served to confirm these observations and provided information that led to a deeper understanding of about the risks that teachers and students experience when they work and study in schools with poor environmental conditions.

The following discussions will be followed by a summary for plan for action, recommendations and conclusions.

In 2007, a study, The Challenges of Staffing Urban Schools [in USA] with Effective Teachers conducted by a Harvard professor, Brian Jacobs found that research provides hard evidence that teachers in schools serving poor and minority children in large cities are more likely to be inexperienced, less likely to be certified, and less likely to have graduated from competitive colleges than are suburban teachers and that the most effective teachers are likely to leave in the first five years [8]. They also score lower on standardized exams and are more likely to be teaching subjects for which they are not certified. Important factors that define teacher or teaching effectiveness have evolved from many experts in the field. In addition, teacher absenteeism, an indicator of morale and health related conditions are reportedly more of a problem in urban schools than in suburban or rural schools, and in urban high poverty schools compared with rural high poverty schools globally. Another United States Department of Education (USDE) study, Status and Trends in the Education of Racial and Ethnic Groups [9] examined the educational progress and challenges of students

[with a focus on urban schools] in the United States by race/ethnicity reported the following:

In 2007–08, about 25 percent of secondary mathematics teachers who taught in schools with at least half Black enrollment had neither a certification nor a college major in mathematics, compared to 8 percent of secondary mathematics teachers who taught in schools with at least half White enrollment (Indicator 9.1) (p. iv).

The National Council of Association of Teacher Educators (NCATE, 2010-2013) describes teachers effectiveness factors as teacher preparation/knowledge of teaching and learning (pedagogy), subject matter knowledge, experience, and the combined set of qualifications measured by teacher licensure are all leading factors in teacher effectiveness [10]. In addition, a high-quality teaching environment is expected to demonstrate five key conditions and five helping behaviors in teaching. The five key conditions are: 1) lesson clarity, 2) instructional variety to address diversity, 3) healthy and safe learning environment, 4) engagement in the learning process, and 5) student success. The five helping behaviors are: 1) using student ideas and contributions, 2) structuring, 3) questioning, 4) probing, and 5) teacher competence [11]. Evidenced-based support for these criteria is embodied in the Charlotte Danielson's Framework for Effective Teaching-CDFET [12]. Most important, reliability and validity data on the CDFET has been gathered from educators, school leaders and policy makers to identify a coherent, clear set of standards that define effective teaching. The teacher effectiveness system incorporates tools that help teachers reflect upon, understand, and enhance their practice, ultimately impacting student achievement. Danielson's Framework for Teaching defines a comprehensive set of teacher effectiveness responsibilities including the classroom environment as a critical factor connected to increasing student learning. Four Domains make up the criteria for defining, assessing and evaluating teacher effectiveness: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities [13].

Summary of existing evidence regarding the relationship between teacher effectiveness and building quality (With an emphasis on dampness and mold)

Numerous projects have contributed to research on school culture, school, teacher and student performance and the need for reform, but few have provided insight into the role of the physical school environment or building quality in relationship to teacher effectiveness. Research from studies of large and small schools in diverse communities indicate it is important to understand relationships between physical factors such as dampness and mold in school buildings is critical to transforming learning environments into healthy, safe and productive teaching, learning and work places for teachers, students and staff. A study, The Evaluation Of Green School Building Attributes And Their Effect On The Health And Performance Of Students And Teachers In New York State found that "high CO_2 levels measured in classrooms were significantly associated with teachers reporting many and multiple health symptoms [14]. Teachers who felt their symptoms affected teaching ability were more likely to teach in a classroom with higher measured levels of CO_2 although it was not statistically significant.

Another study, Identification Of Mold And Dampness-Associated Respiratory Morbidity In 2 Schools: Comparison Of Questionnaire Survey Responses To National Data [15], showed that many health symptoms reported by teachers appear to be work-related and affected their performance. Teacher's health related symptoms were

highly associated with health problems that result from mold and dampness. This proposed research project is intended to address the need for improved understanding of the associations between physical environment conditions, teacher effectiveness and student academic achievement. An important step in the process of determining the extent to which physical environmental conditions contribute to teacher effectiveness and student academic achievement is to improve understanding of the existence of unhealthy physical conditions in their schools. This includes identifying the role dampness and mold play in relationship to teachers' effectiveness and students' performance based on their academic achievement.

Importance of high quality school environments

A high-quality learning environment for both teachers and students in a classroom is a fundamental attribute of the educational process. An accepted measure for assessing or evaluating teacher effectiveness is how well a teacher is able to create and maintain an environment conducive to learning. In addition, CDFET was used in the Bill Gates Foundation Measures of Effective Teaching (MET) project to assess teaching effectiveness with a random, national sample of over 3,000 teachers. The Measures of Effective Teaching (MET) project was a three-year study designed to determine how to best identify and promote great teaching. The study found that this comprehensive framework respects the complexity and significance of the teaching profession including the five key conditions and five helping behaviors. The results demonstrated that it is possible to identify effective teaching by combining multiple measures: principal and teacher surveys, classroom observations, student surveys, and student achievement gains.

Although the seminal works of MET, NCATE, Darling-Hammond and Danielson provide valuable, evidenced-based information that helps to define and evaluate teacher effectiveness, a gap in knowledge about the potential phenomenal relationship between teacher effectiveness and environmental conditions remains unknown for many international or global schools not only in USA but around the world. In result, an important component of this research will be to identify factors that show the relationship between environmental conditions and the teacher's ability to create and maintain a high quality and effective teaching and learning environment. Although it is known that exposure to certain physical environmental factors such as mold and dampness can affect a school's performance [16-19] further work is needed to better describe the associations between specific environmental conditions and performance outcomes included in evaluating a teacher's effectiveness.

Student achievement

A National Center for Educational Statistics report, Urban Schools: The Challenge of Location and Poverty [20] reports there is the perception, fed by numerous reports and observations that urban students achieve less in school, attain less education, and encounter less success in the labor market later in life.

Researchers and educators often link this perceived performance of urban youth to home and school environments that do not foster educational and economic success. Moreover, urban educators report the growing challenges of educating urban youth who are increasingly presenting problems such as poverty, limited English proficiency, family instability, and poor health. Finally, testimony and reports on the condition of urban schools feed the perception that urban students flounder in decaying, violent environments with poor resources, teachers, and curricula, and with limited opportunities (p. v).

Student achievement or growth is defined as by U.S. Department of Education "as student results on pre-tests, end of course tests, objective performance–based assessments and performance on student learning objectives, as well as student performance on English language proficiency assessments (http://www.ed.gov/race-top/district-competition/definitions)." Maintaining an environment free of poor environmental conditions such and mold and dampness in which students can achieve to their greatest potential has been statistically linked to high quality student learning, retention and health. An earlier referenced study, Identification Of Mold And Dampness-Associated Respiratory Morbidity In 2 Schools: Comparison Of Questionnaire Survey Responses To National Data [21], shows that good condition of air filters, lighting and dryness, and high IAQ scores have been related to good test scores, school attendance and behavioral problems—all factors that influence student achievement. Students with asthma are especially sensitive to these bacteria that can produce allergens from mold and dampness that can trigger health issues that leads to absenteeism and lack of achievement brought on by the inability to perform due to unsafe environmental health conditions as evidenced by a study, Respiratory and Allergic Health Effects of Dampness, Mold, and Dampness-Related Agents: A Review of the Epidemiologic Evidence states, "Evident dampness or mold [has] consistent positive associations with multiple allergic and respiratory effects [22]

Most studies that research the problem of mold and dampness in schools or institutions seem to employ a stratified cross sectional design, which compares health outcome among occupants of damp or moldy schools to health outcomes among occupants of reference dry schools [23]. Most studies revealed that during implementation of the study, schools were able to control for a fairly broad range of potential confounding factors [23]. Researchers estimate that approximately 4.6 million cases of asthma in the USA result from exposure to dampness and mold and that the resulting economic cost of this health impact is approximately $3.5 billion annually [23]. Public policies and programs can reduce these impacts by both preventing moisture and mold problems in buildings and mitigating them when they do occur to reduce the number of students who attend classes under these conditions, which can increase the opportunity to improve student achievement in urban schools [24]. More important, this research indicates a gap in knowledge consensus about the effects of mold and dampness on student achievement making this study highly relevant and significant to answer such critical health and environmental questions about providing a high quality learning and teaching environment in urban schools.

Recommendations for research

The following outline emerged from an unpublished grant proposal and provides insight into a process for designing research and methodology to study the problem of how a school's physical environment relates to these outcomes. Such research could investigate three areas:

1) Evaluate the extent to which differences between schools in teacher effectiveness and student achievement can be attributed to dampness and mold.

This aim would be completed through a retrospective analysis of existing data from no less than representative samples from urban or rural schools. Data analysis would occur at the school building level. It is anticipated that teacher effectiveness and student achievement would both decrease with presence of mold and dampness. It is also anticipated that factors could be identified that mediate the relationships

between environmental conditions, (i.e., mold and dampness), teacher effectiveness and student achievement.

2) Evaluate the extent to which differences between-classes within a school in teacher effectiveness and student achievement can be attributed to dampness and mold.

This aim would be completed prospectively through the evaluation of matched sets of high- and low-performing public primary and secondary schools. Environmental conditions, student performance and teacher effectiveness could be evaluated 4 times per year over a 2 year period at the classroom level. This aim will be complemented by rich contextual data that could help interpret between-school associations. It is anticipated that teacher effectiveness and student achievement might both decrease with presence of mold and dampness at the classroom level and that these relationships could vary between low- and high-achieving schools.

3) Evaluate the impact of air quality conditions on the respiratory health of teachers and students.

It is anticipated that indicators of poor indoor air quality could be associated with increases in student cases of asthma reported by school nurses. Likewise, teacher and staff respiratory health may be associated with poor indoor air quality. Other known asthma triggers and conditions known to adversely affect respiratory health contribute to associations with physical conditions such as dampness and mold should be examined in the study [25].

Summary

Action research plan to study the problem

The following outline represents an outline that could be used to plan a grounded theory study to further explore, examine or observe the phenomenon described in this paper.

Title: Grounded Theory: The Impact of School Environmental Conditions on Teacher Effectiveness and Academic Achievement of Students in Selected Global Schools

A. Teacher Effectiveness

What can we use to assess teacher effectiveness?

Measures of Teacher Effectiveness (MET Series)

Principal Survey

Student Survey

Teacher Survey

Staff Survey (would need to identify one- not included in MET series but could be easily developed based on structure of other surveys in the series) Available: http://www.metproject.org/

Data from any existing or past studies that include this variable

What other information would be desirable to measure teacher effectiveness?

Classroom observations and teacher reflections

Teacher Performance Reviews

Teacher Improvement Plans (TIPs) Review

What percentage or how many teachers have been on TIPs?

Climate Studies or Data on Teacher Satisfaction in the schools

Distribution of teachers by performance levels of local education agency (LEA) teacher evaluation system (E.g. High Quality, Proficient, Not proficient)

Teacher attendance rate

B. Student Performance Assessment (Achievement)

Individual gains on state standardized tests and supplemental tests

School's Annual Yearly Progress (AYP) on standardized tests

Supplemental assessments given by the school/district (Which ones?)

Attendance records

Dropout rate

Attendance rate

Discipline incidents

Truants

Student completing advanced placement coursework (AP)-early college or dual enrollment classes

Data Collection Methods

Quantitative

Surveys

Test Scores

Checklists

Records

Document reviews

Databases

Qualitative

Site visits and interviews

Central office staff, school board members

School principals

Teachers

Focus groups with community leaders or other stakeholders/partners

Students

Parents

Observations

Classroom

School community

Facilities

School grounds/buildings

Conclusions

In conclusion, this limited systematic narrative literature review and theoretical papers supports the need to develop a research agenda. Such an agenda would aim to discover how to control, develop and sustain high quality physical environmental conditions in both new and existing construction because of the significant health consequences that can result from ecological and technological conditions.

Although this paper focused on mold and dampness as an example of conditions from disasters such as typhoons, the problems extend beyond dampness and mold that can impact the quality of the learning and work environments, teaching effectiveness, student achievement in urban schools and new technological innovations in schools.

We must follow-up these preliminary findings with empirical studies to confirm the extent of the problem in global schools around the world to learn more about ecological conditions that are necessary to transform poor performing schools, teachers and students into high performing ecosystems.

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Journal of Tourism & Hospitality

A New Challenge for Digital Age Tourism: Across the Border Learning and Education (Project ABLE)

Joyce Pittman*

Department of Educational Leadership and Management, Drexel University, Philadelphia, PA, USA

Abstract

The Across-the-border learning and education (ABLE) is a new concept to support diverse learners by describing and innovating a commonly accepted ideology of inclusive and equitable education. Unfortunately, emerging business education policies, failed school integration and a deficiency in attention to needs of diverse learners in schooling in society continues to leave more high potential learners on the outside rather than the inside of new global opportunities and online communities for learning in new learning environments in digital settings and traditional classrooms. Such a state or condition renders a new opportunity for educational tourism. Access to learning opportunities and content for the gifted, talented with special learning needs now command our attention in all disciplines. This need presents an urgent call for new ways to include all learners in new global educational systems who come from selected homes, schools, and communities worldwide and especially people who communicate in the least commonly taught languages (LCTL). In this editorial, I call attention to this problem and propose potential solutions to advance thinking and action for support to address this issue in. The call is to educational leaders, policy makers and world citizens to use global education, tourism and virtual learning as ways to create and innovate new solutions for including all people in the digital age of lifelong learning.

Keywords: LCTL; ABLE; *WCCI*

Introduction

How do we advance learning and teaching in the digital age of global learning, which brings with it a new type of diversity? As a world professor and founder of Project ABLE, I enjoy connecting with world learners and faculty that comes with teaching online and in traditional settings. Even more challenging and exciting is finding new ways for teaching gifted diverse language learners. The question becomes, how do we create and innovate new means to promote greater equity and educational opportunity in schooling to help teachers and students overcome differences due to language and cultural barriers? Many developing collaborations in the international education world continue to disappoint when it comes to eliminating barriers to high-quality education in global learning environments for many talented learners who speak the uncommonly used world languages, many of whom are especially gifted/talented in their own languages, cultures and worlds. However, one United Nations NGO, the *World Council on Curriculum and Instruction (WCCI)* is making progress in changing global curriculum and instruction to support a culture of world peace [1-6].

World Council for Curriculum and Instruction Technology (WCCI)

WCCI is a transnational educational organization committed to advancing the achievement of a just and peaceful world community. It is a non-governmental organization of the United Nations. It promotes person-to-person contacts and professional relationships. WCCI is an NGO of the United Nations in consultative status with UNESCO and the Economic and Social Council (ECOSOC). WCCI has organized triennial world conferences since 1974. The first conference was in England, then Turkey, Philippines, Canada, Japan, Netherlands, Egypt, India, Thailand, and the latest one was in Spain in 2001.

WCCI:

- Encourages and facilitates collaboration in curriculum projects

- Engages dialogue in global educational and social issues

- Facilitates the exchange of ideas

- Identifies concerns and solutions to global problems

- Creates partnerships and collaborations to ensure learning from one another cross culturally and transnationally [7].

Conditions that support gifted/talented learners in inclusive education

The conditions for learning in global schools interlock with issues surrounding teacher [1] training and development, limited access to education, and social class that slow down or in some cases, prohibit the advancement of learning disabled and gifted/talented students receiving potentially challenging educational experiences made possible through new educational technologies, research and educational tourism. Inadequate access to new digital tools, appropriate content and training challenges the global education promise of a free and appropriate education (FAPE) for all people [2]. Visit here to learn more about projects that aim to transform challenges into opportunities [8]

Technology, instruction, and empowered learning environments to meet the 21st century learning outlook

Preparing future teachers to teach in global learning environments in this digital age will require [2]:

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*Corresponding author: Joyce Pittman, Associate Clinical Professor and Director, Department of Educational Leadership and Management, Drexel University, Philadelphia, PA, USA; Tel: 215-895-1593; E-mail: joyce.a.pittman@drexel.edu

- Inclusive and virtual learning communities for the gifted/talented.

- New instructional methodologies through reconstruction of teacher education programs and models.

- Teachers must develop new competencies that includes knowledge and understanding of least commonly taught world languages (LCTL)

Active social mediation of individual learning (e.g., tutorials or collaborative team learning) will require a social-economic entity to support community as a major component of learning systems (e.g. the learning of whole organizations) [8].

Digital literacy as a technology

The center of effective across-the border learning and education (ABLE) in schools includes technical support, willing people, and appropriate preparation. In light of the distinction between the cognitive, acquisition-oriented or situated, participatory-oriented views of learning, to prepare teachers to orchestrate adequate education for all learners, teacher education must include educational and communication technologies. Individual and social learning relate to one another in online mediated environments because e-learning and computer assisted learning changes the dynamics of the learning and teaching process. Depending on how technologies are used in learning environments, such tools can create or limit social mediation between the teacher and the student [3].

Teachers and teacher educators must learn to prepare diverse language learning students in formal courses, but also include nontraditional ways, e.g. via telecommunications; they must also prepare gifted/talented students who speak different languages to become part of informal learning communities with other professionals who share their interests and concerns. Educational tourism can provide such opportunities for socialization of learning as a community rather than a place outside of the learning environment.

Expanding global learning concepts must encourage all students to be fearless in the use of technology, not afraid to take risks and become lifetime learners. Teachers must work with curriculum and instructional designers to learn more about Universal Design for Learning (UDL). Offering students with multiple ways to express and demonstrate what they have learned is key to closing the language and cultural gaps to grow and sustain global education and tourism. Providing multiple entry points to engage student interests and motivate learning is a way to achieve these goals by creating and innovating a *sense of community.*

Living the information revolution

In conclusion, educators sometimes understand *across the-borders* learning and education as "communities of learning" or learning communities. The distinction in these ideas is bounded in the structure and nature of the learning environment. As a contributing author to the book, *Toward Digital Equity, the chapter, Building Inclusive Learning Communities p*rovides more understanding on this subject.

Twenty-three nationally known educators discuss educational technology and diversity, provide historical and philosophical insights into digital divide issues, and offer practical suggestions for teachers, administrators, and policy makers. This book is designed to help educators understand complex technology issues and to equip them to meet whatever challenges keep their students from having full access to a quality education through technology. It discusses how

schools acquire hardware, software, and connectivity, and why some schools experience such success in these endeavors and others are heartbreakingly behind. Perhaps most importantly, it examines the most current research in the effectiveness of technology and pedagogy in diverse settings to make suggestions on how teachers can create powerful learning environments for all students [1].

Recommendations

Educators, policy makers and world citizens can use these strategies to create and innovate across-the-border learning environments.

1. Coordinated Studies Model (Team Teaching – language teacher partner with content teacher)

2. Developing appropriate curriculum for students who speak least commonly taught languages.

3. Create a comprehensive curriculum for high ability learners, beginning in grade Kindergarten through 8, in science, language arts, and social studies.

4. Develop a program for the gifted language learner in to support global learning ideas

5. Collaborate with schools in USA and other countries to developing program models for students and teachers who understand and communicate in least commonly taught languages

The field of gifted education has been, for many years, a laboratory for the development of creative educational enrichment activities – let's work to expand this practice across borders. Support projects for critical thinking, problem finding, and problem solving to identify funding for more inclusive education or global education. The term "inclusion" may refer to schools, classrooms, or even curricula.

Basic principles: restructuring teacher education for 21st century learning

All new teachers should experience innovative technology-supported learning environments and an introduction to world languages in their teacher education program. Teachers and faculty in universities and schools should include mentor teachers, faculty, language coaches and gifted/talented students working together on projects to discover the many uses of technology to enhance learning across borders and educational tourism to expand curriculum. Teacher education must adopt innovative faculty training and development programs that bridge the gaps between general and language education theory, practice, and content to extend rich field-based experiences in different cultures for all students.

Conclusion

Standards for teachers are criteria for determining whether teachers have the capacity to assist their diverse language students in attaining high content and performance standards. Many diverse language-learning students are from families that have recently immigrated to the new countries and migrated into our learning environments. Social, cultural, and political issues can further complicate access to qualified teachers, appropriate content and support for digital learning in inclusive learning environments.

The definition of digital inclusion incorporates the relationships between education and communication technology, democratic education, and high quality teaching and learning. Technology,

instruction, and empowerment in English, science and mathematics curricula to prepare future teachers to teach gifted/talented students in a digital age, to provide "sound basic education" will require inclusive and virtual learning communities along with new instructional methodologies through reconstruction of teacher education programs and classroom models.

Educators sometimes call these "communities of learning" or learning communities. All students should experience innovative technology-supported learning environments in their teacher education program and should include mentor teachers, faculty, and gifted/talented students working together to discover the many uses of technology. You are encouraged to visit and study information on the Websites to learn more about how.

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Women's Leadership Development, Learning Opportunities and the Connection to Educational Travel: Theoretical Perspectives, Analysis and Related Research

Pittman J[*]

Associate Clinical Professor and Director of Educational Leadership Program, Drexel University, USA

[*]**Corresponding author**: Joyce Pittam, Associate Clinical Professor and Director of Educational Leadership Program, Drexel University, USA, Tel: 215-863-1527; E-mail: joyce.a.pittman@drexel.edu

Introduction

Theorizing the potential relationship between educational tourism [travel] and women's leadership and learning development is a relatively unexplored territory. In brief, I define Educational tourism is as travel for education and learning. The role of travel in leadership development and learning opportunities is not a topic that has a large body of work or theoretical perspectives about this issue. This gap in knowledge or research is concerning when we consider that women as important socio-economic development contributors in the tourism industry and in building a nation.

What we do know is that questions related to this topic are not likely to be answered without including a discussion about the role of women in the development of a nation. Both issues are important because while business and social travel are often an open to all opportunity, there are many women who do not receive support or the freedom to travel outside their homes, schools or communities and especially international travel because travel is often primarily a male activity in some business and societal cultures. For example, the number of women from Middle Eastern cultures and closed societies or information about women's travel activities is an area of research generally untapped in the educational tourism world.

Importance of the Issue

The importance of exploring this situation is that women are a great economic and social force in the development of a nation's greatest resources on all levels beginning with the production of human resources—people. The paucity of information about women's travel makes it difficult to fully understand the role that tourism or educational travel has on their leadership development and learning opportunities. Theoretical perspectives in this article emerge from personal experiences, observations and existent literature that offer information about the travel culture of women and the importance of travel for women to explore, develop and spread knowledge. I theorize that educational travel or tourism is necessary to enhance women's self-efficacy, potential and ability to be informed contributors in the building of their leadership skills to take on projects that inform building better homes, schools, communities and the nations they serve. The discussion focuses on two questions.

- What is the role of travel in women's educational leadership development and learning opportunities? And
- What is the role of women in the development of any nation?

Theoretical Concepts

The inspiration for this editorial comes from my interest in the presence of gender differences in power positions that are often not assigned or reserved for women in the educational tourism industry, educational leadership environments or in world society, pending the region of residence for many women. Research shows that women have dynamic roles in tourism development, which includes leaders, consumers and producers of educational projects. Women's engagement in these roles has brought to the forefront issues such as "sustainable development, socioeconomic inequality, marginalization of people [especially girls and women], gender development, prostitution and tourism, restructuring and globalization, tourist migration and health related issues are just a few areas that women leaders who travel are able to gather and share knowledge [1].

Analysis

An analysis if research reveals that many theories that provide ways of explaining this phenomenon center on race, class, gender or social economic status, which call for social action to bring about change in inequitable or questionable practices related to the treatment and valuing of women in various environments including the tourism industry, especially in education. The following concepts are a few examples that represent ways of thinking related to gender equality and women empowerment.

- When most people think about social action and women, they focus on changes in laws and the advancement of women in politics, business or their professions. Yet, for the majority of women, the struggle for change, leadership, education, equality or inclusion does not begin in tourism industry or education boardrooms or government courtrooms, but in their homes, communities, worship places, schools and workplaces. Critical issues include low-income resistance, cultural diversity among women, and childcare for women working, health, education and training to transform knowledge, violence against women and more generational problems.

- Current research identifies factors necessary to support effective mentoring for women and girls as solutions to address their need to understand how and why they must be persistent and resilient to empower themselves to develop their leadership skills and participation in educational tourism to expand opportunities to learn. For example, to enact social and political change to improve conditions for women, women must understand the difference between getting "help" and "empowerment". When women are simply "helped", often experts or outsiders define the problem, analyze the causes, propose or design solutions, which often lead to yet another level of dependency vs. independence for women.

- On the contrary, when an "empowerment" model is put in use to enact social change, women define their problems; draw up on their own insights and possibly those of outsiders and experts to analyze the source of their problems. In result, women are empowered to determine the course of action or solution most appropriate for their circumstances rather than a one size fit all model. Women empowerment in the educational or tourism industry must begin with women really talking to other women and exploring issues and opportunities to identify commonalities and differences.

Related Research

Despite the paucity of current research, a number of social activists researchers have made unique contributions to understanding the role of women in educational tourism, their leadership development or learning. Historical research on this issue by Chambers, (1997) reports "anthropological research has tended to focus on international aspects of tourism, often as another kind of expression of the guest/host relationship".

However, today in modern tourism lines are often blurry between host/guest and are more a collaborative exchange in tourism development allowing women more opportunity than in the past for inclusion. For example, although leadership and employment opportunities for women have legitimized the existence of gender inequalities—those same opportunities have empowered or enabled women to travel or work outside their homes, communities and schools [3]. Other studies cited in this editorial focus on a mix of tourism, educational tourism and tourism as a culture.

Recommendation and Conclusion

Programs, projects and funding for global initiative are required to encourage, train and develop women and girls to empower them to "not quit but face up to the challenges" that threaten women pursuits of empowerment in education, government, business, tourism, home and community leadership.

I strongly believe that if the educational and tourism industry is to strengthen its position in improving educational tourism, communication and services to nations worldwide, attention must be given to how more women can be empowered and included in leadership development and learning opportunities to expand women's dynamic roles in both educational and social tourism development.

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Journal of Tourism & Hospitality

Research Article

Tearing Down Walls: Migration, Language, Culture, Literacy and Policy in Global Contexts

Joyce Pittman*

Department of Educational Leadership and Management, Drexel University, Philadelphia, PA, USA

Abstract

This paper introduces learners, teachers, educators and stakeholders to a complex of socio-political contexts in which TIE-SOL [teaching in English to speakers of other languages] is embedded in the education and related experiences. The methodology includes the author's experiential knowledge weaved with extensive research and literature to explore language teaching as a set of practices situated in, and constitutive of wider social and political relations manifest through policies influencing migration, culture, language and literacy. The context includes ESL administration, curriculum and pedagogy, such as multicultural, immigration, indigenous and racism policies that often crosses borders. Educational and language policy 'contexts' are explored for what they include and what they exclude; for their influence, or lack of, on the framing of second or least commonly taught language teaching and learning encountered by immigrants, and ultimately not limited to ELL/TESL teacher and learner identity but all teachers and learners. In this writing, we are concerned with teaching and learning in a country in which English is the dominant language of a substantial, often monolingual, majority and learners need English to communicate in their daily life. As such, the paper aims to enlarge the view-point of Andragogy and Pedagogy of Language Learning and Teaching and Less Commonly Taught Languages by transitioning theory to practice through exploring the relationships between elements of social and political contexts such as students right to own language (SROL) and the impact upon language pedagogy, theory and professional practice in global education. The outcomes or results culminate as the researcher recommends a platform to improve planning, designing and implementing professional development and training for leaders, teachers, educators and individual to inform them about the impact that practice-based Pedagogy can have in eradicating language barriers that often affect the quality of life and learning for all people (296 words).

Introduction

This study recaps highlights from research that includes a primary focus on three areas that inform the importance of appropriate planning and design to develop curriculum in adult, post-secondary or K-12 education to advance language development programs, English skills and cooperation for educating immigrants who enter the USA or other countries. In this paper, relevant literature on the study's subject, the proposed approach and solution are established from research, which shares critical information about planning, content, design, development and implementation to address the problem of inadequate integration of language training opportunities for immigrants who are immersed in an educational or training environment that mandates English as the foundation language with limited opportunities to learn English in context. The subtopics are:

- Migration, Language and Literacy Policy in Global Contexts (MLL-PGC)

- Pedagogy of Language Learning and Teaching (PLL-T)

- From Theory to Practice – Addressing Less commonly Taught Languages Policies and Pedagogical Practices (LCTL-PPP-TP)

Problem Background

Research shows that approximately ninety-one percent of Americans who study foreign languages in our schools, colleges, and universities choose French, German, Italian, or Spanish; while only nine percent choose languages such as Arabic, Chinese, Japanese, Yoruba,

Russian, Swahili and the other languages spoken by the overwhelming majority of people around the world. While many of the less commonly taught languages are critically important to our national and international interest in the 21st century, the low level of current enrollments jeopardizes the very existence of the relatively few existing programs, and significantly restricts access to language learning opportunities for the large majority of students in the United States [1].

Case-in-point: Imagine you have been selected to represent your country on a newly formed UN Task Force on migration, language and literacy policy in global contexts to develop a training program or courses to improve transition of ELL learners into a culture where English is the dominant language. You have been asked to serve in the capacity of an expert on education and will represent your organization or community (your school if you are a teacher, your company/organization if you are employed as an administrator or your university if you are a full-time student). The taskforce has been specifically charged with mainstreaming a language and policy perspective into a learning environment appropriate for integrating into the U.S. educational system.

*Corresponding author: Joyce Pittman, Department of Educational Leadership and Management, Drexel University, Philadelphia, PA, USA, Tel: 215-863-1527; E-mail: jap386@drexel.edu

What questions or competencies could be required of you to implement this important charge?

Every year thousands of adult education instructors, postsecondary educators and K-12 teachers enter places of learning and teaching to face this conundrum in our increasingly online classrooms and traditional classrooms. In a policy brief, research reported almost a decade ago by the National Council on the Teaching of English (NCTE), declared there "are many faces of English Language Learners (ELLs)." Some statistics provide evidence supporting this declaration [2].

ELLs are the fastest growing segment of the student population

The highest growth occurs in grades 7-12, where ELLs increased by approximately 70 percent between 1992 and 2002. ELLs now comprise 10.5 percent of the nation's K–12 enrollments, up from 5 percent in 1990.

ELLs do not fit easily into simple categories; they comprise a very diverse group

Recent research shows that 57 percent of adolescent ELLs were born in the U.S., while 43 percent were born elsewhere. ELLs have varied levels of language proficiency, socio-economic standing, and expectations of schooling, content knowledge, and immigration status.

ELL students are increasingly present in all U.S states

Formerly, large ELL populations were concentrated in a few states, but today almost all states have populations of ELLs. States in the Midwest and Intermountain West have seen increases in the number of ELL students; in Illinois, for example, enrollments of Hispanic undergraduates grew by 80 percent in the last decade. Nationwide, approximately 43 percent of secondary educators teach ELLs.

ELLs sometimes struggle academically

In 2005, 4 percent of ELL eighth graders achieved proficiency on the reading portion of the National Assessment of Educational Progress (NAEP) versus 31 percent of all eighth graders who were found to be proficient. Non-native English speakers 14–18 years old were 21 percent less likely to have completed high school than native English speakers [3]).

The literature Review unveiled 17 major themes and 4 major sub-themes emerged in this review of 204 resources to support the evolution of this conceptual framework. Following Table 1 is a discussion highlighting the importance of three significant themes and three critical questions that could be studied to further expand research to improving planning and delivery of education in ways that eliminate or minimize language as a barrier to equal and fair opportunity for learning by all learners but especially ELL/TESL learners and immigrants (Figure 1).

Migration, Language and Literacy Policy in Global Contexts (MLL-PGC)

Community College Consortium for Immigrant Education reports "Community colleges are among the largest providers of adult education ESL/ELL service in many states and communities. ESL/ELL instruction for adults is the largest and fastest growing component of America's adult education system—representing more than 40 percent of enrollments and more than 1.2 million students per year—and the fastest growing program of any kind at many community colleges." To find out more about community college's role in providing immigrant education programs and other fast facts concerning the immigrant population go here [4].

According to research, "on numerous occasions, UNESCO has been invited by its Member States to monitor national and regional policies on language protection and language planning for building multilingual societies. Language policy is seen as a powerful political instrument for the promotion of the co-existence of multilingualism. International normative instruments such as conventions, treaties or recommendations can be reinforced at the national level if comprehensive language policies are developed, concrete measures are introduced, resources are allocated, and effective tools are used by all stakeholders concerned."[5].

However, a college or university foreign language requirement might affect the foreign language classroom by mandating a particular set of languages rather than allowing learners the freedom or flexibility of choice for the language they choose to learn [6]. My research found that an individual's decision to learn a language is prompted by different types of motivators or expectations that in many cases are

Wall 1: Migration, Language and Literacy Policy in Global Contexts (MLL-PGC)
• Language Education Laws
• Policy
• Global
• Immigration/Immigrant
• Contexts
• Literacy
  • Economics
  • Quality and Equity

Wall 2: Pedagogy of Language Learning and Teaching (PLL-T)
• Language Education & Minorities
• Practice
• Theory
• Teaching
• Learning
• Methods
• Pedagogy
• Teacher Education-Training
  • Space and Place
  • Curricular Reforms
  • Quality and Equity

Wall 3: Reflections - Addressing Less commonly Taught Languages Policies and Pedagogical Practices: from Theory to Practice (LCTL-PPP-TP)
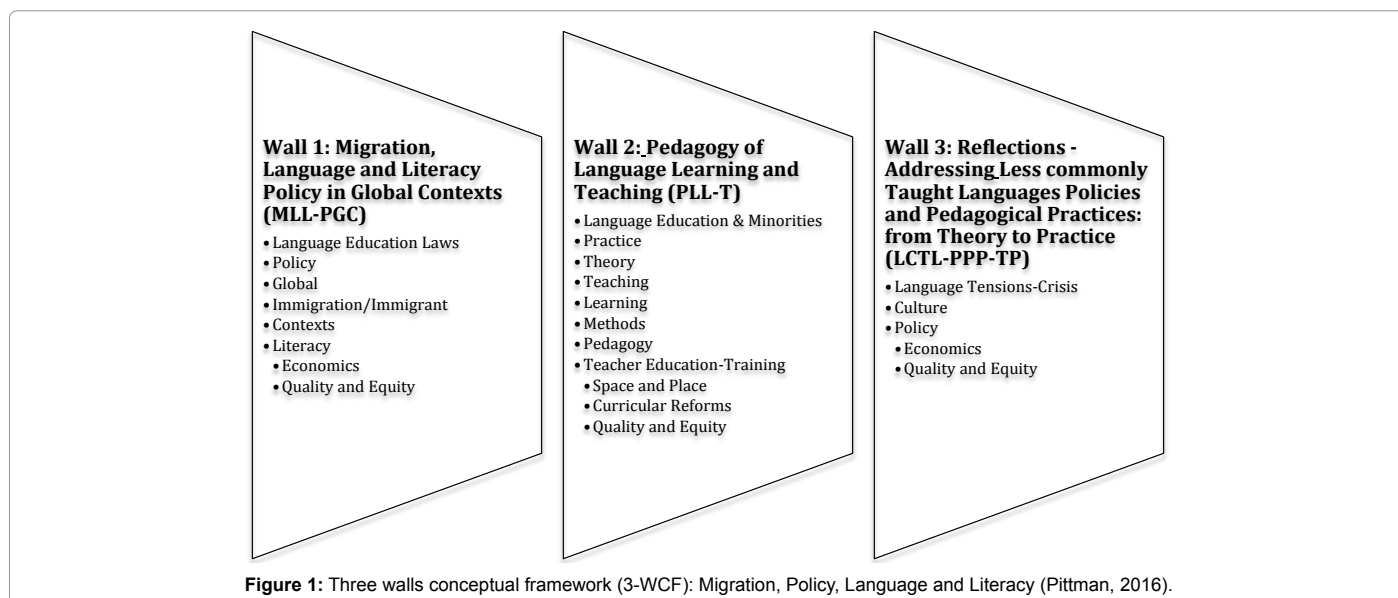• Language Tensions-Crisis
• Culture
• Policy
  • Economics
  • Quality and Equity

Figure 1: Three walls conceptual framework (3-WCF): Migration, Policy, Language and Literacy (Pittman, 2016).

Language: 292, Policy: 170, Theory: 25, Practice 37, Methods: 12, Pedagogy: 7, Culture: 42, Immigration/immigrant: 7. Literacy: 4. Learning 17, Teaching 27, Teacher Education 4, LCTL: 4, Global:29, Context: 6.

Search Terms	Frequency (N=)	Module/Strand Dominance
Language	292	All three (3)
1. Policy	170	Module 1: Migration, Language and Literacy Policy in Global Contexts (MLL-PGC)
2. Culture	42	Module 3: Reflections - Addressing Less commonly Taught Languages Policies and Pedagogical Practices: from Theory to Practice (LCTL-PPP-TP)
3. Practice	37	Module 2: Pedagogy of Language Learning and Teaching (PLL-T)
4. Theory	25	Module 2: Pedagogy of Language Learning and Teaching (PLL-T)
5. Global	29	Module 1: Migration, Language and Literacy Policy in Global Contexts (MLL-PGC)
6. Teaching	27	Module 2: Pedagogy of Language Learning and Teaching (PLL-T)
7. Learning	17	Module 2: Pedagogy of Language Learning and Teaching (PLL-T)
8. Methods	12	Module 2: Pedagogy of Language Learning and Teaching (PLL-T)
9. Pedagogy	7	Module 2: Pedagogy of Language Learning and Teaching (PLL-T)
10. Immigration/Immigrant	7	Module 1: Migration, Language and Literacy Policy in Global Contexts (MLL-PGC)
11. Contexts	6	Module 1: Migration, Language and Literacy Policy in Global Contexts (MLL-PGC)
12. Literacy	4	Module 1: Migration, Language and Literacy Policy in Global Contexts (MLL-PGC)
13. Teacher Education	4	Module 2: Pedagogy of Language Learning and Teaching (PLL-T)
14. SUMMARY		
Module 1	5 (2ⁿᵈ emphasis)	Module 1: Migration, Language and Literacy Policy in Global Contexts (MLL-PGC)
Module 2	7 (1ˢᵗ emphasis)	Module 2: Pedagogy of Language Learning and Teaching (PLL-T)
Module 3	1 (3ʳᵈ emphasis)	Module 3: Reflections - Addressing Less commonly Taught Languages Policies and Pedagogical Practices: from Theory to Practice (LCTL-PPP-TP)

Table 1: Literature Review Course Emphasis via Search Terms Frequency: Articles, Books, Reports.

very personal in nature. For example, immigrant students who come from mixed ethnic backgrounds may want to learn the language of their parents' mother country.

Language policy driving the culture of learning and teaching is rooted in American values. Research shared by NCOLCTL found that the one value that nearly every American would agree upon is individual freedom. Whether you call it individual freedom, individualism, or independence, it is the cornerstone of American values. It permeates every aspect of our society. According to Grouling, 2016 major legislative decisions that affects education include decisions that support four critical American values: Individual freedom, education choice, family and privacy. All the values are centered on the protection of individual freedom stemming from the U.S. Constitution. In addition, training and research by the NCOLCTL found that educational legislation related to educating immigrants also relate to U.S. history: …the immigrant as the "self-made man" and the rugged conquest of the western frontier. They relate too to the family, whether it is founded in religion or in social structure, and education, whose goal is to create responsible literate citizens. Education is considered life-long as suggested by the American adage "be all that you can be" which is traceable to the Protestant heritage of the country [7].

Some common misconceptions about ELL learning can be found by searching myths and misconceptions about ELL learners. By visiting this Best Practices for ELLs Website, eight misconceptions and research findings clarify by citing research findings [8].

Major concerns around ELL learners include the question of immigrants' right to learn or communicate in their own language. In addition, research shows that ELL learners benefit more when English is spoken or practiced in the home. While this is desirable, some cultures and family values do not always support such strategy.

Critical questions

1. Describe a variety of legal and legislative decisions and how they shape U.S. migration, literacy and English language education in global context.

2. Changing Ideas about English Language Learner Education: What are some misconceptions we can change about English language learners in K-12+ educational settings?

3. Accounting for English Language Learner Students and a Global and Multilingual World: What are some major concerns surrounding English language learner education?

Pedagogy of Language Learning and Teaching (PLL-T)

Research suggests it important to enhance teachers, educators and policymakers on conscious awareness of the cross currents between language policies and pedagogical practices that affects what goes on in learning and teaching environments on a daily basis. Therefore, research shows that teachers must be trained in how to examine their own beliefs and compare them to what their students believe—such information could be obtained either through informal discussion or by means of a more formal evaluation strategy [9]. Learning Languages in the United States requires immigrants and ELL learners to understand

- Basic American values that have influenced the U.S. educational system in the United States;

- How American values drive policy and pedagogical practices in learning situations

- Which languages are taught at which instructional levels, and initiatives to advance instruction in less commonly taught languages at all levels.

Critical questions

1. How can teachers make sound pedagogical decisions and advocate for educational policies and laws that best serve the needs of students in today's diverse classrooms?

2. What is the pedagogical value of providing culturally and linguistically diverse students greater access to their own language and cultural orientations?

3. What are some lessons that could be learned from beyond our

national borders to address critical issues of language diversity in K-12+ educational settings? For example: How is language diversity including dialecticism managed in other countries in classrooms?

From Theory to Practice - Addressing Less Commonly Taught Languages Policies and Pedagogical Practices (LCTL-PPP-TP)

Approximately ninety-one percent of Americans who study foreign languages in our schools, colleges, and universities choose French, German, Italian, or Spanish; while only nine percent choose languages such as Arabic, Chinese, Japanese, Yoruba, Russian, Swahili and the other languages spoken by the overwhelming majority of people around the world.

While many of the less commonly taught languages are critically important to our national interest in the 21st century, the low level of current enrollments jeopardizes the very existence of the relatively few existing programs, and significantly restricts access to language learning opportunities for the large majority of students in the United States. National Council of Less Commonly Taught Languages [10].

Critical questions

1. What strategies can teachers use to support English language learners in the classroom including LCTL learners?

2. Support for Teachers: What kinds of support for teachers can help them help ELL students?

3. How do you feel about the unpredictability about the interaction between learner and teacher in a language classroom?

As a researcher and through experience, I found that conflict in beliefs about language learning could emerge between a teacher and students during the assessment process if students and teacher expectations differ. Learner motivation could be affected if student perceived the teachers methodology was in opposition of their aptitude for learning the language vs. communication skills and opportunities provided by the teacher for student to demonstrate their proficiency in practice. This theoretical finding is supported by Schulz [11] who based on her research found important differences between the beliefs of students and teachers, offered the following recommendation for accommodating students with different beliefs in the same foreign language classroom:

Since current theories of learning and teaching emphasize student commitment to and involvement in the instructional process, it might well be wise to explore the fit of learner and teacher beliefs and take into account learner opinions of what enhances the learning process. While opinions alone do not necessarily reflect the actual cognitive processes that go on in language acquisition, perceptions do influence reality. Indeed, some would argue that perception is reality for the individual learner. Students whose instructional expectations are not met may consciously or subconsciously question the credibility of the teacher and/or the instructional approach. Such lack of pedagogical face validity could affect learners' motivation, which in turn affects the amount of time and effort they are willing to invest in the learning process and the types of activities they are willing to engage in to gain mastery (p. 349) [11].

The goal of this research is to strengthen the teaching and learning of LCTLs in the United States by providing increased professional development opportunities for postsecondary pre-service teachers, teacher educators and LCTL instructors. Through new curriculum and revisions of teacher education methods courses, instructors could learn about current research in language teaching and teaching methods, reflect on their own and others' teaching practices, build communities of practice around language teaching immersion in practice, and strengthen their connections to professional organizations to continue their ongoing growth [12].

Results and Recommendations

Three-dimensional program platform to break down walls

The following principles can be used to stimulate discussions about how to improve opportunities and experiences of immigrants to USA and programs or curriculum to support the ELL learner. More research of standards for developing language pedagogy, culture and policy must be done to full interpret the context for incorporating the principles that simply describe important issue that could be incorporated into conceptualizing programmatic and communities of learning designs.

D1-Knowledge and understanding

- Describe social, cultural and political factors that shape Migration, Language and Literacy Policy in Global Contexts both locally and globally

- Define the role of the English language teacher and otherK-16 educators beyond the classroom to include policy advocacy and critique

D2- Skills and abilities

- Identify issues and policies (literacy, migration, refugee, education, human development, multicultural, racial, etc.) that cut across TIE-SOL/LCTL pedagogical contexts.

- Evaluate the impact of language policies upon the institutions of home, school and self in global settings.

D3-Judgment and approach

- Explain the socio-political context of TIE-SOL and LCTL pedagogy and literacy in specific settings.

Identify ways to incorporate and integrate multiple cultures and languages to improve opportunities to improve citizenship and personal achievement.

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Journal of Tourism & Hospitality

Educational Tourism: A Strategy for Understanding Emergent Bilinguals Learning Differences to Improve Pedagogy, Policy and Practices in Global Context

Joyce Pittman*

Department of Educational Leadership and Management, Drexel University, Philadelphia, PA, USA

Introduction

The purpose of this article is to influence public opinion, promote critical thinking, and maybe cause people to take action that will move the agenda forward that is currently reported in the article, Tearing Down Walls: Migration, Language, Culture, Literacy and Policy in Global Contexts by Joyce Pittman [1] who experienced teaching, learning and growing up a as a minority in USA and has been privileged to travel globally to improve conditions of learning for others [1]. As the researcher, my agenda emerged from extensive experience in educational leadership, research and teaching positions in Middle Eastern, African and European nations while advocating and collaborating with many people from different cultures and language backgrounds. My work with ministries of education was aimed towards expanding research and pedagogy for new curriculum in post-secondary or adult education to advance language development programs for teachers and educators to systematically transform education in practice. I learned that such an agenda must include use of modern technologies for virtual and real-time visits to immigrant communities in USA and to other countries to build trust relationships.

While developing policy, business and educational plans, more important is including in these plans goal for 1) developing trust relationships through cultural understanding and 2) recognition of ELLs learning proficiencies that come with them to this new English learning arena and 3) researchers, business leaders and advocates for improving Language learning programs must embrace the need for change. For example in their book, Educating Emergent Bilinguals: Policies, Programs, and Practices for English Language Learners, authors Ofelia Garcia and Jo Anne Kleifgen [2] suggest reframing or changing referring to English language learners as ELLS but as "emergent bilingual learners". These researchers believe such a change could help mediate attitudes and perceptions of ELLs as being deficient, which often leads to inequities in education in classrooms [2].

Many agree that this term, emergent bilingual could be a key to building or improving pedagogical and communication strategies for effective cooperation in teaching and learning environments for immigrants and USA learners. In essence, this editorial is both a practice, experiential and researched based position by the author to present supporting and opposing dialogue on this timely topic given recent rhetoric involving immigration policies and practices worldwide. While writing this article, through personal and professional outreach opinions of other professionals were invited. One such comment returned after reading the draft article was: This article shares critical, research-based information about planning, content, design, development, implementation, and useful research and tools for all participants - Margaret Jones, Journal of Tourism & Hospitality

Building Trust – Foundational Concepts to Bridge Cultural Differences

People, educators and learners who are not culturally trained or who have not traveled or connected in real time with individuals from different countries or cultures often make mistakes when meeting someone from a different culture for the first time (a.k.a. cultural divide). Some ideas to consider in developing your plans to improve communicating with or teaching ELLs include:

1. Interaction fosters communication and trust,

2. Building relationships often involve non-learning interaction or subject topics (More personal topics often emerge in conversations),

3. Trust evolves with time as the team develops relationships,

4. Perception of a shared language is often misunderstood,

5. English is the global language of the world. This is why it is so important,

6. False sense or similarities or stereotypes erodes to misinterpretation of behavior of learners in the classrooms or between colleagues,

7. Perceptions of other cultures play a major role in one's approach to creating inclusive and effective diverse pedagogy,

8. Must practice patience and empathy with the different cultural differences,

9. Diversity in body language,

10. How we make sense of world depends on culture,

11. (Being friendly to people you do not know might be considered odd or even rude in some cultures),

12. Learn about the language of communication,

13. Understanding that many behaviors are culturally driven (eye contact in some cultures is seen as being rude--others it may imply trustworthiness),

14. How we make sense of the worlds depends on our culture and language to a great extent.

Corresponding author: Joyce Pittman, Department of Educational Leadership and Management, Drexel University, Philadelphia, PA, USA, Tel: 215-863-1527; E-mail: jap386@drexel.edu

Suggestions for Educators/Teachers

1. As teachers, it is important that we recognize our own learning styles, language, literacy and cultural assumptions, because these styles and assumptions influence how we teach and what we expect from our students. Being aware of them allows us to develop a more inclusive teaching style.

2. As you plan your mini-lesson, course, or a class, prepare multiple examples to illustrate your points. Try to have these examples reflect different cultures, experiences, sexual orientations, genders, etc., to include all students in learning.

3. Explain how your strategies help students move between abstract, theoretical knowledge and concrete, specific experiences, to expand everyone's learning.

4. Use different teaching methods (lectures, small groups, discussions, collaborative learning) to meet the variety of learning needs.

Conclusion

A realistic solution(s) to the problem goes beyond common or learned knowledge. Approaches to new curriculum to improve language learning must encourage critical thinking and pro-active reaction. Global educators and learning teams deserve to pay attention to different cultural nuances that exist around the world –many rooted in the culture and language including the many different Englishes! For example: Some Arabic and Asian languages and cultures depend on body language and other nonverbal communication as does English speakers. Keep in mind some words do not even exist in other languages.

Therefore, we must eliminate thinking centered on "them" to "we or us" for a more inclusive learning environment to improve relationships through communication practices. An effective approach to incorporating Educational Tourism as a Strategy for Understanding Emergent Bilinguals Learning Differences could help Improve Pedagogy, Policy and Practices in Global Context. For more on this topic, follow Pittman's article, Tearing Down Walls: Migration, Language, Culture, Literacy and Policy in Global Contexts published in this issue.

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Epilogue

We hope you have found articles in this monograph informative, transformative and innovative in the way we are intending to advance the global education tourism agenda in education and other arenas. We publish a wide range of research articles, books, images, and other materials to suit a variety of information needs. Our most recent publications on educational tourism issues are published and presented to you in this monograph.

Our organization, GETRA and higher education research affiliates work is based on the belief that our diverse audience needs are of the utmost importance to bridge the gap between virtual environments, global education and tourism.

Our entire team is committed to meeting those needs. As a result, a high percentage of our projects are from repeat partners and referrals.

We would welcome the opportunity to earn your trust by collaborating to deliver the best service and research on using open access technology in the global education and tourism industry.

Please email for more information on products, current promotions and custom options.

Joyce.pittman@gmail.com