

1-1-2023

Chapter 1 : The Foundations of Intentional Education Practice

Abeni El-Amin Ph.D.

Fort Hays State University, aelamin@fhsu.edu

Follow this and additional works at: https://scholars.fhsu.edu/management_facpubs



Part of the [Business Administration, Management, and Operations Commons](#), and the [Higher Education Commons](#)

Recommended Citation

El-Amin, A. 2023. "The Foundations of Intentional Education Practice." *Elevating Intentional Education Practice in Graduate Programs*, edited by Abeni El-Amin, IGI Global, 2023, pp. 1-19. <https://doi.org/10.4018/978-1-6684-4600-3.ch001>

This Book Chapter is brought to you for free and open access by the Management at FHSU Scholars Repository. It has been accepted for inclusion in Management Faculty Publications by an authorized administrator of FHSU Scholars Repository. For more information, please contact ScholarsRepository@fhsu.edu.

Chapter 1

The Foundations of Intentional Education Practice

Abeni El-Amin

 <https://orcid.org/0000-0001-7506-1658>

Fort Hays State University, USA & Shenyang Normal University, China

ABSTRACT

The problem related to teaching effectiveness includes failure of institutions to identify process improvements, ascertain appropriate stakeholders to accomplish institutional goals, and implement streamlined classroom processes to ensure instructors have the appropriate professional support needed to apply intentional educational practices in graduate programs. Consequently, current performance measures of educational programs illuminate issues in processes within instruction, quantity of trained instructor mentors, professional support networks, and existing programming which may need improvement, yet is not being addressed in educational environments. Performance measurement factors impact long-term institutional effectiveness service quality of HE (educator quality, educational services, activities, technology, continuous improvement, educational leadership, and IEPT (teaching style)).

INTRODUCTION

Intentional education practice (IEP) (teaching style) hinges on the understanding and application of traditional adult education philosophy (Boyatzis, 2008; El-Amin, 2021a; Kok & McDonald, 2017; Lu et al., 2017; Abubakar et al., 2019; Latif et al., 2019). Intentional Education Practice as a potential adult training theory develops from critical theory, which asserts that epistemologically, social, political, economic changes should occur based upon advanced human knowledge. As a result, intentional

DOI: 10.4018/978-1-6684-4600-3.ch001

The Foundations of Intentional Education Practice

graduate instruction occurs when self-reflection and contemplation connect with instructional ethos, process, and execution (Abubakar et al., 2019).

Much consideration has focused on the significance of intentionality when working with graduate higher education students. Intentional educators act deliberately to achieve instructional objectives (Boyatzis, 2008). In the intentional environment, there is a synergistic association between the participant and educator. Although the instructor develops learning opportunities, participants in intentional environments likewise assume a chief role in the learning process (Abubakar et al., 2019). There is an intentional harmony between participant-guided and instructional-guided encounters. This equalization cultivates various instructional methodologies that best empower students and overall program improvement (Abubakar et al., 2019).

Similarly, the instructor must be intentional about choosing the best methods for advancing participant's learning and advancement (Best, 2012). Likewise, a similar dimension of intentionality must engage practice when building relationships and improvement programs for community stakeholders (Latif et al., 2019). Moreover, IEP (teaching style) is essential in structuring preparation programs that reflect participants' thoughts about their learning. Further, Higgs et al. (2010) provided four key developments to making integrative learning effective. Further, Higgs et al. (2010) indicated that instructors must engage graduate students in topics that are most relevant to them; intentionality must guide the learning process, and instructors must understand that designing engaging graduate educational programs allows participants to contribute, inclusivity, and strengthened by learning practices.

BACKGROUND

Developing intentional graduate education requires a commitment to cultivating student agency while providing shared experiences (Ferreira et al., 2015). With this knowledge, higher education graduate programs benefit by fostering interrelationships and intersections to critically reflect the issues and challenges that persist (Antony, 2012). United States (U.S.) graduate educational leadership and faculty must build relationships with individuals, government, and other stakeholders to understand the social and political impacts of developing quality course content (Hoggan, 2016, 2017). Transformative graduate instruction relies on time and support, which allows instructors to develop relationships between community stakeholders and provides critical reflection opportunities to foster shared collaboration (Taylor, 2000; Woodley & Parra, 2019).

Mezirow (1996) noted that Western instruction provides an objectivist worldview of learning based on significant real-world learning and training application. These suppositions seek challenge by individual, regional, and community contexts, refuting

The Foundations of Intentional Education Practice

a more realistic interpretive worldview of learning. Transformation within the adult learning environment depends on an emancipatory worldview and establishes an argumentative blending of objectivist and interpretive paradigms. Transformational education as a grounded paradigm provides useful, instrumental, and an adaptive form of andragogy. The focus of communication is especially prominent in IEP (teaching style) used as a method of instruction and reflection is essential in the learning process (Mezirow, 1996; Roesseger, 2017).

Notwithstanding, and in the context of graduate higher education, casual and informal connections often occur (Latif et al., 2019). As such, opportunities for learning collisions also transpire. Learning collisions occur when individuals gain knowledge from life experiences; contextualized knowledge, while entrenched in organizational settings. Moreover, when intentionality occurs, both learning and effective collisions occur, concerns of parity and equity emerge, defined by the idea of the issue and how issues provide contextualization, the capacity of the individuals endeavoring to challenge issues increases; and outcomes improved by proactivity, critical reflection, and creativity ensue (Watkins & Marsick, 1992).

The problem is that graduate education teaching effectiveness needs improvement due to the failure of institutions to identify process improvements, ascertain appropriate stakeholders to accomplish institutional goals, and implement streamlined classroom processes to ensure instructors have the appropriate professional support needed (Arif & Ilyas, 2012; Lu et al., 2017; White, 2018). The specific problem is that graduate student engagement, student satisfaction, and matriculation diminishes without IEP (teaching style) (Al-Ali, 2017; Arif & Ilyas, 2012).

Consequently, current performance measures of graduate higher educational programs illuminate issues in processes within instruction, the number of trained instructor mentors, professional support networks, and existing programming, which may need improvement (Al-Ali, 2017; Arif & Ilyas, 2012). Indeed, past researchers have noted limitations in higher educational and graduate school environments (Lu et al., 2017; White, 2018). Performance measurement variables that impact long-term institutional effectiveness remain unknown within educational institutions. White (2018) and Arif and Ilyas (2012) noted that IEP (teaching style) used as a variable, impacts teaching effectiveness.

SIGNIFICANCE OF INTENTIONAL EDUCATION PRACTICE

The significance of this study was to provide a novel framework to elevate instructor's and administrator's competency to implement improved performance measures within graduate education. Likewise, this research provided insights into the propensity of instructors and administrators to improve processes within higher education. This

The Foundations of Intentional Education Practice

research sought to determine graduate education outcomes correlated to teaching and leadership effectiveness. Moreover, teaching effectiveness is a critical aspect of efficient program management. As currently applied within instruction, this study focused on higher education (HE) variables for foundational improvement of the six determinants of service quality of HE (educator quality, educational services, activities, technology, continuous improvement, and educational leadership) (El-Amin, 2021b; Latif et al., 2019). This study extended the Latif study by focusing specifically on graduate education programs.

Theoretical Framework

The theoretical framework for intentional education practice is Hein's (1991) constructivism. Jean Piaget (1896–1980) formulated educational constructivism, an educational psychologist who focused on cognitive development theory (Anderson et al., 1998). Further, Hein (1991) indicated that constructivism refers to the idea that learners construct knowledge for themselves as they learn individually and socially. Thus, in doing so, constructing meaning in the learning aspect of education is the goal. The consequences are transformational in that instructors must focus on the learner instead of the subject or topic taught, and the instructor must understand there is no knowledge independent of the significance attributed to experiences (constructed) by the learner.

Additionally, Hein (1991) provided the following contributions: Learning is an iterative cycle wherein the student utilizes sensory input to build meaning. Students learn in a progression: learning is comprised of both constructing meaning and constructing frameworks of meaning. The essential activity of constructing meaning is cerebral as it occurs. Learning includes language as the language utilized impacts learning. Learning is a social activity as learning indicates a personal connection with our associations with other people, educators, friends, and family. Relevant learning is not composed of disengaged facts and speculations in a theoretical ethereal manner.

Further, Hein (1991) indicated that learning occurs in relationship to what we know, what we accept, our biases, and our apprehensions. Base knowledge acclimates learners from past knowledge to expand upon new knowledge inputs. Learning requires some psychologically and emotional investment as learning is long-term. Finally, motivation is vital in the learning process.

Therefore, instructors must work to create bridges between students and knowledge. As a result, instructors must address the following challenges: divergence from separate paths to a shared destiny and the challenge of distinctiveness from familiar places to creative environments within the classroom. Instructors must strive to create communities that work better for the economy and social life of people. Moreover, the goal is to create communities around shared values and concerns within learning

The Foundations of Intentional Education Practice

communities. Henton et al. (2004) implored instructors as constructivists to use 'places' to provide rich opportunities for human interaction and to enrich learning communities. Finally, students in environments generate creative innovation in their communities when they apply learned experiences and information to real-world situations. As such, constructivism drives economic and social growth. Constructivism requires that individuals think about ideas and solutions that are important to them while inversely considering how their ideas and plans impact others in the workplace or communities.

Further, according to Henton et al. (2004), constructivist learning is based on the learned experience, embedded in the organizational context, and oriented to a focus on action. Likewise, constructivist learning is governed by dynamic conditions, concerned with tacit dimensions that require explication; delimited by the nature of the task, dictate the frame of problems, the individual's work capacity enhanced by proactivity, critical reflectivity, and creativity. Constructivism theory is an important trend and, when implemented, provides continuous learning for continuous improvement within education.

Constructivism as the Construct of Intentional Education Practice

Intentional Education Practice is based upon constructivism as the theoretical framework (Fosnot & Perry, 1996; Hein, 1991; Anderson et al., 1998). Moreover, the significance of the study determined the ability of education leaders to implement improved performance within graduate education provides insights into the success rates of educational organizations (Latif et al., 2019). Moreover, organizational performance is a critical aspect of effective and efficient management. Further, educational leadership variables as appropriate for organizational performance within higher education are determined (Lu et al., 2017). Likewise, the role of educational leaders is to provide support by creating and implementing effectiveness at all levels of the institution. (Al-Ali et al., 2017). Leadership development through coaching, assessment, and development planning needed to reinforce embedded organizational ethos (Hussain et al., 2018).

Additionally, outlined in the literature are problems related to the failure of higher education leaders to identify process improvements, enlist appropriate stakeholders to accomplish organizational goals, and the ability to implement streamlined processes (Steelman & Wolfeld, 2018). Consequently, higher education leaders' ability to implement improved performance within higher education provides insights into the performance of educational organizations (Antony, 2014). Moreover, organizational performance is a critical aspect of effective and efficient management (Clark &

The Foundations of Intentional Education Practice

Estes, 2008), and educational leadership variables as appropriate for organizational performance within higher education are necessary.

Hussain et al. (2018) noted that variables of effective performance include exceeding the organization's strategic objectives, the importance of implementing IEP initiatives, successful implementation of IEP initiatives, successful implementation of performance measures, and variables hindering the implementation of IEP initiatives. Findings conclude that organizations and programs that do not take this approach seldom achieve the level of performance in student and instructor satisfaction and engagement.

Theoretical Foundations of Intentional Education Practice

Intentional Education Practice (IEP) shifts total responsibility of learning from the instructor to all who participate in forums or training environments. The intent is to purposefully provide transformative growth for individuals, organizations, and society. Intentional Education Practice (IEP), like participatory action research (PAR), is a straightforward way to explore power relationships. PAR is counter to counter forces at its root and provides a method to challenge the status quo. To undergird IEP, Intentional Change Theory (ICT), Transformative Learning Theory (TLT), and Innovation Theory provide theoretical frameworks.

Intentional Education Practice (IEP) allows instructors the ability to focus on their development while working with students or participants based on a combination of attributes from Intentional Change Theory (ICT), Transformative Learning Theory (TLT), and Innovation Theory (Biberhofer et al., 2019; Boyatzis & Boyatzis, 2006; Mezirow, 1997). When instructors focus on their students' individual needs, powerful outcomes are created to accomplish objectives and solve disparity or inequity issues in whichever form (Biberhofer et al., 2019). Providing ways to mentor is a way to provide a collaborative learning environment where participants can share their experiences of cultural, social, or political phenomena. Be that as it may, this emancipatory way of instructing is a risk as some may find it too progressive or nontraditional (Brydon-Miller & Maguire, 2009). In this regard, depersonalizing planned learning collisions decontextualizes the issues of various social conditions. Intentional Education Practice (IEP) provides a way to explore issues and challenges of the human experience by reclaiming professional educators' capabilities (Biberhofer et al., 2019; Boyatzis & Boyatzis, 2006; Mezirow, 1997). Instructional methods that are ridge are in turpitude, and thus the profession must embrace significant change.

The Foundations of Intentional Education Practice

Intentional Change Theory

Demonstrated is an exploration of how managing organizations through Intentional Change Theory (ICT) can improve leadership effectiveness. ICT is an evidence-based framework to help leaders navigate organizational change management situations (Boyatzis & Boyatzis, 2006). Results validated training adds to the development of internal assets. For instance, competency, intentionality, psychological capital, and a penchant for reflection are essential for leadership effectiveness and can be elevated through training and development applications (Boyatzis, 2008).

Leaders in organizations are progressively mindful of changing cultural expectations for sustainability for their stakeholders' (Bolman & Deal, 2017). As a result, intentional organizational change includes developing a shared vision, reviewing organizational culture, planning, experimentation, training, and increasing partnerships (Zheng et al., 2009). Cross collaboration with colleagues is fundamental to utilizing organizational change impacts regarding culture or large-scale paradigms (Porras & Silvers, 1991). Cross collaborative communication incorporates the commitment of organizations to fill a substantial need in the change process. Likewise, Hyatt and Johnson (2009) contended these collaborations impact small- and large-scale levels, encouraging stakeholders and individuals to assist in the organizational change process.

Learning in Adulthood: Transformational Learning Theory

Contributing to recent research findings and discussion about educators' multiple understandings and representations of intentional teaching, illuminate why adult educators might find the practice of intentional teaching useful. Research findings indicated measures of improvement in adult education and correlated to the incorporation of Transformative Learning Theory (TLT) to improve teaching strategies for instructional curriculum purposes (Kilderry (2015). As a result, instructor-directed practice in this vein was beneficial in adult learning endeavors.

Mezirow's (1997) theory of Transformative Learning Theory (TLT) has proved beneficial to the field of adult education and has provided a constructive theoretical base for understanding complex learning phenomena (Mezirow, 2009). Likewise, proponents of TLT have incorporated three critical concepts to the lexicon of TLT: continuity, intersubjectivity, and emancipatory praxis to expand on the benefits it provides in instructional practice (Hoggan et al., 2017). However, as a theoretical framework for understanding learning, TLT is constructive; yet most studies are not empirically tested (Kroth & Boverie, 2019). As a result, studies that are at least partially empirically derived are needed to understand better how transformative learning impacts adult learners.

The Foundations of Intentional Education Practice

Consequently, TLT has become one of the leading adult learning theories today, and yet students, practitioners, and faculty find it a challenging practice to master. The theory has been applied to a variety of settings, including helping to explain the process which occurs in self-directed learning (Brookfield, 1984). Educational transformation models are intended to help instructors and individuals create passionate educational and work environments. Additionally, Watkins and Marsick (1992) conjectured that this process is defined as “discovering”, which is embedded in the Transformative Learning Theory model and intended to demonstrate how one’s passion might be discerned. Moreover, an Integrative Discovering Model (IDM) can be linked to TLT, which may be used for advising, teaching, career, or organizational development (Watkins & Marsick, 1992).

Prospectively, the incorporation of work by Freire and Habermas into adult education theory has contributed to the development of concepts such as “communicative competence” and “transformative education.” These contributions have engendered debates within the field of adult education. Pietrykowski (1996) extended the debate to include an analysis of the role of power and knowledge in educational theory. By examining the contribution of postmodern social and cultural theories in adult education it was found that adult educators must not lose sight of the connection between knowledge and power (Pietrykowski, 1996). Therefore, all individuals in educational settings engage in ways in which they construct a complex and often contradictory understanding of their existence and that the adult educator must attune to the numerous ways in which power manifests through classroom discourse (Pietrykowski, 1996).

Moreover, transformative learning can be characterized by the following: based on learning from experience; embedded in an organizational context; oriented to a focus on action; governed by non-routine conditions; concerned with tacit dimensions that must be made explicit; delimited by the nature of the task, how problems are framed, and the work capacity of the individual undertaking the task; and enhanced by classroom simulations, critical reflectivity, and creativity (Kroth & Boverie, 2019). As such, transformative learning connects participatory classroom engagement techniques as a trend for continuous improvement in education.

Further, engaging participatory techniques in the classroom must inspire creativity in students. Students form connections to the instructor, student participants, and the training, in profound, meaningful ways. Participatory classroom activities provide an instructional technique to aid in transformative experiences experienced in a learning community. The process of teaching and learning participatory techniques improves intentional education practice (Shevellar & Westoby, 2016). As a result, participatory learning is a framework that helps make sense of the process instructors might take in designing classroom activities. Participatory techniques, particularly

The Foundations of Intentional Education Practice

those with a creative element, transform participation activities by captivating and connecting with people in ways that theoretical discussions cannot.

Incorporating Innovation Theory into Education

A fundamental understanding of intentional education practice necessitates whether to utilize IEP methodology as an innovative instructional framework. Likewise, innovation theory was created by sociologist E.M. Rogers in 1962 (García-Avilés, 2020). Further, García-Avilés (2020) indicates that innovation theory clarifies how innovation spreads throughout organizations. As such, the force diffuses through a particular social framework. The outcome of this distribution is that individuals, as a component of a social framework, embrace an innovative concept, behavior, or element. Appropriation implies that an individual accomplishes something uniquely in contrast to a change. Individuals and organizations are then more receptive to new or inventive concepts, behaviors, or items as innovation permeates organizations (García-Avilés, 2020). As a result, innovation theory has become one of the fundamental higher education learning premises to train students about employment realities (Biberhofer et al., 2019). Indeed, innovation theory applies to various settings, including delineating traditional educational methods to self-directed learning.

Intentional education practice describes the development and execution of education programs that are formed as pragmatic programs of practice (Biberhofer et al., 2019). As a result, instructors incorporate principles of critical theory into the curriculum. Moreover, Barsh et al. (2008), in a conceptual research article, determined instructors facilitate student understanding of the tenets of globalization; include a high level of engagement; provide opportunities for innovation; extend the curriculum beyond traditional modes of instruction; encourage students to use the personal and professional experience to express how they understand the topical matter; set deadlines and guidelines, but extend exceptions to students or student groups who elevate topics by incorporating innovation, reflectivity, and entrepreneurship. Further, improving the execution of innovation in the classroom is critical in providing substantive examples to extend innovative practices into the workplace and facilitate a leadership development program for succession planning. It uses innovation within the organization prompting learning, practice, and proficiency for the leader to improve organizational efficiency. It was determined in a sample of 600 managers and professionals; leadership requires adaptability and adjustment to change management structures. Furthermore, adjusting the value of leadership to organizational objectives is a recurrent need for leadership advancement (Daniëls et al., 2019).

The Foundations of Intentional Education Practice

This research revealed a wide gap between executives' aspirations to innovate and their ability to execute. Barsh et al. (2008), also found that organizational structures and processes are not solutions. Further, the researchers determined that more than 70 percent of the senior executives in a survey say that innovation is at least one of the top three drivers of growth for their companies in the next three to five years. This study contributes to practice, as accurate decision-making effort by decision-makers amplifies the relationship chain. There are moderating roles that are intuitive and rely on rational decision-making with the relationship between the knowledge creation process, innovation, and organizational performance.

Likewise, economic, social, and cultural phenomena experienced by those in the labor market within recent decades have helped to highlight the significant role played by learning processes in an individual's career development and within organizational development. In today's fast-paced, technological working environment, skills and competencies rapidly become outdated and need to continual transformation to maintain a strategic advantage for global competitiveness (Ruderman et al., 2014). Traditional models of learning, both internal and external, of the workplace have become unable to explain such a process's complexity, weaving between and overlapping formal and informal variables. Based on this premise, Manuti et al. (2015) acknowledged the role of adult learners' knowledge and experience as andragogical frameworks, which allow further acquisition and development of competencies to transform individuals' lives and workplaces (Manuti et al., 2015).

Incorporating innovation in higher education curriculum improves student's professional competencies in the workplace. For instance, innovation theory improves management practices. Innovative learning is a practical teaching and learning methodology supporting student populations' skill development (Carracedo et al., 2018). Innovative instructional strategies, particularly those with a creative element, helps students to connect theory to practice. Students also develop conceptual and hypothetical skills professionals need in the workplace. Innovation education trains students on the concept of system-based relationships in which individuals can profit from their contributions when their innovations make it to the marketplace.

Connecting Innovation Theory to Intentional Education Practice

Incorporating innovation into intentional education practice are to engage students in topics relating to an ever-changing global landscape. Students must learn to adapt to vibrant work environments in the professions, as asserted by Seechaliao (2017). Further, instructional strategies develop inventive and creative practices. Instructional strategies improve innovation of education. Instructors must become engaged in the process of improvement of instructing in innovative education. This qualitative,

The Foundations of Intentional Education Practice

descriptive-based study utilized interviews to ascertain findings. Seechaliao (2017) determined instructional strategies must focus upon of inventive and imaginative approaches. Thus, instructional strategies are based on intentionality of instruction, curriculum design, critical thinking, imaginative critical thinking, innovative reasoning, research, practical, and participatory action research. These instructional strategies have basic components: preparation, assessment, and evaluation. Future research determines the impact of instructional strategies on lecture development, classroom discussions, self-directed study, critical thinking, and the incorporation of media to elevate innovative instructional practices.

CONCLUSION

Intentional education practice is an innovative educational model proven to engage students and instructors alike (Xudong & Li, 2020). Intentional education practice is dynamic and utilized to connect students to the professions (Biberhofer et al., 2019). Moreover, economic, and social changes highlight the need for industry improvements. Similarly, fast-paced work environments challenge employee skills, which immediately become obsolete in the marketplace. Therefore, traditional models of learning, both internal and external of the workplace, have become incapable of preparing today's multifaceted generation.

Conversely, intentional education practice needs compelling scale development to produce performance results in higher education (Serdyukov, 2017). While the essential focus of formative education and instructive developments seeks to educate students in learning theory and practice, incorporating innovation into the classroom increases students' critical thinking abilities (Keinänen et al., 2018). Equally, innovation integration in the classroom provides vital conjectural elements dependent upon intentional facilitation, investigative research, and skilled teaching processes.

In closing, a collective discussion regarding theoretical foundations and a clear rationale for how and why these theories combine to offer the best lens to view the study problem relating to higher education teaching effectiveness. The failure of institutions to identify process improvements, ascertain appropriate stakeholders to accomplish institutional goals, and implement streamlined classroom processes ensures instructors have the appropriate professional support needed to apply IEP.

REFERENCES

- Abubakar, A. M., Elrehail, H., Alatailat, M. A., & Elçi, A. (2019). Knowledge management, decision-making style and teaching effectiveness. *Journal of Innovation & Knowledge*, 4(2), 104–114. doi:10.1016/j.jik.2017.07.003
- Al-Ali, A. A., Singh, S. K., Al-Nahyan, M., & Sohal, A. S. (2017). Change management through leadership: The mediating role of organizational culture. *The International Journal of Organizational Analysis*, 25(1), 723–739. doi:10.1108/IJOA-01-2017-1117
- Anderson, J. R., Reder, L. M., Simon, H. A., Ericsson, K. A., & Glaser, R. (1998). Radical constructivism and cognitive psychology. *Brookings Papers on Education Policy*, (1), 227–278.
- Antony, J. (2014). Readiness variables for the Lean Six Sigma journey in the higher education sector. *International Journal of Productivity and Performance Management*, 63(2), 257–264. doi:10.1108/IJPPM-04-2013-0077
- Barsh, J., Capozzi, M. M., & Davidson, J. (2008). Leadership and innovation. *The McKinsey Quarterly*, 1, 36.
- Best, K. C. (2012). Holistic leadership: A model for leader-member engagement and development. *The Journal of Values Based Leadership*, 4(1), 5.
- Biberhofer, P., Lintner, C., Bernhardt, J., & Rieckmann, M. (2019). Facilitating work performance of sustainability-driven entrepreneurs through higher education: The relevance of competencies, values, worldviews, and opportunities. *International Journal of Entrepreneurship and Innovation*, 20(1), 21–38. doi:10.1177/1465750318755881
- Bolman, L., & Deal, T. (2017). *Reframing organizations: Artistry, choice, and leadership*. Jossey-Bass. doi:10.1002/9781119281856
- Boyatzis, R. (2008). Competencies in the 21st century. *Journal of Management Development*, 27. doi:10.1108/02621710810840730
- Boyatzis, R., & Boyatzis, R. E. (2006). An overview of intentional change from a complexity perspective. *Journal of Management Development*, 25(7), 607–623. doi:10.1108/02621710610678445
- Brookfield, S. (1984). Self-directed adult learning: A critical paradigm. *Adult Education Quarterly*, 35(2), 59–71. doi:10.1177/0001848184035002001

The Foundations of Intentional Education Practice

- Brydon-Miller, M., & Maguire, P. (2009). Participatory action research: Contributions to the development of practitioner inquiry in education. *Educational Action Research*, 17(1), 79–93. doi:10.1080/09650790802667469
- Carracedo, F. S., Soler, A., Martín, C., López, D., Ageno, A., Cabré, J., & Gibert, K. (2018). Competency maps: An effective model to integrate professional competencies across a STEM curriculum. *Journal of Science Education and Technology*, 27(5), 448–468. doi:10.1007/10956-018-9735-3
- Clark, M. C., & Rossiter, M. (2008). Narrative learning in adulthood. *New Directions for Adult and Continuing Education*, 2008(119), 61–70. doi:10.1002/ace.306
- Clark, R. E., & Estes, F. (2008). *Turning research into results: A guide to selecting the right performance solutions*. Information Age.
- Daniëls, E., Hondeghem, A., & Dochy, F. (2019). A review on leadership and leadership development in educational settings. *Educational Research Review*, 27, 110–125. doi:10.1016/j.edurev.2019.02.003
- El-Amin, A. (2021b). Utilizing technology to elevate online graduate education. International. *Journal of Online Graduate Education*, 4(2).
- El-Amin, A. S. T. (2021a). *A Correlation Study of Intentional Education Practice Theory for United States Graduate Programs* [Doctoral dissertation, University of the Cumberlands, USA]. <https://www.proquest.com/docview/2601066867?pq-origsite=gscholar&fromopenview=true>
- Ferreira, R., Ebersöhn, L., & Mbongwe, B. B. (2015). Power-sharing partnerships: Teachers' experiences of participatory methodology. *Progress in Community Health Partnerships*, 9(1), 7–16. doi:10.1353/cpr.2015.0008 PMID:25981417
- Fosnot, C. T., & Perry, R. S. (1996). Constructivism: A psychological theory of learning. *Constructivism: Theory, perspectives, and practice*. 2, 8-33.
- García-Avilés, J. A. (2020). Diffusion of innovation. *The International Encyclopedia of Media Psychology*, 1-8.
- Hein, G. (1991). *Constructivist learning theory*. Institute for Inquiry. <http://www.exploratorium.edu/ifi/resources/constructivistlearning.html>.
- Henton, D., Melville, J. G., & Welsh, K. A. (2004). *Civic Revolutionaries: Igniting the Passion for Change in America's Communities*. Jossey-Bass.

The Foundations of Intentional Education Practice

Hoggan, C., Mälkki, K., & Finnegan, F. (2017). Developing the theory of perspective transformation: Continuity, intersubjectivity, and emancipatory praxis. *Adult Education Quarterly*, 67(1), 48–64. doi:10.1177/0741713616674076

Hoggan, C. D. (2016). Transformative learning as a metatheory: Definition, criteria, and typology. *Adult Education Quarterly*, 66(1), 57–75. doi:10.1177/0741713615611216

Hussain, S. T., Lei, S., Akram, T., Haider, M. J., Hussain, S. H., & Ali, M. (2018). Kurt Lewin's change model: A critical review of the role of leadership and employee involvement in organizational change. *Journal of Innovation & Knowledge*, 3(3), 123–127. doi:10.1016/j.jik.2016.07.002

Hyatt, D. G., & Johnson, J. (2009). Cross-sector social interaction: Leveraging intentional change across the micro, meso, and macro. In *The 2009 BAWB Global Forum, Manage by Designing in an Era of Massive Innovation* (pp. 2-5).

Keinänen, M., Ursin, J., & Nissinen, K. (2018). How to measure students' innovation competencies in higher education: Evaluation of an assessment tool in authentic learning environments. *Studies in Educational Evaluation*, 58, 30–36. doi:10.1016/j.stueduc.2018.05.007

Kilderry, A. (2015). Intentional pedagogies: Insights from the past. *Australasian Journal of Early Childhood*, 40(3), 20–28. doi:10.1177/183693911504000304

Knowles, M. S. (1984) *Andragogy in action. Applying modern principles of adult education*. Jossey Bass. <http://www.instructionaldesign.org/theories/andragogy/>

Kok, S. K., & McDonald, C. (2017). Underpinning excellence in education—an investigation into the instruction, governance and management behaviors of high-performing academic departments. *Studies in Education*, 42(2), 210–231.

Kolb, D. A., Boyatzis, R. E., & Mainemelis, C. (2001). Experiential learning theory: Previous research and new directions. *Perspectives on thinking, learning, and cognitive styles*, 1(8), 227-247.

Kroth, M., & Boverie, P. (2009). Using the Discovering Model to facilitate transformational learning and career development. *Journal of Adult Education*, 38(1), 43–47.

Latif, K. F., Latif, I., Farooq Sahibzada, U., & Ullah, M. (2019). In search of quality: Measuring education service quality (HiEduQual). *Total Quality Management & Business Excellence*, 30(7-8), 768–791. doi:10.1080/14783363.2017.1338133

The Foundations of Intentional Education Practice

- Lu, J., Laux, C., & Antony, J. (2017). Lean Six Sigma leadership in higher education institutions. *International Journal of Productivity and Performance Management*, 66(5), 638–650. doi:10.1108/IJPPM-09-2016-0195
- MacKeracher, D. (2004). *Making sense of adult learning*. University of Toronto Press.
- Manuti, A., Pastore, S., Scardigno, A. F., Giancaspro, M. L., & Morciano, D. (2015). Formal and informal learning in the workplace: A research review. *International Journal of Training and Development*, 19(1), 1–17. doi:10.1111/ijtd.12044
- Merriam, S. B., & Caffarella, R. S. Baumgartner. (2020). *Learning in adulthood: A comprehensive guide*. John Wiley.
- Mezirow, J. (1996). Contemporary paradigms of learning. *Adult Education Quarterly*, 46(3), 158–172. doi:10.1177/074171369604600303
- Mezirow, J. (1997). Transformative learning: Theory to practice. *New Directions for Adult and Continuing Education*, 1997(74), 5–12. doi:10.1002/ace.7401
- Mezirow, J. (2009). Transformative learning theory. In J. Mezirow, and E. W. Taylor (Eds), *Transformative Learning in Practice: Insights from Community*. Learning Theories. <https://www.learning-theories.com/transformative-learning-theory-mezriow.html>
- Piaget, J. (1950). *The Psychology of Intelligence*. Routledge.
- Pietrykowski, B. (1996). Knowledge and power in adult education: Beyond Freire and Habermas. *Adult Education Quarterly*, 46(2), 82–97. doi:10.1177/074171369604600203
- Porras, J. I., & Silvers, R. C. (1991). Organization development and transformation. *Annual Review of Psychology*, 42(1), 51–78. doi:10.1146/annurev.ps.42.020191.000411 PMID:18759634
- Roesseger, K. M. (2017). From theory to practice: A quantitative content analysis of adult education's language on meaning making. *Adult Education Quarterly*, 67(3), 209–227. doi:10.1177/0741713617700986
- Seechaliao, T. (2017). Instructional strategies to support creativity and innovation in education. *Journal of Education and Learning*, 6(4), 201–208. doi:10.5539/jel.v6n4p201
- Serdyukov, P. (2017). Innovation in education: What works, what doesn't, and what to do about it? *Journal of Research in Innovative Teaching & Learning*, 10(1), 4–33. doi:10.1108/JRIT-10-2016-0007

The Foundations of Intentional Education Practice

Shevellar, L., & Westoby, P. (2016). Tracing a tradition of community-based education and training. In *Learning and Mobilizing for Community Development* (pp. 49–62). Routledge. doi:10.4324/9781315591889

Taylor, E. (2000). Fostering Mezirow's transformative learning theory in the adult education classroom: A critical review. *Canadian Journal for the Study of Adult Education*, 14(2), 1–28.

Watkins, K. E., & Marsick, V. J. (1992). Towards a theory of informal and incidental learning in organizations. *International Journal of Lifelong Education*, 11(4), 287–300. doi:10.1080/0260137920110403

Woodley, X. M., & Parra, J. (2019). (Re) framing and (Re) designing instruction: Transformed teaching in traditional and online classrooms. *Transformative Dialogues: Teaching & Learning Journal*, 12(1).

Xudong, Z., & Li, J. (2020). Investigating 'collective individualism model of learning': From Chinese context of classroom culture. *Educational Philosophy and Theory*, 52(3), 270–283. doi:10.1080/00131857.2019.1638762

Zheng, W., Qu, Q., & Yang, B. (2009). Toward a theory of organizational cultural evolution. *Human Resource Development Review*, 8(2), 151–173. doi:10.1177/1534484309333619

ADDITIONAL READING

Mascolo, M. F. (2016). Beyond objectivity and subjectivity: The intersubjective foundations of psychological science. *Integrative Psychological & Behavioral Science*, 50(4), 1–12. doi:10.1007/12124-016-9357-3 PMID:27469007

McIntosh, T., Higgs, C., Mumford, M., Connelly, S., & DuBois, J. (2018). Continuous evaluation in ethics education: A case study. *Science and Engineering Ethics*, 24(2), 727–754. PMID:28616839

Merriam, S., Caffarella, R., & Baumgartner, L. (2007). *Learning in adulthood* (3rd ed.). Jossey Bass.

Muda, H., Ali, M. H., & Jusoh, M. (2017). Measuring teaching and learning performance in higher education. *International Journal of Education*, 2(6), 57–70.

Müller, R., & Turner, J. (2010). Attitudes and leadership competencies for project success. *Baltic Journal of Management*, 5(3), 307–329. doi:10.1108/17465261011079730

The Foundations of Intentional Education Practice

- Murillo-Zamorano, L. R., Sánchez, J. Á. L., & Godoy-Caballero, A. L. (2019). How the flipped classroom affects knowledge, skills, and engagement in higher education: Effects on students' satisfaction. *Computers & Education, 141*, 103608. doi:10.1016/j.compedu.2019.103608
- Neuman, L. W. (2019). *Social Research Methods: Qualitative and quantitative approaches*. Pearson Education.
- Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1985). A conceptual model of service quality and its implications for future research. *Journal of Marketing, 49*(4), 41–50. doi:10.1177/002224298504900403
- Rigler, K. L. Jr, Anastasia, C. M., El-Amin, A., & Throne, R. (2021). *Scholarly voice and academic identity: A systematic review of doctoral student agency. Handbook of Research on Developing Students' Scholarly Dispositions in Higher Education*. IGI Global. doi:10.4018/978-1-7998-7267-2.ch004
- Schlanger, P. (2018). *Exploring equity issues: Culturally responsive leaders*. Center for Education Equity, Mid-Atlantic Equity Consortium.
- Shahmandi, E., Silong, A. D., Ismail, I. A., Samah, B. B. A., & Othman, J. (2011). Competencies, roles, and effective academic leadership in world-class universities. *International Journal of Business Administration, 2*(1), 44.
- Skogstad, A., Aasland, M. S., Nielsen, M. B., Hetland, J., Matthiesen, S. B., & Einarsen, S. (2015). The relative effects of constructive, laissez-faire, and tyrannical leadership on subordinate job satisfaction. *Zeitschrift für Psychologie mit Zeitschrift für Angewandte Psychologie [Journal of Psychology with Journal of Applied Psychology]*.
- Taylor & Francis. (2021). In search of quality: Measuring higher education service quality (HiEduQual). <https://s100.copyright.com/AppDispatchServlet#formTop>
- Teare, R., Cummings, W., Donaldson-Brown, M., & Spittle, H. (2011). The role of action learning in personal, professional, and business development. *Worldwide Hospitality and Tourism Themes, 3*(1), 60–65. doi:10.1108/17554211111104952
- Tucker, E., & Lam, S. (2014). Dynamic leadership – a leadership shortage solution. *Strategic HR Review, 13*(4/5), 199–204. doi:10.1108/SHR-06-2014-0035
- Uhl-Bien, M., & Arena, M. (2018). Leadership for organizational adaptability: A theoretical synthesis and integrative framework. *The Leadership Quarterly, 29*(1), 89–104. doi:10.1016/j.leaqua.2017.12.009

The Foundations of Intentional Education Practice

Ullah, W., Jan, S., Iqbal, K., & Jehan, N. (2019). SERVQUAL reborn: Does faculty members' quality approach fosters academic performance? A case of eight local higher education institutes. *City University Research Journal*, 9(3), 513–538. doi:10.1177/2158244016676294

Xiong, Y., & Suen, H. K. (2018). Assessment approaches in massive open online courses: Possibilities, challenges, and future directions. *International Review of Education*, 64(2), 241–263. doi:10.1007/11159-018-9710-5

KEY TERMS AND DEFINITIONS

Andragogy: The method and practice of teaching adult learners; adult education. Knowles' theory of andragogy is an attempt to develop a theory specifically for adult learning (MacKeracher, 2004). Knowles emphasizes that adults are self-directed and expect to take responsibility for decisions. Adult learning programs must accommodate this fundamental aspect. Andragogy makes the following assumptions about the design of learning: (1) Adults need to know why they need to learn something (2) Adults need to learn experientially, (3) Adults approach learning as problem-solving, and (4) Adults learn best when the topic is of immediate value. In practical terms, andragogy means that instruction for adults needs to focus more on the process and less on the content. Strategies such as case studies, role-playing, simulations, and self-evaluation are most useful. Instructors adopt the role of facilitator or resource rather than lecturer or grader (Knowles, 1984).

Embodied Learning: Constitutes a contemporary pedagogical theory of learning, which emphasizes using the physical body in the educational practice, the student-teacher interaction, both inside and outside the classroom, and digital environments. Using the body is essential in concept representation and communication. At the same time, the emphasis on other fields and cognitive objects on the body as a learning tool, such as dance theatre, kinesiology, athletics, and even mathematics and physics. All these cognitive objects have student collaboration, movement, and the process of cognitive development as a common denominator (Smyrniou et al., 2016).

Experiential Learning: Kolb's experiential learning style theory incorporates a four-stage learning cycle in which the learner experiences comprehensive learning (Kolb et al., 2001). Concrete experience (a new experience or situation encountered, or a reinterpretation of existing experience). Reflective Observation of the new experience. Abstract Conceptualization (reflection gives rise to a new idea or a modification of an existing abstract concept). Active Experimentation (the learner applies them to the world around them to see what results). Effective learning is experienced when a person progresses through a cycle of four stages: (1) having a

The Foundations of Intentional Education Practice

concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then (4) used to test the hypothesis in future situations, resulting in new experiences (Merriam et al., 2020).

Intentional Education Practice Theory (IEPT): A practice where facilitators encourage and fuse many modalities such as andragogy, embodied, experiential, narrative, self-directed/individual learning, spiritual learning, and transformative learning into teaching methods to create positive experiences for students. Additionally, instructors must be cognizant of the different learning preferences of auditory, visual, and haptic to help students achieve comprehension of the topical matter.

Narrative Learning: Narrative is not only a method for fostering learning; it is also a way to conceptualize the learning process. The essential features of narrative learning allow for reflection, thus, an effective way to instruct adults (Clark & Rossiter, 2008).

Self-Directed/Individual Learning: (Of an emotion, statement, or activity) directed at oneself. SDL describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes (Guiter, 2018)

Spiritual Learning: The spiritual aspect of somatic learning progresses through music, art, imagery, symbols, and rituals and overlaps or intersects with other forms of learning (Merriam et al., 2020).

Transformational Learning: Transformative learning is a theory of adult learning that utilizes disorienting dilemmas to challenge students' thinking. Students are then encouraged to use critical thinking and questioning to consider if their underlying assumptions and beliefs about the world are accurate (Mezirow, 2009).