The role of comparative research in the development of multiculturalism within educational systems

Vladimir Nikolaevich Aniskin[1], Vladimir Igorevich Bogoslovskiy[2], Tatiana Anatolyevna Zhukova[1], Kirstin Louise Bebell[3]

[1]Samara State Academy of Social Sciences and Humanities, Maxim Gorky St., 65/67, Samara, 443099, Russia
[2]Herzen State Pedagogical University, Naberezhnai reki Moika St.48, St.Peterburg, 191186, Russia
[3]University of Colorado Boulder, International Education Office, 123 UCB, Boulder, 80309, Colorado, USA

Abstract. Internationalization has become an integral part of education. The internationalization of education, by its very nature, cannot be considered solely as part of a single culture or single country's educational system. The development of multiculturalism within education is widely discussed, but often suffers from the limited body of research based on comparative studies. The focus of this paper is to address theoretical approaches and fundamental models to aid in the development of multiculturalism within educational systems.

Introduction

This article focuses on the analysis of approaches that define the essence of internationalization. We review the history of comparative research, identifying the role of comparative studies in the development of multicultural education, and present models to help guide educational systems in their goals related to the development of multicultural education.

Approaches to Internationalization

Main Article: The internationalization of higher education is often seen as a primary mechanism in addressing the impact of globalization in countries across the world. Internationalization is the process of integrating international and/or intercultural principles into the teaching, research and administrative areas of an institution [1,3]. To date, there are several approaches which reflect the nature and specifics of internationalization. See Table 1. [2, 3, 4].

Although there is growing interest in all of the above mentioned approaches, there is still a lack of analysis of the approaches that is well-grounded in theory. There is also a shortage of research regarding the role of each approach and its importance in the development of national and international educational systems. As the importance of the Process Approach has risen the role of comparative research is becoming clear.

Table 1. Approaches towards Internationalization

1.	Performance Approach	Considers items such as curriculum or faculty and student exchange. In recent years, the performance approach has often led to somewhat fragmented and uncoordinated efforts wherein the sustainable development of both national and international educational systems is not taken into consideration.
2.	Competency Approach	Emphasizes the development of skills, knowledge, attitudes and values amongst students. The approach aims to analyze how the development of knowledge about other cultures can help in developing competencies that can be translated to broader skills in the international and intercultural arenas. This approach focuses on developing multicultural skills for their own sake, independent of other academic pursuits.
3.	Conduct Approach	Emphasizes the creation of an educational climate that supports international perspectives and a multiplicity of cultures and values. This approach can be described as a scientific approach to theories of organizational development and the development of teaching tools.
4.	Process Approach	Emphasizes the integration of international and/or intercultural dimensions into the research of pedagogical methods through a combination of activities and the development of specialized educational policies. A major focus is addressing the sustainability of international factors during the integration of processes in universities from many countries.

Comparative research

Today, comparative studies are a significant contributor to educational theory and practice in many countries. Firstly, it is important to consider the importance of using comparative studies. The first journal to discuss internationally comparative research into educational systems, "International Educational Review," was launched in Germany in 1931 and published articles in German, English and French. Later in 1971, UNESCO in Paris launched a quarterly review analyzing the prospects in internationalizing education, initially publishing parallel versions in

English and French, then adding publications in Spanish in 1973 and Arabic, Chinese and Russian by the 1990s [5].

In 1970, the first international committees were founded to examine comparative education. These committees focused on the primary parameters of national educational systems of many countries (such as differences between timelines for the development of international education in different countries, geographic differences, the rate at which countries could work towards interdependence, etc.) Over the decades the number of these types of committees within a variety of European countries has increased, including within Russia. It should be noted that around 1970, there was no single language for publications that undoubtedly influenced the quality and level of ongoing research. The lack of a dominant language for publication played a particularly large role in the organization of multicultural projects focused on developing the foundation of a system of multicultural education.

In the early stages of internationalizing education, the focus turned towards the creation of specialized pedagogical tools that could change the motivations and values of individuals in relation to other cultures. The first step in this direction was towards the development of models related to individual development within an international or intercultural context, an example of which is shown in Table 2.

This model of individual development is not used with enough regularity. In addition, individual development models that consider multicultural qualities must be used in the development of internationalization within educational institutions. A two-level approach that takes into account both educational institutions and individuals (as opposed to earlier single-level models) helps draw attention towards the need to develop more multiculturally-focused educational systems [6, 7, 8].

Table 2. Model of individual development as related to multiculturalism within educational systems

1.	Level 1 (*Reflection*)	Reflection is seen as that process by which an individual makes sense of prior concrete experiences by focusing on the details and identification of various characteristics.
2.	Level 2 (*Conceptualization*)	In this stage, experience and reflection are synthesized with knowledge from other cultural references: from literature or previous experiences; and from the synergy that can arise from the exploration of multicultural experiences.
3.	Level 3 (*Experimentation*)	At this point, an individual's newfound cultural perceptions are tested in new situations. As with Levels 1 and 2, this level of personal development works best when shared with other individuals, rather than when based solely on internal contemplation.

Table 3. Model of the development of multiculturalism within educational systems

1.	Individual participant level	- Develop communication tools for students, teachers, and other individuals (discussion forums, conferences etc.) - Technological Tools (Internet, Skype, etc.)
2.	Educational system level	- Systemic and Administrative Tools (university policies, governing documents, etc.) - Comparative Course Development Tools (curricular approaches, activity development, teaching standards of different countries, etc.) - Comparative Course Assessment Tools (course management, feedback, etc.)

Using the model presented in Table 3 will aid in optimizing the process of integrating different educational systems, due to the model's usage of comparative research. Such a model leads to improved interaction between educational systems, resulting in improved collection, analysis, and organization of information. It is important to focus on the characteristics selected for comparison as well as the particulars of national educational systems, both of which will affect the quality of the integration of multicultural elements into education [9, 10]. A sample model is presented in Figure 1.
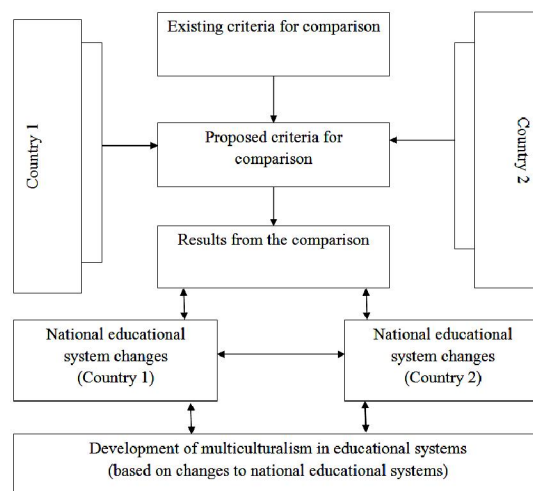

Figure 1. Model of the development of multicultural elements within educational systems
Conclusion

This article analyzes the development of models for integrating multiculturalism into educational systems during this period of globalization. It raises critically important questions concerning the need for comparative research and the development of a variety of specific approaches and models. We expect that future research will focus on more detailed analyses of national education systems (including Russia and Germany) to encourage the development of multiculturalism within educational systems.

Corresponding Author:
Dr. Aniskin Vladimir Nikolaevich
Samara State Academy of Social Sciences and Humanities
Maxim Gorky St., 65/67, Samara, 443099, Russia

References
1. Veiga, A., 2005. Europeanization of higher education area: Towards a framework of analysis. Paper presented at the 2nd EUREDOCS Conference "Transformations of higher education and research policies, systems and institutions in European countries". Bergen.
2. AACSB Globalization of Management Education. Changing International Structures, Adaptive Strategies, and the Impact on Institutions, Report of the AACSB International Globalization of Management Education Taskforce – Bingley, 2011.
3. Bremer, D., R. Bryant, 2005. A Comparison of Two Learning management Systems: Moodle vs Blackboard. Date Views 20.03.2014 www.naccq.ac.nz/conference05/proceedings_05/concise/bremer_moodle.pdf.
4. Meng, C. and H. Heijke, 2005. Student time allocation, the learning environment and the acquisition of competencies. Research Memorandum 2005/1E, Research Centre for Education and the Labour Market, Maastricht University.
5. Gorski, P. C., 2009. Intercultural education as social justice. Intercultural Education, 20(2): 87- 90.
6. Bogoslovskiy, V. and T. Zhukova, 2012. The role of multicultural pedagogics in modern education. Date Views 20.03.2014 www.gv-conference.com/actual-conferences-and-papers.
7. Bogoslovskiy, V. and T. Zhukova, 2012. Teachers' dynamics in the process of implementation of multicultural educational system. Date Views 20.03.2014 www.arsa-conf.com/actual-conferences-and-papers.
8. Sevenuk, S. and T. Zhukova, 2012. Teaching models in education process. Up-today problems in science, transport, industry, education: the perspectives of solution. Odessa, Kuprienko, 98, pp: 70 – 73.
9. Luijten-Lub, A., van der Wende, M., & Huisman, J., 2005. On cooperation and competition: A comparative analysis of national policies for internationalisation of higher education in seven Western European countries. Journal of Studies in International Education, 9(2): 147–163.
10. Vaira, M., 2004. Globalization and higher education organizational change: A framework of analysis. Higher Education, 48: 483–510.

5/20/2014