

PISA and Norway – Environmental Scan

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PEARSON'S INITIATIVE PARADIGMS

Providing all students with an excellent universal education is one of the most critical issues in our society. A substantial education is necessary for a growing and emancipating society. Many educational companies are aiming at innovative ways to enhance learning to international educational institutions. In order to enhance diversity within the paradigm of continuous learning, the Pearson Initiative was established in 2016 with the goals of conducting research and serving as an advocate for digital solutions.

Kamenetz (2016) discusses three types of paradigms associated in global education. These three paradigms that interconnect with each other are the Marxist, postcolonial, and capitalist. Each paradigm has its own vision and mission facilitating roles in education. Pearson's Initiative seeks to incorporate global advanced operational school systems that conveys all forms of education at a lesser per-student cost.

Kamenetz (2016) states that the Pearson Affordable Learning Fund uses various implemented academic models such as technology to help in aid of overall education. Pearson will raise the level of knowledge that students have access to in many nations. Pearson can also expand the success of its program internationally with much consistent growth. Through the utilization of technology, underdeveloped countries or communities can now have accessibility to specialists, software tools, information, and educators whose main objective is to facilitate successive achievements.

Kamentz (2016) discusses the growth of the school that defines the paradigm of capitalism. The school that prioritizes the education of the underprivileged while making money from tuition is capitalism in action. When the author outlines how large corporations determine the direction of the school, how it will be controlled and monitored for success, the Marxist

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paradigm comes into focus. Instead of its students or the general public, the capitalist class is primarily served by the Marxist perspective.

By analyzing the interconnecting stories within the article, readers can identify the Marxist paradigm theme. Some may view that Pearson's testing can serve as the sole gauge of the school's achievement. Kamenetz (2016) also mentions that the Privatization in Education Research Initiative states, "when schools aren't free, poor students must work one day and go to school the next, and boys are educated in favor of girls" (para. 1). This statement characterizes the separations amongst schools, parents, and the students. Pearson Initiative also justifies that many helpless children around the world will not have the essential tools of obtaining free quality education.

According to McCowan and Unterhalter (2015), the paradigm of capitalism places a strong emphasis on upgrading and expanding education in order to increase worker productivity. By strengthening one's education, an institution as a whole begins to develop its abilities and this can benefit society. This objective is essential to the vision of the Pearson Initiative. The materialism, identity, and personal liberty principles of the American culture are consistent with the values of capitalism. Capitalist principles include balance, decency, conservation, and humility. One can argue that parents/guardians should not be afraid to let their children attend institutions run by companies who support those principles (Palm & Reed, 1980).

The postcolonial paradigm, as described by McCowan and Unterhalter (2015), is concerned with the advancement of humankind and the separation of prior beliefs that were carried through colonization. The mother's story mentioned in this article encourages her daughter's choice of turning to technology rather than being a norm in her local

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culture's dangerous streets. Her instructional content is also being taught in English, which perhaps immerses herself in the language so that she can become familiar with and enhances her global awareness.

The Pearson Initiative presents several chances to remove enduring, persistent obstacles that inhibit quality education. Its qualities can be used to assess and support the objectives of each educational paradigm. Pearson's ongoing \$5.5 trillion-dollar grand experiment with its programs will collect more data for future global programs. This vital data can certainly change or shift the paradigms that have been classified in its context.

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References

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