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Organizational Analysis: The International Society for Technology in Education

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The International Society for Technology (ISTE) is an organization, which is nonprofit, created by educators on how to better incorporate technology in education systems around the world (Johnstone, 2003). ISTE has an excess of 100,000 stakeholders with both the individual as well as the organizational membership. The organization also provides support service (ISTE, 2016). ISTE is a provider of the facilities related to the education technology, which aids in professional learning by the different educators as well as the education leaders. ISTE Conference, Expo, and the ISTE Standards that provide the guidelines for the technological standards of learning are some of the major resources provided by the ISTE. The organization is also useful in the provision of webinars, consultancy, online courses, journals, and publications as tools for learning.

ISTE was first founded as ICCE in 1979, before fully transforming to its status after 1990. ISTE has positioned itself as a leader in technological innovation due to the huge impact that the technology has in current times. Schroeder (1970), classified different types of education institutions based on their principal mission and functionality. ISTE plays a complementary function to the education systems through creating frameworks for the enhancement of the technological adaptation, and skills and knowledge enhancement for the students, leaders as well as the educators. Schroeder developed four types of classification systems in adult education. In the first type, I agencies, the adult education is the central function of the organization. In the second type, II agencies, the adult education is the secondary function of an organization. In the third type, III agencies, the adult education it is a complementary function of the organization. In the last type, IV agencies, adult education is a subordinate function in a noneducational organizations. Therefore, ISTE fits in the

type III agencies of the adult education proposed by Schroeder (1970). Schroeder's work is particularly useful in establishing the nature of the support that adult education receives from the related parent organization. In this case, ISTE acts as the parent organization, championing the rethinking of the global education agenda. It is basically a mutual benefit organization that benefits its members to better their educational excellence through setting standards and enhancing adherence to technological standards (Schroeder, 1970). This classification is in accordance with the model proposed by Blau and Scott. The organization keeps checks by applying technological dimensions, skills enhancement, as well as the regulation and changes in the learning environments (Dean, 2000).

ISTE is an organization that is fully committed to the mission of transforming the educational experience in the technological revolutionary world to match the knowledge and the skills of all the stakeholders to the level of the expected standards. The organization aims at the empowerment of students to ensure they are fit to counter future challenges in a resourceful as well as a creative manner. The organization aims at tapping the technological resources with the motive of the amplification of the human capacity to collaborate, be creative, and communicate effectively. It is also the purpose of the organization to provide young learners with plenty of global learning opportunities to better their future and understanding (Johnstone, 2003).

Apps attempted to explain how the organizations fund their bills. He classified the various systems of funding to be a tax-supported institution, nonprofit, for-profit, or nonorganized learning programs.

In this case, ISTE is a nonprofit organization, which means that the organization leads its own initiatives to generate funds. For instance, membership subscriptions and corporate sponsors such as Microsoft and Samsung culminate as the sources of financing for the organization (Apps, 1989).

The Annual Report for the ISTE indicates that the organization had 16,509 members, 126 nations represented, 35 corporate subscribed members, and 74 affiliate memberships as of 2016. The PLN members amounted to 10,660 people (ISTE annual report, 2016). ISTE visionaries worldwide have the capability to thrive in achieving together as well as contribute to the higher level of knowledge and education standards.

Organizations have developed and evolved over the decades, thereby making the emergence of philosophies and theories suggesting different methods on how organizations should be managed, structured and organized. This method is helped by three identified perspectives: natural systems, open systems, and rational systems. Rational perspectives refer to narrowed technical senses that contain a series of several actions that organizations can take in leading predetermined goals which tend to maximize its efficiency. Rationality, therefore, ensures organizations select goals which match their services. Scott further states that based on the rationality perspective, organizations formalize their structures to the extent where rules which govern the organization's behavior are explicitly formulated and precisely prescribed as independent personal attributes of people who occupy various positions in the organization.

In this case, how is the ISTE supposed to function? ISTE aims at the empowerment of the students to ensure they are fit to counter future challenges in a resourceful as

well as a creative manner. The organization aims at tapping the technological resources with the motive of amplifying the human capacity to collaborate, be creative, and communicate effectively. It is also the purpose of the organization to provide young learners with plenty of global learning opportunities to better their future and understanding (Johnstone, 2003).

In ISTE Important elements used for making decisions are applied to ensure each and every member of the organization is brought on board when making decisions. The process of decision making is availed to the public through making decisions using similar structures which were used in conducting strategic planning for the organization. ISTE formed a Board Linkage Committee. The committee meets regularly to address member feedback and use it to inform organizational decision making as well as to evaluate how best to keep members updated regarding board initiatives. The committee is functions at every level of decision making to ensure the continuity of the decision-making process. The committee should employ democratic methods during decision making which ensures every stakeholder's opinion is considered when making decisions for them. During decision making open communication is vital, which ensures important aspects affecting the organization are not omitted during decision making. Regarding the relationship to the parent organization, ISTE fits in the type III agencies of adult education proposed by Schroeder (1970). Schroeder's work establishes the nature of the support that adult education receives from the related parent organization. In this case, ISTE acts as the parent organization, championing the rethinking of the global education agenda. It is basically a mutual benefit organization that helps its members to better their educational excellence through setting standards and enhancing adherence to technological standards. This classification is in accordance with the modal proposed

by Blau and Scott (1962). The organization keeps checks by applying technological dimensions, skills enhancement, as well as the regulation and the changes in the learning environments. Also, ISTE works collaboratively with all staff to maximize efficiency and effectiveness.

The Natural System Perspective

Based on the ISTE, it follows that the teacher is responsible for developing the classroom environment as well as organizing the learning opportunities which make it possible for the students in utilizing technology to establish, communicate as well as learn knowledge products. Modern trends in regard to the technology imply that the future will experience advanced technology engaged in our everyday lives.

Understanding ISTE and the NETS

By investigating a new section of interest, it is an accommodation to consult amateur as well as professional organizations in the related area, whereby these associations are often referred to as organizations or societies (Alford, 2014). They are frequently non-profit entities consisting of persons interested in propagation as well as exploration of new knowledge in their fields, despite having organizations with technology in education, ISTE is identified as the most important professional society whose mission is to assist in the preparation of administrations, students as well as teachers in utilizing technology efficiently.

Scrutinizing the Mission of ISTE

In addition, the professional society's primary mission is identified in a brief, carefully structured statement, designed by the assemblage of its members, to

illustrate what is believed by the society. The other purpose is what objectives it hopes to achieve, as well as how those objectives are hoped to be achieved.

Frequently referred to as a mission statement, it aims to assist the professional society in remaining aimed at its purpose in order to not go astray from its objective with changes in leadership. Moreover, it also provides the society outside with a picture of the society as well as serves as a recruitment tool to those concerning membership.

Thereby, it is significant to note that, once in a while missions are reviewed as well as adjusted to change with the times or be a sign of the varying nature of its profession (Guy-Phillips, 2013). Therefore, ISTE's mission is accessible to all forthcoming and contemporary members and the purposeful interested ones.

In having a potential worldwide membership of leaders, ISTE is a non-profit organization with educational technology, whereby their dedication is offering service as well as leadership to enhance learning and teaching. They have advanced the successful utilization of technology in teacher education and in PK-12 education (Needles, 2005). Their offerings include networking opportunities, guidance as well as information as they experience the challenge of the internet, and incorporating computers.

ISTE's Fundamental Conditions

So that students can have the capability of performing the competencies identified in the NETS, it follows that ISTE emphasizes that particular fundamental conditions must be in place from diverse stakeholders including the school workforce, university faculty, and leaders. It follows that their cooperative objective is to educate beginning teachers as well as teacher candidates through their various stages. These conditions emphasize the significance of partnership among school and university workforce as

well as the larger educational community to assist in the assurance of the progress of teachers and candidates (DeSantis,2016).

Moreover, ISTE performance indicators, as well as standards, are involved in offering a roadmap for achieving the skills and competencies required to successfully utilize technology in education, to assist teachers throughout their careers. In ISTE, there are some key issues pivotal to advancing ISTE's mission and vision, such as adult education, after-school education, broadband, college-and-career readiness standards, computer science and computational thinking, digital citizenship, educator preparation and effectiveness, Elementary and Secondary Education Act (ESEA) reauthorization, funding for digital learning, maker movement, privacy and security, Science, Technology, Engineering and Mathematics (STEM), special education, workforce development. For example, there are many students who lack home technology and internet. In this case, ISTE supports investments in after-school and informal learning programs, particularly those that offer effective digital learning opportunities.

The third perspective on organizations is the open systems perspective in which the organization's environment and the interdependence of organizations within that environment are assessed. Based on the ISTE, the teacher is responsible for developing the classroom environment as well as organizing the learning opportunities which make it possible for the students in utilizing technology to establish, communicate, as well as learn knowledge products. Specifically, all teachers should apply the National Educational Technology Standards for helping students and enhancing learning. In ISTE, all teachers should design digital-age and technology-enhanced learning environments for the students.

ISTE teachers comprehend global and local societal responsibilities and issues in a developing digital culture as well as demonstrate legal and ethical behaviors through their personal professional practices. Also, ISTE teachers persistently enhance their professional practice and demonstrate leadership in their professional and school community by endorsing and exhibiting effective digital usage.

Apps (1989) attempted to explain how the organizations fund their bills. He classified the various systems of funding to be tax-supported institutions, nonprofit, for-profit, or nonorganized learning programs. In this case, ISTE is a non-profit organization, which is self-funded. For instance, membership subscriptions and corporate sponsors such as Microsoft and Samsung are the only sources of financing for the organization.

As an organization, there are two forms of resources that are salient for the growth and development of the ISTE. The forms of resources can be tangible and intangible. The tangible resources for consideration include money and the school materials. ISTE Conference, Expo, and the ISTE Standards that provide the guidelines for the technological standards of learning are some of the major resources provided by the ISTE. The organization is also useful in the provision of webinars, consultancy, online courses, journals, and publications as tools for learning. For the intangible resources, the teacher is responsible for developing the classroom environment and organizing the learning opportunities which make it possible for the students utilizing technology to establish learning.

The regulators of the ISTE are the board of directors. ISTE is non-profit, so most of the policies are set by the board. The ISTE board provides strategic leadership and judiciary oversight as it works to ensure progress toward organizational goals.

ISTE collaborates with all staff to maximize efficiency and effectiveness. ISTE works with potential collaborators: multinational organizations, education-focused companies, ministries of education and technology, nonprofit government organizations, school systems, individual schools, international teachers, and leaders.

The actual and potential consumers

ISTE is clearly dedicated to provide young learners with plenty of global learning opportunities to better their future and understanding. The organization aims at the empowerment of students to ensure they are fit to encounter future challenges in a resourceful as well as a creative manner.

In this case, ISTE acts as the parent organization, supporting the rethinking of the global education agenda. It is a mutual benefit organization that helps its members to better their educational excellence through setting standards and enhancing adherence to technological standards.

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