How was the ‘School Consulting’ Theory Created and Extended? Based on the Knowledge Creation Theory

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Abstract. This research analyzed the creation and extension of the School Consulting theory, which has been drawn from the context of Korean education. The researchers adopted the analysis frame from the Knowledge Creation Theory. Major findings are as followed. First, new knowledge is derived from macro environmental context. Second, the condition of creating the theory is closely related with the power of academic networks. Third, interaction with the context of performance at the practice level affected development of the theory. Finally, power of the scholar who invented the theory had an important influence in creating and extending the theory.

Keywords: School Consulting Theory, Knowledge Creation, Extension of Knowledge, and Theory Making.

1. Introduction

School Consulting Theory is originated from the Korean educational context. Since most of educational theories in Korea have usually been adopted from foreign educational context, creation and extension of the School Consulting theory is a unique phenomenon. Although the School Consulting Theory has been actively utilized practically as well as developed theoretically since 1999, little work has examined this process.

Focusing on this, knowledge creation perspective explains the process of theorization. Knowledge Creation Theory enlightens generalized principles by examining how knowledge is created and extended. The purpose of this study is to examine the creation and extension of the school consulting theory with the perspective of the knowledge creation. This research will be help for Korean education regarding the creation of a new theory and it sets foundations for establishing generalized knowledge creation theoretically and practically.

The current study took a content analysis on literatures about the School Consulting Theory published from 1999 to 2013 and oral statements of professor Dong-Seop Jin, theory maker of the theory, from his graduate course of “School Consulting” at Seoul National University in the spring term of 2013.

2. Frame of Analysis

![Frame of analysis](image-url)

Fig. 1. Frame of analysis.

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This study adopted the theoretical framework from the Knowledge Creation Theory of Nonaka [1] and Organizational Learning of Inkpen and Crossan [2]. The researchers integrated these two frames and adopted their own analysis with newly created frame as shown in fig. 1. Knowledge creation at the level of individuals and groups can be explained by Nonaka’s theory. Diffusion and reproduction of knowledge from individual level to group or organization level can be illustrated with Inkpen and Crossan’s theory.

3. **Creation and Extension of the School Consulting Theory**

3.1. **Knowledge creation from individual to group level (Individual → Group)**

3.1.1. **Socialization: Implicit knowledge → Implicit knowledge**

Professor Dong-Seop Jin and his graduate students at Seoul National University conducted a study on the educational reform since 1999. The research has been concluded that the best way of reforming education is to create good schools where teachers continuously can build their capacities within schools [3]. To draw the idea of the research, Professor Jin and his students shared their ideas on educational reform openly. In this process, implicit knowledge was cumulated and circulated at the level of individuals and groups.

3.1.2. **Externalization: Implicit knowledge → Explicit knowledge**

Lee [4], an educational officer at the Seoul Metropolitan Office of Education, published an article “For Supervision Consulting” at the journal named as “New Education”. Soon the book, ‘School Consulting’ published in 2003 and it has been conceptualized School Consulting as a theory. It also tried to systemize the theory by defining its features, issues, principles, task, process, and implications of the School Consulting.

3.1.3. **Internalization: Explicit knowledge → Implicit knowledge**

As a theory maker at an individual level, professor Jin considered diverse explicit knowledge and information into the theory. First of all, professor Jin was inspired by a proverb of Lakota Sioux. “Tell me, and I will forget. Show me, and I will remember. Involve me, and I will understand”. This is a proverb of Lakota Sioux, the Indian tribe of western America [3, 5]. The proverb was inferred the possibility of various different types of educational reform. Second, he drew his ideas on educational reform from the New American Schools (NAS) Policy of the United States [3]. NAS was a policy to give local schools autonomy for its adoption of exemplary model programs provided from government. Once schools choose one of the programs, government financially and systematically supports the school to implement the program with the support of public and business sectors. The idea of school consulting theory has been greatly inspired by the autonomous spirit of the policy [5]. Third, non-profit medical consulting gave implications to the notion of school consulting since it opens the possibility of consulting as non-profit educational services in public education system [5, 7]. It is one of the philosophical foundations of the School Consulting theory.

3.1.4. **Combination: Explicit knowledge → Explicit knowledge**

The School Consulting Theory was the product from the interaction and combination of other educational theories. As professor Jin described in his book, theory cannot be drawn out of nothing, but it is originated from existing theories, ideas and concepts [3]. That is why professor Jin tried to augment various theories and concepts. The School Consulting Theory was enlarged from the Supervision Theory, School Organization Theory, School Community Theory, Human Resource Theory, Learning Organization Theory, and School Based Management [8]. However, noticeably, it is not just a mere compound of ideas or concepts but it was inspired from the spirit of the theories to set up as a more concrete and systematic theory.

3.2. **Knowledge creation at the level of organization (Group → Organization)**

3.2.1. **Internalization: Explicit Knowledge → Implicit Knowledge**

Korean Educational Development Institute (KEDI) did the research on school consulting after the governmental school assessment from 2000 to 2002 [3, 5]. The purpose of the research was to evaluate schools not only quantitatively but also differentiate them qualitatively.

After the School Consulting Theory has been theorized, many teacher institutes and education institutes initiated programs on School-Consulting. In 2003, Seoul Education Training Institute set up teacher...
education program of School-Consulting and School Consulting Center was founded in 2006 with over one thousand members [9].

Ulsan Metropolitan City Office of Education was the first organization to adopt the Consulting Supervision. And as the office initiated school consulting program in 1999, regional educational offices in other cities have started to adopt Consulting Supervision. Moreover, from 2011, regional educational offices have been organizing training programs to train school consultants and the system of consulting supervision. In 2012, the Ministry of Education made an attempt to legislate consulting supervision but it was not enacted as a law.

- Combination: Explicit knowledge → Explicit knowledge
- Research Activities in Academic Society

Research activities on school consulting theory in academic society have been active since 2007. In 2007, School Consulting Center and Kyoung-In National University of Education held a joint conference in school-consulting agenda and KEDI as a governmental research institute of Korea set up the department of school consulting for more concrete research on it. The Korean Society for the Teacher Education, Chung-ju National University of Education, and School Consulting Center held a conference focusing on School Consulting in 2012. Furthermore, the School Consulting Center held an academic conference of School Consulting in 2013.

3.2.2. Research work of school-consulting

The first thesis subjected on the school consulting was published in 2002 and more than two hundred researchers worked their academic thesis and papers until now [5]. To give more detailed information, fifty master’s theses and ten doctoral theses were received to the topic of school consulting. Continuously, research articles are published by academic journals and more than sixty articles have been approved by the Korea Research Foundation which is a governmental research accreditation institute in Korea. Also periodical publications and reports regarding the issues are more than hundred productions.

4. Conclusion

This study reviewed the creation and extension of the School Consulting Theory with the perspective of knowledge creation. The main findings are concluded as follows;

First, new knowledge created based on the comprehensive factors like as social environmental changes and the changes can accelerate the creation and the development of new knowledge itself. Second, the condition of knowledge creation is closely connected and networked among academic communities. Theorization of social science field cannot be completed as the theory itself; it is an accumulation of knowledge. Graduate school of Seoul National University and School Consulting Center takes major role to interact and sustain the academic discourses of school consulting. The institutes facilitated the creation and transformation of knowledge at both individual and group levels and they also contributed to extend the theory to an organizational level. Third, the soul of the theory can be continued only by the successful implementation into successful practice. The School Consulting Theory has been drawn from the practical need of teachers and it is closely linked to academic fields as well. This enabled the theory to have a roof of feedback from the practice level. Fourth, the power of influence of the theory makers should be considered as factor. Although systems and environment have strong influences in creating and extending the theory, personal influences of the theory producer is also critical. About the School Consulting Theory, the social position and academic capability of the theory producers strongly is influential to the creation and extension of the knowledge. The fact that professor Jin who initiated the theory was a professor of top-ranked university in Korea and was the president of KEDI during 2008-2009, made the School Consulting Theory to be established and take root more sternly.

5. Implications

As a researcher and theory maker, the researcher is responsible to share the knowledge. Under the closed academic climate, idea can be locked as an idea itself not easy to be systematically framed and developed as a theory. Building knowledge is an interactive and constructive action among individuals and groups.
Moreover, for the longevity of a theory, not only the discourse in academic society is crucial but also the reflection from the reality is critical. Therefore, the actions to make the theory into practice should be followed.

6. Reference


