

**Power Differential Articles and Research**

"The Power Differential and the Power Paradox: Avoiding the Pitfalls"
Cedar Barstow, M.Ed., C.H.T.

ABSTRACT: The power differential and the power paradox are dynamically linked. The power differential is the enhanced amount of role power that accompanies any position of authority. The power paradox is the term given to the information emerging from research that shows that while we have inborn neurological connections for empathy and altruism, these natural impulses tend to degrade when we are in positions of power or rank. Our understanding of this energetic and behavioral link can empower us to stay on the right side of power. This article presents neurological and sociological research from both sides of this paradox and the author posits some factors that influence the misuses of role power. In support of this research, several theories of moral development and ethical intuition and judgment are examined. Two models of power, the traditional one—power as force, and an emerging one—power as applied social intelligence are described and compared. The author offers her view of 12 tenets of the right use of and influence linked to the four aspects of her power spiral. The author believes that changing our personal and collective expectations about right use of power to one that embodies social intelligence and links power with heart is truly ethics as soul work.

"Power dynamics with international students: from the perspective of domestic students in Korean higher education"
Jon, Jae-Eun
Higher Education; Oct2012, Vol. 64 Issue 4, p441-454, 14p, 1 Chart

ABSTRACT: This paper explored the power dynamics between domestic and international students in the context of higher education in an Asian non-English speaking country, Korea. Despite increased international student mobility in recent years, little is known about the relationship dynamics among students from different countries, especially related to power issues. The findings in this study suggested that international students’ countries of origin and language of communication created different power statuses compared to Korean students by their empowerment and discrimination. Power differentials also existed among Korean students due to variations in their English ability to interact with international students. Conversely, international students’ attitudes and acceptance influenced Korean students’ attitudes toward them, irrespective of power differentials created by countries and language, as perceived by Korean students. The implications related to the recent trend of international student mobility are discussed.

"Who's in Control? Teachers from Five Countries Share Perspectives on Power Dynamics in the Learning Environment"
Lovorn, Michael; Sunal, Cynthia Szymanski; Christensen, Lois McFadyen; Sunal, Dennis W.; Shwery, Craig
http://jri.sagepub.com/content/11/1/70.abstract

ABSTRACT: This article explores perspectives and strands of thought among teachers from five countries about power dynamics in learning environments, perspectives on power of dominant cultures and impacts of power on concepts of citizenship and social justice. Discourses revealed teachers have some understanding of how power impacts teaching and learning, how language empowers/disempowers students and how teachers and students use their power. Teachers’ and students’ perceptions of power in the learning environment likely shape educational experiences for all stakeholders. Effective empowerment, particularly of students, requires recognition of these and other factors.