

Keynote Address

Keynote Address 1:

(28 November 2006, 09:50 – 10:30; Venue: C-LP-11)



Prof. Colin POWER

Educational Research, Policy and Practice in an Era of Globalisation

Prof. Colin POWER

Chair of the Commonwealth Consortium for Education,
Board of Eidos; President of the World Education Forum (Australia);
Chief Editor, Educational Research for Policy and Practice
(APERA official journal)

Abstract

Globalisation includes not only the changes brought about by the opening up of markets and communication technology, but also those set in motion by shifts in policy relating to the responsibilities of government and the role of research and innovation in development. This paper examines the impact of globalisation on education and educational research, and the ways in which reforms and research priorities in the education systems of the Asia-Pacific region are being shaped by the interaction between the global and the local. It is argued that educational reforms should not be left to global forces or powerful global organizations to decide for us, but should stem from deliberate and considered choices based on the best-available research. If initiatives aimed at improving educational policy, planning, management, curriculum, teaching and assessment are to be effective, they need to be widely supported and stem from research-based knowledge. Closing the gaps between research, policy and practice demands that we rethink our research priorities and practices, as well as the ways in which we develop and implement policy. The paper examines some of the rethinking underway, and how organizations like APERA, UNESCO and Eidos promote the sharing of knowledge and experience, and collaboration between educational researchers, policy makers and practitioners in the Asia-Pacific region

About Prof. Colin POWER

Prof. Colin Power was Deputy Director-General of UNESCO from 1999 to 2000 and Assistant Director-General for Education from 1989 to 1998. As such, he was responsible for the overall policy and management of the education programmes of UNESCO, playing a central role in all of its major initiatives, such as International Literacy Year, Education for All, International Commission on Education for 21st Century (the Delors Commission), major World Conferences on education and development, and helping Member States undertaking educational reforms and restructuring their education and training systems in the wake of major political, social and economic upheavals.

Prof. Power began his career teaching science and mathematics before taking up an academic post at the University of Queensland where he is an Adjunct Professor and Alumnus of the Year 2002. From 1978 to 1988, he was Professor of Education at Flinders University of South Australia and is an Emeritus Professor. He is well known internationally for his contributions to education research, policy and practice, and is author or co-author of 13 books and over 250 published works on education. Currently he is Chair of the Commonwealth Consortium for Education, the Board of Eidos (an Institute of Educational Research, Policy and Evaluation), President of the World Education Forum (Australia) and editor-in-chief of Educational Research for Policy and Practice, the Journal of APERA.

Keynote Address 2:

(28 November 2006, 12:10 – 12:50; Venue: C-LP-11)



Dr. Jane GILBERT

Knowledge, the Disciplines, and Learning in the Digital Age

Dr. Jane GILBERT

Chief Researcher, New Zealand Council for Educational Research

Abstract

ICTs are now widely used in schools: however, despite predictions, they have not revolutionized teaching and learning. Why is this? Does it matter? Should we care? In this address I outline why I think this is, and why I think we should care. School ICT initiatives are informed by a range of different, and often conflicting ideas, with the result that student work is often “digital busywork”. I argue that, if ICTs are to play a useful role in helping us re-develop our schools for the Knowledge Age, we need to re-think some of our old ideas about knowledge. In particular, we need to re-examine the place and purpose of the traditional disciplinary knowledge that is the basis of the current curriculum.

About Dr. Jane GILBERT

Jane Gilbert is Chief Researcher at the New Zealand Council for Educational Research. She was formerly a Senior Lecturer in the School of Education at Victoria University of Wellington (New Zealand), and has also worked in the School of Education at the University of Waikato (Hamilton, New Zealand). Before that she was a secondary school teacher (of science and biology) in Wellington (New Zealand) for ten years.

Jane has worked as a researcher and teacher in a number of different areas of education – including: curriculum development (especially science and technology); equity issues in education; language and literacy issues in education; and educational philosophy and sociology. Her book *Catching the Knowledge Wave?: The Knowledge Society and the future of education* was published in June 2005.

Keynote Address 3:

(29 November 2006, 08:45 – 09:25; Venue: C-LP-11)



Prof. Oon Seng TAN

**Problem-based Learning Pedagogies:
Psychological Processes and Enhancement of Intelligences**

Dr. Oon-Seng TAN

President, The Educational Research Association of Singapore;
National Institute of Education, Nanyang Technological University

Abstract

Education in this 21st century is concerned with developing intelligences. Problem solving in real-world contexts involves multiple ways of knowing and learning. Intelligence in the real world involves not only learning how to do things effectively but more importantly the ability to deal with novelty and growing our capacity to adapt, select and shape our interactions with the environment. Knowledge in this new millennium is increasingly characterized by the creative integration of information and learning from diverse disciplines. Educators, policy makers and researchers need to be aware of new approaches of dealing with knowledge and information where problems can be used innovatively in pedagogies. Problem-based learning (PBL) is an inquiry-based pedagogy that is best rooted in sound understanding of the psychological processes of problem solving and the development of cognition. PBL approaches involve confronting situations where we are uncertain about information and solutions and mastering the art of intuitive leap in the process of resolving the situations. Whilst many educators support the need to develop multiple intelligences, few realize that one of the best ways to draw forth these intelligences is to understand the psychology of using real world problem scenarios and engaging inquiry. This keynote paper addresses the state-of-the-art of PBL along three themes. The first is the psychology of cognition, metacognition, and self-regulation in problem-based pedagogies. The second is the idea of making thinking and mind visible through dialogue and inquiry. The third theme is the use of learning environments beyond the boundaries of the classroom to enhance problem-based thinking. Finally, the implications for educational innovation and practices will be discussed.

About Dr. Oon-Seng TAN

Dr Tan Oon Seng is Head of Psychological Studies at the National Institute of Education of Nanyang Technological University (NTU). He is the President of the Educational Research Association of Singapore and Vice-President (Asia & Pacific Rim) of the International Association for Cognitive Education and Psychology. His previous appointments include being Director of the Singapore Centre for Teaching Thinking and Director of the Temasek Centre for Problem-based Learning where he won an Innovator Award from the Enterprise Challenge Unit of the Prime Minister's Office of Singapore.

Prof Tan is the author of *Problem-based learning innovation: Using problems to power learning in the 21st century*. He is the editor the international collection *Enhancing Thinking through Problem-based Learning Approaches: International Perspectives*. He is the main co-author of *Educational Psychology: A Researcher-Practitioner Approach (Asian Edition)*, a worldwide university textbook and reference which was recently translated into Chinese by the Shanghai People's Publishing House (上海人民出版社). He is the main editor and co-author of the book *Problem-based Learning: Educational Innovation Across Disciplines*. His most recent book on PBL is entitled *Problem-based Learning in E-learning Breakthroughs*.

He is on the review board of several international journals and is a frequent keynote speaker at international conferences in Asia (including China, Korea, Japan, Malaysia and Brunei), USA and Australia. He has also been the Guest Editor of the journal *Innovations in Education and Teaching International* for the special issue on problem-based learning. His current research is on cognitive psychology in problem-based learning contexts.

Keynote Address 4:

(29 November 2006, 13:50 – 14:30; Venue: C-LP-11)

Dr. Rupert
MACLEAN

**Current Issues Regarding the Future of Work, Skills Development for
Employability and Education for Sustainable Development**

Dr. Rupert MACLEAN

Director UNESCO-UNEVOC International Centre;
Founding Member of APERA

Abstract

In all communities and societies, education (and often formal schooling) develops which seeks to meet the needs of the individuals and groups living in the society concerned, so facilitating skills development for life and work; and helping individuals and groups to fit into the society in question. Education systems do not exist in social and economic isolation, but function to meet the particular needs of a particular society at a particular time. But today, current educational systems often no longer adequately meet the demands of radically changed societies. These systems evolved and were developed in and for societies that have long been transformed, and yet no parallel transformation has taken place in the education system they spawned.

This presentation will focus on examining radical changes that are occurring in skills development for work and life, and will explore implications for the content of education and schooling. In doing this it will particularly examine skills development for employability and workforce education, with particular reference to technical and vocational education and training (TVET). It will argue that the changes currently occurring in many societies regarding skills requirements for life and work are so profound that there is a need to develop new education paradigms concerning learning and teaching to accommodate the needs of rapidly changed societies.

About Dr. Rupert MACLEAN

Dr. Rupert Maclean has been foundation Director of the UNESCO-UNEVOC International Centre for Education in Bonn, Germany, since May 2001. Prior to this he was Director, Section for Secondary Education at UNESCO Headquarters Paris; Director a.i. of the UNESCO Principal Regional Office for Asia and the Pacific, Bangkok; Chief of the Asia-Pacific Centre of Educational Innovation for Development (ACEID) at UNESCO Bangkok; and, the UNESCO Chief Technical Advisor for a United Nations project to strengthen and upgrade teacher education throughout Myanmar (Burma). Rupert Maclean was one of the founding members of the Asia-Pacific Educational Research Association.

Dr. Maclean commenced his career in Australia as a secondary school teacher of economics and history, after which he became a College of Education lecturer in the United Kingdom and a university academic in Australia involved with research and teaching in the sociology of education. He has been a visiting Professor at Fujian University (China) and at Srinakharinwirot and Silpakorn Universities (Thailand).

He is the author or co-author of 15 books, 42 chapters in books, and numerous research reports, journal articles and papers. Some of his publications have been translated into Arabic, Chinese, French, Spanish and Russian. His most recent book is *Vocationalisation of Secondary Education Revisited*, with Jon Lauglo (World Bank), published by Springer in March 2005. Rupert Maclean is on the Editorial Advisory Boards of the international *Journal of Educational Change*; *Asia-Pacific Journal of Education*; the *South-Pacific Journal of Teacher Education*; *Educational Research for Policy and Practice*; and the *Asia-Pacific Journal of Teacher Education and Development*. He has been Guest Editor of a number of international journals, including: *PROSPECTS*, the UNESCO-International Bureau of Education Quarterly Review of Comparative Education, for issues on Orientating TVET for Sustainable Development (Number 135, September, 2005), *Secondary Education Reform* (Number 117, March 2001, with Cecilia Braslavsky), and *Education in Asia* (Number 115, September 2000, with Victor Ordonez); and, for the *International Journal of Educational Change*, for a special issue on *Educational Change in Asia* (Vol. 2, No. 3, September 2001).

Keynote Address 5:

(30 November 2006, 08:45 – 09:25; Venue: C-LP-11)



Dr. Molly, N. N. LEE

Research In/On Higher Education in the Asia-Pacific Region

Dr. Molly N.N. LEE

UNESCO Senior Programme Specialist in Higher Education, UNESCO
Bangkok

Abstract

There are two parts to my presentation, one part is on the kinds of research that are being carried out IN higher education institutions, and the other part is about research specifically done ON higher education. On talking about research in higher education institutions, I shall discuss on different sites of research, different types of research, sources of research funding, research management and research training. The second part of the presentation will focus on higher education as a field of study, highlighting the relationship between research on higher education, policy and practices.

About Dr. Molly N.N. LEE

Dr. Molly N.N. Lee is the Coordinator of the Asia-Pacific Programme of Educational Programme for Development and Programme Specialist in Higher and Distance Education at UNESCO Asia and the Pacific Regional Bureau for Education in Bangkok. Prior to joining UNESCO Bangkok, she has been a Professor of Education in University of Science, Malaysia, in Penang. She holds a Ph.D. in International Development Education and a Master degree in Sociology from Stanford University, a Master degree on Education Planning and Development from University of London Institute of Education. Her research interests are on higher education, teacher education, globalization and education as well as gender and education. She has published extensively on issues and topics relating to education in Malaysia.

Keynote Address 6:

(30 November 2006, 13:50 – 14:30; Venue: C-LP-11)



Dr. Nanzhao ZHOU

**International Education and Systemic Educational Reforms:
Cases and Lessons Learned from Asia-Pacific Experiences**

Prof. Nanzhao ZHOU

Director, APNIEVE-Center for International Education in the 21st Century;
China National Institute of Educational Research; President, UNESCO-APNIEVE;
Director, International Center of Teacher Education, East China Normal University

Abstract

International research findings and country experiences prove that, in coping with the tension between the global and the local in education, three major forces contribute to the success of educational reform: firstly, the national public authorities, in protecting education as the common good through political commitment and policy actions; secondly, the local community, in responding to diversifying educational needs through active participation and initiatives for innovation; and thirdly, the international community, through technical, professional as well as financial assistance to member countries for desired systemic educational changes. Defined as both 'a scholarly pursuit in cross-disciplinary study of international/intercultural problems in education' and 'the institutionalization of such pursuit, activities, projects, and curricula within or outside the formal educational system' (T. Husen), international education has multiple roles to play in system-wise educational changes, especially in an era of growing interdependence in a globalizing world.

The presentation is intended for twofold objectives: to examine multiplying roles of international education in facilitating systemic educational reforms, and to explore renewed strategies in promoting international education for systemic educational change. Citing evidence-based cases from international/regional, national and local practices, the presentation examines dimensions of interaction between international education and systemic educational reforms: a) contribution of international development aid to conceptual, structural and policy changes in national educational systems; b) internationalized school curriculum change; c) internationalized organization and dissemination of research; d) internationalized teacher professional development for quality improvement in education; e) increased international students flow; and f) internationalized or cross-border higher education. Renewed strategies are proposed to further promote international education in changing development context.

About Dr. Nanzhao ZHOU

As effective in 2006, Prof. Zhou is President of UNESCO Asia-Pacific Network of International Education and Values Education (APNIEVE). He has also been directing a China-based UNESCO International Research and Training Center for Rural Education since 2005. Prof. Zhou joined UNESCO in 1998 as Senior Programme Specialist in International Education and was Chief/Coordinator of Asia-Pacific Center/Programme of Educational Innovation for Development (2000-2004). He was a member of the UNESCO-appointed International Commission for Education in the Twenty-First Century, which produced the Report titled Learning: The Treasure Within. While working at UNESCO, Prof. Zhou contributed to the establishment of Asia-Pacific Center of Education for International Understanding (APCEIU) and was a founding member of APERA. Prof. Zhou has also taken an active part as expert in multilateral educational projects initiated by other international organizations, as well as in bilateral educational exchanges and cooperation. He has been Chair of Asia-Pacific Regional Advisory Committee (2002-2006) and member of the Council of Foundation of the International Organization (IBO, 2002-date). For research and graduate teaching in education, Prof. Zhou is concurrently Director and Professor of International Center of Teacher Education, East-China Normal University; Professor at China National Institute of Educational Research; and Adjunct Professor at Beijing Normal University. Prof. Zhou has published extensively, with more than one hundred writings published in English and Chinese. His main area of research has been international education, including comparative policy study on EFA, teacher education, curriculum change, education for human development, as well as international/comparative higher education.