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*Newsletter of the Centre  
for the study of Education  
in an International Context  
Department of Education  
University of Bath*

## CEIC goes Dutch!



Participants in January 2003 Netherlands unit. Standing (from left): Riemke Leusink, Jon Bosman, Marry Hoogearspel-Vlot, Rieke Cadée, Marian Bakker-Cunnane and Aubrey Curran. Sitting (from left): Eleonore Kromhout and Sietske Barker-Erich.

In an extension of its policy of working through partnership, CEIC has joined forces with Fieldwork Education and the Dutch International Secondary Schools (DISS). The joint project, designed to develop the role of managers in secondary schools committed to the promotion of international education, is an innovation of the Board of DISS which is chaired by Mr Jaap Mos, Head of the International School of the Hague. Eight colleagues from different schools in the Netherlands, with management responsibility of various kinds, constitute the first cohort of participants. The specific role of CEIC is in offering taught units in international education and management/leadership which will ultimately lead to the award of the Advanced Certificate in Education of the University of Bath. The participants met together in January 2003 for the

first unit, Education in an International Context, which was led by Mary Hayden and Jeff Thompson. Facilities were kindly made available by the University of Leiden. A further unit, focusing on leadership and management issues in the context of international education, will be taught at the University of Bath in July 2003 by Mike Fertig and Jim Cambridge. Also involved in the project is Jim Laing  
*(continues on page 4)*



UNIVERSITY OF  
**BATH**

INTERCOM



## International education and e-learning: Recognizing diversity

It has been proposed that international education involves the celebration of diversity, an understanding of culture, a study of global issues, and a recognition of different ways of developing understanding (Walker, 2002). The consumers of international education are as widespread and as varied as the schools offering an international education. Consequently schools claiming to be international offer their programmes for a variety of reasons which include the desire to undertake an internationally recognised programme for global certification purposes, to cater for internationally mobile students and to recognise the essential values of internationalism and globalisation. Thus, international education serves a wide clientele whose reasons for involvement in an international education programme are as wide-ranging as their needs are diverse.

There is an increasing desire within education communities to utilise the potential of web-based learning technologies. It is argued that these technologies can be used to create software environments that utilise the resources of the World Wide Web to provide learning spaces for learners of all ages. However, a number of questions arise concerning the relationship between web-based learning technologies and international education. How can they support the development of international

education, and how can they be used to increase access to international education? Furthermore, returning to one of George Walker's list of features of international education, how can web-based learning technologies be used to support the 'different ways of developing understanding' within an international education context?

To consider the development of different ways of understanding within web-based learning technologies it is necessary to consider international education in the context of cultural diversity. Hofstede's pioneering work on societal cultural values has provided a useful indicator of differences between cultural groups and he has described these cultural dimensions in terms of national education. Using four of Hofstede's dimensions (Power Distance, Individualism-Collectivism, Masculinity-Femininity, Uncertainty Avoidance), Hill, Puurula, Sitko-lutek, & Rakowska (2000) suggested that students could be classified according to their cultural values and indicated the existence of links between Hofstede's dimensions and the cognitive styles of the students. Thus, Hofstede's work is a useful guide for considering the development of learning environments in which there is a mix of contrasting cultures within a classroom.

Sfard (1998) has described two metaphors - 'acquisition' and 'participation' - for learning. It is evident that both of these ought to be found in web-based learning



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## a personal view by Roger Brown

environments. As a result, it is proposed that, if they are to succeed both nationally and internationally, web-based learning technology environments must take account of the cultural backgrounds of the students and their preferred learning styles. It is with this in mind that the International Baccalaureate Organization is initiating a number of e-learning research projects, which seek to explore the issues related to learning styles and cultural influences using web-based learning technologies. These projects involve investigation of what teachers look for when considering web-based learning technologies in international educational contexts, and examination of the cultural contexts of web-based learning environments in international education. The results from these and other studies will be used to support future web-based

based learning technologies must recognise cultural diversity as well as the multiplicity

**"The International Baccalaureate Organization is initiating a number of e-learning research projects which seek to explore the issues related to learning styles and cultural influences using web-based learning technologies"**

**"How can web-based learning technologies be used to support the 'different ways of developing understanding' within an international education context?"**

technology developments within the International Baccalaureate Organization, along with providing guidance for others who wish to develop web-based learning technologies with international education as their focus.

The internet and its associated learning technologies may provide opportunities to enhance learning and to increase participation in education but we must also recognise that these web-based learning technologies are loaded with the culture and values of their designers. As a consequence of this, the culture and values of e-learning environments may not easily coexist with those of the learners. Therefore any web-

of learning styles that are found in all communities.

### References

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- Sfard, A. (1998) On two metaphors for learning and the dangers of choosing just one. *Educational Researcher*, 27(2), 4-13.
- Walker, G. (2002). Conference Summary And Recommendations. Paper presented at the Interpreting International Education Conference (available at <http://www.ibo.org>).

**Intercom** welcomes contributions from readers.

If you have a comment to make on this article or any others in this newsletter, please contact us by post or by e-mail at [ceic@bath.ac.uk](mailto:ceic@bath.ac.uk)



## CEIC goes Dutch!

(continued from page 1) from Fieldwork, who will engage with participants in professional development activities relating to the project's objectives. Commenting, Mary Hayden (Director of CEIC) said 'We in CEIC are delighted to have this opportunity to collaborate with colleagues in the Netherlands and from Fieldwork in offering our flexible postgraduate programme to support teachers who are working to promote international education'.

## Another new role for Jeff Thompson

Professor Jeff Thompson has been appointed by the Secretary of State for Education as the Chair of the Examinations Appeals Board (EAB), which is the final stage of appeal for centres and private individuals in respect of examination results from the awarding bodies in England, Wales and Northern Ireland. A totally independent body, both academic and vocational examination results at 16 and 18 fall within the EAB's remit.

## Mr Shane Walsh-Till

With great sadness we learned of the death of Mr Shane Walsh-Till in the bomb attack in Bali on 12 October 2002. Shane was an experienced international educator working at the Chinese International School, Hong Kong. He was registered with the University of Bath as a student on the MA in Education programme. Our sympathies are extended to Shane's family and friends, and to all who were affected by this tragic event.

## Interpreting Inter

**Interpreting International Education**, a major conference focusing on the exploration of issues relating to international education in its different forms, took place between 11 and 13 September 2002 at the International Conference Centre Geneva. Organised jointly by the International Baccalaureate Organization and CEIC, on behalf of a number of different organisations with an interest in this field, the conference attracted over 200 participants from national and international schools, universities, Ministries of Education and other



Interpreting International Education:  
Conference participants in Geneva

educational organisations around the world. We were particularly pleased to see so many colleagues associated with the work of CEIC enrolled as participants.

Sessions were organised as a combination of plenary presentations and five concurrent theme groups, each with a designated convenor, for ongoing discussions throughout the conference. The groups focused on History & Nature of International Education (Ian Hill); Curriculum & Assessment (Martin Skelton); Professional Development (Mary Hayden); Organisation of Schools & their Communities (Terry Haywood); and Governance of International Education (David Wilkinson). Plenary sessions were



# THE WORLD

## International Education

led by Sir John Daniel (Assistant Director-General for Education at UNESCO), Hon Greg Crafter (President of the IBO Council of Foundation) and Dr Cecilia Braslavsky (Director of the International Bureau of Education), and a Conference Summary was presented by Professor George Walker (Director General of the IBO and a visiting professor at the University of Bath). The conference provided three days of stimulating ideas and opportunities for discussion, and was chaired by Professor Jeff Thompson, who also gave the opening address. Abstracts and summaries of the theme group sessions, together with contributions by all plenary presenters, may be found on the conference web site at <http://www.bath.ac.uk/ceic/geneva2002/>

### NEW STUDY CENTRE FOR DÜSSELDORF

Since the last edition of Intercom went to press, further units of the Bath modular Masters programme have been offered at the Amman Baccalaureate School (November 2002, when Mike Fertig taught the School Improvement unit) and at the New International School of Thailand (also November 2002, when Mike Fertig taught the School Effectiveness unit - a busy month for Mike!). Jeff Thompson was also able to spend time offering tutorial and dissertation support to colleagues in Argentina during a November 2002 visit to Buenos Aires, a new Study Centre has been established in the Netherlands (see front page) and Mary Hayden visited Machabeng College, Lesotho, to teach the Assessment unit in January 2003.

Additionally, we were delighted to be able, in June 2002, to establish a new Study Centre at the International School of Düsseldorf (ISD). Thanks to an initiative taken by Neil McWilliam, Head of ISD, and Beatrice Larose, Development Manager, the first unit of the Bath programme to be offered at ISD was Education in an International Context, taught by Jeff

Thompson and Mary Hayden to a group of 12 teachers and administrators from ISD and



Düsseldorf Study centre: Back row (from left): Jeff Thompson, Gisela Rubcarison, Ian Thompson, Suzanne Unsworth, Fred Trueax, Vivienne Agiral, Michael Hawkins. Front row (from left): Mary Hayden, Amy Goffinet, Erika Schwindt, Laura Maly-Schmidt, Natascha Meisler, Beatrice Larose, Rick Caston.

other international schools in Germany. In November Mary Hayden returned to teach a second unit (Methods of Educational Enquiry) and, on both occasions, we very much appreciated the efficient organisation and warm hospitality extended by all at ISD and, particularly, by Beatrice Larose. We look forward to a third visit in June 2003 and to a very positive collaboration over the coming years. As for all our Study Centres, units are offered to all who are eligible to participate and who are able to attend: further details from [ceic@bath.ac.uk](mailto:ceic@bath.ac.uk)

### STUDY CENTRE DATES

10-13 February 2003  
**Colegio San Silvestre, Lima**  
*Assessment*

15-18 May 2003  
**New International School of Thailand,  
Bangkok**  
*Methods of Educational Enquiry*

13-15 June 2003  
**International School of Düsseldorf**  
*Managing Educational Innovation*



# IBRU news

## International Education Research Database

The IB international education research database was launched on Thursday September 12, 2002, at the *Interpreting International Education* conference in Geneva. The database contains approximately 1600 entries made up of theses and dissertations (most with abstracts), journal articles, books, magazines, conference papers and electronic sources. The database will be updated regularly. We are seeking the support of all persons interested in international education through the provision of research reports as well as published and unpublished papers on the theory and practice of international education to add to the database.

The database can be accessed via the IBO research pages at <http://www.ibo.org> and selecting Research from the shortcuts menu.

## International Baccalaureate Research Committee

As part of its function, the IB Research Unit conducts research committee meetings for the International Baccalaureate and receives research proposals from those working throughout the world. By recording these proposals the Research Unit is kept informed of research developments in schools and universities worldwide. Proposals considered at the most recent meeting of the IBO Research Committee included comparing the instructional components of the International Baccalaureate Organization Primary Years Programme at three different schools along with reports of IBO-listed research projects being undertaken by individual researchers.

## Research Notes

The *Interpreting International Education* conference provided a springboard for the discussion of areas of research interest within international education. The January 2003 issue of *Research Notes* highlights some of these research issues that arose from the presentations of Sir John Daniel (Assistant Director-General for Education, UNESCO), Hon Greg Crafter, (President of the Council of Foundation, International Baccalaureate Organization) and Dr Cecilia Braslavsky (Director UNESCO-IBE, Geneva). Their plenary presentations raised a number of research issues which are explored in *Research Notes* Volume 3 Issue 1, January 2003. The articles are entitled:

'Bridging teacher education and educational research: A requisite for 21st century education';

'Literacy and development: How can international education support UNESCO and other bodies in increasing literacy in the developing world'; and

'Towards an international education alliance'.

## Current projects

The IB Research Unit is involved in a number of projects. They include evaluation of distance teaching via video conferencing in Finland, investigating the effects of onscreen marking of examinations on marker behaviour, and undertaking further work in the area of intergenerational learning. We are always keen to hear from those who are involved in research that is related to any of the three International Baccalaureate Organization programmes, particularly research that relates to articulation between the programmes, and to e-learning in an international context. If you would like to contribute to *IB Research Notes*, please contact [ibru@ibo.org](mailto:ibru@ibo.org)



# SUMMER SCHOOL 2003

## Looking forward to four weeks of advanced study in education

**Summer School is one route to the completion of qualifications including the Advanced Certificate in Education, Advanced Diploma in Education and MA in Education. Summer School 2003 will consist of four separate weeks, during which you may attend for one, two, three or all four weeks. Week 1 (Monday 30 June - Friday 4 July) is intended for those who wish to make use of University facilities to work on their dissertation (or, perhaps, other aspects of their studies). During any one of weeks 2, 3 and 4 it is possible to complete the taught element of one unit and, if appropriate, attend sessions related to dissertation planning. As registered part-time, post-graduate**

**"Summer School 2003 will consist of four separate weeks, during which you may attend for one, two, three or all four weeks"**

students, participants at Summer School 2003 will be entitled to make use of university facilities including the library/ learning centre (and associated on-line databases) and computing facilities (including e-mail), both during the Summer School period and after leaving Bath. Orientation sessions will be offered during Summer School to ensure that participants are familiar with the means of accessing such facilities both on- and off-campus. Access will also be available during Summer School to the extensive sports facilities on campus, for which a small additional charge may be made.

**WEEK 1 (Monday 30 June - Friday 4 July)**  
Dissertation support

**WEEK 2 (Monday 7 July - Friday 11 July)**  
Education in an International Context  
Managing Educational Organisations

Methods of Educational Enquiry  
Current Issues in Environmental Education  
Primary Education: Aspects of Learning  
Managing Human Resources in Education  
Evaluation



Participants at the recently established  
Study Centre in the Netherlands

**WEEK 3 (Monday 14 July - Friday 18 July)**  
Education, Globalisation and Change  
Managing Educational Innovation  
Environmental Education: Management of Change  
Understanding Learners and Learning  
Teaching in a Bilingual Context  
Information Technology  
Educational Discourse

**WEEK 4 (Monday 21 July - Friday 25 July)**  
Issues in International Primary Education  
Assessment of Pupil Achievement  
Methods of Educational Enquiry  
Managing International Schools  
Technologies for Learning  
Curriculum Studies  
Mentoring

Unit descriptions and further details, including booking information, are available from the Summer School 2003 web site at <http://www.bath.ac.uk/education/summer/> or contact [ceic@bath.ac.uk](mailto:ceic@bath.ac.uk)



# JOURNAL OF RESEARCH IN INTERNATIONAL EDUCATION

New journal from SAGE Publications - available now

<http://www.sagepub.co.uk>



The *Journal of Research in International Education* is an international, peer-reviewed journal in international education published in collaboration with the International Baccalaureate Organization (IBO) and its partner schools, examiners and higher education institutions throughout the world. The *Journal of Research in International Education* is for educational researchers and practitioners in intercultural studies; multicultural education; curriculum, assessment and evaluation; professional development; school improvement and effectiveness; philosophy, psychology, politics; and, teaching methods. It is also for researchers in higher education; teachers and administrators in secondary and primary schools, in the international schools networks and in national systems; consultants to the international school movement. The *JRIE* is relevant to those in Ministries of Education, in Curriculum Development Centres and in Examination Boards. The Journal will publish contributions in English with abstracts in English, Spanish and French.

## **The first two editions of *JRIE* included the following articles:**

**Jeff Thompson** Editorial: 'International education: Towards a shared understanding'

**Mark Heyward** 'From international to intercultural: Redefining the international school for a globalized world'

**Pamela Joslin** 'Teacher relocation: Reflections in the context of international schools'

**Michael Allan** 'Cultural borderlands: A case study of cultural dissonance in an international school'

**Robert Sylvester** 'Mapping international education: A historical survey 1893-1944'

**Patrick Sherlock** 'Emotional intelligence in the international curriculum'

**John Phillips** 'The third way: Lessons from international education'

**Ian Hill** 'The International Baccalaureate: Policy process in education'

**Georgina Tsolidis** 'How do we teach and learn in times when the notion of "global citizenship" sounds like a cliché?'

## **Volume 02 Issue 01, published in April 2003, will include:**

**John Munro** 'The influence of student learning characteristics on progress through the Extended Essay, a component of the International Baccalaureate Diploma Programme'

**Edna Murphy** 'Monolingual international schools and the young non-English-speaking child'

**Glenn Canterford** 'Segmented labour markets in international schools'

**Erika Schwindt** 'The development of a model for international education with special reference to the role of host country nationals'

**Mike Allan** 'Frontier crossings: Cultural dissonance, intercultural learning and the multicultural personality'

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