

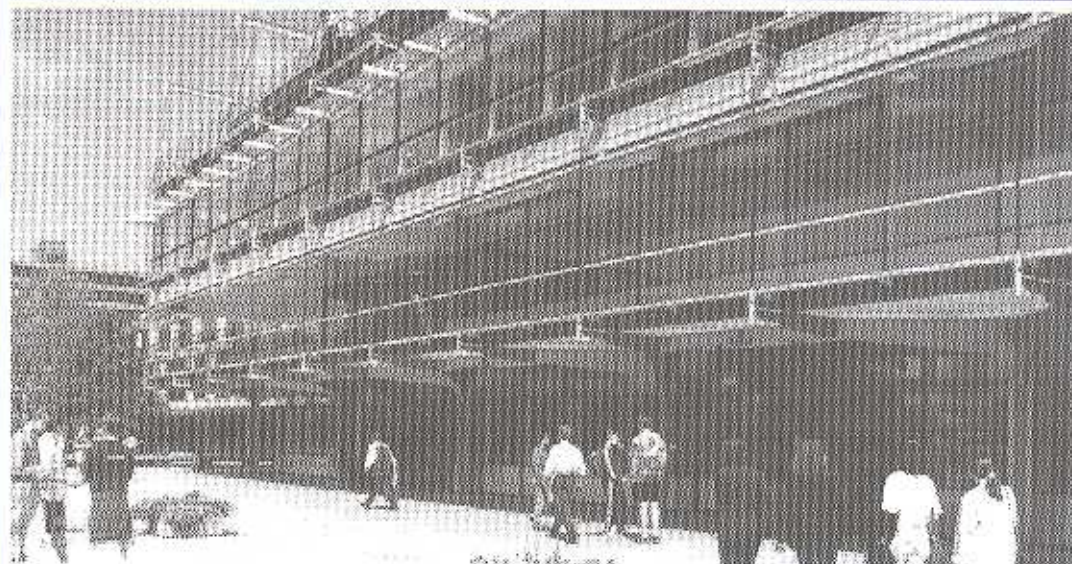
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*Newsletter of the Centre
for the study of Education
in an International Context
Department of Education
University of Bath*

ALL CHANGE FOR BATH

Jeff Thompson looks at recent developments
at Britain's "top campus university"



The period since the last CEIC newsletter was produced has been a time of change, both within the School of Education and across the University. The more observant of our colleagues may have noticed that documentation emanating recently has referred to the Department (rather than School) of Education. This change will formally take effect from 1 August 1997, at which date the University goes over to a Faculty structure, with the newly-designated Department joining forces with Modern Languages and Social Sciences to become the Faculty of Humanities and Social Sciences. The Dean of our new Faculty is to be Professor Ian Jamieson, known to many of our students through his supervision of distance learning modules and teaching at previous Summer Schools. Also with effect from the new academic year, the University will become 'semesterised', changing from a three term structure to one based on two semesters. Although this will have little if any impact on the majority of students, full-timers and those part-timers who are based locally will notice that module teaching on campus will begin slightly earlier in the year. Further details are available from the Advanced Courses Office, as are details relating to our two new named degrees, in Environmental Education and Language in Education. New modules in these areas have also come on stream this year, as have two further new modules, entitled Primary Education: Aspects of Learning, and Approaches to

Comparative and International Education. The latter has been developed by colleagues whose research interests are focused in the area of International and Comparative Education, an area in which one of the School/Department's newly established Research Groups (ICE) is based. The Management of Innovation module is at last to be offered in the distance learning mode, and work is in hand on developing Methods of Educational Enquiry based on the same model. This will be the first non-management module to be offered in this form: the first, we hope, of many!

In all this change, some aspects of our work remain the same: we have been notified that for the second four-year period running the School of Education has gained the highest numerical rating for its research activities, of which CEIC is a part; our commitment to the development of our programme of teaching and support for teachers and others in educational administration remains firm, and our determination to work with partners in the UK and overseas in generating improvement in the practice of education is as strong as ever! *Plus ça change ...*



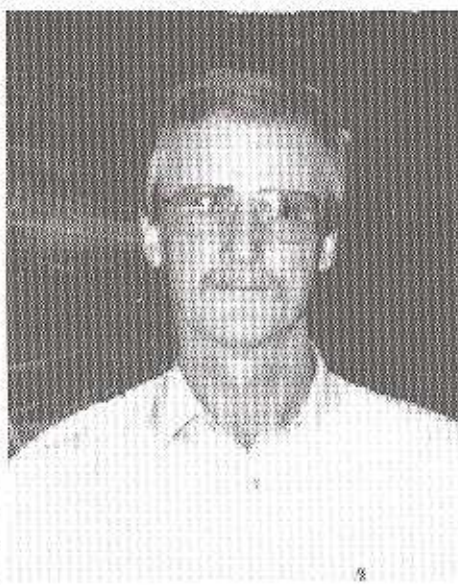
UNIVERSITY OF
BATH

INTERCOM

INTERNATIONAL AND COMPARATIVE EDUCATION

a personal view by John Lowe

Dr John Lowe has extensive experience as a science educator in Kenya and the Solomon Islands. For the last couple of years John has worked his way through a series of contracts and consultancies, some at the London Institute of Education. His research passion is the interaction between culture and learning, especially the learning and interpretation of science.



In more common currency, however, the international education movement in universities has largely derived from a practical involvement in education in developing countries. Often involving the world of development programmes and national and international aid agencies, this basis in a pragmatic concern with immediate practical educational issues has been suggested as the key factor which distinguishes international educators from their more theoretically concerned, more academically established comparative colleagues.

But this crude distinction does not stand up too well to closer examination today. Comparativists are involved in practical, meliorative educational projects. They are concerned with the non-industrialised as well as the industrialised world. And the internationalists are more than pragmatists; their educational involvement relies on a theoretical base and contributes to its development. They commonly draw on experience across a range of countries that inevitably introduces a comparative dimension to their work. David Wilson, then president of the Comparative and International Education Society, referred to a 'new breed of individual, the academic-practitioner' whose orientations and activities draw on and yet are different from the two parent comparative and international fields (Wilson 1994).

Although the phrase 'international and comparative education' has an established place in the educational lexicon and trips off the tongue of the modern educator with ease, its precise meaning remains a subject of debate. The interpretation of the comparative component probably commands the higher level of consensus, reflecting its longer established and more widespread position as a legitimate field of academic study. In essence, comparative education is the study of educational issues in two or more contexts for the purposes of making comparisons, thereby developing a better understanding of the issues in each context and, perhaps, leading to statements that are generalisable to other contexts. The 'contexts', the basis of the comparison, are generally - though not exclusively - nation states. In this sense, comparative education has tended to be an international field of study.

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The term 'international education' appears to have developed a separate meaning of its own within the academic community. In fact, its position in and acceptance by this community is somewhat newer, less established and possibly less well legitimated as a genuine field of academic study. Before considering the more widespread interpretation of the term, it should perhaps be pointed out that in the University of Bath School of Education it has become established in a less common sense in the context of contacts and involvement with the International Schools movement. This interpretation and this involvement are unusual in university circles and are something we hope to continue and develop.

This amalgamation and evolution has been in process for some years, driven by two forces. The first is the increasing awareness of the power of comparative approaches to the study of education, deriving from the growth in theoretical and methodological maturity of the field. In a recent, much acclaimed article, Bray and Thomas suggested a broadening of the conceptualisation of comparative education beyond its traditional concerns with countries and world regions that effectively marks out the whole field of educational study as within the comparative domain (Bray and Thomas, 1995). This signals a controversial break from the traditional international concerns of the field, but in an era of increasing globalisation

even the traditional form retains its potency. One need only consider the interest and controversy aroused by International Association for the Evaluation of Educational Achievement (IEA) studies to find evidence of the impact of comparative studies within and without the academic community. In fact the IEA studies provide an excellent example of the need for the theoretical and methodological experience of the comparative education field to inform the original study construction and the sometimes rash interpretation of their outcomes by politicians and policy makers.

The second stimulus to the integration of the comparative and international traditions is simply the fact that education is a field of practical concern and is being increasingly expected to demonstrate that, 'to come up with the goods' in our increasingly market-oriented society. Even if it were ever defensible in the past, it is now increasingly difficult for other reasons to separate something called 'theory' or 'academic study' from the solution of practical problems in the real educational world of learners, teachers, administrators and policy makers. Theories must earn their keep in the market place.

So we have a healthy union in which theory and action mutually inform each other, where the distinction between the academic and the practitioner either disappears or becomes blurred. In a world where our knowledge of, contact and interdependence with, other societies with alternative values, norms and traditions is increasing and yet where simultaneously we may be moving towards a globalising hegemony based on vastly unequal distributions of power and wealth, the challenges to this combined field are considerable and will demand flexibility and imagination from those working within it. The basic challenge is to develop a field which is simultaneously academically rigorous and practically powerful, which builds on existing traditions and yet avoids ethnocentrism derived from the narrow cultural base of those traditions. It must allow us to learn from each other for mutual benefit while avoiding transfer or imposition of structures and practices that devalue and undermine the heritages that are the bases of our cultural identities. It must be comparative without bias and international without deadening uniformity.

References

Bray, Mark and Thomas, R. Murray (1995) Levels of Comparison in Educational Studies: Different Insights from Different Literatures and the Value of Multilevel Analyses. *Harvard Educational Review*, 65(3): 472-490.

Wilson, David N. (1994) Comparative and International Education: Fraternal or Siamese Twins? A Preliminary Genealogy of Our Twin Fields. *Comparative Education Review*, 38(4): 449-486.

WHAT DO YOU THINK?

INTERCOM welcomes contributions from readers. Do you have an opinion about international education which you would like to share with other people around the world? What is your reaction to John Lowe's article here? Send your views to the usual address and we will publish what we can, space permitting, in a regular correspondence column.



Mary Hayden with teachers attending a University of Bath Study Centre in Mauritius.

Audit and Support Service

During this year, the CEIC introduced a School Audit and Support Service designed to promote quality improvement in education, support schools and school networks operating in an international context to achieve efficiency and effectiveness, and assist Ministries of Education to promote and maintain standards and improve the quality of education in their school systems.

The service provides high quality support for schools committed to raising standards and improving the quality of education for their students. It emphasises the establishment of a partnership between the institution and the CEIC and the active involvement of managers and staff of the school in the self review and self evaluation process. This is seen as essential in promoting effective development planning and school improvement.

In the audit phase, the focus is on evaluating the school's achievement of its own objectives and identifying areas for improvement. In the support phase, priorities are identified and improvement strategies are implemented and evaluated. On the basis of experience, areas of institutional policy and practice which may benefit from the service include: school development planning, resource management, curriculum design and development, programme evaluation, assessment, appraisal, school organisation and management, guidance and counselling, special needs, quality of teaching and learning, staff recruitment and development, and external examinations.

For further information please contact Professor J J Thompson at CEIC, University of Bath.

THE WORLD

up in this area. This is an inevitable stage in the life of a Study Centre, and we are pleased to acknowledge Nairobi as a success story in the growth and development of CEIC.

In **Malaysia** the Alice Smith School in Kuala Lumpur is the base for a lot of impressive work being undertaken by teachers from a range of different institutions in Malaysia, and Jeff Thompson taught the Education in an International Context module at the school during August 1996. A further module will be offered at the school in August 1997 and we look forward to continuing collaboration with the school as it expands over the next few years. Thanks are due as ever to the Principal, Sue de Bohun, for support in our connection here.



Participants at the Study Centre in Bangkok

Bangkok, **Thailand** acts as a centre for much module-focused activity, with a group of teachers and administrators participating in a number of modules offered at the New International School of Thailand during the past year. Following Mike Fertig's visit to NIST in December 1996, John Lowe visited again in May 1997 to offer the Assessment module. A large number of teachers are now making steady progress through our programme via the NIST centre, and we record our thanks as ever to the Head Keith Allen, and to Diane Lewthwaite, for the ever-efficient organisational arrangements made in connection with our visits.

February 1997 saw the establishment of a new Study Centre at Yokohama International School, **Japan**, when Jeff Thompson and Mary Hayden taught the Methods of Educational Enquiry module to a group of teachers from YIS itself, as well as from a number of other schools in the Yokohama/Tokyo area. Thanks are particularly due to Neil Richards, Head of YIS, and to Wyn Williams who has agreed to take on the role of Study Centre Coordinator: a further Bath visit to Yokohama is planned for 26 - 29 September, when Paul Denley will offer the Curriculum Studies module.

In **Argentina**, following on the visits of Jeff Thompson and Derek Goulden to Buenos Aires, a number of initiatives are underway. At the invitation of the Headmaster of St Andrew's Scots School, Mr Geoffrey Fisher, and of the Rector of the Universidad de San Andrés (UdeSA) Ing. Francisco von Whutenau, the Study Centre at UdeSA was initiated for 26 students from 4 collaborating institutions by Jeff Thompson in May 1997. Participants are enthusiastic and looking forward to the two further modules which will be delivered at UdeSA by Jeff Thompson and Mary Hayden in September. This initiative has led to the signing of a Cooperation Agreement between University of Bath (UB) and UdeSA and is the first stage in the development of a joint MA in Education (bilingual). Under existing Cooperation Agreements between UB and other Argentine universities, it is expected that full-time MA students and course participants will be attending the School of Education in 1998. Discussions are also well advanced with the Executive Director of Programa de Formación y Capacitación para el Sector Educación (PROFOR), Ministry of Education, and with the Director of Education for the Municipal Government of Buenos Aires for the School of Education to provide full and part-time MA programmes at UB as well as customised short professional courses in country. Further initiatives in progress will be reported as they come on stream.

CEIC's first South America-based Study Centre continues to attract a good deal of support at San Silvestre College, Lima, **Peru**. Thanks to the support provided by the Headmistress, Rina Bayly, the Chair of the Board of Governors, Colin Darbyshire and to the new Study Centre coordinator Zora Vrtikapa, we have been able to offer a number of modules in Lima in recent months. Following visits in February and September 1996 and February 1997, further modules will be offered during September 1997 and February 1998.





Jim Harvey and Chris Cloke confer

UNIVERSITIES OF BATH & ALICANTE PLAN JOINT DEGREE

Under the co-operation agreement between the Universities of Bath and Alicante, Spain, the School of Education, Bath, is in consultation with the Centre for Educational Management Studies, Alicante, about the possibility of introducing a bilingual (English and Spanish) one year full-time MA in Education (Educational Management) starting in January 1998.

The degree programme is designed to meet the needs of experienced educational professionals functioning in senior management roles in national and provincial governments, universities and other higher educational institutions, colleges and schools, and to prepare them for leadership roles at national and international levels.

It would be particularly focused on the needs of educational professionals working or intending to work in Latin America and Spain but would be open to all those qualified to enrol. The setting of the programme on two campuses in an international context and multicultural environment is intended to provide participants with a broad perspective and an in-depth experience of different national realities and systems which will contribute to their achieving the objectives of the programme.

Further details are available from CEIC at University of Bath.

ORIENTATION PROGRAMME FOR TEACHERS RECRUITED BY INTERNATIONAL SCHOOLS

As an extension of its commitment to providing professional support for the international school community, CEIC has designed a programme of orientation for teachers recruited by international schools. The aim of the orientation programme is to prepare teachers for the responsibilities and challenges of their posts in an international school environment. It will assist them in recognising their responsibility for contributing in post to the development and maintenance of a dynamic institutional culture which will promote quality of education and student achievement, and help them to function effectively as members of a team responsible for achieving the aim and objectives of the institution to which they have been appointed.

It is planned to include in the programme examination of the origins and development of international schools, their purposes and functions. The origins, purposes and role of International Schools organisations in supporting member institutions and individual teachers will also be considered. Study of host society and community culture will include: definition and understanding of the concept of culture and its dimensions; the school's integration into the ethos and traditions of the host country and local community; recognition by the teacher of the need for adaptation to the cultural values and norms of the host society and local community; and dealing with 'culture shock'. Definition of the concept of institutional culture and its manifestations in the international school environment will also be considered, with identification of the factors affecting the development of a dynamic school culture and appropriate strategies for meeting challenges and recognition by the teacher of the need to contribute positively to the resolution of culture clashes. There will also be familiarisation with the specific societal context and sensitisation to local community issues, and examination of the specific school context and issues (on the basis of information provided by the school).

Further details are available from CEIC at University of Bath.

WELCOME TO BATH INTERNATIONAL SUMMER SCHOOL 1997

After another successful Summer School in 1996, plans are well in hand as at the time of writing for Summer School 1997. Seven modules are to be offered for the first time this year: Primary Education: Aspects of Learning, which has been developed to cater for the increasing numbers of primary specialists now enrolling for our modular programme, Managing and Developing Training, developed during 1996 and offered at Summer School for the first time, and Approaches to International and Comparative Education.

Also offered for the first time will be two new language modules - Foreign Language Teaching and Foreign Language Learning - which have been developed in line with the introduction of a new named degree in Language in Education, and two new Environmental Education modules which, again, form part of the requirement for the other new named degree added to our list in recent months.

Over 274 participants are expected over the three weeks of

Visiting Bath

Gerald Rose is a visiting Research Fellow from the Cave Hill campus of the University of the West Indies, in Barbados. He works in the School of Education and his interests and responsibilities lie in the areas of Mathematics education, educational assessment and Information Technology.



Gerry is no stranger to members of the CEIC, having collaborated professionally with some of them as Mathematics examiner with the International Baccalaureate Office and as an Assessment and Testing consultant in Belize for the Centre for International Studies in Education, University of Bristol.

While at Bath, Gerry is carrying out research, in collaboration with some members of the School of Education, on the use of computer technology to enhance educational productivity. The research focuses on the response of learners to computer-based instruction via a school network, and also seeks to find out how the computer may be used as a hub for maximising the output from other instructional media. In addition to this Gerry is working with other members of the School in the areas of Assessment and Evaluation in an international context.

Gerry is a keen sportsman with a particular liking for cricket, athletics and tennis. He has already been turning out, with some success, for the University of Bath cricket team, The Venturers.

Summer School this year and, with a programme of social activities planned to complement the content of module sessions, whole school lectures given by Willem van der Lyken, George Walker and David Satterly and - for the first time - individual workshops, we are expecting, yet again, this Summer School to be the best ever!

Guest Speakers at Summer School

David Satterly was formerly Senior Lecturer in Education in the University of Bristol. He originally trained as a teacher and taught children with learning difficulties for a number of years. On becoming an educational psychologist he held the post of Senior Lecturer in Education at Homerton college, Cambridge before carrying out doctoral research at Bristol. Since his retirement David has been teaching regularly in universities in Portugal and Mexico. His publications include papers in aspects of learning theory and assessment.

George Walker, Director-General of the International School of Geneva, has been appointed Visiting Professor at the CEIC, by the Senate of the University of Bath. He has had extensive experience of leadership in secondary schools in UK, having been Head in two schools in England, over a period of fifteen years, prior to his move to Geneva in 1991. George has been centrally involved in the development of comprehensive education, having been founder chair of the Centre for the Study of Comprehensive Schools. He is an overseas member of the Headmasters' Conference. He played a major role in the development of links between schools and industry including important initiatives with British Aerospace, Rank Xerox and British Gas. George is well known for his lectures and writing in education both in the UK and overseas. He has recently been involved in projects in New York, Sardinia, Lebanon and Iraq, and he is a Board member of the International Schools Association (with which he is involved in the International Education System Pilot Project). George is a gifted pianist, and enjoys skiing and climbing as recreations. He will bring a wide range of experience to the work of CEIC and we are looking forward to his presence in the team and to the contribution which he will make to our work.

Willem van der Eyken is an international evaluation consultant who, for five years was Head of Studies and Evaluation with the Bernard van Leer Foundation in the Hague, the Netherlands, working in 45 countries. Recently Willem evaluated a World Bank/ODA project in Belize, Central America and has just returned from Washington, where he contributed to the World Bank's international seminar on 'Evaluation and Development'.

CEIC Bulletin Board

MA DEGREE SCHEME REVIEW

During the period May-November 1997 the School of Education's MA degree is being formally reviewed as part of the University's continuing process of internal quality assurance. The review group, which is chaired by Dr Bill Scott, comprises the Director of Studies for Advanced Courses, other members of staff, current students, past students, an external examiner and employers. The review will seek evidence both from staff and students in order to examine the effectiveness of the degree and its quality assurance procedures, and make recommendations for the future.

As you might imagine, guidelines for the review process contain detailed questions which need to be addressed. However, these tend to relate to general issues which are germane to all degrees and it is important that this review is tailored to the context of the School's MA. Because of this, you are invited to suggest any issues which you feel the Review of the MA should consider. If you should have any such suggestions, please contact the Secretary to the Review, Jackie Hazel, as soon as possible. Jackie can be contacted at the School of Education: Fax: +44 1225 826113; e-mail: j.hazel@bath.ac.uk

STUDY CENTRE DATES

The following locations and dates have been confirmed for modules to be offered around the world. All are open to anyone eligible to participate who is able to find their way to the right place at the right time! Further details from Sue Oakley at CEIC.

- Maru a Pula School, Gaborone: 31 August - 3 September 1997
- Alice Smith School, Kuala Lumpur:
28 - 30 August 1997
- Yokohama International School: 26 - 29 September 1997
- San Silvestre College, Lima: 11 - 14 September 1997
- St Andrew's School, Buenos Aires:
29 August - 1 September 1997
- St Mary's School, Nairobi: 16 - 20 October 1997
- New International School of Thailand, Bangkok:
5 - 8 December 1997
- San Silvestre College, Lima: February 1998
- Maru a Pula School, Gaborone: April 1998
- St Mary's School, Nairobi: April 1998

WELCOME BACK SUE!

Many readers will remember Sue Oakley as the very first CEIC secretary, and will know that in a series of reshuffles Sue moved into the Advanced Courses office, being replaced first by Jackie Hazel and then by Emma Hicks. Emma has now left the University for pastures new, Jackie has moved



*Sue Oakley:
new CEIC secretary*

on to a post as Research Secretary for the School, and we are delighted to announce that Sue is once again responsible for supporting all aspects of CEIC work, including Summer School.

CONGRATULATIONS

Congratulations to yet another group of students who, through the CEIC route, have successfully completed modules and full Masters degrees. See the insert with this newsletter for a full list of names. Particular congratulations, too, to Neil Richards, one of our earliest supporters at the Study Centre established at Machabeng High School, Lesotho who has now - since taking up the Headship of Yokohama International School - been instrumental in the establishment of our first Japan-based Study Centre. Neil has just successfully completed his MPhil degree, with a thesis entitled: "A case study of the implementation of change and its effect upon the job satisfaction and morale of local-contract teaching staff in an international school".

STAFF STUDENT LIAISON COMMITTEE

The Staff Student Liaison (advertised in the last newsletter) continues to function, meeting twice per term. Anyone registered as a student is, as always, welcome to raise issues for discussion at one of these meetings, which includes representatives from both students and staff of the School of Education. Suggestions should be sent to the Director of Studies for Advanced Courses, Mary Hayden. In an effort to allow more of a 'voice' to part-time students normally based at a distance from Bath, it is planned to hold one session each week during Summer School 1997 at which part-time students will be encouraged to raise issues relevant to the programme.

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