

Number 18



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

## Launch of New Study Centre in Brussels



Participants in the Methods of Educational Enquiry offered at the International School of Brussels during October 2003

**25-28 October 2003 saw the launch of the newest Study Centre to be organised through CEIC, when Mary Hayden travelled to Brussels to teach the Methods of Educational Enquiry unit of the MAEC programme.**

The new Study Centre has been established in conjunction with the International School of Brussels, and this first unit saw 20 teachers from across the faculty of ISB participating in the unit sessions, together with one teacher who had travelled from Paris to join the group. It is planned to offer further units of the MAEC programme at ISB at least twice per year, and now that the Study Centre is up and running it is hoped that future units will attract participants not only from ISB but

also from other schools both in the Brussels area and further afield. Thanks to Kevin Bartlett for making this link possible, to Tommie Bette for all the excellent administrative arrangements and to Jeffrey Brewster for much appreciated support during the teaching period. Anyone interested to know more about plans for the Brussels Study Centre, and in the possibility of participating in future units, may obtain further information from either Tommie Bette at ISB (email [bettet@isb.be](mailto:bettet@isb.be)) or Mary Hayden at CEIC.



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## A personal view by Erika Schwindt

A few years back the topic of complacency came up in a faculty meeting, reminding us that this was a teacher's greatest sin. The situation was such that I could only agree; after all this word did not even exist in my vocabulary. Not because I was so conceited as to think I could not be complacent, but because former textbook phrases, vocabulary exercises and even Macbeth's medieval English had failed to acquaint me - a non-native speaker of English - with this particular word, and now I was too embarrassed to ask for a definition.

**"we all become students again when we enrol in the masters programme"**

This gap closed and that much the wiser, I wholeheartedly agree with the above statement, especially when thinking of a multinational classroom with students displaying various levels of language proficiency. Mortification at having to ask for explanations in a foreign language distresses young students just as it afflicts the older generation, and complacency might be equally as harmful for the pupil as for the colleague.

What does this have to do with CEIC? Obviously, we all become students again when we enrol in the masters programme and sign up for Summer School in Bath. Most of us are not used to being glued to a seat for hours, listening to a lecturer, taking notes, giving sensible answers, digesting criticism and least of all, doing homework. Confering with the unit tutor on the intended topic, starting to collect notes for the assignment and slaving away in the huge library on campus are some of the regular evening occupations of the Summer School experience. Some of us even have to perform all these tasks in a second (or third) language and surely do not understand every word. The eyes get heavy, the mind refuses to take up any more information, and after three days of this unaccustomed treatment the body feels as if

run over by a truck.

The first reaction I shared with my fellow participants was a sudden recognition of what we put our own students through every single school day: Good-bye, complacency!

Native English speakers suddenly faced the need to look up special terminology in the dictionary to find that the definition did nothing for their comprehension, let alone explaining it to the foreign speaker. Welcome, empathy!

At this point the adult student, already overwhelmed by such alien impressions of being thrown back into the position of a student, becomes aware of the invaluable effect of international-mindedness, exemplified by internationally experienced, amiable lecturers and professors during the courses. Thus being subjected to role models while becoming familiar with the contents of specific units, the members of such a course subconsciously develop a readiness to mirror this international mindset once they switch hats again and are in front of a class.

Independent of unit topics, this development is expressed in lively discussions going on during sessions, outside on the university Parade, over a cup of coffee or in the relaxed atmosphere of the Sunday and Thursday evening get-togethers: a natural way to practise global understanding. The open exchange of teaching experiences in the many different contexts of the course participants, their life stories and knowledge as more or less advanced CEIC students could be considered world peace in action.

Such conversations reveal that some mature students' major apprehensions before enrolment focused on being expected to re-learn basic teaching strategies they had already applied for years in their classrooms. Far from it! The boundless resources of diverse teaching experiences and ideas inherent to course participants from various countries are solicited, underpinning or refuting the theories relevant to the subject of the particular unit and extending the volume far beyond



Erika Schwindt lived for several years in the USA working as a language instructor and technical translator for a private language school, and then in Korea she started her career as an educator at an international school. Since her return to Germany she has been teaching various subjects at an international school.

## A personal view by Erika Schwindt

what can be found in print. It seems that no two courses will ever be identical with such variety of input. Students as well as lecturers feed on this abundance and more often than not detect new fields of possible future research. When this happens the adult student might undergo the gratifying experience of becoming part of a pulsing research world.

At the end of a week's course, saturated with new knowledge, impressions, ideas and resolutions, the CEIC student parts, a bit tired and quite emotionally, from lecturers, peers and new friends to transform back into a teacher. But no matter which unit of study was covered,

### "I am coming back next year!"

flashbacks of recent life as a student will influence the teaching attitude towards greater empathy and international-mindedness, and certainly no complacency.

If eavesdropping on students parting after one or two weeks of summer courses one might think the masters programme a lifelong affair, as all of us keep reassuring each other: 'I am coming back next year!'

Erika has also penned the following short poem:

#### Reflections of a Part-Time Student

Two years ago I knew nothing of Bath.  
In subjects like German, English and maths  
I was considered an experienced teacher  
with flexibility a most welcome feature.  
Skimming the pamphlet from Bath made me wary.  
The demand of the programme looked utterly scary  
and six unit assignments of 4000 words  
were surely intended for younger nerds!  
A dissertation to finish the master  
seemed out of my reach – a sure disaster.  
But when I tried to express my fears  
objections encountered only deaf ears.  
Yet once decided I started yearning  
and quickly signed up for distance learning.  
Having no clue about outline or draft  
made writing assignments a mysterious craft;

literature review and reference pages –  
it all looked as if it would take me ages  
to come up with something decent on paper.  
It certainly was not an easy caper!  
Critical reading seemed unsettling news,  
for who am I to doubt expert views?  
But feedback from tutors was perfectly great,  
inviting to question without being afraid.  
Vast reassurance evolved from disclosure  
that teaching experience with international exposure  
was not only welcome but actually desired,  
as hint where research in this field was required.  
No matter whether per distance or taught  
all units provided much food for thought.  
An abundance to study, to write and to read,  
which all could be done at my very own speed.  
The schedule was tough, but I never regretted  
to have my academic appetite whetted.  
Instead of quitting or taking vacation  
I rode my momentum to start dissertation.  
A research topic was easy to find  
because it developed inside my mind  
and surfaced as if released from confinement  
while working on my fourth assignment.  
Methodology chapter, questionnaire design,  
enlisting respondents in person – online.  
Asking colleagues for overseas support  
made finding new friends an additional sport.  
I was overwhelmed by the numbers responding  
and the obvious display of international bonding.  
This must be credit to CEIC's account,  
where borderless friendship can be found.  
While collecting, screening and analysing data  
the study's volume grew constantly greater.  
20,000 words, inconceivable before,  
were suddenly written, and even some more.  
Dare I admit it? This was absolute fun!  
I almost feel sorry the dissertation is done.  
Two years ago I knew nothing of Bath –  
how lucky the option did come to pass!  
At this point it is hard to make a prediction,  
but study for me has turned to addiction  
so that I might, out of current elation,  
continue to research international education.

# CEIC AROUND THE WORLD

## Study Centre news

Since the last edition of *Intercom* was published, a number of Study Centre-related activities have taken place. While, unfortunately, the inaugural unit of the proposed Study Centre link with the Galaxy Schools **India** was not offered in August as originally planned, it is hoped that it will be possible to offer the first India-based unit of our programme later in the year: further details of our plans can be obtained by contacting Philippa Wheeler or Mary Hayden at CEIC.

### Brussels

We were, however, delighted to be able to establish our newest Study Centre at the International School of **Brussels** (see front page story) and, following preliminary visits to meet staff in Brussels during June and August, the first unit was offered in October. Our next unit planned for Brussels is *Education in an International Context*, which is planned for February 2004.



Groupwork at Brussels Study Centre, October 2003

### Düsseldorf

Currently being finalised are plans for our **Düsseldorf** Study Centre at the International School of Düsseldorf, where it is planned to offer the *Education, Globalisation and Change* unit during June 2004: as ever,

thanks are due to Beatrice Larose for her efficiency and organisational skills in our link with ISD.

### The Netherlands

A recent edition of *Intercom* described the setting up of a link in the **Netherlands** with the Dutch International Secondary Schools (DISS). This link continues to strengthen, with the first cohort (pictured on the front page of *Intercom* No 16) now well on the way to completing their Advanced Certificate in Education. After a successful week spent in Bath during July 2003, participating in a unit and also visiting the John Bentley School in Calne, Wiltshire (a school promoting international education within the context of the national system in England), Cohort 1 also spent a week in October with Mike Fertig in Leiden, planning the Extended Essay which follows successful completion of their two units.

Mary Hayden and Jeff Thompson also visited Leiden during October to lead an orientation session for Cohort 2 participants who have now been identified, and who are poised to begin their first unit in the Netherlands in January 2004. Mary and Jeff also participated in discussions about potential areas of collaboration with colleagues at the University of Leiden. As part of the collaboration with Fieldwork Education integral to this project, Jim Laing has spent time with Cohort 1, planning and following up other visits to international schools in October and November. Current issues under discussion with colleagues from DISS (Jaap Mos, Theo Brok and Jos van Elderen) include the nature of the existing link, and the possibility of extending it to allow participation by teachers and administrators from other, non-DISS, schools in the Netherlands: if you might be



# CEIC AROUND THE WORLD

## Study Centre news

in the Netherlands: if you might be interested in this possibility, let us know.

your colleagues, might be interested in participating, do get in touch!

### Bangkok

As this edition of *Intercom* goes to press, Mike Fertig is packing his bags to travel to Bangkok, where the next unit to be offered through our now well-established Study Centre at the New International School of **Thailand** (NIST) will be *Managing International Schools*. A further unit of our programme is also planned for NIST during May 2004: details to be finalised shortly. This November unit will be the last to be coordinated by Doug Edwards at NIST before he hands over to another NIST colleague in order to find time to concentrate on his MA dissertation – so thank you once again to Doug for all his help and support over the past few years.

### Lesotho

Our next Africa-based unit will be *Evaluation*, due to be taught at Machabeng College, International School of **Lesotho**, between 23 and 26 January 2004. This Study Centre is now one of our most well established, and we value both the link with colleagues from Machabeng and from the Maseru English Medium Preparatory School across the road, and the help and support provided by Sally Pumford as our Study Centre coordinator.

As always, participation in any of the units offered through Study Centres is open to anyone eligible to participate in our programme who is able to find themselves in the right place at the right time. Further details can be obtained by contacting Philippa Wheeler at CEIC. Further details can also be obtained of tentative plans currently under discussion to open Study Centres in **Indonesia, Singapore, Colombia** and the **Netherlands** (as noted above) – if you, and/or

## STUDY CENTRE DATES

Plans for 2003/2004 currently include the following:

15 - 18 November 2003

**New International School of Thailand,  
Bangkok**

*Managing International Schools*

23 - 26 January 2004

**Machabeng College, Lesotho**

*Evaluation*

February 2004

**International School of Brussels**

*Education in an International Context*

May 2004

**New International School of Thailand,  
Bangkok**

*Details to be confirmed*

# News Round

## Educating the Global Child

On 4 November 2003 Jeff Thompson and Mary Hayden were keynote speakers in Hong Kong at the international education symposium entitled *'Liberate the Joy of Learning - Educating the Global Child'* organised by the Yew Chung Education Foundation. Held at the Hong Kong Convention and Exhibition Centre, the one day symposium was organised to celebrate the 70<sup>th</sup> anniversary of the Yew Chung Foundation, with welcoming speech and closing remarks given by the Yew Chung Director, Dr Betty Chan, a keynote address from Mr Paul Yip, Chairman of the Hong Kong Policy Research Institute and of Yew Wah Education Management Co Ltd, and presentations from a number of colleagues including Ms Priscilla Yeung, Deputy Director of the Yew Chung Foundation. The Guest of Honour was Mrs Fanny Law, Permanent Secretary for Education and Manpower of the Hong Kong Special Administrative Region.



Left to right: Jeff Thompson, Deborah Ng, Mary Hayden, Anthony Dang, Priscilla Yeung, Dr Betty

With over 500 participants, the symposium raised a number of fascinating issues relating to the concept of international education in Hong Kong and China (where Yew Chung has a network of schools), including bicultural and bilingual co-teaching, and the notion of shared leadership by Chinese and 'western' Co-Principals. Thanks are due to all colleagues involved in the organisation

of this symposium (including Deborah Ng and Anthony Dang for their hospitality and efficiency), as well as to the many colleagues involved in the visits Mary and Jeff were able to make to Yew Chung schools in Hong Kong and Shanghai: we look forward to an ongoing collaboration with this very interesting group of schools.

## New Colleague for CEIC

In September 2003 we were delighted to welcome a new lecturer to the Department of Education, who will work closely with colleagues in CEIC. Dr Trevor Grimshaw is a language specialist, with particular interests in international language education, intercultural issues in language and sociology of language learning and teaching. He will – amongst other things – teach language units of the part-time and full-time MA in Education programme in various different contexts (including Summer School and Study Centres). Trevor has also agreed to take on the role of Director of Summer School, working closely with Philippa Wheeler and, this year, alongside Mary Hayden. Those intending to join us at Summer School next year will therefore get to meet Trevor in July 2004, if not before. We look forward to working with our new colleague.

## Major Conference 1-3 October 2004 – all welcome!

As part of ongoing discussions about the establishment of what is being referred to as the *Alliance for International Education*, a major conference is being planned for October 2004, to be hosted by the International School of Düsseldorf. Entitled *'Education for International Mindedness'*, the conference will be based around a number of themes and contributions will be welcome from all with an interest in the many dimensions of international education. Further information is available from CEIC, or from Beatrice Larose at the International School of Düsseldorf (e-mail [larose@isd.edu.de](mailto:larose@isd.edu.de))

## IB Research Notes

The new edition of *IB Research Notes*, Vol 3 No 4 is available online from [www.ibo.org](http://www.ibo.org). This issue focuses on the continuing debate surrounding the definition of international education. In the feature articles, Greg Carroll challenges the assumption that a definition is needed by asking whether a valid distinction can be made between international education and good education, and Bob Sylvester argues for the application of a historical perspective in defining the term by looking at sources from the early twentieth century onwards. Martin Skelton, in his response to these articles, discusses both contributions and identifies the critical differences between them. There is also a profile of Research Committee member Samir Chammaa, as well as news about recent research publications and work on the International Education Research Database.

## New Colleagues

Roger Brown, formerly the Head of Research Support and Development with IBRU, has recently moved on to undertake educational consultancy work in New York city. We thank Roger for his contribution to the establishment of IBRU and to the development of *IB Research Notes* as a leading forum for discussing international educational research, and wish him success in his new venture. We also look forward to an exciting future for IBRU. As reported in the last issue of *Intercom*, Jim Cambridge has joined IBRU as Research Fellow, the Research Unit has also grown with the appointment of two research officers, Ms Zhen Yao and Dr Anna Simandiraki.

Sally-Anne Mann has also joined the team as Project Secretary, supporting the administration of the Interactive Intergenerational Learning and ISAP projects and the Research Database.

The increasing global interest in international



IBRU team as at November 2003

From left to right: Francoise Dixon, Jim Cambridge, Zhen Yao, Anna Simandiraki, Jeff Thompson, Sally-Anne Mann

## Internationalism Self-assessment Project (ISAP)

education, the continuing quest for a clear understanding of what such education encompasses, and the addition of internationalism as an important component of the ethos and curriculum of a wide variety of schools, have brought together the IBO and the International Schools Association (ISA) in a new and significant joint Pilot Project. In the spirit of an Alliance for International Education, the two organizations are working together to evaluate the ISA's booklet 'Self-Assessing Internationalism, an Instrument for Schools'. The booklet originates from work carried out over several years by the ISA. The SEK University in Santiago, Chile was commissioned by the ISA in 2001 to develop this work into a more detailed, academic document. Now the ISA will work with IBRU to trial the working of the Instrument in a number of different categories of schools throughout the world. The Project will run for some 14 months, with interim reporting of progress at a number of international education conferences during that time.

## LOOKING FORWARD TO SUMMER SCHOOL 2004

### Units available during Summer School 2004

#### Week 2 (5 - 9 July)

Education in an International Context  
Developing Inclusive Schools  
Methods of Educational Enquiry  
Current Issues in Environmental Education  
Primary Education: Aspects of Learning  
Issues in Science Education  
Teaching in a Bilingual Context

#### Week 3 (12 - 16 July)

Education, Globalisation and Change  
Managing Educational Organisations  
Foreign Language Learning  
Understanding Learners and Learning  
Managing Human Resources in Education  
Current Issues in History Education  
Environmental Education: Policy, Philosophy and Practice

#### Week 4 (19 - 23 July)

Technologies for Learning  
Assessment of Pupil Achievement  
Methods of Educational Enquiry  
Managing International Schools  
Foreign Language Teaching  
Managing Educational Innovation  
Curriculum Studies

## ISTA Workshop July 2004

The International Schools Theatre Association (ISTA) offers workshops for international school teachers around the world. Last year we began discussions with ISTA colleagues about the possibility of such a workshop being organised in Bath to coincide with future Summer School programmes and, in order to gauge the potential level of interest, a short workshop session was offered on campus during July 2003 to which all Summer School participants were invited. Attracting over 30 participants, the workshop – led by Mike Pasternak, from the International School of Geneva and Chair of ISTA – was a huge success, and we are therefore now actively planning a workshop for July 2004. Those interested may obtain further details from Philippa Wheeler at CEIC.

## SUMMARY OF CONTACT DETAILS

### CEIC Office

CEIC co-ordinates all administrative arrangements relating to Study Centres worldwide, and to the annual Summer School. CEIC colleagues also support research into international education and development projects worldwide.

#### Contact details:

Tel: +44 1225 386120

Fax: +44 1225 386113

email: [ceic@bath.ac.uk](mailto:ceic@bath.ac.uk)

Dr Mary Hayden: Director of CEIC and Director of Study Centres

([M.C.Hayden@bath.ac.uk](mailto:M.C.Hayden@bath.ac.uk))

Prof Jeff Thompson: Founding Director of CEIC

([J.J.Thompson@bath.ac.uk](mailto:J.J.Thompson@bath.ac.uk))

Dr Trevor Grimshaw: Director of Summer School

([T.Grimshaw@bath.ac.uk](mailto:T.Grimshaw@bath.ac.uk))

Mrs Philippa Wheeler: CEIC and Summer School administrator

([P.N.Wheeler@bath.ac.uk](mailto:P.N.Wheeler@bath.ac.uk))

### Advanced Courses Office

Coordinates anything to do with submission of unit assignments and dissertations, examiners meetings, feedback of grades to students, etc

#### Contact details:

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