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**ALL CHANGE AGAIN!**

Those involved with the University of Bath for any length of time will be familiar with the system of rotating every three years the roles of Head of Department and Directors of Studies. July/August 2004 sees the end of one such three year period (amazing how quickly they come around!) and it is therefore 'all change' once again.



*Mike Fertig: Director of  
Studies for Advanced Courses  
with effect from August 2004*

the MPhil, PhD and EdD programmes.

Mike Fertig – known to many MA students through his involvement in Summer School and Study Centre teaching, as well as distance learning and dissertation supervision – replaces Dr Steve Gough as Director of

On this occasion the outgoing Head of Department, Dr Andy Stables, is replaced by Dr Yolande Muschamp, while Dr Sue Martin takes over from Dr Felicity Wikeley as Director of Studies for

Studies for Advanced Courses (including the MA in Education).

Fortunately the administrators working alongside the Directors of Studies and Head of Department stay put! Sue Oakley remains as PA to the Head of Department, Alex Sing continues to run the Advanced Courses office, Gill Brooke-Taylor is still the first point of contact for MPhil, PhD and EdD students, and Philippa Wheeler continues as Summer School Administrator. Good luck to all concerned!

**THE ALLIANCE**  
FOR INTERNATIONAL EDUCATION

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**"EDUCATION FOR  
INTERNATIONAL  
MINDEDNESS"**

Düsseldorf,  
1-3 October 2004



## A personal view by Peter Zsebik

### The Future of International Education

#### GOALS FROM THE PAST

After working for over a decade in the international school 'system', I sometimes ponder whether the current institutional imperatives of mass education are the most appropriate for today. There seems to be agreement that these concepts started in an earlier age (Beare and Slaughter, 1993) for reasons usually having to do with the socialisation of an individual for inclusion into that society (Lawton, 1975). To all appearances not much has changed since



*Throughout the last decade Peter has taught in a number of international schools throughout the world. His experiences within these academic settings laid the groundwork for his doctoral studies, which focused on the similarities and differences between different academic programs found in international schools. Peter is currently living in Toronto, Canada with his wife, two cats and one dog, and teaches English and Music at the senior school level.*

**"I believe the concept of a school is still serviceable"**

those early days with regards to the structure, and most particularly, to the overall mission. As a business model, I believe the concept of a school is still serviceable, but the academic product of the school may be in need of some refinement for the 21<sup>st</sup> century.

Evidence of this need for refinement is seemingly more sensed than understood; many individuals within education have a tendency to reminisce while commenting on an apparent decline in educational relevancy. However, when pushed on the state of their educational soapbox, one may voice *examples* of the 'problems', but to actually pin down the *root* of those 'problems' can sometimes prove more difficult. Why is this so? Is it because developing a macro perspective of education's true focus for today's social context is not easily accomplished given the speed of social change and its increasing complexity? Does this then create an impending sense of unruliness for a system built on regulated efficiency? My feeling is that many current systems of education find it difficult to be 'in sync' with current social changes simply because these imperatives are from an earlier age.

This might sound like another war cry for educational change – and so it may well be. An

educational environment, if it is to serve the society in which it is placed, should by its very nature be able to have *both* the philosophical and practical flexibility to develop and grow with that society. Educational practices from the past may have appeared to be relatively successful, but to what extent can we continue to believe they are still appropriate for today's socio-political landscape?

I believe that if a self-perpetuating holding pattern is to be avoided, educators must learn to deconstruct their educational setting to acquire a clearer picture of their own macro environment. Part of the purpose of this deconstruction is to better understand the socio-political influences at work within both society and its relative academic environment. Further, educators must deduce how these influences shape the educational outcomes of the student and whether these outcomes help, or hinder, the goals of an 'international

education.'

#### GOALS FOR THE FUTURE

Education will always need a goal or mission to direct the outcome of the learner. What can become problematic, however, is the perhaps (un)intentional recycling of the same goal or mission time after time, with very little but cosmetic change to suggest the notion of progress. This may have happened for a number of reasons, including perhaps ignorance, or ossification, or even the maintenance of a hegemonic focus for political ends. Regardless of the reason, however, I find no convincing argument to perpetuate this approach to education for today's society. But how does one break a cycle of this nature?

## A personal view by Peter Zsebik

Recognition of the academic situation is the first step. This is an all-encompassing process. We must look at all levels of society, ranging from the local to the international, to determine the issues and problems the student will face in the future. There will be guesswork in this process, but if there is a core of educational foresight, then we will be able to predict with some confidence the skills and knowledge bases a student will need when combined with the teaching of a critical-thinking and problem-solving process. Secondly, the importance of various curricular foci for the student could be determined by evaluating the socio-political constructs of an

**"International schools are well versed in working within a multicultural environment"**

'international' setting. Thirdly, and perhaps most importantly, there is the process of implementation. With this step, the educator must have a thorough understanding of how to create an educational outcome that is both transformative and international (Zsebik, 2003).

It would therefore appear that to accomplish a better understanding of a macro perspective for education, we need to focus on what might be termed the Paradigmatic curriculum of an institution (ibid., 2003). This Paradigmatic curriculum signifies not only the academic aspects of the institution, but the hidden and pastoral aspects as well. When given collective coherence, they create the paradigm under which that institution is operating, and this paradigm can be measured on a socio-political spectrum indicating the educational outcome that ranges from the hegemonic to the more appropriate transformative intellectualism (ibid., 2003).

### THE ROLE OF INTERNATIONAL EDUCATION

'International education' as found in international schools and perhaps elsewhere can provide a potential direction for education. Its growing appearance beside other world systems of education may indicate a strong desire for participation in this brand (at least as advertised) of education, driven by a client base who may believe it could lead to a more fitting academic outcome for their child. In my experience international schools are well versed in working within a multicultural environment at a local through to an international level. Many

international schools have also adopted curricular programmes such as those of the International Baccalaureate Organization whose aim, as the previous Director General, Roger Peel pointed out, has shifted from being 'a curriculum for international schools' to developing 'an international curriculum for schools' (Wallace, 1997). This shift in emphasis is important as it indicates a sensitivity to changes occurring within the educational landscape – one that is focused on developing an international-mindedness in the student.

**'This shift in emphasis is important'**

What is of danger to this process, however, is the risk of disregarding the notion of an 'international education' catering to national/imperialistic political agendas. Something of this nature would be contraindicative to the overall aims of an 'international education' paradigm; any policy adoption other than an international education paradigm serves no one's best interest, particularly the students', who will come away with a confused concept of what it means to be part of an international society.

To this end, it is my belief that an educational environment servicing an international community must strive to create an international perspective addressing the needs and concerns of that socio-political setting. The seeds of this type of educational landscape can be found scattered throughout the international school community, and it is there we can perhaps find the solutions mass education may be looking for to become once more a directional rather than a historical force for our society.

### References

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# CEIC AROUND THE WORLD

## Brain-based learning - is there any other sort?

In the past our understanding of learning has largely come from the discipline of psychology. Early behavioural ideas came from experiments with rats and pigeons. Then developmental work, particularly with young children, presented more sophisticated views about how we learn.

However, these learning theories said little directly about the brain and how it works, often viewing it as a black box which we cannot see inside but whose inputs and outputs can be studied. Information processing models of learning view the brain as more like a computer, and it is tempting to draw parallels in terms of processing, memory and storage. In more recent years our knowledge about how the brain works has expanded tremendously, through scanning and imaging technologies which mean that we can 'see' what is going on in the brain as it happens. To start with, neuroscientists were only able to map the outside of the brain, identifying areas associated with different functions, but attention has shifted now to structures buried deep within the brain with some interesting findings about, for example, the links between emotion and learning and the inter-relationship between the nervous system, which the brain co-ordinates, and the hormonal system. We used to think about the brain in terms of its electrical activity - perhaps now we should see it more as an electro-chemical system.

But does any of this have relevance for teachers and parents in terms of helping children to learn? A parallel can probably be drawn with the development of a new drug. Before being released for sale, a pharmaceutical company has to go through rigorous trials and safety checks to make sure the drug works and that there are no harmful side effects. We are nowhere near this stage in relating brain research to classroom practice: no clinical trials have been done, no clear-cut solutions are ready to be marketed. A lot of ideas being promoted are labelled 'brain-based



*In May 2004, while in Bangkok, Dr Paul Denley agreed to give a talk to about thirty parents of NIST students. The talk, which included reference to the evolution of the human brain and its structure as well as some findings from 'brain research', is summarised here.*

learning', but what is the evidence underpinning them? Howard Gardner's theory of multiple intelligences is very well-known and is grounded in brain research, but what about 'brain-gym'? - exercises said to encourage links to form between the left and right hemispheres of the brain. Parents took part in some brain-gym during the talk at NIST - putting up their left and/or right arms while reciting the alphabet: it was quite good fun, but does it do what it is supposed to? It is too early to say - but it probably doesn't do any harm! In fact, it might do some good by stimulating blood flow and restoring oxygen levels.

Perhaps one of the most disturbing findings from brain-research relates to our understanding of changes in the adolescent brain which affect the functioning of the frontal lobes responsible for decision-making and other higher order processing. As one writer puts it, during adolescence the front of the brain is 'closed for construction'. Brain research seems to support the idea that perhaps the least appropriate time for academic learning is during these years - and yet that is when much of it goes on.

Several parents came to speak to me after the talk. A common question was 'What can I do to help my children to learn?' A difficult question to answer: Eat bananas? Chew gum? Play Mozart when they are doing homework? Tell them not to worry about tests and examinations? The truth is we still don't know for sure what will work and what won't, and it is likely that what works for some may well not work for others. There aren't any tried and tested universal methods - but there *are* lots of things to try and test. We are in 'the age of the brain' - so watch this space!

# CEIC AROUND THE WORLD

## Study Centre Round-Up

As the last edition of *Intercom* went to press in November 2003, Mike Fertig was teaching the Managing International Schools unit at the New International School of Thailand (NIST) Study Centre. Since then a further unit, Understanding Learners & Learning, has been offered by Dr Paul Denley at NIST: during his May visit to Bangkok, Paul also gave a



*Groupwork at NIST Study Centre, May 2004*

talk to NIST parents (see pg 4). In January 2004 Mary Hayden and Jeff Thompson visited the Netherlands to teach the Education in an International Context unit to the second cohort of participants from the Dutch International Secondary Schools (DISS); they taught the same unit in February at the International School of Brussels after also fitting in a visit to Lesotho to teach the Evaluation unit at Machabeng College.

Plans are well advanced for further units to be offered in existing Study Centres, and possibilities of new Study Centres being established in Singapore, Kuwait, Hong Kong, Beijing and Shanghai are under active discussion.

As always, thanks are due to all those who provide support for the University of Bath programme around the world.

### STUDY CENTRE DATES

Plans for 2004/2005 currently include the following:

16 - 19 October 2004

**International School of Düsseldorf,  
Germany**

*Education, Globalisation & Change*

30 October - 2 November 2004

**International School of Brussels,  
Belgium**

*Managing Educational Organisations*

4 - 7 December 2004

**New International School of Thailand,  
Bangkok**

*Managing Human Resources in  
Education*

January 2005

**Machabeng College, Lesotho**

*To be confirmed*

# News Round

## EDUCATION FOR INTERNATIONAL MINDEDNESS

In early October 2004 the 'Education for International Mindedness' conference will take place in Düsseldorf. Organised under the auspices of the growing 'Alliance for International Education', and following in the footsteps of the successful Geneva September 2002 conference, the Düsseldorf conference will be based on seven strands and promises a stimulating and enjoyable few days of debate (see poster on back cover of this newsletter for further details).

Mary Hayden and Jeff Thompson have been closely involved in drawing up the conference programme and liaising with other conference organisers: in particular, Beatrice Larose from the International School of Düsseldorf, Terry Haywood from the International School of Milan and Prof Jack Levy from George Mason University USA.

Jeff Thompson will chair the conference, and other members of CEIC and of the IB Research Unit will be presenting papers in the various conference strands. Trevor Grimshaw's paper in the 'Role of Language' strand is provocatively entitled 'The Colonised Mind? – Linguistic Imperialism and International Education' and promises to provide much food for thought, while Mike Fertig will focus in his paper on the Mission Statements of a number of international schools, identifying key issues relating to marketing and to choices offered to parents and students.

## New Directors of Study Centres and Summer School

Also re-shuffling this year, in addition to the Head of Department and Directors of Studies, are those responsible for the Study Centre and Summer School dimensions of the Advanced Courses programme. As part of his new role as Director of Studies, Mike Fertig has taken on responsibility for directing Study Centres, a role previously deployed by Mary Hayden, who continues to promote the establishment of new Study Centres in different parts of the world, and to work closely with Mike in this connection. The role of Director of Summer School, also previously deployed by Mary, has been taken on by Dr Trevor Grimshaw. Trevor joined the University of Bath in September 2003, having worked as a language teacher, lecturer, translator and consultant in Europe, East Asia and the UK.



*Dr Trevor Grimshaw, the new  
Director of Summer School*

For several years Trevor was involved in international curriculum development projects in China and Indonesia. Since then he has lectured at Canterbury Christchurch University and Northumbria University. He is currently co-ordinator of the language strands of the MA in Education, for which he also teaches the units Foreign Language Learning, Foreign Language Teaching and Teaching in a Bilingual Context. Trevor conducts and supervises research in areas such as the sociology of international language education, critical discourse analysis and intercultural issues in ESL. He is also a committee member of QuITE: the Association for the Promotion of Quality in TESOL Education.

## International Education Research Database

The International Baccalaureate Research Unit initiated an International Education Research Database in 2002 and has continued to maintain it ever since. A wide range of resources and methods has been utilised for gathering the bibliography. This is an exciting and challenging project that aims not only to make a contribution to defining the field of International Education but also to provide a valuable resource to a range of researchers. The Database currently holds nearly 3,000 references and, according to web logs, is accessed by researchers throughout the world. Future development plans include structuring this corpus by devising sub-categories as it expands, and launching an online questionnaire in order for researchers to offer input on international education and additional references. The Database is available online at <http://research.ibo.org/> by following shortcuts to 'Research'. It is updated approximately every six months.

## IB Research Notes

*IB Research Notes* is a quarterly newsletter published jointly by IBRU and the IB Curriculum and Assessment Centre (IBCA). It is made available to the public online via the IBO website as a PDF file in English, French and Spanish. *IBRN* provides a forum for the IBO community to discuss research issues including research methodology, methods and outcomes. Each issue usually features a leading article on an international educational research topic by an author, who may or may not have a direct connection with the IBO, supported by one or two short critical responses to it. This is accompanied by a regular feature that describes an aspect of research conducted by members of IBRU.

Each issue also includes the 'Research Noticeboard' feature that draws attention to recent developments in the field such as conferences, journals and services of interest to

the readership. *IB Research Notes* can be found at <http://www.ibo.org/> and then following shortcuts to 'Research'.

## Current Research Projects

Members of the IB Research Unit are currently working on a variety of research projects. These include an enquiry into interactive intergenerational learning in the context of Creativity, Action, Service (CAS) in the IB Diploma Programme; a study in partnership with IB regional offices around the world of the transition of IB Diploma graduates between school and university; and an evaluation in partnership with the International Schools Association of the ISA's 'Internationalism Self-assessment Instrument' for schools. Watch this space for further details!



The IBRU team left to right: Zhen Yao, Sally-Anne Mann, Françoise McGrath, Jeff Thompson, Jim Cambridge, Anna Simandiraki

# EDUCATION FOR INTERNATIONAL MINDEDNESS

Düsseldorf, Germany

**1 - 3 October 2004**

Chair: Professor Jeff Thompson CBE

***A conference organised in the context of the Alliance for International Education around seven strands, as follows:***

Promoting Global Citizenship

Learning to Understand Cultures, Religions and Spirituality

Promoting Partnerships for International Education

The Role of Language in Developing International Mindedness

Learning to Promote Peace and to Resolve Conflict

Evaluating International-Mindedness

Learning Internationally and its Implications for Pedagogy and the Curriculum

For more information and registration details please contact:

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