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**SINGAPORE STUDY CENTRE  
LAUNCH**



*Students at the first Singapore Study Centre unit*

**Between 9 and 12 April the first unit was offered at our newest Study Centre: Tanglin Trust School Singapore.** After discussion over the past year or two, and a preliminary visit in October 2004, the Research Methods in Education unit was taught by Mary Hayden and Jeff Thompson to a group of 18 participants. The new Study Centre was advertised to schools in Malaysia as well as Singapore, and we were delighted that the group included not only teachers from Tanglin itself, but also 5 teachers from the Garden International School Kuala Lumpur, one teacher from the

Canadian International School Singapore and one member of staff from the IBO office in Singapore. Facilities and support offered by our colleagues at Tanglin were excellent, and we are grateful particularly to Ron Stones, Chief Executive Officer at Tanglin, Marilyn Cole, Director of Studies and Linda Ang, Assistant Manager, HRD Projects, for ensuring that everything ran so smoothly during our time in Singapore. Further units will be offered in Singapore in August and November 2005. More details can be found on page 6.



## A personal view by Perci Monyatsi

### *INTERNATIONAL EDUCATION: ARE THE DEVELOPING*

Much as literature abounds with anecdotes and case studies that suggest international education as the answer to the problems that bedevil education systems the world over, as a citizen of a developing country I believe that most if not all developing countries are not yet ready for it. Up till now the majority of developing countries are still grappling with the desire to have most of their citizens educated in ordinary local schools. The advent of international education for developing countries may be more likely to spell disaster than to be a panacea.

Properly planned, with relevant structures in place plus committed support in a conducive environment, international education is a fascinating concept. Mason (1998:3) contends that there are a good many economic, socio-political and technological reasons underpinning current developments in education around the world. Firstly, in an ideal scenario, access is guaranteed. "Whether potential students be geographically remote, time constrained, financially constrained, house-bound, disabled, or simply unable to find a course on the subject they want locally, there exist largely unmet educational needs which every research report, policy study and educational analysis



*Pedzani Perci Monyatsi BA + CCE (University of Botswana and Swaziland); Certificate in Science Education (University of Botswana); MA in Education (Educational Management) (University of Bath); Doctor of Education (University of South Africa). Currently Teaching Practice Coordinator and Lecturer in Educational Management to Post Graduate Students at the University of Botswana. Perci was a school Head from 1985 to 2001 in various secondary schools in Botswana.*

specialist courses can be made available to many people including those who are in remote areas. This is even more the case with audio-conferencing and computer conferencing. Thirdly, Mason (1998:6) posits that "a good many areas of the curriculum are inherently global in nature and some particularly lend themselves to course development on an international scale, providing students with a much broader perspective than a course presented by a single institution".

As Cambridge (2000) argues, international schools and other schools offering international education operate in a context of increasing globalization, which has been described as the widening, deepening and speeding up of world-wide interconnectedness in all aspects of contemporary social life. With globalization now driving the economic domain, education as a driving

force of economic development also has to align to the current trends. According to Swiniarski, Breitborde and Murphy (1999:4), the aim of global education "is to promote the knowledge base, skills and attitudes that permit the young child to see the world as a community while appreciating the mosaic of cultures in his/her immediate neighbourhood, town or city". Furthermore, children need to feel that they are part of the world community and be able to accept the differences among cultures. Tye (1990:5) describes global education as "seeing things through the eyes and minds of others – and it means the realisation that while individuals and groups may view life differently, they also have common needs and wants". Global education emphasises access to equal and equitable education as a human right. Global education is

**'New technologies are making it easier to reach out to people anywhere, and at any time'**

shows are increasing" (Mason, 1998:4). New technologies are making it easier to reach out to people anywhere, and at any time. Secondly, the expertise of the few, educational resources, and

## A personal view by Perci Monyatsi

Computers are the main tools and students have to be comfortable with technology as they use it in their play and work. According to Swiniarski *et al* (1999), the technology highway links children through electronic mail and conferencing; distance education, daily conferencing with satellites, mapping the world and beyond with remote sensing, as well as probing the mysteries of the universe, are some of the tasks technology addresses in a global curriculum. International education is indeed beneficial to the current global village.

Although a marvellous intervention, international education can be problematic in developing countries for a number of reasons. International education does not come cheap and it is expensive for the majority of citizens of developing countries, most of whom live in the rural areas. Governments cannot afford to place international education in the public domain not only because of its high cost, but also because, by its nature, it is seen as elitist and popularising foreign cultures and values. The success of international education is mostly based on the accessibility to both learners and educators of information and communications technology. Rural areas, most of which are remote in developing countries, do not have electricity. This is made worse by the fact that the notion of *remoteness* in developing countries is not only distance oriented but also *facility* oriented. That is, remote areas are those that do not have facilities such as electricity and piped water.

**‘international education can be problematic in developing countries’**

It has also been realised that although the transformation brought about by international education offers many potential benefits to developing and transition countries, increasing reliance on digital information and advanced communication technologies carries, at the same time, the real danger of a growing digital gap among and within nations (World Bank, 2002), which may result in large populations being marginalised. The World Bank report emphasises this by declaring that, within countries, the advent of technology often means that groups which were already

disadvantaged or excluded – low-income families, rural populations, women, minorities and the elderly – fall further behind. In countries such as Botswana, this may mean that those such as the Baswara who were marginalised through the advent of western education will lag behind further. Because not all citizens of developing countries can afford the high fees and the other amenities that go with it, and because governments are not in a position to subsidise it, international education may lead to social stratification as those who manage to experience it are favoured by employers and tertiary institutions.

**‘they are not yet ready for it’**

It is for all these reasons that I argue that developing countries are not yet ready to embrace international education. They should rather, in my view, intensify their efforts to make more local forms of education available to all their citizens and make their curricula more responsive to the needs of their people. I would not wish readers to believe I am arguing that international education has nothing to offer to the developing countries; on the contrary, it has. It is just that they are not yet ready for it.

### References

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# CEIC AROUND THE WORLD

## Comings and Goings on Campus

There can't be many readers of *Intercom* who have not come across **Alex Sing** at some stage over recent years. Alex was the Programme Administrator for Advanced Courses and many of you will have contacted her either by email, by phone or when at Bath for our Summer School. It is, therefore, sad to report that Alex decided to leave the job as from 10 June. We wish her all the best in her future ventures.

Administrative work within the MA Programme will continue to be done with tremendous energy and efficiency by Philippa Wheeler [email: edspnw@bath.ac.uk] and Kath Earle [email: edxke@bath.ac.uk], so please continue to make contact with them if you have any questions about the Advanced Courses Programme.

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Those who have attended Summer School over the past few years will, we're sure, be as sorry as we were to know that **Françoise Dawson** has left her post as Education Librarian at the University of Bath. Françoise was always extremely supportive of our work, whether with full-time students across all our programmes or with part-time Masters and Doctoral students, and we will miss her. We're delighted to say, though, that Françoise has been replaced as Education Librarian by **Isobel Stark**, with whom we look forward to working.



*Isobel Stark, our new Education Librarian*

### New Appointment

During October 2005 CEIC will be joined by a newly appointed lecturer in international education who was interviewed and accepted the post in June this year. Dr Harriet Marshall joins us from the University of York, where she lectures and researches in international education. Harriet's PhD, completed at the University of Cambridge, focused on issues related to global citizenship, an area in which she continues to research in both national and international contexts. We look forward to welcoming Harriet to the CEIC and Department of Education team.

Also recently appointed to the Department of Education is Dr Eric Anderson who will join us as a lecturer in Sports Studies, Education and Coaching in September 2005.

### Recent publications by IBRU staff

(see pages 5 and 7)

**Simandiraki, A** (2005), *Of Onions and Ruins: Knowing Cultures through their Heritage?* International Schools Journal XXIV (2): 40-48.

**James Cambridge** Book Review, "Education and Social Change", (Coffey, A., 2001) *Journal of Research in International Education* 4 (1): 117-120 (April 2005).

**Clive Carthew & James Cambridge** Schools self-assess their international values. *IB World* 43, p. 20. (May 2005).



# CEIC AROUND THE WORLD

## Bangkok Study Centre



*TFL students at NIST Study Centre, Bangkok*

*The latest unit to be taught at the New International School of Thailand (NIST) study centre in May 2005 was a relatively new unit to the programme, 'Technologies for Learning'. This unit looks at the way in which computer and internet technologies are being developed and used to support teaching and learning in a number of different contexts, from business and higher education to the military. The major issue explored during the unit teaching was how these technologies might be applied to educational settings in schools. With new hardware such as tablet PCs and interactive whiteboards becoming more readily available, how can they be used effectively? What place do Virtual Learning Environments have in schools? How can 'podcasting' (downloading MP3 files of audio/radio programmes) provide a variety of new resources for learning? The development of these new technologies presents many opportunities, but how do they relate to new ideas about learning styles and brain-based learning which push for more individualised approaches? What is the role of the 'teacher' in all of this? These were some of the questions addressed in the unit.*

*Paul Denley, the unit tutor, also ran two workshops for staff at NIST on 'E-learning' and 'Evaluating*

## Recent and Forthcoming Publications by CEIC members

### In 2005:

**Michael Fertig** delivered a Conference Plenary Session on 'Managing Performance and Appraisal in a Language School' at the 6th Annual Conference on ELT Management held in Warsaw 20-22 May 2005 and organised by the Polish Association for Standards in English (PASE).

**Trevor Grimshaw:** Expatriate Teachers Adjustment to Teaching Large EFL Classes in China in: TEFL Web Journal, 3(6) (with Annie Zhao Hong Qin).

**Trevor Grimshaw:** The Dominant Discourse of International Education: a critical commentary, in: IB Research Notes, 5(1)

**Mary Hayden:** *The International Baccalaureate and International Education*, in T Pound (ed) *Teaching and Managing the International Baccalaureate*, Routledge Falmer, London

### Planned for 2006:

**Hayden M C, Levy J & Thompson J J** (eds) (2006) *Handbook of Research in International Education*, Sage, London

**Hayden M C** (2006) *Introduction to International Education*, Sage, London

## Busy Time for Study Centres

Recent months have seen a busy round of activity at our overseas Study Centres. A successful visit to Bangkok in November 2004 was followed by the teaching of the unit 'Education, Globalisation and Change' by John Lowe at the International School of Brussels over Easter 2005. In addition the first visit to our new Study Centre at Tanglin School in Singapore took place in April 2005.

Our overseas Study Centre activity continues in June 2005, with a visit to the International School of Düsseldorf by Paul Toolan, to teach 'Managing Human Resources in Education'. Further visits to Tanglin School in Singapore are planned in August and November 2005, with teaching at the New International School of Bangkok also planned for November 2005. A new Study Centre at the Paedagogisches Institut in Vienna is due to open for unit teaching in November 2005.

New exciting ventures are also on the horizon for our overseas Study Centres. Plans to open a Study Centre in Shanghai are advanced and there have also been positive discussions about opening a Study Centre in Krakow, Poland. Full details of these developments will be posted on our website ([www.bath.ac.uk/education/ma](http://www.bath.ac.uk/education/ma)) as news emerges.

This would seem to be an appropriate moment to say a big public 'Thank You' to all the local coordinators who make the day-to-day activities of the overseas Study Centres run so smoothly. Without them doing the behind-the-scenes organisation, our Study Centres simply would not operate. Their hard work and efforts are very much

### EdD UNIT DATES

Autumn 2005: Educational Policy (Directed Learning)

On campus in 2006:

13 - 20 January

30 June - 7 July

20 - 27 January

7 - 14 July

## First Study Centre planned for China

Following the recent launch of our newest Study Centre in Singapore (see story pg 1), plans are now afoot for the next new Study Centre to be opened in Shanghai. The first such centre to be opened in mainland China, negotiations are now being finalised with the Yew Chung Education Foundation: it is at the Yew Chung International School in Shanghai that the centre will be based. Plans are for the first unit to be offered between 4 and 7 November 2005 and for this unit to be Research Methods in Education. As always, the unit will be open to all who are eligible to participate and who are able to be in the right place at the right time! We look forward to this exciting new

### STUDY CENTRE DATES

27 - 30 August 2005

**Tanglin Trust School, Singapore**

*Understanding Learners and Learning*

29 October - 1 November 2005

**International School of Brussels, Belgium**

*Research Methods in Education*

4 - 7 November 2005

**Yew Chung International School**

**Shanghai, China**

*Research Methods in Education*

10 - 13 November 2005

**Paedagogisches Institut der Stadt Wien,  
Vienna**

*Teaching in a Bilingual Context*

## Practitioner Research

### Overview of the project

The Practitioner Research Project is an IBRU investigation into the needs of researchers based in schools throughout the IBO world and what kinds of support they require. It will look at the following:

- The ways in which teachers and school staff working in IBO schools can be supported and encouraged.
- The needs and perceived needs of research practitioners working in schools.
- The possibilities of online learning, the use of the web and other distance learning systems.

Research in this context is any reflective study done by practitioners; academic, professional development or otherwise. It will involve schools and practitioners throughout the world. Primarily the focus is a study of the research needs of those working in schools, be they teachers, administrators or support staff. It is intended that this will lead to the creation of a network for encouraging and supporting research. There is a strong link to the IBO strategic plan and how IBRU and eventually the IBO can offer support for teachers in schools.

### Research structure

The Practitioner Research Project (PRP) has completed the pre-pilot stage which has entailed sending out a questionnaire to a sample of practitioner researchers. The data collected enabled the testing of the method and its revision.

We are now piloting three questionnaires in 60 IB schools worldwide:

- Practitioner researchers
- Non-Researcher practitioners
- Management

The main questionnaire is that for practitioner researchers one which is divided into several discrete sections looking at:

- A profile of the researcher, their research and the school
- Issues that the researcher faces

The other questionnaires follow similar lines but are shorter and aim to supplement the research by focusing on those who have potential for research but are not actively engaged in it, and those who hold gatekeeper or managerial roles in the school.

From this we will then increase the number of schools and send out further questionnaires to form the main research stage. It is hoped that this quantitative method will also be triangulated using qualitative techniques including interviews with practitioner researchers in a number of IB schools. This would involve a small group of case studies to look in-depth at the research going on in the school. It would also aim to focus on the school's research culture and inter-relationships.

### Outcomes

Articles using the research findings, and support systems for practitioner researchers, will be major outcomes of the project. It will also assist the IBO in the development of research development systems.

Under the direction of Zhen Yao, the content of the IBRU website has recently undergone a 'makeover' to improve services to users. The improved website includes information about the IBO Research Committee, IBRU publications and projects, and links to information about individual members of the Research Unit. The IBRU web page also provides a link to the International Education Research Database, which is a free resource listing over 3,000 references to academic and professional publications in the international education literature. "Our aim is to make a user-friendly resource that can be used not only by teachers and academics, but by anyone who is interested in international education", says Zhen Yao. To reach the IBRU website, go to <http://www.ibo.org> and follow the shortcuts to 'Research'. The International Education Research Database can also be found at: <http://research.ibo.org/>.

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