37th Annual Pacific Circle Consortium Conference

Sharing Perspectives – International Conversations about Education: Recurring Themes in PCC

June 3–7, 2013

CONFERENCE PROGRAM BOOK

Hawai‘i Imin International Conference Center
Honolulu, Hawai‘i, USA

2013 Hosts:
Curriculum Research & Development Group
College of Education
University of Hawai‘i at Mānoa
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The Pacific Circle Consortium (PCC) was established in 1977 as an initiative in international co-operation between educational research and development institutions in the Pacific Region initially drawn from Organisation for Economic Co-operation and Development (OECD) countries. Australia, Canada, Japan, New Zealand and the U.S. (Mainland and Hawaii) were represented at the first meeting. Membership has since been extended to other countries from within this region and from Asia. The focus has also changed from one of collaboratively produced curriculum materials to broader issues of policy development and educational research. From hosting yearly workshops and meetings the organization has moved to a single yearly conference at which joint projects are discussed and reported upon and a range of papers and symposia are presented. The Consortium is now independent from the OECD.

The PCC draws members from Australia, New Zealand, several Pacific Islands, China, Japan, South Korea, Malaysia, Taiwan, Thailand, Sri Lanka, several states of the United States, Vietnam, Canada, Latvia, and México. Conference attendees have also come from Europe, the United Kingdom, Russia, Nepal and Ecuador.

Member contributions to the Pacific Circle Consortium help to offset the costs of the annual conference and the Pacific-Asian Education Journal. Membership fees into the Pacific Circle Consortium are automatically part of the registration fee to the annual conference. Membership can also be acquired outside of conference attendance by writing to the Executive Council at info@pacificcircleconsortium.org or calling 1-800-956-6507.

2012–2013 EXECUTIVE COUNCIL

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CONFERENCE PROGRAM

SPONSORSHIP

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SINCERE THANK YOU’S TO...

Cathy Hirano, Marshal Kingsbury, Patti Chan, and Kathleen Clarke, East-West Center
Burt Kawasaki and Jina Kono, the Villa at Aloha Tower Marketplace
Brian Yamamoto, Yama's Fish Market
Michi Watarai, Michi's
Naohisa Iwata, Kahai Street Kitchen

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Zachary Lee, Sugoi Bento & Catering
David Miyamoto, Culinary Institute of the Pacific
Alan Murakami, Harbors Division, Department of Transportation
PA'I Foundation
Cleopatra Millare, Professional Security Consultants

DONATIONS

A big mahalo to the following organizations for their generous donations to the 2013 PCC conference.

Archimedes Hawai'i Project, CRDG
Big Island Candies
Bishop Museum

College of Education, UHM
Hawaii Visitors and Convention Bureau
Hilo Hattie

Kamehameha Schools
UH Bookstore
Zippy's
The East-West Center, primarily known for its role in promoting understanding among the nations of Asia, the Pacific and the United States since its establishment in 1960, also welcomes conferences, meetings and workshops by other organizations. The Center’s 21-acre campus is ideally situated in a lush, quiet area adjacent to the University of Hawai‘i’s Mānoa campus. The East-West Center is a non-profit education and research institution.

The Hawai‘i Imin International Conference Center is designed for an international audience, offering outstanding resources to produce successful events of all kinds. With 11 meeting rooms, a large auditorium and other meeting places, including lounges, a business center and outdoor area, the Center offers more than 20,000 sq. ft. of conference space to accommodate groups requiring conference, reception, banquet and workshop facilities.
SHUTTLE SCHEDULE AND MAP

KEY
COE = College of Education, University of Hawai‘i at Mānoa
1 = Lincoln Hall and Hawai‘i Imin Conference Center
2 = Ohana Waikiki West Hotel*
3 = Ohana Waikiki East Hotel
4 = Ala Moana Hotel*

* The conference shuttle bus will pick up participants at only two hotels. Please plan accordingly.

Monday, June 3, 2013
Shuttle bus to Opening Reception at Aloha Tower
4:30 p.m. Lincoln Hall
4:50 p.m. Ohana West Hotel
5:10 p.m. Ala Moana Hotel
8:00 p.m. Back to hotels/hall

Tuesday, June 4, 2013
7:00 a.m. Ohana West Hotel
7:20 a.m. Ala Moana Hotel
5:30 p.m. Back to hotels

Wednesday, June 5, 2013
7:00 a.m. Ohana West Hotel
7:20 a.m. Ala Moana Hotel
5:15 p.m. Back to hotels

Thursday, June 6, 2013
7:00 a.m. Ohana West Hotel
7:20 a.m. Ala Moana Hotel
5:15 p.m. To Kapiolani Community College for Peter Brice Awards Dinner at Ka ‘Ikena Laua’e
8:30 p.m. Back to hotels/hall

Friday, June 7, 2013
Downtown Walking Trip
8:30 a.m. Lincoln Hall
8:45 a.m. Ohana West Hotel
9:00 a.m. Ala Moana Hotel
2:00 p.m. Back to hotels/hall
OVERALL MAP

1 = Hawai‘i Imin International Conference Center
A = Honolulu International Airport (HNL)
B = The Villa at The Aloha Tower (opening reception)
C = Downtown Honolulu (optional educational walking tour)
D = Conference Hotels in Waikiki
E = Kapiolani Community College (awards dinner)
MESSAGE FROM THE 2013 CONFERENCE HOSTS

Aloha Members and Friends of the Pacific Circle Consortium, and

Welcome to Hawai‘i:

We last held a PCC conference in our island state in 2007. We are pleased that many of you have returned this year for the 37th Annual Pacific Circle Consortium Conference. The Curriculum Research & Development Group (CRDG) and the College of Education at the University of Hawai‘i at Mānoa are pleased to host this year’s conference, Sharing Perspectives—International Conversations about Education: Recurring Themes in PCC.

These recurring themes—STEAM, teacher education, curriculum, pathways, and global citizenship—were derived from reflecting on the most common areas of research and PCC sponsored projects since our inception. The themes will frame the activities of the conference days. We will begin and end each day all together, hearing from our invited speakers and awardees and discussing things we heard during day—comparing, contrasting, and synthesizing our ideas.

We expect many conversations to be prompted by the wide variety of presentations you will hear, presentations from all over the Pacific—México, New Zealand, Australia, China, Samoa, South Korea, Taiwan, Fiji, Japan, Vietnam, and the United States. We encourage colleagues with common interests to build on these conversations to create collaborations and pursue collaborative projects.

We are dedicated to increasing communication and collaboration among our membership to facilitate formation of PCC working groups and projects that we can pursue together in the coming year.

Please join us for the PCC annual membership meeting on Tuesday afternoon for a discussion about the future of PCC and possible upcoming meeting venues and the presentation of the Arthur R. King Award for Curriculum Innovation. Join us as well for the awards dinner Thursday night to celebrate our friendships and award the accomplishments of our members and the presentation of the PCC Peter Brice Award. We look forward to a week of thoughtful discussions, constructive exchanges, and interactions that will build collaborations for future work.

Me ke aloha pumehana (with warm aloha),

Donald B. Young
Dean
College of Education
PCC 2013 Planning Committee

Kathleen F. Berg
Director, CRDG
Member, PCC Executive Council
PCC 2013 Planning Committee
A Special Message from Governor Neil Abercrombie and Lieutenant Governor Shan S. Tsutsui in Recognition of the 37th Annual Pacific Circle Consortium
June 3–7, 2013

Neil Abercrombie
Governor, State of Hawai‘i

Shan S. Tsutsui
Lieutenant Governor, State of Hawai‘i

On behalf of the people of Hawai‘i, aloha mai kaku (greetings to everyone) attending the 37th Annual Pacific Circle Consortium (PCC) conference of international educators at the Hawai‘i Imihi International Conference Center, East-West Center.

The University of Hawai‘i at Manoa College of Education Curriculum Research & Development Group (CRDG), which last hosted the annual conference in 2007, is a proud founding member of the consortium, and we join CRDG in welcoming PCC back to the Hawaiian Islands.

In 1960, the United States Congress established the East-West Center as a resource for information and analysis on critical issues of common concern, bringing people together to exchange views, build expertise, and develop policy options. This worthy purpose complements the 2013 conference theme: Sharing Perspectives – International Conversations about Education: Recurring Themes in PCC. Likewise, it is our hope that Hawai‘i’s role as an anchor of the Pacific Region, along with our tradition of working together in spite our differences, will facilitate discussion and the sharing of ideas throughout the week.

In the Aloha State, our diversity defines rather than divides us, and this event provides a valuable opportunity for educators from many nations and parts of the world to continue in this spirit of collaboration as they share successes in the areas of STEAM (science, technology, engineering, art and mathematics), teacher education, curriculum, pathways and global citizenship.

Mahalo nui loa (thank you very much) to UH Manoa College of Education Dean Donald B. Young, CRDG Director Dr. Kathleen F. Berg, and other 2013 PCC Planning Committee members for making this conference possible. We commend you and all conference attendees for your shared commitment to education and students of all ages around the world.

With warm regards,

Neil Abercrombie
Governor
State of Hawai‘i

Shan S. Tsutsui
Lt. Governor
State of Hawai‘i
WELCOME MESSAGE FROM HONOLULU’S MAYOR

Kirk Caldwell
Mayor, City and County of Honolulu

MESSAGE FROM MAYOR KIRK CALDWELL

I am pleased to welcome delegates to the 37th Annual Pacific Circle Consortium (PCC) at the University of Hawaii’s East-West Center. Mahalo to the University of Hawaii at Manoa College of Education and its Curriculum Research & Development Group for hosting this gathering of international educators.

Hawaii is taking on bigger challenges and bolder initiatives in the fields of science, technology, and the environment. We continue to strive to be better stewards of our precious ‘aina - our land - by developing programs in astronomy, clean energy, agriculture, and sustainability, to ensure that economic development and diversification will continue for generations to come. In this regard, I commend the University of Hawaii’s Innovation Initiative, nicknamed HP, for its goal to create a dynamic research industry, thousands of new jobs, and a better economic future over the next 10 years.

Your week-long symposium, “Sharing Perspectives – International Conversations about Education: Recurring Themes in PCC,” should explore how we can expand international cooperation among the Organisation for Economic Cooperation and Development (OECD) countries. We have a specific responsibility to educate students in these target areas, and to continue dialogue and exchange among our members. I thank the OECD for continuing to encourage collaboration and sharing among educators, and for its dedication to making this world a brighter and better one for our keiki.

On behalf of the people of the City and County of Honolulu, I extend best wishes for a successful and productive gathering.

Kirk Caldwell
WELCOME MESSAGE FROM HAWAI‘I’S CONGRESSWOMEN

Colleen Hanabusa
U.S. Representative

UNITED STATES CONGRESS

Message

Congresswoman Colleen Hanabusa
First Congressional District of Hawai‘i

June 3, 2013

On behalf of the First Congressional District of Hawai‘i, I send my warmest aloha to the University of Hawai‘i at Mānoa in honor of the 37th Annual Pacific Circle Consortium (PCC) conference of international educators.

For many decades, the cooperation between the preeminent institutions of higher education from in and around the Pacific region has lead to advances in not only the way we view our world, but in how we learn about it. The strength of one university cannot be underestimated but the strength of many universities working together is nearly limitless.

Hawai‘i is uniquely positioned in the Pacific region and because of this, the University of Hawai‘i at Mānoa has played an indispensable role in the advancement of educational research. The East-West Center, for example, serves as a meeting place for the many people and cultures of the Pacific.

As we advance further into the 21st century, we must continue to advance education as a means to not only advance our understanding of the world we live in, but as a force to deliver peace and prosperity.

Please accept my best wishes for a successful conference!

Aloha,

COLLEEN W. HANABUSA
Member of Congress
WELCOME MESSAGE FROM HAWAI‘I’S CONGRESSWOMEN

MESSAGE FROM U.S. REPRESENTATIVE TULSI GABBARD

June 3-7, 2013

It is with great pleasure and aloha that I welcome you to the 37th Annual Pacific Circle Consortium (PCC) Conference, “Sharing Perspectives – International Conversations about Education: Recurring Themes in PCC.”

I also welcome the opportunity to commend the University of Hawaii at Manoa’s College of Education and its Curriculum Research and Development Group (CRDG) on hosting this year’s event. Your dedication of time, energy and resources has greatly contributed to Hawai‘i’s place in the forefront of education in the Pacific Region. The spectrum of policy development and educational research being discussed at this year’s convention is truly impressive. I sincerely hope that the dialog generated at this conference will lead to the implementation of many new ideas and improvements.

Since your establishment in 1977, members of Pacific Circle Consortium have been collectively working to expand educational research and the development of institutions in the Pacific Region. PCC draws members from around the world, including Australia, New Zealand, China, Sri Lanka and several other countries and mainland states. Since the State of Hawai‘i has a blend of different cultures and ethnic backgrounds, we are often described as the melting pot of the Pacific. Our educators work to maintain high standards, yet face unique challenges in teaching students from diverse cultural backgrounds and who speak different languages. That is why the PCC and CRDG are so valuable to teacher education throughout the State of Hawai‘i and the Pacific Region.

I commend you all for your work to conduct and share educational research in the Pacific Region. Please accept my best wishes for an insightful and educational conference for all who attend.

Sincerely,

Tulsi Gabbard
TULSI GABBARD
Member of Congress
MESSAGE FROM
SENATOR MAZIE HIRONO

In honor of the 37th Annual Pacific Circle Consortium

June 3-7, 2013

Aloha and welcome to the 37th Annual Pacific Circle Consortium (PCC) conference hosted by the University of Hawaii at Manoa’s Curriculum Research & Development Group.

As a gateway between the United States and Asia, Hawaii has the opportunity to play a unique role in shaping education curriculum in the Pacific. The annual PCC conference fosters international collaboration and provides a forum for teachers from across the world to share and interact. Through presentations on topics ranging from global citizenship to the increasing focus on science, technology, engineering, art, and mathematics (STEAM) fields, this conference offers participants an important opportunity to learn about our evolving education system and the ways in which they can prepare our keiki for success in an increasingly competitive global economy.

Mahalo to the Curriculum Research & Development group for hosting this year’s conference and to all of this year’s participants. My best wishes for a productive and successful event.

Sincerely,

Mazie K. Hirono
United States Senator
Message from Senator Brian Schatz
Presented
In Recognition of the 37th Annual Pacific Circle Consortium
June 3-7, 2013

Aloha and welcome to this year’s 37th Annual Pacific Circle Consortium, “Sharing Perspectives...International Conversations about Education: Recurring Themes in PCC.” It is an honor for Hawai‘i to be hosting this event.

In 1977, the Pacific Circle Consortium was established and held its first conference here in Hawai‘i. Their main goal was to work collaboratively to develop an international forum to create curriculum, policy development and educational research. Since its establishment, the Pacific Circle Consortium has empowered future educators to shape curriculum now and for the future.

Hawai‘i has a unique history and culture as a result of its multi-cultural diversity. It is fitting for our state to be the host venue for some of the most brilliant minds from around the world to invoke new ideas that will help to influence global understanding in today’s society. The philosophies and approaches in education are continually evolving and events such as this help to enrich the minds of our young men and women.

I commend you all for your continued commitment to education. Mahalo and best wishes for a successful gathering.

Aloha,

Brian Schatz
United States Senate
In memory of Emeritus Professor Neil Baumgart, former chair of the Pacific Circle Consortium (PCC), and distinguished educator, scholar and mentor, the PCC has established a memorial lecture to be presented at its annual conference. The speaker will be selected by the conference organising committee in conjunction with the PCC Executive.

Preparing Globally Aware Citizens

Dr. David I. Grossman’s wide-ranging record of teaching, research and scholarship includes citizenship education; global, comparative and intercultural education; teacher education; social studies education; and pedagogy. His commitment to international education (with special attention to Asia) was cemented after spending his junior year abroad in India with a Carnegie Foundation Fellowship followed by three months of travel throughout Southeast and East Asia. He then pursued a Master’s degree in East Asian Studies at Harvard. After completing his M.A., but finding this path rather confining, he moved to the School of Education to pursue an MAT degree. He then taught social studies and developed a new course on Asian Studies at Brookline High School. In 1969 he received a National Education Association Award for International Education.

In 1969 he enrolled in the Stanford School of Education’s Ph.D. program in International Development Education, a program that combined his interests in international affairs and education. At Stanford he was an active member of the Committee of Concerned Asian Scholars, a national organization that sought more scholarly input into the U.S. policy towards Asia and opposed the Vietnam War. He led a study group tour to China in 1974 during the Maoist era, his first of many trips there. Subsequently he became the founding Director of both the Bay Area China Education Project (BAYCEP) and the Stanford Program on International and Cross-Cultural Education (SPICE). The underlying ethos of SPICE, then and now, was to tap Stanford University’s scholarly resources and to translate them into interesting and usable curricula for K-12 schools. Dr. Grossman considers his years at SPICE to have been one of his most important contributions to U.S. education about the world.

Dr. Grossman moved to the East-West Center in 1988 to inaugurate a program to facilitate the teaching of Asia and the Pacific in the schools, the CTAPS program. This program served both Hawai‘i and the US mainland, including projects in Boston, Miami, and St. Louis. The project developed Summer Institutes and study tours for teachers to China, Japan, Southeast Asia, and the Pacific islands.

In 1995 Dr. Grossman joined the newly founded Hong Kong Institute of Education (HKIEd). There he became the Head of the Department of Social Sciences and later Dean of the Faculty of Languages of Arts and Sciences, and played a major role in the development of their undergraduate and graduate teacher education degree programs. At HKIEd he co-founded the Centre for Citizenship Education that fostered cross-cultural and comparative research on civic, moral, and environmental education. This resulted in a series of three co-edited books on citizenship education in the Asia-Pacific Region.

After retiring from HKIEd in 2007, Dr. Grossman returned to Honolulu, and in 2008 agreed to take up the post of Dean of Education at Chaminade University. He retired from that post in 2011, and is an Adjunct Senior Fellow at the East-West Center. His recent publications include four co-edited books, Social Education in Asia (with Joe Lo), Citizenship Curriculum in Asia and the Pacific (with Kerry Kennedy and Wing On Lee), Creating Socially Responsible Citizens: Cases from the Asia-Pacific Region (with John Cogan), and Improving Teacher Education through Action Research (with Hui Ming Fai).
Teacher licensure students in University of Hawai‘i’s College of Education graduating in May 2013 were challenged to reflect and write an essay on the topic of teacher education. From their perspectives, they were asked to describe how we can empower future teachers to excel by discussing approaches, techniques, outcomes, and challenges.

**A Time to Blend: Synthesizing Traditional and Progressive Educational Approaches**

Ms. Denise Kim is an award-winning writer and recent teacher education graduate. Prior to receiving her teaching certification, she held the role of educational assistant at a Hawaii public intermediate school. As an educational assistant, she served students with exceptionalities by providing individual and group academic support in inclusion, resource, and fully self-contained classrooms. Prior to that, she also held the role of preschool teacher at Ka Paalana Traveling Preschool. As a preschool teacher, she served houseless students and their families on the Leeward Coast of Oahu by providing family education services and food and supply distribution. Ms. Kim is an Honorable Mention recipient of the 2000 Skirball National High School Essay Contest awarded by the Skirball Institute on American Values. She was also a participant and entrant in the 1998 Hawaii's Best Young Writers Conference and Showcase presented by the Hawaii Writers Guild. Ms. Kim received her Post-Baccalaureate Certification in Secondary Education in English Language Arts from the University of Hawai‘i at Mānoa. She also received her Bachelor's of Arts in English from the University of Hawai‘i at Mānoa.

Ms. Kim is driven to be in the educational field by her passion for youth. She believes that children and adolescents are the keys to the future and that they possess the power and potential to positively impact the world around them now. She desires to see children and adolescents succeed in two ways. First, she desires to see them realize their life’s purposes. She hopes to guide them as they discover and pursue their innermost passions and goals. Second, she desires to see them mature in their intellectual, emotional, and spiritual capacities. She hopes to guide them as they grow through and learn from life’s experiences. Together, these two desires propel Ms. Kim to provide students with meaningful, purposeful, transcendent, multi-faceted, and enduring learning opportunities. Always a visionary, her mission is to teach, mentor, and inspire the next generation of youth internationally.
2013 PACIFIC CIRCLE CONSORTIUM
ARTHUR KING JR. CURRICULUM INNOVATION AWARD

The Arthur R. King Jr. Award was established in 2010 and is presented annually for Curriculum Innovation. The award is presented to an individual or group for developing an innovative, effective program or curriculum focusing on the Asia-Pacific region. The competition is open to all PCC members and nominations are from PCC’s membership. Arthur King was a founding member of the Pacific Circle Consortium and a major influence in shaping the nature and purpose of PCC over his 30 years of being associated with the organization. Dr. King passed away in 2009. His professional life was devoted to curriculum research and development, as the visionary founder and long-time director of the Curriculum Research & Development Group (CRDG) at the University of Hawaii. Dr. King was active in the PCC from its inception, hosting the first annual conference in Honolulu at CRDG in 1977. With this award PCC honors one of its founders and recognizes educational contributions central to the purpose for which PCC was founded.

David L. Grossman has enjoyed a long and distinguished career as a global scholar and educator. He is not only our invited keynote speaker to deliver the Neil Baumgart Lecture, but is also this year's recipient of the Arthur R. King Jr. Curriculum Innovation Award.

Earlier in his distinguished career, Dr. Grossman directed three major global education programs that gained recognition both nationally and globally for their excellence. These were in order, The Bay Area China Education Project with Stanford University and the University of California, Berkeley (1971-1977); the Stanford Program on International and Cross-Cultural Education (SPICE), Stanford University (1976-1988); and the Center for Teaching Asia and the Pacific in the Schools (CTAPS) at the East-West Center in Honolulu, Hawaii (1988-1995). These were three of the most successful global education curriculum programs in the history of global education. The materials developed in these programs continue to be used in schools across the nation and the Asia-Pacific Region today. The SPICE and CTAPS programs continue to function as a testimony to Dr. Grossman’s vision and leadership.

Dr. Grossman also contributed to several large-scale international projects. The first of these was the Citizenship Education Policy Study (CEPS) 1993-1998. This study of societies in the Asia-Pacific (Japan and Thailand), Europe (England, Germany, Greece, Hungary and The Netherlands) and North America (Canada and the United States) used a group of “policy shapers” from these nine nations to indicate the emerging global trends, the needed citizen characteristics to meet the challenges of these trends, and necessary changes to educational policies, curriculum, pedagogy and teacher education for the 21st Century. The findings of this study were widely debated in a number of the participating societies and influenced educational policy and practice as well. They were published in a book and Dr. Grossman co-authored two key chapters. Importantly, the key concept of multidimensional citizenship emerging from this study was coined by Dr. Grossman.

Most recently, Dr. Grossman along with Dr. John Cogan collaborated with global citizenship scholars in six Asia-Pacific societies, including several PCC members, regarding the interface between moral and civic education. This resulted in a book entitled, Creating socially responsible citizens: Cases from the Asia-Pacific Region.

Dr. Grossman focused his global and citizenship education efforts primarily in the Asia-Pacific Region as obtaining his MA (Harvard) and PhD (Stanford) had taught him of this nations almost total focus on Europe and her ties to the United States, thus neglecting the largest segment of the world, Asia and the Pacific. His work at the Bay Area China Education Project, the Stanford Program on International and Cross-cultural Education and CTAPS at the East-West Center was directed at opening American perspectives to this much neglected part of the world. He did not ignore Europe, Africa and Latin America but he made special efforts to highlight the place of Asia in the world.

We are most honored and pleased to present David L. Grossman with the 2013 Arthur R. King Jr. Curriculum Innovation Award for his outstanding contribution to curriculum research and development in the Asia and Pacific regions.
The Peter Brice Award is presented annually by the conference host country to an individual who best exemplifies the aims of the PCC. Peter Brice represented New Zealand in the early days of the PCC when it was under the auspices of the OECD. He was an officer in the New Zealand Ministry of Education at the time. Upon his passing, his wife graciously worked with the PCC to develop an award in his honor. Mr. Brice is best remembered for his wisdom, his humanity and his lifelong commitment to educational ideals.

Robert Witt has served as executive director of the Hawaii Association of Independent Schools (HAIS) since 1989, while also serving as chief executive officer (CEO) of the Hawaiian Education Council, and providing leadership for its annual Hawaii Executive Conference. He serves on the board of directors of the National Association of Independent Schools (NAIS), chairing its Public Policy and Government Relations Committee, while also sitting on the NAIS Commission on Accreditation.

Witt is a national leader focused on transformative leadership, generative governance and teacher professionalism. He has 40 years of experience in the field of education as a teacher, a school administrator and policy-level state association director. His most recent publication is an NAIS Monograph entitled “A 21st Century Imperative: A Guide to Becoming a School of the Future.” Independent School, the quarterly NAIS academic journal published in its Spring 2012 issue Witt’s new definition of “the educated person” under the title: “Redefining the Good Life, Redefining Education.”

His visionary leadership has led to more than 23 years of designing and directing professional development programs for policy-level educators, senior business executives, and community leaders. These include the HAIS Schools of the Future initiative with Hawaii Community Foundation, the HAIS Master’s Degree Program in Private School Leadership with the UH College of Education, the HAIS Graduate Institute for 21st Century Teaching and Learning with Chaminade University, and Grow Hawaii with the Ulupono Initiative, the State of Hawaii Department of Agriculture, and the Atherton Foundation.

Witt also serves on several key governing boards and policy groups in Hawaii, and has garnered many professional awards and distinctions for his outstanding leadership in educational improvement and innovation. He is a staunch supporter and advocate for public education and highly respected by policy makers, national and local education associations, school administrators and teachers alike.

We are most honored and pleased to present Robert Witt with the 2013 Peter Brice Award for his outstanding contribution and lifelong commitment to education in Hawai‘i and beyond.
DESCRIPTION

Welcome
Our conference sessions will start in the Keoni Room each day.

Plenary
All conference participants will convene at the morning invited keynote, essay awardee, and high school oratory session to hear from our invited speakers. Our goal is to stimulate thinking on the conference themes—STEAM, teacher education, curriculum, pathways, and global citizenship—with the hope that you will embrace, support, or challenge the ideas of our speakers.

Presentation Sessions I–VIII
In these morning and early afternoon one-hour sessions, our participants will have a chance to share their particular research, policies, and programs described in their abstracts. Each presentation will have 30 minutes in which to present their work, of which 5 minutes should be reserved for question and answer.

Discussion Panel Sessions
In the Pacific Circle Consortium, we are dedicated to increasing communication and collaboration amongst our esteemed colleagues. Our goal in the discussion panels is to specifically discuss the themes of the conference. We encourage everyone to take part in the mediated discussion panels where ideas can be compared and contrasted and possibly synthesized. Our facilitators will lead the way in our common goal to address thematic areas.

Following on pages 29–30, we have suggested the room in which you could participate on the first two days. Do not feel that you are limited to the room in which you are assigned; it is only a suggestion. You are welcome to be part of another group, especially if you wish to continue a common spark of scholarly conversation. Keep in mind that after lunch, your group will have the floor for about 10 minutes to share your synthesis with the entire PCC conference attendees. On the third day, we have left the sessions open so that you can continue conversations with those with whom you might form a working group or pursue a common project.

Plenary Session: Discussion Panels Sharing
In this session, all conference participants will reconvene in the Keoni Room to share their perspectives on the conference themes and respond directly to the ideas put forth by our invited plenary speakers and session presenters. Each group will have about 10 minutes during which they can share their common conclusions. We envision these sessions as a foundation upon which the beginnings of collaborations could form.

PCC Annual Membership Meeting
We encourage everyone to attend the annual membership meeting on Tuesday afternoon. Here, the PCC Executive Committee will update us with current projects, vote for new board members, and present new agenda items. The Arthur King Jr. Curriculum Innovation Award is also presented at this meeting.
DESCRIPTION

Loina, Ka Hana Ku Pono–He Oli
Protocol, Upholding Proper Behavior–A Chant

Our traditional native Hawaiian heritage is reflected in our capacity to communicate efficiently and effectively with our divine and universal creator, our ancestors, and with one another no matter what the subject may be. This is known in part as kakaʻolelo.

A major feature in exercising prowess and skill in kakaʻolelo is applied in the provision of hoʻokipa or hospitality. In order to be hospitable, or to provide a reason for being welcomed into another’s place or home, we firstly and humbly offer of ourselves through protocol, usually oli or chant.

The human voice is highly revered as a tool, an instrument, and a gift from which our divine life breath is shared. By using our voice, we identify who we are, where we are from, and what our intentions toward one another may be. We use our voice in oli, in chant, to express respect, welcome, warning, thought and action. Oli can also tell stories or provide necessary information about people, places and occurrences.

The oli shared within our venue (PCC) sets the tone for what we will experience throughout our time together. At the opening reception the oli titled ‘A no ʻAi, composed by Kumu Edith McKinzie, is about honoring our hosts and dignitaries and welcoming our guests. The traditional Oli Aloha, is a poetic composition describing the lusciously fragrant scents of blossoms permeating the misty coolness of the upland forest. These scents are gifts from the land to welcome those who come to visit whether from near or afar. They offer pleasure and comfort from our host to our guests.

On the opening day of the conference, the oli E Hō Mai, a traditional hula chant from the renown ‘ohana Kanaka‘ole of Hawai‘i island, is offered as a plea to allow us to recognize the lessons and teachings that are about to unfold. We ask that the great universal power reveal the depth and breadth of knowledge about to be provided in the lessons.

Nā Lama Kū Pono was composed more than a decade ago by Haunani Apoliona, current Chair of the Office of Hawaiian Affairs. She wrote it in honor of students, teachers and supporters of education who strive to be and do the best that they can toward achieving success. A beautiful analogy comparing individuals to standing lights of life facing the dawn expresses hope and strength.

Enjoy these oli and experience the hoʻokipa and aloha of our beautiful Hawai‘i nei.
DESCRIPTION

‘Ano ‘Ai
Composed by Edith McKinzie

‘Ano ‘ai ko kākou mau mea ho‘okipa la ea a me nā mea hanohano
Ke ho‘ohiwhiwa ‘ia nei mākou la ea e hui pū i ka waivai.
‘O ko kākou mau kūpuna la ea ‘ia hipu‘u iā kākou i ka lōkahi
Ka nalu ‘imi iā kākou mai Kahiki mai la ea, me ke aloha no kākou apau.

Greetings to our hosts and dignitaries
We are honored to join the tradition
Of our kupuna that binds us in unity
We are the waves that come from a far off place
But we come with love for all.

Oli Aloha
Traditional Chant

Onaona i ka hala me ka lehua, he hale lehua no ‘ia nā ka noe
E ka‘u no ‘ia e ano‘i nei e alia nei ho‘i o Kahki mai
A hiki mai no ‘oukou, a hiki pū no me ke aloha
Aloha e, aloha e, aloha e–

The scent of the hala and lehua blossoms, a dwelling of lehua in the mist
It is my place, my way of welcoming you as you return from afar
You are all welcomed here, with equal parts of love and warmth
Welcome, welcome, welcome!

E Hō Mai
Traditional Hula Chant

E hō mai ka ‘ike mai luna mai e o nā mea huna no‘eau o nā mele e
E hō mai, e hō mai, e hō mai e–(Repeat three times)

Reveal to us the knowledge that comes from above, of the special meanings hidden in the songs, reveal to us,
reveal to us, reveal to us–

Nā Lama Kū Pono
Composed by S. Haunani Apoliona

Aloha mai e, nā lama kū pono, nā lama ola o ke alaula
E mai kākou nā ‘ōiwi o Hawai‘i, e alu like no ka pono aii
Aloha e, aloha e, aloha mau no e–(Repeat three times)

Greetings be to all, brilliant upright lights, life lights of the dawn
We are descendants of Hawai‘i working together toward what is just
Greetings, greetings, greetings to all!
CONFERENCE PROGRAM

SCHEDULE

Monday, June 3

9:00 a.m. – 3:30 p.m.  Executive Council Meeting
By Invitation Only
College of Education, University of Hawai‘i
Lab School Portable 4B

4:30 – 5:00 p.m.  Shuttle pickups
4:30 p.m. Lincoln Hall
4:50 p.m. Ohana Waikiki West
5:10 p.m. Ala Moana Hotel

5:30 – 8:00 p.m.  Evening Opening Reception at The Villa at Aloha Tower
http://www.alohatower.com/marketplace-information/history-of-aloha-tower/
   Pupus and refreshments sponsored by McREL’s Pacific Center for Changing the Odds
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| 7:00 – 7:20 a.m. | Shuttle Pickups  
7:00 a.m. Ohana Waikiki West  
7:20 a.m. Ala Moana Hotel |
| 7:45 – 8:30 a.m. | Registration, Coffee and More  
_Coffee and refreshments sponsored by Argosy University_ |
| 8:30 – 8:45 a.m. | Welcome and Blessing Oli Aloha (chant)  
Lilette Liliakalā Subedi, Kumu Hawaiian Studies  
Opening Remarks  
Steven Thorpe, Chair, PCC Executive Committee and  
Donald Young, Dean, College of Education, University of Hawai‘i at Mānoa |
| 8:45 – 10:00 a.m. | Invited Keynote Address, The Neil Baumgart Lecture  
_Preparing Globally Aware Citizens_, David L. Grossman |
| 10:00 – 10:15 a.m. | Coffee Break  
_Coffee and refreshments sponsored by Argosy University_ |
| 10:15 – 11:15 a.m. | Presentation Session I |
| 11:15 – 12:30 p.m. | Lunch |
| 12:30 – 1:30 p.m. | Presentation Session II |
| 1:45 – 2:45 p.m. | Discussion Panel Session A |
| 2:45 – 3:00 p.m. | Coffee Break  
_Coffee and refreshments sponsored by Argosy University_ |
| 3:00 – 4:00 p.m. | Plenary Reflection Session |
| 4:15 – 5:30 p.m. | Annual Membership Meeting |
| 5:30 p.m. | Shuttle Pickups and Drop Offs |
Wednesday, June 5

7:00 – 7:20 a.m. Shuttle Pickups
   7:00 a.m. Ohana Waikiki West
   7:20 a.m. Ala Moana Hotel

7:45 – 8:30 a.m. Registration, Coffee and More
   Coffee and refreshments sponsored by Brigham Young University–Hawaii

8:30 – 8:45 a.m. Welcome and Opening Remarks
   Kathleen Berg, Director, Curriculum Research & Development Group

8:45 – 10:00 a.m. Invited Plenary Address, Student Teacher Education Essay Awardee
   A Time to Blend: Synthesizing Traditional and Progressive Educational Approaches, Denise Kim

10:00 – 10:15 a.m. Coffee Break
   Coffee and refreshments sponsored by Brigham Young University–Hawaii

10:15 – 11:15 a.m. Presentation Session III

11:15 – 12:30 p.m. Lunch

12:30 – 1:30 p.m. Presentation Session IV

1:45 – 2:45 p.m. Presentation Session V

3:00 – 3:50 p.m. Discussion Panel Session B

3:50 – 4:00 p.m. Coffee Break
   Coffee and refreshments sponsored by Phi Delta Kappa Hawaii Chapter 0067

4:00 – 5:00 p.m. Plenary Reflection Session

5:15 p.m. Shuttle Pickups and Drop Offs to Ohana Waikiki West and Ala Moana Hotel
Thursday, June 6

7:00 – 7:20 a.m.  Shuttle Pickups
   7:00 a.m. Ohana Waikiki West
   7:20 a.m. Ala Moana Hotel

7:45 – 8:30 a.m.  Registration, Coffee and More
   Coffee and refreshments sponsored by Hawai‘i Educational Research Association

8:30 – 8:45 a.m.  Welcome and Opening Remarks
   Tom Apple, Chancellor, University of Hawai‘i at Mānoa

8:45 – 10:00 a.m. A High School Oratory
   A Student Perspective on Our Education,
   Students of the University Laboratory School

10:00 – 10:15 a.m. Coffee Break
   Coffee and refreshments sponsored by Hawai‘i Educational Research Association

10:15 – 11:15 a.m. Presentation Session VI

11:15 – 12:30 p.m. Lunch

12:30 – 1:30 p.m. Presentation Session VII

1:45 – 2:45 p.m. Presentation Session VIII

3:00 – 3:50 p.m. Discussion Panel Open Session C

3:50 – 4:00 p.m. Coffee Break
   Coffee and refreshments sponsored by Hawai‘i Educational Research Association

4:00 – 5:00 p.m. Plenary Reflection Session

5:15 p.m. Shuttle Pickups from Conference Center to Kapiolani Community College

6:00 – 9:30 p.m. Closing Reception and Peter Brice Awards Dinner, Ka‘ikena Laua‘e

Ka ‘Ikena means “the view” or “the vision.” The Laua‘e is the fern with a fragrance that suggests maile and grows towards sunlight. In its figurative sense, Ka ‘Ikena Laua‘e translates into “many minds striving towards the vision.” The students of the Kapiolani Community College culinary program hope you enjoy your fine dining experience and that, as you leave, take with you the “vision” that they at the Food Service and Hospitality Education Department strive for.
Friday, June 7

8:30 a.m. – 2:00 p.m.  Optional: Visitation to State Capitol and Historic Downtown Honolulu

8:30 – 9:00 a.m.  Shuttle Pickups
8:30 a.m. Lincoln Hall
8:45 a.m. Ohana West Hotel
9:00 a.m. Ala Moana Hotel

2:00 p.m.  Shuttle Pickup to return to hotels and Lincoln Hall

We strongly recommend good walking shoes and sun protection (hat, umbrella, sunscreen). Bottled water will be provided. Lunch is also provided.
DISCUSSION PANEL SESSION A

Tuesday, June 4
3:00 p.m.–4:00 p.m.

Teacher Education—Empowering future teachers to excel by discussing approaches, techniques, outcomes, and challenges

Curriculum—Sharing ideas and experiences with curricular models and approaches as influenced by politics, diversity, disciplinary subject areas, and other factors

Pathways—Considering the outcomes of compulsory education and expectations for post compulsory education

Global Citizenship—Reflecting on the nature of global understanding and awareness and the functioning of citizens in an increasingly global society

Following, we have suggested the room in which you could participate. Do not feel that you are limited to the room in which you are assigned; it is only a suggestion. You are welcome to be part of another group, especially if you wish to continue a common spark of scholarly conversation. If you do not see your name, join any room below. Keep in mind that after this session, your group will have the floor for about 5 to 7 minutes to share your synthesis with the entire group of PCC conference attendees. The session facilitators are indicated with an asterisk (*) in the lists below.

Pacific Room
Curriculum

Chie Nakajima  Fay Zenigami  Greg Burnett  Han Nee Chong  Hanan Aldurayb  Hannah Slovin*  Hiromi Ishimori  Judith Olson  Justin Heard  Kathleen Berg  Li-Hua Chen  Lori Fulton *

Marcia Rouen  Masahiro Arimoto  Maureen Andrade  Meaola Toloa  Melfried Olson  Norah Alzahrani  Rosi Fitzpatrick  Seiuli Luama Sauni  Showlano Dong  Susan Saka  Tanya Samu

Asia Room
Teacher Education

Ahmed Alzahrani  Barbara Shin*  Diane Mara  Donald Young  Geoffrey Mills  Hamdan Alamri  Jane Liu  Jo-Anne Lau-Smith  Joanna Philippoff  John King  John Traynor  Jon Sunderland

Lauren Kaupp  Lillian Kido  Lisa M. Vallin  Megan Farnsworth  Meghan Whitfield  Niusila Eteuati  Rosilyn Carroll  Sandra Darling  Seungho Paek  William Greene*  Yangsook Kil

Sarimanok Room
Pathways

Ahlam Alamri  Bridget O'Regan*  Creszentia Koya Vaka'uta  Denise Kim  Erin Wilder  Faalogo Teleuli Mafoa  Faamoemoe Soti  Frank Pottenger  Gillian Bickley  Helen Au  Jennifer Curtis  John Byoung-jik Kang  Laura Ortiz  Michael Roussell  Mona Chock  Nicholas Huntington*  Nolan Malone  Paul Beumelburg  Pep Serow  Sara Podlewski  Valerie Hashimoto

Kaniela Room
Global Citizenship


Lauren Mark  Lori Ward  Manutai Leaupepe  Steven Thorpe  Suzanne Acord  Tanya Samu  Truc Nguyen  Verner Bickley  Youngran Hong
## DISCUSSION PANEL SESSION B

**Wednesday, June 5**  
3:00 p.m.–3:50 p.m.

**STEAM**—Delving into the focus areas of science, technology, engineering, art, and mathematics  
**Teacher Education**—Empowering future teachers to excel by discussing approaches, techniques, outcomes, and challenges  
**Curriculum**—Sharing ideas and experiences with curricular models and approaches as influenced by politics, diversity, disciplinary subject areas, and other factors  
**Global Citizenship**—Reflecting on the nature of global understanding and awareness and the functioning of citizens in an increasingly global society

Following, we have suggested the room in which you could participate. Do not feel that you are limited to the room in which you are assigned; it is only a suggestion. You are welcome to be part of another group, especially if you wish to continue a common spark of scholarly conversation. If you do not see your name, join any room below. Keep in mind that after this session, your group will have the floor for about 5 to 7 minutes to share your synthesis with the entire group of PCC conference attendees. The session facilitators are indicated with an asterisk (*) in the lists below.

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DISCUSSION PANEL OPEN SESSION C    Thursday, June 6
3:00 p.m.–3:50 p.m.

STEAM—Delving into the focus areas of science, technology, engineering, art, and mathematics
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Pathways—Considering the outcomes of compulsory education and expectations for post compulsory education
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Following, we have left the rooms completely open and available to those who wish to continue collaborative discussions and endeavors. Our hope is that PCC members will develop a project together and report out at the last session their future plans for PCC working meetings or perhaps even a joint project and grant proposal.
CONFERENCE PROGRAM

PRESENTATION SESSION I

Tuesday, June 4
10:15–11:15 a.m.

Kaniela Room - Teacher Education Theme

Hamdan Alamri and Jane Liu, Eastern Washington University
K–12 teachers’ perception about social media into instruction in Saudi Arabia

Niusila Faamanatu-Eteuati, National University of Samoa
Teachers’ perceptions of their initial training and professional development towards classroom behaviour management - A comparative study of Samoa and New Zealand

Proctor: Lauren Kaupp

Pacific Room - Curriculum Theme

Chie Nakajima, Kyoto Bunkyo University
Why so different? A comparative study of curriculum for early childhood education between the United States and Japan

Mona K.O. Chock, University of Hawai‘i

Bich Thi Ngoc Nguyen, Department of Research and International Affairs at the University of Education, Vietnam National University-Hanoi
Honolulu and Hanoi: An ethnographic study of supports and challenges to international partnership agreement implementation during the first two years

Proctor: Judith Olson

Kamehameha Room - Global Citizenship Theme

Gary Shaw, Department of Education and Early Childhood Development, Australia
Lessons from Victoria about internationalizing education and global citizenship

Helen O. Au, Curriculum Research & Development Group, College of Education, University of Hawai‘i at Mānoa
United States’ one trillion dollars student loan debts: Finding local and global solutions

Proctor: Lori Ward

Sarimanok Room - Pathways/Curriculum Themes

Faalogo Teleuli Mafoa, National University of Samoa
Status of entrepreneurship and financial education curriculum and teachers’ views

Faamoemoe Soti, National University of Samoa
Professional development of teachers in teaching Food & Textiles Technology in secondary schools in Samoa

Proctor: Carol Mutch
PRESENTATION SESSION II

Kaniela Room - Teacher Education Theme

Proctor: Carol Mutch

Geoffrey Mills, Southern Oregon University
The complexities of conducting and leading action research

Kanesa Duncan Seraphin, Joanna Philippoff, Lauren Kaupp and Lisa M. Vallin, Curriculum Research & Development Group, College of Education, University of Hawai‘i at Mānoa
Metacognition as means to increase the effectiveness of inquiry-based science education

Pacific Room – Curriculum Theme

Proctor: Francis M. Pottenger, III

Maureen Andrade, Utah Valley University
English language learning by distance: Curricular perspectives on developing self-regulated learners in an international context

Hanan Aldurayb and Jane Liu, Eastern Washington University
Using the branching story approach to motivate students’ reading interest

Kamehameha Room – Global Citizenship Theme

Proctor: Lori Ward

Hui-Jane Yang, I-Shou University
The study of using social networking site: Facebook and its effects on college students’ academic outcomes and psychological well-being

Alexis Siteine and Tanya Samu, The University of Auckland
What does a global citizen need to know? Reflections on the nature of knowledge in a social studies curriculum

Sarimanok Room – Pathways/Curriculum Themes

Proctor: Bridget O’Regan

Laura Ortiz Camargo, Universidad Pedagógica Nacional, Mexico
Analysis regarding academic knowledge learned by university students during their years at school

Nicholas Huntington, Ako Aotearoa
‘Lifting our game’: Successful pathways for foundational learners

Keoni Room

Annual General Membership Meeting
PRESENTATION SESSION III  

Wednesday, June 5  
10:15–11:15 a.m.

Asia Room – Teacher Education Theme  
Proctor: Barbara Shin

Sandra Darling, Learning Bridges, Arizona  
Validated teacher effectiveness assessment correlated to student outcomes – Implications for teacher education

Yangsook Kil, Kangwon National University  
Prevalence and significance of problems encountered by the teachers: Differences upon location of school

Pacific Room – Curriculum Theme  
Proctor: Helen Au

Justin Heard, Touro University California  
Fostering innovative and digital leadership in a K-12 administrator preparation program

Han Nee Chong, Hawaii Pacific University  
The use of Wikis as learning tools for collaborative writing in an undergraduate intercultural communication course

Kaniela Room – Global Citizenship Theme  
Proctor: Bridget O’Regan

Carol Mutch, Colin MacDougall, Lisa Gibbs and Peter O’Connor, The University of Auckland  
Researching the citizen child in crisis contexts

John Gore, Education Consultant, Australia  
Rape on the bus: Issues in the education of girls in India

Sarimanok Room – STEAM Theme  
Proctor: Lauren Kaupp

Neil Scott, Raemi Tokuhama, John Yeh, Carmela Minaya, Christine Antolos, and Thanh Truc Nguyen,  
Curriculum Research & Development Group, College of Education, University of Hawai’i at Mānoa  
The Makery: Empowering people to make the things they need

Jonathan Fritzler and Jon Shear, Education Energy  
Education energy: A renewable resource
PRESENTATION SESSION IV

Wednesday, June 5
12:30–1:30 p.m.

Asia Room – Teacher Education Theme

Proctor: Carol Mutch

YOUNGHEE M. KIM and WILLIAM GREENE, Southern Oregon University
Teaching and learning from within: Starting with the soul in teacher preparation

ERIC RACKLEY and COLLEEN TANO, Brigham Young University-Hawaii
“Help me understand the class”: Teaching culturally diverse teacher candidates

Pacific Room – Curriculum Theme

Proctor: Francis M. Pottenger, III

MASAHIRO ARIMOTO, Tohoku University
HIROMI ISHIMORI, Sendai Higashi High School
School based curriculum initiatives for sustainability – What Japan can offer after the great Tohoku disaster

SUZANNE ACORD, Mid-Pacific Institute
Student and teacher perceptions of a one-to-one iPad policy in a Honolulu social studies classroom

Kaniela Room – Global Citizenship Theme

Proctor: Lori Ward

JIWON KIM and KANG-YI LEE, University of Wisconsin-Madison
The mediating effect of social support in the relationship between mother’s parental involvement and immigrant children’s school readiness in South Korea

LI-HUA CHEN, WEI-LING YEN, WEN-TING WU, JUN-YI TSAI, and TZENG-LUNG PERNG, Taipei Municipal University of Education
Preparing teachers with internationalization consciousness via a program of educational voluntary service in Sri Lanka

Sarimanok Room – STEAM Theme

Proctor: Barbara Shin

JOHN BYOUNG-JIK KANG, Cheongju National University of Education, Korea
Epistemological reflection on the role of arts in STEAM

JAMIE SIMPSON STEELE and LORI FULTON, College of Education, University of Hawai‘i at Mānoa
Scientists are artists: A framework for merging processes in the arts and sciences
PRESENTATION SESSION V

Wednesday, June 5
1:45–2:45 p.m.

Asia Room – Teacher Education Theme

Proctor: Steve Thorpe

John King, Southern Oregon University
Teacher education and teacher professionalism: Tensions, contradictions and possibilities

Manutai Leaupepe, The University of Auckland
Conversations between student teachers and young children: Understanding notions of social sciences education through young children’s play

Pacific Room – Curriculum Theme

Proctor: Lauren Kaupp

Meaola Amituanai-Toloa and Rosi Fitzpatrick, Woolf Fisher Research Centre, The University of Auckland
What does teaching in Samoan bilingual classrooms look like? Observations as evidence-based from a New Zealand professional learning and development perspective

Paul Beumelburg, Massey University, New Zealand
Education as sustainable development: Transformative education on Mangaia in the Cook Islands

Kaniela Room – Global Citizenship Theme

Proctor: Helen Au

Lauren K. Mark and Thanh Truc T. Nguyen, Curriculum Research & Development Group, College of Education, University of Hawai‘i at Mānoa
Digital Citizenship: Molding effective, responsible, and ethical citizens in a changing society

Deborah Summers and Paula M. Selvester, California State University, Chico
Socially responsible pedagogy: An approach to preparing global citizens

Sarimanok Room – STEAM Theme

Proctor: George Harrison

Richard Jones, University of Hawai‘i–West Oahu
Giving creativity a chance

Megan Farnsworth, Southern Oregon University
Can art reduce teacher talk?
CONFERENCE PROGRAM

PRESENTATION SESSION VI

Thursday, June 6
10:15–11:15 a.m.

Asia Room – Teacher Education Theme  
Proctor: George Harrison

Bridget O’Regan, Ako Aotearoa  
Measuring and enhancing the outcomes of research projects: A systematic approach

Diane Mara, The University of Auckland  
Disrupting the discourse of homogeneity imposed on Pasifika student teachers

Pacific Room – Curriculum Theme  
Proctor: Kathleen Berg

Shiowlan Doong, National Taiwan Normal University  
Social studies teachers’ perspectives on reading comprehension instruction in Taipei’s junior high schools

Jing-Shun You, Li-Hua Chen, and Pao-jin Chan, Taipei Municipal University of Education  
A study on map design quality in junior high school social studies textbooks

Kaniela Room – Global Citizenship Theme  
Proctor: Hugh Dunn

José Ernesto Rangel Delgado, Universidad de Colima  
Human resources development in Mexico: Policy, ethnicity & curriculum in higher education institutions

Youngran Hong, Korean Educational Development Institute  
The research on the democratic citizenship of the Korean youth: An international comparison

Sarimanok Room – Curriculum Theme  
Proctor: Carol Mutch

Lauren Kaupp, Joanna Philippoff, and Kanesa Duncan Seraphin, Curriculum Research & Development Group, College of Education, University of Hawai‘i at Mānoa  
Exploring our fluid earth: An inquiry-based aquatic science curriculum

Tanya Samu, The University of Auckland  
Reclaiming the pinnacles: Curriculum design and implementation in Nauru
PRESENTATION SESSION VII
Thursday, June 6
12:30–1:30 p.m.

Asia Room – Teacher Education Theme

Proctor: George Harrison

Suzanne Acord, Mid-Pacific Institute
The implications of No Child Left Behind for teachers in Yap, Micronesia
Tasha Wyatt and Chen Ju Lin, Center for Research on Education, Diversity & Excellence (CREDE), University of Hawai’i at Mānoa
Lesson plans as an assessment tool: Studying the effects of professional development

Pacific Room – Curriculum Theme

Proctor: Judith Olson

Chia-Hsun Chu and Shiowlan Doong, National Taiwan Normal University
Portraying the rainbow in mind: Teacher’s curricular consciousness on LGBT education
Seiuli Sauni, The University of Auckland
Let’s talk about men: Samoan male teachers in early childhood education

Kaniela Room – Teacher Education Theme

Proctor: Steve Thorpe

Michael Rousell and Erin Wilder, Southern Oregon University
Teacher as influence agent
Meghan Whitfield, University of Hawai’i at Mānoa
Learning to (teach) write: Decentered professional development for writing instruction

Sarimanok Room – Curriculum Theme

Proctor: Hugh Dunn

Sara Podlewski and Norma Jean Stodden, University of Hawai’i, Center on Disability Studies
Kākau Mea Nui (Writing Matters) — A comprehensive K–8 writing program
Greg Burnett and G.I. Lingam, University of Otago
Constructing urban Fijian childhood through approaches to language and literacy teaching
PRESENTATION SESSION VIII

Thursday, June 6
1:45–2:45 p.m.

Asia Room – Teacher Education Theme
Proctor: Steve Thorpe

Jo-Anne Lau-Smith, William Greene, John King, and Younghee Kim, Southern Oregon University
Identity and integrity of the teacher: Use of core reflection in secondary teacher development
Nolan Malone and Richard C. Seder, McREL's Pacific Center for Changing the Odds
Transforming systems through educator-community-researcher alliances

Pacific Room – Curriculum Theme
Proctor: Lori Fulton

Penelope Serow, University of New England
Mathematics curriculum transformation in the Republic of Nauru: Longitudinal lens on teachers’ perspectives
Melfried Olson, Hannah Slovin, Judith Olson, Fay Zenigami, and Linda Venenciano, Curriculum Research & Development Group, College of Education, University of Hawai‘i at Mānoa
Designing a curriculum to support at-risk Algebra I students

Kaniela Room – Global Citizenship/Teacher Education Themes
Proctor: Helen Au

Jon Sunderland, Masa Kawai, John Traynor, Hiromi Takai, and Tomoko Terai, Gonzaga University and Mukogawa Women’s University
A comparison of Japanese and American elementary and middle school students’ perceptions of academic and social issues
Cresentia F. Koya Vaka‘uta, University of the South Pacific
The postgraduate experience as liminal space: Pedagogical reflections on the application of assessment for learning at the University of the South Pacific

Sarimanok Room – Curriculum Theme
Proctor: Kathleen Berg

Miki K. Tomita and Aaron Levine, Phi Delta Kappa Hawai‘i
School peace gardens: Sustainability education, global citizenship, and stewardship of island Earth
Francis M. Pottenger, III, Curriculum Research & Development Group, College of Education, University of Hawai‘i at Mānoa
Toward a comprehensive, articulated, liberal arts, inquiry-based curriculum
LUNCHES AND DINNERs

Monday, June 3

Pupus—The Villa at Aloha Tower

- Vegetable platter with ranch dip
- Soybeans
- Gyoza
- Fried calamari
- Chicken karaage
- Spring rolls
- California rolls
- New York steak pupu style
- Rice
- Beer, wine, soda, juice, water

Tuesday, June 4

Lunch—by Michi’s Cooking Fresh for You

- Farfalle (bowtie) pasta with creamy porcini mushroom & parmesan cheese sauce
- Baked chicken breast with teri glaze and fresh pineapple salsa
- Seared steak with basil pesto sauce
- Michi’s Waldorf salad
- Fresh fruit platter
- Canned drinks or bottled water

Wednesday, June 5

Lunch—by Kahai Kitchen

Pre-selected choice with one canned soda, bottled water, or canned juice

1. Paniolo burger: Cajun spiced charbroiled 1/2 lb burger glazed with guava bbq sauce with caramalized onions bacon cheese and bbq fries
2. Pan roasted mahimahi with tomato and bacon vinaigrette
3. Braised boneless short ribs with aromatic vegetables served on risotto with a rich demiglace
4. Pulehu chicken combo with Okinawan sweet potato and kalua pig mini cakes
5. Quinoa with roasted vegetables served with house made hummus and naan bread

Thursday, June 6

Lunch—by Yama’s Fish Market

- Chicken and vegetarian laulau
- Grilled ahi
- Kalua pig
- Tofu stir fry
- Spicy ahi won tons
- Garden salad, white rice, brown rice
- Haupia and strawberry sensation jello
- Plantation iced tea and water

Dinner—Kā’i’kena Laau’e at Kapiolani Community College

- Hawaiian caesar salad
- Garden crudite
- Garlic smashed potato
- Chow mein
- Iced tea, hot tea, Kona coffee, decaffeinated coffee
- Roasted Kona coffee marinated boneless porkloin with mushroom ragout
- Stuffed chicken roulade with supreme sauce
- Steamed monkfish chinatown
- Taro bread pudding with haupia glaze
- Bananas foster topped cheesecake slices
- Selection of wines and soft drinks
SHARING PERSPECTIVES – INTERNATIONAL CONVERSATIONS ABOUT EDUCATION:
RECURRING THEMES IN PCC

PRESENTATION SESSIONS I-II
on June 4, 2013

**Teacher Education**
Empowering future teachers to excel by discussing approaches, techniques, outcomes, and challenges

**Curriculum**
Sharing ideas and experiences with curricular models and approaches as influenced by politics, diversity, disciplinary subject areas, and other factors

**Pathways**
Considering the outcomes of compulsory education and expectations for post compulsory education

**Global Citizenship**
Reflecting on the nature of global understanding and awareness and the functioning of citizens in an increasingly global society
KEEGER EDUCATION THEME

K-12 teachers’ perceptions about social media integration into instruction in Saudi Arabia

Hamdan Alamri and Jane Liu
Eastern Washington University
United States

Keywords: instructional technology, social media, teacher education, survey

In this presentation we will share the results of a survey study regarding the status of social media use among K-12 teachers in the Kingdom of Saudi Arabia. We will also identify Saudi teachers’ perceptions on integrating social media technology in their instruction. During our presentation, we would like to have a dialogue with the audience to discuss ideas of how to increase technology usage among in-service teachers and to reduce the generational gap between teachers and students of the 21st century.

The Saudi society is growing with a wide application of social media because of the increased Internet access throughout the country. The Ministry of Education in Saudi Arabia is developing programs to support technology use in schools. In response to the country's development, this study was designed. A survey study was conducted to answer four essential questions:

1. What are Saudi teachers' perceptions on social media use in instruction?
2. What are the benefits of social media integration into a classroom perceived by Saudi teachers?
3. To what extent have Saudi teachers used social media in their instruction?
4. What are the challenges when using social media in the Saudi’s K-12 classrooms?

Social media is defined as “a group of Internet-based applications that build on the ideological and technological foundations that allow the creation and exchange of user generated content” (Haenlein & Kaplan, 2010, p. 61). Social media is a general term that includes social network sites, podcasts, wikis, blogs, social bookmarking sites, forums, and microblogs. We posit that applying social media into instruction can have positive benefits in the improvement of student and teacher performance. Many educators attempt to develop solutions to enhance teacher performance and student learning. Using social media in learning environments has been viewed as one of the solutions to the challenges of teaching and learning in the 21st century. Social media has been found to be a motivational tool that offers students opportunities for engagement and interaction (Finamore et al., 2012). It can promote student engagement in instruction (Johnny, 2011), as well as structured collaboration (Tomaszewski, 2012). In addition, social media sites can create new learning environments, help students with self-directed learning, encourage commitment to common goals and values, and increase confidence in one’s own action and skills (Torp & Myllylä, 2010). Many teachers from K-12 schools to college settings have evolved to integrate social media tools in their classrooms. At the same time, challenges in applying social media have been addressed in literature, such as concerns with privacy and trust, distraction from formal instruction, cyberbullying and abuses, etc (Bahadur, 2010; Lederer, 2012).

A total of 306 teachers from four metropolitan areas of Saudi Arabia participated in this study. The researchers used SPSS to conduct descriptive and chi-square analyses. The results revealed the findings in relation to the participants’ demographics, including teacher’s educational level, gender, years of teaching experience, subject(s) each participant teaches, and frequencies of using social media sites in their daily lives and in the classrooms.

There was no statistical significant difference identified between the senior and junior teachers about social media use and their perceived benefits in instruction. However, the teachers teaching at different grade levels held different perceptions. The participants with more advanced educational degrees were more favorable toward social media use in instruction. Also, the years in which the participants used social media, whether for personal or instructional purposes, made a difference on their perceptions.

The findings also showed that a significant number of the participants were worried about students’ privacy and cyber-bullying when using social media in instruction. The unique finding in this study was that parents were listed as the number one challenge that the teachers had to face when using social media sites in their instruction. Some other challenges were also generated from the responses, such as little/no Internet access to social media sites or limited computers. The findings of this study are consistent with some of the previous studies conducted in different countries (Almekhlafi & Almeqadi, 2010; Collin et al., 2011; Finamore, 2012; Liu & McCombs, 2011; Torp & Myllylä, 2010). However, the study also yielded some unique results due to Saudi Arabia’s own culture and society.
Keywords: teachers’ perception, initial training, professional development, classroom behaviour management, inclusive education

Teachers who perceive that classroom behavior management (cbm) is difficult, are more likely to leave the education system than those who consider they are able to effectively manage classroom behavior (Kaufman & Moss, 2010; Martin, Linfoot & Stephenson; 1999). Therefore it is paramount to hear the voices of teachers so that adequate training and support in this area can be planned to help lower the risk of stress and burnout of the teachers. This study will explore the perceptions of primary and secondary teachers (in Samoa and New Zealand) about their initial years of teaching (1-5 years) in terms of their preparedness and practices towards classroom behaviour management. I will be exploring teachers’ views in both cultural contexts of their classroom management strategies and interview them further on their perceptions.

The research will be based on a qualitative, phenomenological oriented research approach with focus groups, reflective journals and semi structured interviews to gather information from participants which will formulate themes and generalisation that can help teachers in both countries with regards to classroom behaviour management.

The significance of this study is to contribute to the growing literature in education towards classroom behaviour management, teacher training and professional development.

The findings will benefit the students, teachers, policy makers and education administration in both Samoa and New Zealand at both local and international level and will promote the understanding that a supportive learning environment with a more holistic approach to teaching in order to appreciate teacher stress and burnout.

Furthermore, it will shed a more positive approach to teaching and provide indicators to boost teacher motivation (intrinsic and extrinsic) through professional development and on-going training. Lastly, research findings will contribute to building a stronger waka (canoe) for educators in the Pacific Circle consortium by gaining an improved understanding of effective behaviour management practices that lead to better student outcomes and promote successful inclusion of all children and young persons.
CURRICULUM THEME

Why so different? A comparative study of curriculum for early childhood education between the United States and Japan

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Japan

Keywords: curriculum for early childhood education, school readiness, preschool, learning gap

The answers to the questions “From what age should preschool start and what the curricular emphasis should be?” might influence children’s lives, as well as their futures. This question is deeply related with equity and equality in education, for quality early education can matter for later achievements and opportunities. Under the growing interest on early childhood education, reforms have been in progress in both Japan and in the United States (focus on California and Massachusetts in this paper). With the tensions over “time” and “structure” in mind, this paper aims at interpreting the different curriculum approaches on early childhood education by comparing the curriculum framework for preschools, and through observations of real practices in both countries.

Early childhood curriculum in the United States and Japan is faced with two tensions. One is between care and education, and the other related to the age in which academic content should start. They are closely related. Japan has been trying to unify care and education by creating early childhood institutions, which have functions of both nursery school and kindergarten, and putting them under the control of one governmental department. In Japan, nursery schools (ages 0-5/6) whose emphasis is in care, and Kindergartens (ages 3-5/6) whose emphasis is on education, are under the control of different governmental departments. Reform is taking place, yet has been slowly confronted with resistance.

In the United States, the movement for universal preschool has been in progress. In Massachusetts, for example, the Department for Early Care and Education was created, which enabled funding, licensing, and curriculum guidelines for preschool educators (before kindergarten) to be authorized by one state department. The age when the academic learning starts in Japan is after entering elementary school, as opposed to the age of 3 or 4 before entering kindergarten in the United States. The “Preschool for All” movement in the United States, places the pressure for educators to teach academic content to prepare children for primary school. Linguistic readiness is particularly concentrated on in California.

Through the comparison of curriculum frameworks, notable differences were found in the central concept of school readiness. Japanese curriculum framework emphasized cultivating children's attitudes to make the learning of various activities enjoyable. In the United States, emphasis is stronger in readiness for academic study such as literacy and numeracy. This implies that the ideas of what will be the solid bases for future learning are different. As a method, Japanese curriculum suggests a comprehensive approach to teaching without compartmentalizing learning areas. Individual subject teaching starts at the first grade of elementary school, whereas in the United States, the subject approach is taken at even earlier years, where the elements of competencies expected in language and mathematics are more precise. In Massachusetts, for example, there is the curriculum framework for mathematics from pre-Kindergarten to grade 12. For the curriculum approach, the United States is more “research” based, whereas Japan could be expressed more “accumulated experience” based.

Why do these differences exist? One possible position is that differences in social situations have to do with the differences of concepts and structures of curriculum. In the United States, the federal government has long been exerting a lot of energy and money to overcome the learning gap of minorities and disadvantaged children who are likely to have language disadvantages. In Japan, the learning gap among young children is not much talked about among policy makers and educators, although it is likely to exist. In fact, there is a claim and sentiment for the same experience for all children regardless of socio-economic status even more at an early age. In addition, children with limited Japanese are very small in number, and even when they are economically disadvantaged, parents can teach basic reading and writing at home, as perhaps most of middle class parents in the United States do. As concluding remarks, the author would like to propose to look at curriculum structure as double layers assisted by the unwritten (not hidden) curriculum developed at home.
Honolulu and Hanoi: An ethnographic study of supports and challenges to international partnership agreement implementation during the first two years

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Keywords: international partnership, MOU, directors of international programs

This paper examines preliminary findings on supports and challenges to implementation of international partnership agreement MOU (Memorandum of Understanding) during the first two years by directors of international programs of education units located respectively in the U.S. (COE) and in Vietnam (UOE). Our research examines roles and responsibilities of directors of international programs in higher education at the college and university-level. We examine the organizational structures in which we work to determine how these can support or pose challenges to international partnership activities. We consider the internal and external social, political, and economic influences that affect international collaboration efforts. The study documents chronological developments using ethnographic narrative from the American COE International and Special Programs Director, who uses Force Field Analysis Theory, a western theoretical framework as a lens. The Vietnamese UOE International and Research Director responds to the western narrative of sense-making and interpretation by using a Vietnamese theoretical framework as her lens. Our objective is to document supports and challenges to implementation of an international partnership agreement and we have added the use of American and Asian theoretical frameworks in our narratives as a means for the audience to appreciate the cultural complexities involved in our professional work.

In May 2012 the College of Education, University of Hawai‘i at Mānoa (COE) and University of Education, Vietnam National University-Hanoi (UOE), signed a memorandum of understanding with the intent to examine ways in which both institutions could collaborate to enhance each other's academic, research, and service endeavors.

International partnership and collaboration at the university-level is not new. It is usually initiated between faculty and/or staff members who share academic and research interests. In the 21st century it is common place for universities to enter into international partnerships with the objective of encouraging collaboration among faculty, students, and administrators in the areas of academia, research, and service. This is taking place in a global environment of decreased government funding to public institutions and with the institutional anticipation that shared resources can result in the creation of new knowledge and/or strengthen programs of the partnership institutions.

This study is designed as an ethnography that uses narrative from the directors of international programs in their work with the faculty, staff, and college leaders. We examine social, political, and economic influences to produce a double portrait from an Asian and an American perspective. Earlier work by Chock (2008) identified that university professionals play a critical role in transforming the campus in the areas of institutional support (administration, fiscal, budget, information technology, health and safety), research, student affairs, and academic affairs. These employees have become more integral to the organization's effectiveness as public universities have flattened organizationally. This study continues this research agenda by examining the role and responsibilities of directors of international programs and the supports and challenges they encounter in the implementation of international partnership collaboration. The findings from this study will contribute to greater understanding of supports and challenges to globalization partnership efforts taking place within higher education.
GLOBAL CITIZENSHIP THEME

Lessons from Victoria about internationalizing education and global citizenship

Gary Shaw
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Australia

Keywords: Global citizenship, internationalizing education, intercultural understanding youth agency

This presentation will provide an overview of policy and program initiatives used by Department of Education and Early Childhood Development (DEECD) in the state of Victoria, Australia to promote global citizenship and to internationalize education more broadly.

Victoria is the second most populated state in Australia with just over 5.5 million who derive from nearly 200 nations, speaks 180 languages follows more than 116 religions and where just on a quarter were born overseas. In response to such diversity Victoria has pursued an overtly multicultural policy agenda with the view to promote social cohesion and build human and social capital.

In education there has been a strong focus on multicultural education for many years and most recently this has been expanded through the intersection of citizenship, global awareness and intercultural understanding. Many Victorian schools are already internationally engaged and or have embraced the notion of global citizenship. More than 40% offer the International Student Program and over 35% have a formal sister school relationship. A handful of exchange and immersion programs and overseas learning experiences, as well as the use of ICT to connect students to other countries characterise students’ experience.

Progress however towards national and state education goals for the participation of young people in Australian civic life, to communicate across cultures and to be responsible global citizens has been patchy. Global citizenship is a slippery concept and can be easily excluded from busy curricula seeking a competitive international edge in literacy and numeracy.

A new Australian curriculum is currently being developed and implemented for schools and offers a unique opportunity to articulate the skills, knowledge and competencies for living and working in a global context.

A new vision for internationalising education is also being developed for Victorian schools and promises to provide direction for both the state education system and schools.

The presentation will include an analysis of the current education landscape in Victoria as it relates to internationalizing education and global citizenship. I will focus on what has been learned, particularly from:

- curriculum for an internationalising education agenda
- citizenship programs and events promoting youth agency
- whole school and multi-level approaches that promote sister school relationships, language learning, overseas learning experiences for students and teachers and enhance collaborative international partnerships
- Studies of Asia programs that have built and sustained leadership commitment
- research into intercultural understanding in primary and secondary schools

As a PhD candidate with Deakin University I may also be able to draw upon my study into how schools use agency to build intercultural understanding and culturally aware global citizens.
GLOBAL CITIZENSHIP THEME

United States’ one trillion dollars student loan debts: Finding local and global solutions

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Keywords: loans, financial aid, debts, cost, affordability, finance higher education

The significant benefits for adults who possess postsecondary education have been well documented in the past century around the globe. According to the National Center for Educational Statistics (NCES), young adults with at least a bachelor’s degree earn significantly more and have more social benefits than those with less education (Planty et al., 2007). Aside from the individual benefits, higher education has been identified as an increasingly essential component of the United States’ economic and social well-being. U.S. federal and state governments have called for major increases in educational attainment, both to compete with other countries and to decrease the participation and graduation gaps between minority students and their more affluent peers. However, many challenges exist for young adults attempting to reach these goals, not only in terms of academic preparation, college readiness, and institutional capacity, but also in finding solutions to overcome the financial barriers created by the rising college prices and stagnating family incomes, which have been exacerbated by the recent sluggish economy.

How is United States keeping up with the higher educational promise that was initiated in the era of GI Bill and flourished through the 1960s? Education in society is supposed to promote social justice and be the great equalizer. It is supposed to be an investment in human capital. But when the cost of education becomes more of a burden than a benefit during and after college, it becomes a social problem. Increases in tuition at both public and private four-year institutions in the United States have exceeded the rate of inflation in every year from 1980 to the present (The College Board, 1997; Lewis, 1989). Federal need-based grant aid has declined substantially since 1980 (The College Board, 2000; St. John, 1994). College costs have risen faster than federal student aid since that time (The College Board, 2000). Over the decade from 2001 to 2011, published tuition and fees at public two-year and four-year colleges and universities increased an average of 90%, whereas for non-profit and for profit private institutions, the tuition and fees have increased an average of 61% (U.S. National Center for Educational Statistics, 2012).

According to a College Board report (2009), 66% of bachelor’s degree recipients graduated with debt, including 62% who had federal loans and 33% who had borrowed from nonfederal sources in 2007–2008. Within these rates, much larger fraction of graduates from for-profit institutions relied on private loans. “Student loan defaults doubled since 2005; half of those defaults are from the for-profit schools” (Cohn, 2010, December 21). Loans represented 76% and grants just 23% of all federal student aid available in 2011 (U.S. National Center for Educational Statistics, 2012). The volume of both federal and private loans used for financing college has grown faster over the last decade than spending on federal, state, or institutional grants (The College Board, 2007). According to FinAid (2012), outstanding U.S. federal student loan debt reached approximately $665 billion and private student loan debt reached approximately $168 billion in 2010, for a total outstanding student loan debt of $833 billion. Total student loan debt is increasing at a rate of about $2,853.88 per second. At the close of 2012, U.S. student loan debt topped one trillion dollars and except for mortgage loans, it even beat out credit card debt as the second highest form of consumer debt (Consumer Financial Protection Bureau, 2013).

The drastic erosion of federal student aid grant programs has limited the ability of states to ensure the financial affordability of higher education for their citizens. In order for policymakers as well as students and their families to have more options for financing higher education, more innovative local and global financial aid programs are needed to diminish the high tuition and high loan trend in the United States. The purpose of this study is to create greater awareness of some of the implications of the current financial aid programs and to encourage new policy formation for affordable higher education and creative financial aid programs. Case studies will be used to answer the two research questions: 1) What can be done at the state and federal levels to offer more grant and scholarship programs to finance higher education in the United States? And 2) How to identify countries that are successful in offering affordable higher education and effective financial aid programs and what could United States learn from them?
CURRICULUM THEME

Status of entrepreneurship and financial education curriculum and teachers’ views

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National University of Samoa
Samoa

Keywords: entrepreneurship, financial education, teachers, Samoa

According to Iyeke and Okoro (2004), and Amaewhule and Okwuanaso (2004) like any new educational programme, successful implementation of the Business Studies curriculum at the junior secondary school depends on the availability of necessary equipment and materials as well as competent teachers (as cited in Okoro 2011). Using that perspective, this presentation turns its lens to the current status of entrepreneurship and financial education curriculum in Samoa. Looking back to the early 1990s, the Commercial Studies syllabus (accounting and economics) was first introduced as a vocational subject to school curriculum. Ten years later, a new Business Studies Curriculum was reviewed, developed and implemented. However, it again only focused on accounting and economics (Western Samoa Curriculum Overview Document, 1998).

In 2008, members of a New Zealand Project called the Entrepreneurship and Financial Education Curriculum (EFEC) were looking to introduce and insert two more components (finance and entrepreneurship) into the Business Studies curriculum. The purpose of the project was to develop and integrate EFEC into the school curriculum and create frameworks of EFEC for integrated learning within the national government’s education ministries and teacher training colleges. In 2008, four schools were selected to be pilot schools (three rural and one urban) to test the curriculum with the intention of being complete in 2009 (MESC 2006 Strategic Policies and Plan).

As stated previously, the aim of this study was to investigate the current status of the entrepreneurship and financial education curriculum in Samoa with its four distinct disciplines – accounting, economics, finance and entrepreneurship. However, the study also recognises teachers’ views as critical.

The importance of qualified teachers in an educational programme cannot be overemphasized. Osu (1988) and Anadi (1992) noted that the strength of an educational system must largely depend on the qualities of its teachers (as cited in Okoro 2011) Gilbert (1993) also stated that teachers have a powerful influence upon the implementation of new curriculum (as cited in McGee 1997). Therefore, a second aim of this study is to understand teachers’ views on the reviewed Business Studies Curriculum in secondary schools.

In this study, data was collected through semi-structured interviews of the Principal Executive Officer at the Curriculum Materials & Assessment Division, a former Business Studies Advisor who is now working in the Samoa Qualifications Authority and teachers in the pilot schools. The research questions during the interviews included the following:

1. What new curriculum materials have now been designed to teach Business Studies?
2. Are these curriculum materials available now for the schools?
3. Are there any new strands for finance and entrepreneurship components?
4. What is the current status of the financial and entrepreneurship curriculum after the pilot?
5. How useful would these materials be in delivering the Business Studies curriculum?
6. What support materials are recommended to assist teachers in teaching Business Studies?
7. How well do teachers implement the written curriculum covering two more components?

Thus, this data will be analyzed then feedback on its current status would be forwarded to the ministry of education to see whether there are any recommendations for the next step.
Professional development of teachers in teaching Food & Textiles Technology in secondary schools in Samoa

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Keywords: food and textiles technology, professional development, teachers, Samoa

In the historical lifelong process of Food and Textiles Technology (FTT) as a vocational subject in Samoa, vocational education is a significant component and makes a positive contribution to human resources as well as national development. Through providing a vocational education, FTT has a direct relationship to the preparation of individuals not just for employment, but also for self-reliance and citizenship. In this presentation, the history of FTT will be shared as well as an argument that professional development of teachers is essential and critical.

Background

FTT can be traced back to the early 1970s when a research study conducted by Home Economics teachers in Samoa led towards a changed name to Food and Textiles Technology in secondary schools. This change was a result of a low number of students enrolling in Home Economics classes. The Ministry of Education Sports and Culture (MESC) in particular, did not strengthen policies to encourage a vocational education system, but stressed only the education for academic and core subjects. Furthermore, the MESC did not properly address the problems of the early school leavers due to formal academic education, nor did they initiate alternative programmes for the school leavers who were left unemployed or under-employed.

Prior to the 1980s, the development of Samoan secondary schools curriculum became stronger with assistance from outside aid funding agencies. Both core and vocational subjects were developed (Petana – Ioka, 1993). Home Economics was included in the major Regional Vocational Curriculum Project funded by UNESCO (Thaman,1993). While the new curriculum was a positive move for the education system in Samoa, as a small developing nation, Samoa has limited resources. Though curricular development received positive momentum, some schools could not take advantage of it because of poor quality classrooms with very little or no equipment. On the other hand, some schools applied to overseas donors for funding to equip classrooms and could implement the curriculum successfully.

Through the assistance granted by the World Bank (1992), the successful education in vocational subjects like FTT was an important part of the educational system in Samoa. In FTT students gained skills to increase employment prospects particularly for school leavers who could then take part in the social and economic development of the country. Creating a strong FTT curriculum and other vocational subjects would assist with the challenges facing parents and teachers to ensure that students emerge from school with a strong commitment to the community and to living a productive life. This approach encouraged the Ministry of Education to promote the professional development of teachers in vocational subjects like FTT.

Professional Development of FTT Teachers

Professional development had a central and pivotal role in the teaching of FTT. However, it was noted that insufficient professional development had occurred, it was not ongoing, the quality varied, and not all teachers participated in the Professional Development programmes. Teacher knowledge, skill, understanding, and behaviour in curriculum areas are important since teachers can arguably make a difference as powerful change agents (Hattie, 2009) and are channels to improved student outcomes (Fullan, 1998). Yet, there is also the need for teachers (and students) to understand the link between theory and practice (Smith & Lovat, 1991). It is therefore important in the teaching and learning of the FTT curriculum that the research skills, knowledge, and practical skills should be properly taught to motivate the learners to achieve interest in learning.

Professional development should be primarily school focused and embedded in the job of teaching. As Fullan (1998) indicated, to create these conditions to support teacher learning and development, teachers must hold their discussions within their school context and discussions need to occur over a sustained period of time. Effective professional development requires groups of teachers to work actively and collaboratively together (Stoll, 2000) and developments in FTT need to be planned for this to occur. The mentoring occurring in one of the schools was a positive development. However, an important strategic approach needs to be adopted including planning before, during and after training with attention given to specific transfer strategies, motivating the teacher to transfer, and ensuring there is support for the FTT teacher on return to the teaching setting (McDonald, 2010).

It is also important to note that the teaching and learning of FTT will only be successful if administrators and educators alike are adequately prepared with the skills, knowledge, and positive attitudes associated with FTT. Therefore, training and workshops for FTT teachers and principals should not only emphasize skills and knowledge, but develop a positive predisposition towards the subject and guide students towards careers that could support families and promote economic growth. Therefore, collaborative and collective professional development by teachers will improve their skills and capacities to teach the FTT curriculum in schools effectively.
West (1994) concluded that teacher professional development is the bridge that links whole-school improvement with the changes in teaching practices that are fundamental to improved student learning. Similarly, Fullan (1994) cited evidence through case studies of improvements in student reading abilities caused by highly focused and carefully designed programs of staff development. In light of emerging evidence, the relationships between teacher and student learning is the fundamental issue to be addressed.

Conclusion

Good teachers know intuitively that teacher professional learning does make a difference to student learning and is central to any professional development of teachers. It is equally important to seek and describe the conditions that surround teacher professional development. By doing so, effective research can assist schools to a) be more selective when focusing their training and development on student learning needs, and b) develop new strategies to change teaching practices in the classroom.
The complexities of conducting and leading action research

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Keywords: action research, teacher education

The purpose of this paper is to discuss the complexities facing teacher educators, K-12 teachers, and preservice teachers as they conduct, and in some cases provide leadership for school-level, action research agendas. With global pressures to provide “world-leading” signature pedagogies in all classrooms at all times, teacher educators, teacher leaders, and classroom teachers are perpetually faced with challenges related to “effective practice” and the collection and analysis of valid evidence to support the implementation of new curriculum and teaching strategies.

This paper will discuss the complexities of conducting action research with a focus on the following topics:

* Digital research tools for the 21st Century that can be used by action researchers throughout each phase of the action research process.
* How to collect data that are valid, reliable and trustworthy and will stand up to the scrutiny of peer review.
* How to work collaboratively with like-minded colleagues on planning, conducting, and leading action research efforts in their own contexts.

Action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn (Mills, 2014). This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment (and on educational practices in general), and improving student outcomes and the lives of those involved.

The theoretical framework for this paper is based on Mills’ widely accepted Dialectic Action Research Spiral (Mills, 2014, p. 20) that engages teacher researchers in the following four-step process:

1. Identify an area of focus.
2. Collect data.
3. Analyze and interpret data.
4. Develop an action plan.

Mills (2014) provides many examples of the positive impact of the implementation of the dialectic action research spiral in classroom settings while at the same time raising challenges about effectively using digital research tools to enhance the action research process along with the challenges of conducting robust, trustworthy research that will withstand peer review. This paper’s discussion of the complexities and challenges of conducting action research contributes to our knowledge base about practitioner research at the preservice and inservice teacher levels.

Action research is largely about developing the professional disposition of teacher educators, teacher leaders, and teachers, that is, encouraging all stakeholders in the education enterprise to be continuous learners—in their classrooms and in their practice. Although action research is not a universal panacea for the intractability of educational reform, it is an important component of the professional disposition of teachers because it provides teachers with the opportunity to model for their students how knowledge is created.

Action research is also about incorporating into the daily teaching routine a reflective stance—the willingness to critically examine one’s teaching in order to improve or enhance it. It is about a commitment to the principle that as a teacher one is always distanced from the ideal but is striving toward it anyway—it’s the very nature of education! Action research significantly contributes to the professional stance that teachers adopt because it encourages them to examine the dynamics of their classrooms, ponder the actions and interactions of students, validate and challenge existing practices, and take risks in the process.

Participants in the session will have an opportunity to explore the complexities of conducting and leading action research efforts in their own contexts and to potentially explore collaborative, cross-cultural action research agendas.
Keywords: professional development, learning cycle, science education, inquiry

Inquiry-based science teaching has, at its foundation, the goal of producing students who are scientifically literate. In our view, one of the most important elements of scientific literacy is recognizing and participating in science as a discipline. A discipline of knowledge shares a common set of characteristics including a conceptual structure, a specialized language, and a set of beliefs. Science as a discipline has a unique, systematic process of knowledge generation used to inquire about the natural world. Scientifically literate students understand that science is not only a body of facts, but also a dynamic, knowledge-creation process involving scientific habits of mind such as critical analysis, curiosity, and inventiveness. This disciplinary view of science is, unfortunately, in direct contradiction to the way that science is typically taught and assessed, which contributes to students’ misconception that science is just a collection of facts.

Misconceptions about the scientific process are due in part to the misrepresentation of the discipline of science by teachers, whose understanding of science often does not include mastery of the scientific habits of mind considered necessary by science experts. This lack of preparation is not the fault of teachers; in the traditional teaching and learning of science, direct experience and confrontation of fixed epistemic beliefs often does not occur until the professional level, when scientists are at the forefront of knowledge extension. It is not until this point that many scientists fully understand how complex and uncertain knowledge is, how uncertain experts are, how much experts disagree, and how normal this uncertainty is. Therefore, teaching of scientific process skills can be especially difficult for secondary science teachers who lack experience conducting authentic scientific research. Because the incorporation of inquiry-based scientific practices and multidirectional knowledge construction in teaching is a complex endeavor that requires significant effort, practice, and attention, even teachers with adequate experience practicing scientific habits of mind in the context of science research can struggle to include scientific practices into their classroom teaching. For these reasons, secondary science teachers often adhere closely to the linear scientific method espoused in many science textbooks (i.e. question, hypothesis, experiment, results, conclusion). As a result, teachers tend to perpetuate the epistemic belief that scientific knowledge is generated in a single, fixed manner. Students, in turn, tend to believe that scientific knowledge is "fixed, unchanging, absolute truth" rather than a "dynamic entity that will continue to evolve over time". Correspondingly, students think the process of doing science is "memorizing procedures and formulas" to find a "single right answer". The end result is that students continue to struggle to navigate the scientific process effectively.

We believe that becoming more aware of their thinking will help both teachers and students to understand the complex nature of the scientific process and participate in the discipline of science. To effect this change, we have introduced metacognitive strategies in our teacher professional development (PD) courses as a way to help teachers bridge inquiry and pedagogy in the implementation of curriculum and content in the classroom. Our PD is grounded in the Teaching Science as Inquiry (TSI) pedagogical framework, which is centered on learning through authentic application of knowledge and skills, where students learn science by doing science as authentically as possible.

The TSI framework is designed to help teachers teach not only basic scientific concepts, but also the multidirectional process used to understand and refine those concepts over time. In TSI PD, teachers are taught to help students evaluate and decide which inquiry techniques to use during their investigations. To increase the effectiveness of the TSI framework, we investigated the scaffolding of metacognitive strategies over the course of the PD, beginning with explicit discussions of metacognition and building towards automatic, internalized practice of metacognition in both teachers and students. Explicit instruction in metacognitive strategies to teachers and their students appears to have increased the ability of both groups to become more aware of their observations, decisions, and thought processes needed to do and understand science. We argue that metacognition facilitates the process of teaching and learning science in a multidirectional, authentic way because it encourages students to become aware of their thinking process and mirror the behaviors of professional scientists.
English Language Learning by distance: Curricular perspectives on developing self-regulated learners in an international context

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Keywords: English language learners, distance education, self-regulated learning

Support systems for distance courses can help learners develop strategies that lead to more effective learning. These systems should be included in the course design. To enable learners to take more responsibility for their learning in a distance English language course, the course design model is based on three theories: transactional distance (Moore, 1972, 2007), language acquisition (Nation, 2001), and self-regulated learning (SRL) (Zimmerman & Risemberg, 1997).

Transactional distance between the learner and teacher varies with structure and dialogue (Moore, 1972, 2007). When levels of structure and dialogue are high, autonomy, or choice regarding study materials and methods of learning, is low. When structure and dialogue are low, learner autonomy is high. In the English language distance course, structure consists of pre-prepared course materials such as links on the home page to course components, calendars and assignment due dates, readings, instructions, media presentations, and overall course content. Dialogue involves interactions between the student and teacher and among students. It occurs through assignment feedback, e-mail, discussion boards, and technology-mediated real-time one-on-one tutoring. This aspect of the course also provides the interactivity and communicative practice necessary to language acquisition. As students engage in the course, and specifically the language learning tasks and SRL activities, they become more responsible for their learning and need less structure. Thus, their capacity for autonomy is increased. The teacher’s dialogue, or feedback, guides the learner in order to facilitate language learning and SRL development.

The course design model considers learners’ entering levels of language proficiency, self-regulation, and commitment to the course. Goals for the course are two-fold – to increase language proficiency and self-regulation. Using a diagnostic instrument, learners identify their strengths and weaknesses. They set goals and select from a choice of SRL activities, called “Manage Your Learning,” which are based on the six dimensions of SRL—motive, methods, time, physical environment, social environment, and performance. The latter dimension involves learner midterm and final self-reflection on their goals. Learners have autonomy, or choice, as they determine which activities will help them become better language learners. The activities support the development of English language reading, writing, listening, and speaking and as they simultaneously assist in the development of SRL skills. The outcome of the model is increased language proficiency, improved SRL behaviors, and persistence in the course. The model guides both the design/development phase and the delivery/teaching phase.

This presentation introduces the design model, showcases examples of “Manage Your Learning” activities, discusses their effectiveness, and demonstrates how to integrate content and SRL instruction to achieve course outcomes. The presenters will invite discussion related to the course design model, learning activities, and the efficacy of the approach.
CURRICULUM THEME

Using the branching story approach to motivate students’ reading interest

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Keywords: Pasifika, literacy, children’s voice

The purpose of the presentation is to share the experience of designing a branching story and carrying it out as a reading project in a Saudi girl elementary school. The project attempted to answer the research question: How effective can a branching story approach be as a motivational tool in elementary reading instruction?

Many people in Saudi Arabia do not have the desire to read beyond their religious obligation. The solution to increasing people’s interest in reading starts from childhood. This new generation of students grows up with the 21st Century technology. They are interested in using technology in all aspects of their lives, including learning in school. Therefore, teachers should make efforts to integrate technology into their reading instruction (Castellani, 2001). Using information and communication technology in instruction leads to students’ brain stimulation. It also can develop children’s cognitive skills, social skills, physical ability, as well as creativity (Bose, 2009). The International Reading Association confirms the importance of using technologies into educational process. Technology tools help students achieve educational goals if they are used under the developmentally appropriate practices (NAEYC, 2009). So, educators should take into consideration children’s experience, skills, interest, development, readiness and social life to choose and design the developmentally appropriate technology tools.

The branching story approach was chosen in this project to tell a story in a virtual world where readers can interact with the story. The approach functions as entertainment, and more importantly, for student learning. Especially the narrative branching stories have been used as one of the most attractive and effective reading activities for young children. According to Kelly and Zak (1999), narratives make readers parts of the story world. A narrative branching story includes a number of possible paths from the beginning to the end and there is a plot for each path (Riedl & Young, 2006).

Since schools in Saudi Arabia are gender segregated, and the Saudi researcher knew the project would be carried out in an all-girl school, a narrative branching story was composed just for young female students. The theme of the story came from a survey of some Saudi children after they named the stories they enjoyed. A quite few mentioned Cinderella as their favorite. So, the branching story, titled as “Cinderella Wants a Child”, was generated for the project. The story starts where Cinderella’s original story finishes. It unfolds after Cinderella’s marriage to the Prince.

The story includes a total of 44 slides with graphics and scripts on each slide. Hyperlinks are built into 40% of the slides that take the readers to eight different paths and/or twists of the story. The eight paths loop and are intertwined. Two buttons are provided on each of 18 slides. Students can choose to click on either button and be taken to a different path of the story development. A path contains between six and sixteen slides. A clear and easy script in Arabic shows on each slide. The language of the story is formal in order to improve students’ vocabulary. Options are offered to maintain student’s interest, but not offered on each slide because the purpose of this project was to promote students’ desire in reading instead of playing a game. The feature of Rehearse Timing in PowerPoint is also built into each slide. This helps the researcher to record the time length for which a student/reader stays on each slide.

The project was approved by Ministry of Education, Saudi Arabia in addition to the approval by the American university’s IRB committee. The school chosen was also from the Saudi government approval list. The project was carried out among 20 fourth graders of an intact class. The students were divided into four groups (high readers, average readers, low readers, and highly active students) based on their previous reading achievement and demonstrated interest in reading. The empirical data collected included: observations of the fourth graders’ behaviors during the implementation process, time the students spent on each slide of the branching story, students’ answers to the comprehension questions, and the unit-end surveys. The data and findings of this project will be shared in the presentation.

In conclusion, this project confirmed the positive effect of using multi-media technology into reading instruction. To the researchers’ and the classroom teacher’s delight, the highly active group demonstrated the best achievement of all the students in reading comprehension and writing. Majority of the students expressed their desire to read more branching stories.
GLOBAL CITIZENSHIP THEME

The study of using social networking site: Facebook and its effects on college students’ academic outcomes and psychological well-being

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Keywords: social network

Social network sites have affected the world by storm. For instance, Facebook is a novel tool that is changing the way millions of people relate to one another and share information worldwide. Users of Facebook ranged from teenagers to older adults spend nearly an hour online every day. According to Pew Research Center (2010), it is revealed that almost half of Americans above the age of 50 currently registered as “Social network site” users. The trend of using social network site seems a universal phenomenon. In Taiwan, statistics (2010) from survey conducted in three Universities shows that almost every college students using Facebook and 43% agreed that social networking is part of their everyday lives. The issue of social networking such as Facebook use attracts researchers worldwide to investigate the reasons and consequences of using Facebook or the theory or psychological factors underlie it. For lots of users, the motivation of using social network site is relational needs such as keeping their social networks as well as maintaining relationships. The purpose of this study is to explore the relationships among social networking use, academic outcomes, social relation, and romantic experiences in a college setting in Taiwan. We carried out a pilot test before collecting data. Anonymous survey data are from 314 undergraduate students (44 % female) attending a university in Taiwan. 98% of the participants are users of Facebook. Specifically, the percentage of male user is 97.18%, and female user is 99.27%. Six participants never used Facebook before. For the time of using Facebook per day, the data founded that 17% of the participants spending less than an hour per day; 38% of the participants spending 1-2 hours; 29% of the participants spending 3-4 hours and 16% participants spending more than 5 hours per day. From the data, the descriptive statistics, Chi-square test ($\chi^2$ test), and ANOVA were analyzed by SPSS statistical package. The results show that (1) the Facebook use were positively related to students’ social relations; (2) no significant differences were found between Facebook use and school performance;(3) the Facebook using does not influence students’ romantic experiences. Findings provide a more comprehensive portrait of how Facebook use may affect students’ academic achievement and social adjustment in college. Based on the findings, implications and suggestions for future study are addressed.
GLOBAL CITIZENSHIP THEME

What does a global citizen need to know?
Reflections on the nature of knowledge in a social studies curriculum

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Keywords: social studies, knowledge, global citizenship

Much is written in educational policy and in national curriculum statements about the goal of educating students to live as global citizens in the 21st century. Considerably less attention is given to the debates about what constitutes core knowledge in a curriculum that upholds such a goal. This presentation contributes to that debate by sharing the discussions and decisions of the presenters during the writing of a national social studies curriculum for the island nation of Nauru in 2012. The discussion is guided by two contrasting positions.

The first position is based on the idea that there is an external existing reality that allows for an understanding of knowledge as rational, objective, and grounded in reason. Knowledge is socially and historically decontextualized and presented as absolute, universal, or foundational. Knowledge is independent or separated from knowers and can be impartially critiqued. This position is informed by social realist perspectives of curriculum and follows the traditions of Emile Durkheim’s sacred and profane orders of knowledge or Basil Bernstein’s conceptualisations of vertical and horizontal discourses. Both views allow for the proposition that school knowledge should be different from knowledge developed within our daily and social experiences.

The second position rejects the idea that objective, absolute, universal knowledge is obtainable and posits that all knowledge is socially constructed and, therefore, reflects the historical and social conditions under which it was produced. The knowers are not separated from the knowledge as it is grounded in their experience and ways of making sense of the world. Knowledge is not singular, but many knowledges are recognised from the standpoints of those who construct it from their various realities, values, and experiences. This position is informed by a social constructivist perspective and places the learner at the centre of the educational endeavour.

The presentation critiques these positions and acknowledges the difficulty for curriculum writers when these positions are presented as stark oppositionals. We argue that one position does not inevitably preclude the other and describe our attempts to recognise the promises and pitfalls of both theoretical perspectives in constructing a social studies curriculum that reflects the needs and potential of the students and teachers of Nauru. The development of such a curriculum is not without its difficulties. We reflect upon our concern for teachers, especially when most have had limited professional training; and for students: Will our attempts contribute to greater opportunity, social equality, and empowerment for Nauruan students as global citizens in the 21st century?
**PATHWAYS THEME**

**Analysis regarding academic knowledge learned by university students during their years at school**

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Keywords: school knowledge, university students, curriculum, learning process, school outcomes.

Mexico’s national education system has not been able to meet several of its core objectives, precisely for students to learn what is considered to be part of various programs over different school years. With respect to the PISA test and several others administered at a national level, Mexico has reported one of the lowest indexes in basic knowledge. Here we describe why national educational reforms have been undertaken for decades.

While it is true that some progress has been made, it is also true that these reforms have failed to a certain degree. If this were not the case, then why have so many reforms been in order?

But what are the reasons behind this failure? To answer this question several hypotheses have been formulated. One of them is to assert that failure at school is due to the fact that not enough economic resources are invested in the field of education. While this is accurate to an extent, this alone cannot solve the problem. Another hypothesis that has been postulated is that failure can be explained by the phenomenon of “massification”. In other words, since enrollment has skyrocketed over the past few decades, this has brought with it a drop in quality given that it's not the same to deal with large groups as with small groups.

Independently of the truth value of both hypotheses, it is also correct that they do not address one of the central problems, which is the pedagogical issue. Neither an increase in funding nor a reduction in enrollment will change the curricula and plans of study. We feel that if we don't change the system and educational practices, we will continue to find ourselves in the same situation.

While it is important for Mexico to solve the problems of financing and “massification”, we would like to postulate the following hypothesis: “One of the central causes of failure at school is the educational curricula and plans of study, together with pedagogical practices which do not match well with the laws and/or principles that guide the learning processes of individuals”. This hypothesis, of course, is nothing new. The most qualified researchers in the field of education have pointed out for many years what the main pedagogical problems in the present-day school system are and among which we could mention: verbalism, encyclopedism, fragmentation, a lack of relevance of the content, topics unrelated to the students daily life, memorism, the lack of relationship between theory and practice in teaching, among others. In the face of these concerns, we ask ourselves why students forget most of what they have learned at school shortly after having studied the subject matter.

In the face of this concern, it is precisely within this context that we insert this exploratory piece of research carried out at the National Pedagogical University (UPN). The central issue is why is academic content taught at school, at all grades and levels, so poorly retained by the students once past formal exams?

In spite of the fact that we know that academic content learned throughout formal schooling is not retained by students, the solutions that have been proposed in general have not been the right ones. Overall reforms have been reduced to introducing changes in documents and people tend to believe that by changing these documents teachers automatically raise academic standards and mend their practices and all teachers will be pedagogically competent.

It is within this context that one might question why knowledge learned at school is not preserved. Our hypothesis is that this occurs because in general this knowledge is not relevant for students. But then one must ask why this knowledge isn’t relevant? Briefly we would like to offer the following reasons:

a) Students don’t find a relationship between the information they receive at school and what their daily life entails. There is an excessive amount and an over-specialization of academic content; students’ motivation, and in general students’ interests are not taken into account.

b) With respect to the information received, the subjects don’t find any correlation between the various areas of knowledge covered in the curricula and programs of study. Each subject seems independent and unrelated to the others. This goes hand in hand with what could be considered an encyclopedic, verbalistic and theoretical approach to learning, far removed from any practical application, including professional ones.

c) By not finding the previously-mentioned links, students were not able to make sense out of the knowledge offered them at school, which is presented from the point of view of adult science and offer students a disciplinary, fragmented and specialized way of seeing things.

d) The way academic content is presented to the students to learn continues to be a very traditional approach that centers on teaching instead of a process for students to appropriate.
We postulate that:

- Knowledge will only become significant if it falls within the level of assimilation schemes that students manage at the time of learning; in other words, it has to pair up well with the level of cognitive maturity of the learner. We need to have more knowledge on cognitive processes as related to learning.

- Knowledge will only be significant if it has practical applicability for the student who is learning. This applicability has to be directly related to his daily life.

Given that there are many factors that come into play as related to this problem and that what we want is to have a vision of the general deficiencies in the educational system as such, we decided to organize an empirical-experimental sounding board in the specific field of professional training of the students at our university to verify the veracity of our hypotheses. This research is completed and here we just present some of the results.
PATHWAYS THEME

‘Lifting Our Game’: Successful pathways for foundational learners

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Keywords: pathways, foundation education, second-chance education, education policy, tertiary education, further education, New Zealand

This presentation discusses the construction of successful pathways for learners with interrupted educational pathways, through describing the work of a New Zealand group charged with identifying ways of improving foundational forms of post-compulsory education. This work, which culminated in the Lifting Our Game report, was distinctive in adopting an explicitly learner-centred and pathways-based approach to understanding and improving education quality.

Discussions of pathways through education often centre around improving the ‘mainstream’ education experience; ensuring that the greatest possible number of learners experience a successful transition through secondary education, into some form tertiary education, and on into a lifestyle and employment situation that fulfils their desires. However, there will always be some people for whom the core education system does not work – whether through localised failures by the education system, personal circumstances, or simply one or two bad decisions. This means that all systems must have an effective system for getting these learners back on to a good quality educational pathway.

In New Zealand’s post-compulsory sector, these learners are primarily served by three forms of ‘foundational’ tertiary education: programmes at levels 1 to 3 of the New Zealand Qualifications Framework, short targeted training programmes, and bridging programmes. Through 2011 and 2012, Ako Aotearoa (New Zealand’s National Centre for Tertiary Teaching Excellence) supported investigation by an independent working group into how well this part of our system was working.

Using a combination of data analysis, synthesis of existing research, consultation with practitioners and stakeholders, and input from international experts, the working group developed a series of recommendations that address both system-level features, and how foundational education programmes are developed and delivered. These recommendations are now influencing central government actions and expectations, and actual practice ‘on the ground’.

From early in the project, the working group's thinking was influenced by the concept of pathways. In this regard, the group was influenced by the work of Ewart Keep and Susan James (Keep 2009; Keep and James 2010) on incentives to engage with education, which highlights the importance of non-education influences on learners’ success. Establishing education – particularly at this foundational level – as part of a pathway involved a significant shift in perspective from seeing success as being about participation, retention and completion within a programme, to considering success as being about how a given programme contributes to the aims and goals of participating learners.

This presentation will outline the rationale for the working group's establishment within the wider context of New Zealand's education structures and policy environment, describe the approach taken by the group, and discuss the system and organisational characteristics that the working group identified as necessary to ensure that foundation-level learners progress through these programmes and onto high quality education, employment, and social outcomes.
SHARING PERSPECTIVES –
INTERNATIONAL CONVERSATIONS ABOUT EDUCATION:
RECURRING THEMES IN PCC

PRESENTATION SESSIONS III–V
on June 5, 2013

STEAM
Delving into the focus areas of science, technology, engineering, art, and mathematics

Teacher Education
Empowering future teachers to excel by discussing approaches, techniques, outcomes, and challenges

Curriculum
Sharing ideas and experiences with curricular models and approaches as influenced by politics, diversity, disciplinary subject areas, and other factors

Global Citizenship
Reflecting on the nature of global understanding and awareness and the functioning of citizens in an increasingly global society
TEACHER EDUCATION THEME

Validated teacher effectiveness assessment correlated to student outcomes – Implications for teacher education

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United States

Keywords: assessment, achievement, effectiveness, teacher evaluation

The relationship between teacher education and teacher evaluation is rapidly evolving. There is paradigm shift occurring in teacher preparation and teacher evaluation FROM a focus on teaching as measured by the Professional Teaching Practice Standards Evaluations TO a focus on student achievement/outcomes as measured by a validated Teacher Effectiveness Assessment. Teacher effectiveness is defined as the teacher’s ability to impact student achievement. This proposal will examine the research behind three (3) constructs that predict a teacher’s ability to impact student achievement, as well as an emerging student survey developed by Dr. Ronald Ferguson, whose research indicates that student perceptions are correlated to student outcomes.

The three constructs that will form the basis of the teacher effectiveness assessment are: (1) Content Knowledge of the Common Core Standards adopted by 47 states, (2) Content Pedagogy or research-based instructional strategies aligned to the Common Core Standards in rank order of their power to impact achievement based on their Effect Size from the research, and (3) Professional Knowledge or the Teaching Practice Standards (InTASC) developed by the Chief State School Officers of the United States.

Given the above research, the proposal will examine the development and validation process of a teacher effectiveness assessment on the three constructs correlated to student achievement data as measured by state tests. The process includes item construction with subject matter experts, field testing of items and sub-tests with teachers from the National Education Association throughout the United States, and correlations with student achievement data. Statistical measures utilized will be shared. A validated assessment of teacher effectiveness, given the focus on improving student achievement for all students, has implication for professional development for teachers currently in-service who need to increase student achievement by increasing their proficiency. More importantly, it has implications for traditional programs that prepare teachers for licensure whose goal it is to graduate students into the education field who can demonstrate their ability to impact student achievement – their effectiveness. It will have an impact on teacher preparation programs engaged in alternative licensure as well. The is movement at the federal level to hold schools of education accountable for graduating students who have the ability to impact student learning for all children as measured by district and state tests. Having a measure of a teacher’s ability to impact achievement, or teacher effectiveness, will provide a measure of that capacity during the course of a teacher’s learning experiences and at the end of the teacher’s coursework. There will be implications for what the students are taught, the kinds of experiences they are provided, and when they are provided them, e.g., student teaching, mentoring, etc. Different levels of proficiency is expected of a new graduate, or a newly licensed teacher, than an experienced teacher. Different levels of proficiency on the three variables should be expected throughout a teacher’s career and as they move into leadership or mentoring positions themselves. Schools of education that graduate more effective students as measured by a validated teacher effectiveness assessment will be recognized and rewarded.

There are evolving, alternative pathways under serious consideration for initial teacher licensure. One such proposal will be shared that involves the largest teacher’s organization seeking to license teachers directly through their own portal, and then supporting those teachers throughout their career with or without the involvement of higher education. The development of a validated teacher effectiveness assessment correlated to student data will have implications for teacher evaluation career decisions, e.g. licensure (provisional, professional), tenure, mentor, teacher leadership, performance-based pay.

There is consensus in the educational community of the United States that to significantly improve the achievement of all students, the focus for change is the effectiveness of teachers which impacts teacher education initiatives throughout the career of a teacher. Providing a validated measure of teacher effectiveness on constructs that predict a teacher’s ability to improve the learning of his/her students has major implications for every facet of the educational community.
Problems that teachers face in daily school life often become stressors and undermine teacher performance. Therefore, finding such problems and solutions has been a major research theme. According to Kil (2005), there are four general categories of problems faced by the teachers in Korean schools—guidance; curriculum, instruction and evaluation; conflict with school personnel; and paper work, educational policies, management. Guidance is described as problem children, lack of counseling skills, generation gap, rudeness of students, broken home, corporal punishment, advice on university entrance, relations with students, or enforcement of irrational regulations. Some examples of curriculum, instruction, and evaluation problems include low motivation, individual differences, inadequate educational environment, unrealistic curriculum and limping implementation, and validity of evaluation. The conflict problems are categorized into conflict amongst teachers, conflict with parents, or conflict with administrators. The last problem category of paper work, educational policies, management is described as unfair distribution of work, lack of opportunities for growth, and inconsistent enforcement of policies. These descriptions provided by Kil (2005) provide the basis for this presentation.

Though the problems may have been identified and categorized, the next question is if those problems are prevalent and significant. Since the resource is limited, those who plan in-service education and support for teachers need to know which problems are more prevalent and urgent. Though researchers who identified problems may have assumed that they were significant and prevalent, such assumptions should be tested. Besides, perceived prevalence and significance of the problem may vary depending upon context variables such as school level, location of the school, years of the experience. Therefore, it is necessary to investigate prevalence and significance of the problems viewed by the teachers depending upon the context. Based on those necessities, this study investigated the following questions—1) How prevalent are the problems faced by the teachers? 2) To what degree are the problems significant? 3) To what extent does location of school (large city, medium sized city, and villages) affect the prevalence and the significance of the problem?

Research Method

To answer the questions, a survey was administered by mail in 2012. Participants were 748 teachers selected from 179 schools considering location and school level. The survey tool consisted of 50 problems mentioned in the literature. Teachers were asked to check the degree of prevalence and the degree of significance respectively for each problem according to a Likert scale. Data were analyzed using the F-test and Scheffe test to find the difference in school location.

Results

1. Thirty-four problems (out of 50) were prevalent (earned score higher than 3 on the Likert scale). The most prevalent problems in the guidance category were maladjusted students (3.92), poverty/broken home (3.76), lack of counseling time (3.66), promoting achievement and advice on university entrance (3.59), emotional instability/student who needs special care (3.58), rude student (3.57), internet-cellular phone addiction & using cellular phone in class (3.55).

   The most prevalent problems in instruction were low motivation (4.27), teaching underachievers (3.70), and individual difference/impacted classroom (3.69). In the category of clerical work, burdensome duty and its formalities (3.92), unstandardized and ineffective duties (3.61), and unfair distribution of work load (3.51) were ranked high. In the rest of the categories, ‘high in expectation, but treatment, privilege, autonomy, opportunity to grow are not satisfactory’ (3.80), and enforcement of inadequate and inconsistent policies (3.63) were scored high in prevalence.

2. Forty-one (82%) problems out of 50 were considered to be important by the teachers. The most important problems viewed by the teachers in guidance were maladjusted students (4.35), bullying and school violence (4.33), emotional instability (3.90), internet and cellular phone addition/using cellular phone in class (3.88), rudeness of the student (3.84), lack of counseling time (3.83), relations with students (3.78), poverty and broken home (3.71), and corporal punishment (3.58).

   In the category of instruction, more important problems appeared to be low motivation (4.21), individual difference/impacted classroom (3.66), and teaching underachiever (3.60). In the rest, the following were scored high in significance: burdensome paper work and its formalities (4.15), unstandardized and ineffective duties (3.75), unfair distribution of work (3.69), unrealistic curriculum and limping implementation (3.60), and education focused on college entrance (3.50). Teaching profession which is high in expectation, but privilege, autonomy, opportunity to grow are not satisfactory (3.91), skepticism on teaching (3.62), distrust, interference, impoliteness of parents (3.74), enforcement of unrealistic and inconsistent policies (3.83), and undemocratic administrator (3.70).

3. It is confirmed that location of the school was a variable affecting prevalence and significance of the problem encountered by
the teachers. Thirty-four percent (17 problems out of 50) of the problems showed differences in prevalence and 20% (10 problems out of 50) in significance.

Implications of the study:

There are four major implications derived from this study. First, this study found what problems teachers considered the most prevalent and significant in Korean schools. Furthermore, it clarified where the differences were by separating prevalence and significance of the problem. It seems that the prevalence is more varied compared to the significance upon the location of school. Second, the finding that the location of school is a variable affecting the prevalence and the significance of the problem implies the need of further research investigating the effects of other variables. Third, the results suggest where teacher education needs to focus. Since the problems investigated were rather concrete, the list of the problems found to be prevalent and significant can be a good source of problem based learning, too. And lastly, this research provides data as well as a scale of prevalence and the significance of the problems. It can be used for comparison among teacher groups and researchers who examine similar questions in different contexts.
CURRICULUM THEME

Fostering innovative and digital leadership in a K-12 administrator preparation program

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Keywords: technology, leadership, administration, K-12, higher education, digital age, innovative

This presentation will review the development of digital age leadership skills in an administrator credentialing/licensing program in Northern California. In 2012, Touro University California's Graduate School of Education redesigned its administrative credentialing program to ensure candidates were prepared for the future of education and to provide them the skills to demonstrate leadership that supports technology. This was done by incorporating the International Society for Technology in Education NETS*A standards throughout the program. Instruction was delivered using technology found in innovative K-12 schools, and numerous guest speakers and models of innovative leadership were incorporated into the curriculum. Finally, an entire course dedicated to innovative and digital age leadership was developed. The model used, what was learned, and student and instructor reactions will be shared.

Background

K-12 leadership training programs must change in order to prepare leaders to guide schools in the future. Instructors of educational leadership programs may be teaching from a paradigm that doesn't adequately prepare candidates for the future, especially considering the standards that currently guide most programs. In 1996, the Interstate School Leaders Licensure Consortium (ISLLC) Standards were developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA) to help strengthen preparation programs in school leadership (Van Meter & Murphy, 1997). California along with many states adopted elements of the 1996 ISLC standards and, in 2002, developed the current California Professional Standards for Educational Leaders (CPSELS). There is not a clear or deep articulation of digital age leadership skills in either the national or California standards for leaders. Additionally, in most states, administrative candidates spend time developing a portfolio to show competency in the leadership standards of the state, however, if the current state standards don't emphasize technology, key skills may not developed by future administrators.

Organizations, such as the International Society for Technology in Education (ISTE), appear to have a more progressive and deeper understanding of digital age leadership and how educational leaders should approach the future of education. In 2002 and revised in 2009, ISTE presented the National Educational Technology Standards and Performance Indicators for Administrators (NETS*A). ISTE (2013) states "NETS*A are the standards for evaluating the skills and knowledge school administrators and leaders need to support digital age learning, implement technology, and transform the education landscape. Transforming schools into digital age places of learning requires leadership from people who can accept new challenges and embrace new opportunities. Now more than ever, the success of technology integration depends on leaders who can implement systemic reform in our schools."

Description of course dedicated to digital age leadership.

ED 611 Innovative and Digital Age Leadership (3 units)

The purpose of this course is to provide leaders with skills which will enable them to use, evaluate, plan, and implement instructional program development in diverse educational settings. The use of technology as a tool for teaching and learning and to support work as an administrator will be explored. To help contextualize the concepts and skills needed for demonstrating leadership supported by technology, students will be asked to examine the ways in which technology can support school-wide efforts to improve the teaching and learning process. The International Society for Technology in Education standards for administrators will be explored and applied to current educational initiatives. ISTE’s NETS for Administrators (NETS*A) are the standards for evaluating the skills and knowledge school administrators and leaders need to support digital age learning, implement technology, and transform the education landscape.
The use of Wikis as learning tools for collaborative writing in an undergraduate intercultural communication course

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Keywords: wikis, instructional technologies, collaborative writing, learning tools

The purpose of this study was to explore the effectiveness of wikis as learning tools for 16 undergraduate students in an intercultural communication course, to collaboratively collect, synthesize, and share knowledge on selected topics of intercultural communication. Bell (2008) describes wikis as online collaborative, project managing areas that can be used in a myriad of work places. The wiki technology was selected for this project over other means of online collaboration because it allowed for transparent collaboration in an open environment which others could view and provide feedback.

The two research questions for this study are:
RQ1: What factors contribute to pedagogical value of wiki technology?
RQ2: How does the use of a wiki facilitate increased collaboration and organized preparation for group project?

An analysis of these factors can help educators design effective wiki environments that promote collaborative learning, which is the main intent why wiki technology was originally designed (Parker & Chao, 2007). The two theoretical frameworks that this study drew on were constructivism, and engagement theory. The constructivist approach incorporates pedagogical goals in the knowledge construction process by providing appreciation for multiple perspectives, social interaction, embedding learning in relevant contexts, encouraging ownership in the learning process, embedding learning in social experience, encouraging use of multiple modes of presentation, and encouraging self-awareness of the knowledge construction process (Vygotsky, 1986; Bruner, 1990). The engagement theory provides a conceptual framework that encourages collaboration and student engagement by use of technology tools and systems, and consists of three components: relating, creating, and donating (Kearsley & Shneiderman, 1999).

The wiki environment addresses all 3 components addressed in the engagement theory as it provides an opportunity for involving cognitive processes for problem solving in a group environment that encourages shared ideas, dialog, interaction, decision-making, and presentation.

Undergraduate students in an intercultural communication course were assigned into groups of 4 and each group was tasked to conduct research and collaboratively write about two countries or cultural groups that have historically been in conflict. Observations of the collaborative writing process were captured using the wikis tool in Blackboard Learn, a Learning Management System (LMS) adopted by the university. A focus group was conducted at the end of the project to reflect upon the experiences of the students’ learning with regards to the group project, whether they met their learning goals, and whether the use of wiki facilitated the learning process.

Preliminary findings from the study suggest that the use of wiki facilitates the collaborative writing process, and motivates learners to take ownership for their own contribution in a group project. Most learning management systems are redesigning their course tools to include Web 2.0 features to accommodate collaborative features of social networking. Findings from this study support the shift from instructor-delivered teaching, to student-facilitated learning where peer instructions play an important role in discussions and learning. The comments made by students in this study can be suggestions for innovation in design of future wiki systems. Some of the emerging themes regarding the use of wiki technology include ease of use, user interface, technical issues, and comparisons with other tools in the market. Students also perceived the ability to incorporate multimedia to wiki (such as graphic, audio, video, web links), as an advantage over collaborating on a group paper. To incorporate wiki technology, educators should use participatory approaches in which learners become active contributors and producers of content.
GLOBAL CITIZENSHIP THEME

Researching the citizen child in crisis contexts

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Keywords: citizenship, research methods, children, crisis

With the prevalence of natural disasters in the Asia-Pacific region, especially given the increased impact of the global forces of climate change, there is a critical need for studies that include children's perspectives on the role of children in crisis contexts. Research is needed to fully understand children’s, parents’ and significant adult’s perspectives on the roles of children in disaster prevention, response and recovery, and to develop mechanisms to transfer that knowledge to relevant response agencies and government departments. The authors have formed the 'Citizen Child Collaboration' a research partnership with a focus on research with, by, for and about children, with particular focus on children's agency in disaster contexts. The name 'Citizen Child Collaboration' is based on the citizen child theory of childhood which recognizes children's right and capacity to contribute to decisions affecting their lives (Morrow 2003). Two theories underpin this work: the child at risk discourse which recognizes children's vulnerability and right to safety and protection (MacDougall 2009); and the citizen child model which recognizes the children's conceptual and social ability to engage more fully in decisions that affect them Gibbs, Mutch, MacDougall & O’Connor, 2013).

In problematising the relationship between the child and the researcher, we place our work within the research frames and the wider context, of child citizenship. Westheimer and Kahne (2004) have identified three conceptions of citizens which different education programmes aspire to produce and incorporate into their work. The first are the personally responsible citizens. In disaster situations these citizens follow instructions and, when not personally involved in the disaster, give generously to disaster relief. The second type of citizen is the participatory citizen. In disaster situations, they organize and participate in relief efforts. The third type of citizen is one who is more socially critical. In a disaster situation, these people lobby governments and disaster management organisations, to ensure that relief supplies are distributed fairly, the hard to reach communities are not forgotten, and that democracy is not over-ridden. Our studies have attempted to hold the view of children as passive and compliant citizens up to scrutiny – to offer children opportunities to become participatory citizens, and to begin to see their role in the world as advocates for social justice.

This paper presents three examples that highlight how we have struggled to turn rhetoric into reality – that is, move from abstract theorising towards the practical reality of engaging the citizen child, within our research in participatory ways. This paper will present three examples of research methodologies that engage children as participants. They have been used in two different disaster contexts in the Pacific region (Australian bushfires and New Zealand earthquakes).

The first example is drawn from Peter O'Connor’s work with children in Christchurch following the earthquakes of 2010 and 2011. Peter uses applied theatre as a tool for creating, analyzing, and representing, research data. Children were encouraged to take agency over the expression of their experiences, through creative arts-based activities. Rather than questioning children about the trauma of the earthquake, Peter was interested in reframing children, as actors and agents with some control over events. He used theatre to both interact, and add to the lives of the children he worked with, but also as a way of collecting and telling the stories of hope children held about their city.

The second example draws on Carol Mutch’s work with school communities in Christchurch and surrounding districts, who were coming to terms with the earthquakes and their repercussions. Her interest like O'Connor’s was in reframing the view of those affected by the earthquakes, as active citizens learning from their experiences and reshaping their futures. She was particularly interested in the ways schools could empower children to enter into a research partnership, to participate in, and to shape a research experience which puts them at the centre.

The final example comes from the work Lisa Gibbs and Colin MacDougall undertook to determine if it was ethical and appropriate to involve children in post-disaster research, following the devastating Victorian bushfires of February, 2009. They engaged in a process of international consultations with child research and trauma experts and held discussions with affected Victorian communities, to progressively develop an ethical framework for child research participation, which subtly shifted the power of agency from the adult to the child.

All three examples contribute to our understanding of preparing global citizens of the future.
GLOBAL CITIZENSHIP THEME

Rape on the bus: Issues in the education of girls in India

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Keywords: girls education, discrimination, cultural difference

Recent high media profile events in India involving the rape of women have caused alarm around the world and thrown the spotlight on the status of women in India.

India is a country with laws to deal with these situations, but enforcement is an issue. That women are now doing something about such matters is an indictment of the lack of interest by those in power and those who police justice.

The attitude to women and their status displayed in these events lies deep within the cultural and religious traditions of India, its exposure to western culture and beliefs about human nature and evil in the world.

Religious and now societal beliefs place people of both sexes at a social disadvantage but especially women who are discriminated against in every caste. For many girls being born is just difficult enough. The 2011 census confirmed an improved sex ratio for women with them living longer but it delivered bad news on the sex ratio of children for 0-6.

For every 1,000 boys under six years of age there is only 914 girls. The ratio has worsened with considerable variation across the states. Abortion and infanticide of girls are worse today in India then ever before. The inherent desire for a male child places female foetuses and babies at great risk.

Why are female children unwanted? When parents have a girl child they know that she will leave the family to be married, probably in her early teens, and become part of another family. She will contribute nothing to household income and be a drain on the resources of the family. For many Indian families the birth of a girl child brings despair not joy.

Nationally, the enrolment and retention of girls is lower than boys by between 4-18% further limiting the opportunities for girls. These figures mask a more depressing situation for Northern India. In Southern India the number of girls in secondary school is not far behind the number of boys but the situation in the north for girls in secondary schools is alarming. Retention is a huge problem.

Many of the factors for these dropouts are well-known and well-established: cultural reasons such as the belief within the family that girls do not need education as they will not work outside the home, a worry about adolescent girls spending time outside the home and girls marrying early. It may be a cost-related decision where, for example, a family will choose to send a son rather than a daughter to school, and she would be expected to help out at home instead.

Educated girls have the unique ability to bring unprecedented social and economic changes to their families and communities: reducing birth rates and child mortality, improving family health, reducing political extremism and violence against women and increasing both family and national income.

Recent national legislation for compulsory education to Grade 8 has been enacted and faces enormous implementation and resource issues - school buildings, trained teachers and intent by government.

Community perceptions of government schools paint a depressing picture of the standard of education, the dedication of teachers and the success of girls.

A growing non-government school sector is cashing in on community distrust of government schools and on the enormous desire of parents to have their children educated in private schools, by creating a range of high and low fee private schools that are reaching beyond the growing middle class.

Raising the status of women will be accelerated most by raising the status of the Backward Castes, Dalit and tribal women. Their numbers are politically significant and as seen recently in the demonstrations against rape women can force change.

Hinduism in its many forms remains the dominant religion of India and most of its priests continue to teach about and uphold castes and therefore by implication untouchability. But it is not only within Hinduism that caste discrimination prevails. Sikh, Muslim and Christian communities and social institutions also exhibit caste discrimination.

One of the greatest difficulties in working with disadvantaged people in India is that many believe they don't deserve better and so discrimination on the basis of caste permeates all the social structures of India. Even marriage outside of caste is difficult and the dowry (now known as a gift because it is illegal to ask for or to require it) is expected in marriages in most states.

English medium education is the gateway to tertiary education, but it has been inaccessible to most Dalits. Government schools teach mostly in the local language, but higher caste Indians who can afford private schools have their children educated in English medium schools and support them further with tutoring. Few Dalits have had access to this education. By establishing English medium schools, one organisation Operation Mercy India Foundation is bringing high quality English medium education to Dalits.
Educating girls from only the higher castes will further entrench caste differences, delay the education of girls from disadvantaged communities and continue the disempowerment of women. Programs that support the education of girls from disadvantaged communities must be the priority. In this regard the 104 schools of OMIF are to be commended and so to all those organisations that are targeting girls from disadvantaged communities.

Educated girls become educated workers, mothers and citizens. They bring unprecedented social and economic changes to their families and communities. Additionally, girl’s education will produce women who demand respect when none is given, who will use their social and political power to change the long embedded customs and beliefs that make the lives of many Indian women second class and eventually make it safe to travel alone on buses.
The CRDG Makery has evolved during almost a decade of hands-on high tech activities aimed at stimulating interest in mathematics and science among middle and high school students. Its genesis was the realization that the closure of skill-developing facilities such as school woodworking and metalworking shops was depriving young people of opportunities to develop practical hand-skills. As a consequence, they had little grounding for understanding the relevance of STEM to their daily lives. Our first attempt to overcome this problem was an NSF funded after-school program entitled the Invention Factory in which we took the necessary tools and resources to the schools for weekly sessions. The Invention Factory was designed to show how math and science are critically important in the process of inventing real products. While the program was functionally very successful, we realized that scaling it up to where it would have a significant impact at the national level would be extremely difficult.

We then began brainstorming the concept of placing modern computer controlled machines within the classroom to replace the tools and machines that had been lost by closing the workshops. We used an eight-foot by four-foot table as a guide for the maximum amount of space we could expect in a classroom. After identifying the essential processes, tools and machines, we replicated the space with four two-foot by four-foot cabinets or “Makery Pods,” each of which housed all of the necessary tools for a specific process. The initial lineup was a small computer numerically controlled (CNC) milling machine pod, a sheet metal working pod, a sanding, buffing and polishing pod, and an electronics fabrication and testing pod. As prices for specialized equipment have dropped, we have added three more pods: a laser cutter/engraver pod, a large CNC milling machine Pod, and a 3D printer pod. The capabilities of the Makery pods represent what magazines, such as the Economist, are calling the third industrial revolution – the ability to fabricate products where and when they are needed.

The first full Makery has been established within the Curriculum Research & Development Group at the University of Hawai‘i at Mānoa. A second full Makery has been established at the Connections Public Charter School in Hilo on the Island Hawai‘i and is now integrated into their daily curriculum. A third Makery was set up at another charter schools on the Island of Hawai‘i but they have not committed the necessary teaching resources for integrating it into their daily curriculum. The Internet plays a critical part in training and support for the school Makeries and as well, opens the door for remotely accessing CNC Machines and skilled teachers.

Future plans are to establish a Pacific Makery Cloud that would link Makeries throughout the Pacific to provide collaborative training and support. We are looking for partners and grant opportunities begin implementing the Pacific Makery cloud and will discuss this with potential collaborators at the PCC Conference.
STEAM THEME

Education energy: A renewable resource

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Keywords: education energy, project based, student driven, teacher mentor, real world, professional development

Imagine the university environment like a business incubator for every industry. Students are studying up to date books, researching cutting edge topics, learning the best techniques, from the leading professors in their field. When combined these powerful forces produce high-end research projects and reports based on the findings of students study. These papers help determine a student’s grades, which justifies their ability to graduate and enter into the business world. This wealth of information and knowledge within the university would truly benefit the business world, if there were an application for that exchange to take place. Currently the application occurs after a student is done studying these topics, and enters into the business world, as a professional. However there is an unusual, gap, which has been overlooked.

Millions of students around the world spend thousands to work on projects, which are thrown away, and ultimately recycled, into a college degree. The amount of student loans taken out in 2010 crossed the $100 billion mark for the first time and total loans outstanding will exceed $1 trillion for the first time in 2011. Americans now owe more on student loans than on credit cards, reports the Federal Reserve Bank of New York, the U.S. Department of Education and private sources.

These students are digging themselves into debt to have teachers often assign projects to meet the needs of their curriculum, however these projects often lack a greater purpose, which is relevant to the student’s specific area of interest, and often only resulting in a letter grade.

Many students don’t feel motivated about the work they do in school because it’s not relevant to their futures and their passions. According our surveys taken by educators over 3/4ths of the survey respondents strongly agree that students who are passionate about a project, produce higher quality work. Since the university degree has become the new educational standard, it is important for students to finish school and get a degree, however with many college majors lacking purpose beyond the degree, students are now demanding more value out of their educational experience.

Students are now in search of new opportunities to gain professional work experience, develop new skills, and build their resume to be stronger than all their competition. Students are now demanding education that is relevant to their future, and teaches them skills that add value to their degree and resume in the workforce.
Keywords: holistic education; strength-based; human potential

Being a teacher educator means not only preparing our students to teach but preparing ourselves to teach as well. In this regard, Palmer (1998) asks, “How can schools educate students if they fail to support the teacher’s inner life? … How can schools perform their mission without encouraging the guide to scout out the inner terrain?” (p. 6). These questions expose a major void in the initial preparation of teachers and in the professional development typically offered for practicing teachers; at the same time, they expose a major void in attention given to the inner life of professors in teacher education.

Interest in the spiritual and social-emotional dimensions in education has slowly re-surfaced and is gaining a new momentum among growing numbers of teachers and schools in the U.S. and abroad (e.g., Miller, 2010; Kessler, 2000). Perhaps this is in response to sagging morale in public schools and communities where the measure of educational success has been defined too narrowly for too long (e.g., Eisner, 2005; Noddings, 2005). Or, perhaps it is due to accountability tactics that have deprived teachers of the sense of professional worth they need to thrive and students of the empowerment they need to excel in their development (e.g., Musser et al., in press; Intrator & Kunsman, 2006; Kohn, 2005). Creating the conditions for timeless learning in this most critical era of public education requires courage, vision, and commitment to foster development of the whole person (Miller, 2010; 2006). The impetus for this paper comes from our deep concern as teacher educators that our practices, too often, fell short in providing those conditions to our own students in ways that would sustain them through their early years of teaching.

This study examines our efforts to reclaim the soul of our teaching by putting ‘person’ before ‘theory’ and ‘practice’. Drawing on the work of Miller (2007; 2010) and Korthagen and Vasalos (2005), and believing in the promise of holistic education to support the soul-centered nature of our undertaking, we embarked on this collaborative study to explore the impact of teaching that seeks to bring a deep awareness of who we are to the forefront of teacher preparation. We ask:

1. How do we negotiate the risks and benefits that we experience in our pursuit of soulful connections within our teacher education courses?

2. What effect has this study had on our own development as teachers and on our relationships with our students?

Our six-year collaboration began in May 2007 with regular study meetings that provided an anchor point for debriefing classes, for raising and revisiting questions, and for capturing ‘verbal snapshots’ of our inner landscapes in written notes and on digital recordings that were later transcribed. Additionally, we regularly documented feedback from students who experienced our use of holistic practices, practices that included the taboo dimensions of soul and spirit. Their responses provided a wide spectrum of reactions: critical and skeptical, guardedly open, and claims of complete reconnection to who they were or wanted to be.

In the recognition and bringing forth of the best in ourselves and in others, we create or foster the condition for deeply connecting with one another, for opening up hearts and minds as a learning community, and for realizing the transformative power of education. We look forward to reporting on our discoveries and our efforts and to expand our capacity to teach with greater consciousness, self-awareness, and integrity.
TEACHER EDUCATION THEME

“Help me understand the class”: Teaching culturally diverse teacher candidates

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Keywords: teacher education, teacher candidates, culture, diversity

As a faculty in a School of Education located within a university in the Pacific Islands we have been asking ourselves and the students enrolled in our programs what we need to know about them to help them learn. This is a critical question for teacher educators who aim to provide responsive instruction for their teacher candidates. For us, it is particularly important because of the exceptional cultural, ethnic, socio-economic, academic, and linguistic diversity demonstrated in our small student body of less than 3,000 students, which represent over 70 countries and speak a similar number of languages. For us, asking our students what we need to know about them to help them learn is one way that we represent how seriously we take our responsibility to prepare them to become quality educators (Fenstermacher and Richardson, 2000). Analyzing their responses to this question has provided us with important insights that we believe will allow us to take actionable steps to improve the quality of the instruction that they receive.

In this session, we will present initial findings of students’ responses to the question: What do I (as your instructor) need to know about you to help you learn? By asking teacher candidates directly, we explore this question by drawing upon the candidates’ own voices and experiences, which may not occur frequently enough in teacher education. Initial qualitative content analyses (Dey, 1993; Mayring, 2000) suggest the emergence of some intriguing themes:

1. Teacher candidates identify problems or preferences for learning that could influence their ability to understand course material. We label this theme Understanding Course Content (UCC). Representative teacher candidate responses include the following: “I need help understanding big words,” “I need help navigating [the online course management system]” and “I love to read, so I learn best when I see something written down.”

2. Teacher candidates express a preference for working with colleagues, or interacting with colleagues through activities. We label this theme Collaboration/Activity (C/A), which may be a subset of Understanding Course Content. Representative examples of this theme include the following: “I like activities,” “I learn better with interaction,” and “I like group activities. A LOT!”

3. Teacher candidates express the desire for instructors to make course content applicable to their teaching interests or future teaching responsibilities. We label this theme Application to Practice (AP). Representative participant responses include the following: “I like doing things that we’d be doing in the classroom,” “I’m interested in helping reluctant learners,” and “Applying things to classroom situations.”

These initial themes represent 30 responses from a small subsample of 12 teacher candidates. Each teacher candidate identified 2-3 responses to the question. Currently, we have approximately 500 responses still to analyze, with an additional 350 responses that we will collect and analyze by June 2013. These 850 responses still in need of analysis will inform – challenge, validate, or nuance – the initial themes we have identified.

The findings from this presentation are important for PCC communities because they represent responses from students whose home countries include those within and around the Pacific. As such, this presentation provides important insight into what these students believe that educators need to know about them to help them meet their learning potential. Moreover, the findings from this presentation may represent the confluence of cultural forces in the development of students’ learning preferences, suggesting the emergence of a pedagogical “third space” (Bhabha, 1994) in which social, cultural, and political forces coalesce to create a hybrid space where different teaching and learning theories, practices, and preferences emerge to potentially transform the educational landscape of the world.
CURRICULUM THEME

School based curriculum initiatives for sustainability – What Japan can offer after the great Tohoku disaster

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Keywords: future-oriented concepts, mode 3 science, curriculum structure, legacy of the past, knowledge-creating school

The March 2011 earthquake and tsunami that struck the Tohoku region in Japan was devastating. The ensuing accident at the Fukushima Nuclear Power Plant led to the evacuation of more than 120,000 people living in the area. These events created a great deal of insecurity for members of the community. Despite the wide-spread destruction caused by the earthquake and the disruption from the large-scale evacuation, shattered communities are being rebuilt upon the indestructible foundation of common heritage and shared cultural values.

Nowadays, in the “post-modern” era, young learners face a heightened sense of uncertainty about the future, particularly the need to increase the use of renewable sources of energy after the disaster. Schools, through carefully structured curricula, need to address these concerns about the future of the communities that they serve. However, there are three layers of serious constraints in thinking about curriculum as a school-based initiative to include broader issues and Western, future-oriented, abstract concepts: 1) sustainability, 2) entrepreneurship, and 3) global citizenship.

The first obstacle to overcome is to secure time for the system’s implementation of curriculum. Finding a curriculum that can address new challenges for science such as renewable energy is very problematic. Mode 3 Science provides opportunities to expand active and community-oriented participation in scientific inquiry which supports the future quality of life learned in each separate content-based subject at school so far. Now pump-priming [yobimizu] central policy provides fresh impetus and support for school based (extra-) curricular activities in local schools and communities from other ministries beyond the so-called vertically divided narrow administration. Even the UNESCO Education for Sustainable Development (ESD) school based initiative lacks large-boned policy. Such UNESCO Associated Schools (ASPnet) designated from other departments within the Ministry of Education (MEXT) face a dilemma with other schools, because teachers, as public servants in almost all local (state) schools, are transferred to other schools every several years. We face a three-way standoff (deadlock in a three-cornered tie) among local authority, schools and the central government. All three want their program to be given ample time in schools. Adding to the problem of time is the increase of content; the average number of pages in Japanese and mathematics textbooks for high school students in Japan will increase by almost 30% in the 2014 fiscal year.

The deepest layer explores the most crucial constraint at the level of curriculum structure by allowing a more traditional historical approach to hidden dimension which is ultimately traceable to holistic views of human nature. The curricula reform agenda goes beyond science-related courses, including geology, biology, geography and mathematics (components of STEM: Science, Technology, Engineering, and Mathematics) by including art (to promote STEAM) based on social-constructivism. However, historical legacy as central to this approach has been forgotten. One such legacy example is Kenji Miyazawa.

Kenji Miyazawa (1896-1933) , a talented teacher and thinker on local life expressed this clearly in conversations with nature. He was also a geologist, a novelist, a poet, a musician, and a farmer. He did not want to set too many limits on who could and could not belong to any social category. His ideas related to school based initiative even then. “Instead of farmer (nomin), I want to use the term ‘person of the earth’ (chijin). Instead of art (geijyutu), I want to use ‘creativity’ (sozo).” Such forgotten heritage comes from wet-rice agriculture, work ethics, and moreover Buddhism, which is not in heaven but rather consistent to earth and real world matter. Moreover, man lived in nature as a part of nature in unity, not as facing against nature (e.g., a supernatural power that resides in anything which gives a person a feeling to awe). In Japan, the concept of environmental sustainability cannot be referred to without historical consideration to expand the heritage of values by stopping and reflecting on where we have been and where we are going. Be that as it may, we are reminded of John Dewey who said, “Ours is the responsibility of conserving, transmitting, rectifying and expanding the heritage of values we have received that those who come after us may receive it more solid and secure, more widely accessible and more generously shared than we have received it” (Dewey, 1934, p.87).

The middle layer delves into additional constraints at the level of cultural matter to describe unknowingly inherent curriculum leadership and assessment practices. Quality circles, where people come together to share issues and problems and find ways to make improvements to the overall system in which they are working, offer a perfect illustration of double-loop learning in practice (Morgan, 1989). There exists in Japan the forgotten heritage of the plant metaphor of “arborescence” related to the curriculum of 100 years ago. This plant metaphor means that academic achievement in each subject corresponds to the growth of each leaf, and core curriculum corresponds to the growth of the trunk, and social capital in the community corresponds to the roots, which
bring in nutrients and water. Japan's social capital exists as a powerful inherent accountability mechanism. There is very strong teacher accountability – in the form of formal accountability to the bureaucracy and an intimate and genuine accountability to one's colleagues.

Additionally, we face some conflict due to the fact that language has been considered sacred in the West, while silence has always been sacred in the East. Americans are often regarded as capitalizing on explicit communication. Moreover, by granting the independence of others, everyone secures their own independence. A double bind arises for Japanese nationals because the Japanese are not explicit and thus create distance in their communication (Yamada, 1997). However, at the classroom level, with the help of educators who meaningfully review student progress, students who are otherwise silent, will be motivated to express themselves. Surprisingly, however, we notice the common features between Western and Eastern, especially in the age of innovation where learning is explicitly about knowledge production in Mode 2 (Gibbons et al. 1994) – because creativity is based on the group quest for knowledge-creation.

The aforementioned array of historical, cultural, social and linguistic factors shape a great deal of the practices found inside rural schools in the Tohoku region. Through triangulation of data from three sites the authors try to shed light on the challenges and limitations of Eurocentric/American-centric ideas in Japan while providing an Asian perspective and another way of seeing the world. The cultural stress on interdependence (kankei) in the context of Japan, concerns access to networks of trusted people by using honorific language. It can be used to smooth out friction between people to promote mutual respect, reflecting Japanese sashi no bunka (a guessing culture) vitality and strength. The authors suggest there is much to be learned in the study of this unique and significant cultural attribute.
CURRICULUM THEME

Student and teacher perceptions of a one-to-one iPad policy in a Honolulu social studies classroom

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Keywords: technology, social studies, iPads, student perception, teacher perception

Dr. Suzanne Acord teaches high school social studies in Honolulu, Hawaii. In 2012, her K-12 private school implemented a one-to-one iPad policy. This school was the first in the state of Hawaii to implement a one-to-one iPad policy and consequently gained local and national media attention during the early days of the rollout. This presentation explores student and teacher perceptions of iPad use in Dr. Acord's social studies classes.

The presenter participated in numerous professional development activities prior to and during the school year that sought to increase her confidence and understanding of iPad usage in education. Attendance at a few of the workshops was required by school administration while others were optional. Dr. Acord has since provided iPad-based professional development for her school's teachers and will continue these efforts during the 2013 island-wide Schools of the Future Conference. The presenter was not fully in support of this school-wide policy prior to the rollout. She was convinced that laptops were a better alternative. However, her views quickly changed while exploring iPad educational possibilities. Although she is now convinced that the distribution of the very useful iPads to all students levels the playing field for the student body, her students are not as satisfied with the school policy. She and her students used the iPads during most lessons during the 2012-2013 school year. Her United States history class used the iPads to access all course content, while her World History class used the iPad along with a traditional textbook. She looks forward to sharing her findings with interested educators.
GLOBAL CITIZENSHIP THEME

The mediating effect of social support in the relationship between mother’s parental involvement and immigrant children’s school readiness in South Korea

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Keywords: immigrant families, parental involvement, social support, school readiness, mediating effect

An increasing number of female immigrants from developing countries who come to Korea and marry Korean men has created unprecedented demographic changes in South Korea. Numerous studies have produced data suggesting that interracial children in South Korea are having difficulties at school, and some empirical reports demonstrate that their school readiness or school adjustment is lower than their native Korean counterparts.

There have been many scholarly attempts that attribute the cause of this gap to low socioeconomic status or limited educational resources that children from these families are provided. One stream of educational research on immigrant populations investigates the level of parental involvement to explain educational gaps between immigrant and non-immigrant children. While parental involvement at home seems to be different between these two groups according to previous studies (Kim & Lee, 2012), it would be misleading if we interpret this racial gap solely based on household factors. In this paper presentation, the level of social support that mothers have is examined as an important mediating mechanism of these gaps.

A total of 100 immigrant families from around South Korea, except Jeju Island participated in this study. Mothers’ parental involvement, mothers’ perception levels of social support, and children's school readiness were examined. The statistical method adopted for data analysis was hierarchical regression analysis.

The major findings are as follows: Immigrant mothers’ home-based parental involvement had a significant effect on children’s school readiness. What is noteworthy is that immigrant mothers’ social support had a mediating effect between home-based parental involvement and children’s school readiness. The sub-categories of social support that were studied included emotion-wise, evaluation-wise, material-wise, and information-wise support. These effects remained significant even after controlling children's sex, birth order, parents’ educational attainments, family income, and mothers’ Korean literacy level.

The above stated findings imply that the level and quality of social support mothers receive (or perceived receiving) play a significant role in how they get involved in children’s education and how their involvement is used in helpful ways. This study could enable us to see how social support impacts the accessibility and activation of resources, which will eventually play a role in children’s educational experiences and achievement.
GLOBAL CITIZENSHIP THEME

Preparing teachers with internationalization consciousness via a program of educational voluntary service in Sri Lanka

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Keywords: international educational volunteers, collaborative action research, civic action approach, internationalization consciousness

It is an urgent task to prepare younger generation with global citizenship and international moving ability. Moreover, preparing pre-service and in-service teachers with international consciousness is the very first step. The study implemented a program called “Preparing Teachers within a Global Village” which involved a group of pre- and in-service teachers with educational voluntary service in Sir Lanka. Via collaborative action research and the strategy of World Café, the qualitative data of the program were collected and analyzed. The results of the data analysis showed that four facets of internationalization consciousness of voluntary teachers were enhanced. They were more aware of national identity, international literacy, global cooperation and competition, and global responsibility. They also perceived Sri Lankan students’ international consciousness was aroused as well. Furthermore, most of them recognized and appreciated the sustainability of the program and indicated the future concrete strategies.

Based on the successful practice and a few hidden curricula in the implementation, some deliberations are presented, such as volunteer recruitment, fund raising, bilateral communication, sustainable management, resource input, feedback mechanism etc. Hopefully, these may find helpful for the latecomers for international voluntary service.
STEAM THEME

Epistemic reflection on the role of arts in STEAM

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Keywords: epistemology, knowledge, arts, STEAM

Since STEM education has getting impetus in US, Korean government made an announcement of educational policy including STEAM education to promote student’s science and technology competencies in 2011. With comparing to its policy fever, the concept of STEAM has little ground as justified educational theory. Especially regarding to the effectiveness of STEAM and the role of arts, there are incessant controversies, even skepticism. Papers and discourses written about STEAM in recent years tend to say that science is related to ‘laws and concept’, mathematics to ‘principle’, engineering to ‘usefulness’, and arts to ‘emotion/beauty’ (Choi, 2011; Yakman & Lee, 2012). However, it is hard to find out elaborated explanation of how arts work as way of learning and what the role should be done in the STEAM. In this presentation, I explore the role of arts as a way of knowing in the context of STEAM education with the help of epistemological thinking.

ARTISTIC KNOWING IN EPistemology AND AESTHETICS

In epistemology, knowledge has 2 distinctive forms; knowledge-that, knowledge-how (Kim, 2004). Knowledge-that is the form of knowing by description with language and numbers, epistemologists call it propositional knowledge. Knowledge-how means the form of knowing how to do (physically, mentally) something. It is called as practical knowledge. Following of epistemological logic, in order for knowing to be knowledge one has to have belief (content), and such belief has proper proof (justified), then content of belief has to be true. In this sense, knowledge is a triad connection between belief, justification and trueness.

Having seen what has discussed in epistemology, arts doesn't seem to get important emphasis as a way of knowing, and modern philosophers didn't deal with art as source of knowledge seriously because of its unverifiable, vague concept such as imagination, subjectivity, percept, emotion, etc. (Bender, 1993). For example, rationalists like Descartes rejected the idea that the imagination could be considered a source of knowledge. Indeed, modern epistemology recognized that empirical science furnishes useful knowledge of nature and world. In that vein, growth of knowledge can be possible only in the context of scientific quest. Idiom like ‘art is matter of heart and intellect is matter of brain’ has been disseminated as the epitome of art (Quine & Ullian, 1978).

THE ROLE OF ARTS AS A WAY OF KNOWING IN STEAM EDUCATION

Gadamer (1989) criticized that an emphasis on empirical science as the only legitimate source of knowledge tends to cut people off from other sources and fountainheads like artistic sources —of knowledge. He thought that although art does not record truths about the world in the same way that science does, it can give insight into the different ways that we understand the world. Then, how can arts make us acquire knowledge of nature and world? What is the traits of artistic knowing?

First, as Novitz (1998), Kim (2012) suggested, arts offer KNOWING OF ART. Knowing of art concerns beliefs of art work itself. For example, when the art work made, who made and what meanings of art work are. In this sense, knowing of art is the structure of beliefs composing of various levels as information, concept, laws related to art works.

Second, art can furnish KNOWING THROUGH ART. We can learn knowledge about nature and world through deciphering meaning and figures, icons, colors, compositions, techniques actualized in art works. It is a way of obtaining knowledge of world through analogical or inductive inferences (Hospers, 1946). Those knowledge are proposed by description with a priori justification process of judging, reasoning, and comparing with other beliefs, too. The prime example of the epistemic approach to art is the discipline of Iconography developed by art historians like Warburg, Panofsky in the early 20th century. Iconographic way of exploring knowledge through art makes us to get tremendous and new understandings of what was going on in the period depicted in art works. In this respect, art can be object of knowing nature and world.

Third, PRACTICAL KNOWING. Those two kinds of knowing above mentioned can be called explicit, propositional knowledge. But there is different type of knowledge such as practical knowledge that knows how to do something. As scientist needs to exercise experimental skills or to know how to use various tools, artist needs to exercise skills related to performances and tools. This sort of knowledge is not propositional knowledge which consists of description by language and number.

Although there are debates of relatedness between propositional knowledge and practical knowledge, we hardly deny that to exercise practical knowledge requires a-priori explicit or implicit knowledge. It implies that art can give the type of knowledge—how to exercise paint, sculpt and handle kits skillfully, which then can be applied to other fields like science, medical science, etc.

Fourth, EMPATHIC KNOWING. The term “empathy” refers to any mental activity on part of the observer that is triggered in the perceptual encounter with an external stimulus and that has to be understood as being constitutive for our comprehension of an object. As German philosophers like Lipps and phenomenologist Husserl argues that empathy, which is a mean for gaining knowledge of other minds and as the method uniquely suited for human, can contribute knowledge (Hermberg, 2003).
Aesthetic experiencing is a distinctive process of empathizing of analogy actualized in art works as well as nature itself. Although for the rest of the 20th century, empathy had been recognized as trivial, out of date theme with the flow of cognitivism in philosophy and education, such as Cassier, Langer, Goodman, Perkins, Bruner, Bloom, and Newell, empathy has been revived in the 2000’s. Especially, neuroscientific findings of ‘mirror neuron’ play an important role to understand empathy as a way of knowledge. Lipps’ idea of empathy and recognizing another person’s emotional states and in understanding the goal-directedness of his behavior have had empirical evidence (Rizzolatti & Craighero, 2005). With the help of the finding "mirror neuron," scientists refer to the fact that there is significant overlap between neural areas of excitation that underlie our observation of another person’s action and areas that are stimulated when we execute the very same action.

With those scientific findings and philosophical reasoning, one can get knowledge of other’s mind and predict what happens next by empathizing with other. Empathizing is an ability to imagine oneself as another person using our percept and concept. Therefore, getting empathic knowledge is a way of aesthetic questioning, imagining and experiencing with nature and world. As a highly implicit, tacit ways of learning nature, empathic role of arts can make students transform their percept into other dimension, imagine themselves as other being what they observe.

In STEAM education usually, students are getting to ‘know’ various facts, laws, principles by proposition. Also they come to know how to exercise experiment skills, to use tools. These kinds of knowing haven been hailed as epitome of knowing and it was thought as scientific knowing. But 4types of artistic knowing can make difference in learning with STEAM. We can make students to obtain knowledge with art works while appreciating, reasoning, analyzing its various aspects. In particular, we can make students to use empathic way of knowing nature and world, which makes them to imagine what it would be like if they were on other’s shoes, what feels would be like if they would to be the one (object). This kind of questing is centralistic way in arts. It is a mental act of “transposition.” After all, we have to recognize that STEAM is not just science education nor maths education, but way of learning nature and world. That is leaning process itself.
STEAM THEME

Scientists are artists: A framework for merging processes in the arts and sciences

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Keywords: STEAM, arts, science, standards, integration, creativity, scientific method

This session proposes a re-framing of the relationship between the arts and sciences. What if artists are scientists and scientists are artists? Traditionally these disciplines are often viewed as dichotomous; the arts are an invention of fantasy sparked by emotion and spirit, while the sciences are academic, intellectually rigorous endeavors requiring cognitive attention. By dismantling this false dichotomy educators might encourage critical thinking skills valuable across disciplines.

In the arts’ disciplines (including music, dance, drama, and visual arts) we learn by creating original works and also by responding to great works of others. The creative process requires an artist to explore varieties and options, test aesthetic elements and through trial and error find how to best communicate an idea. Similarly, science requires a process of experimentation to investigate a hypothesis, test variables, and revise ideas before drawing conclusions. Both encourage testing, analysis, research, and development.

In the arts, a rigorous response process centers on open-ended, highly structured discussions of art that can stimulate students’ critical thinking, language, and literacy skills along the way. Individuals and groups learn how to make meaning, developing their own ideas while simultaneously respecting the perspectives of their peers. One example of a simple response strategy might require an audience to observe a piece of visual art or performance then wonder, observe, describe, and finally interpret its meaning. Likewise, the scientific practices involve raising questions, developing and using models, gathering and recording information through observation, analyzing and interpreting that information to better understand it, and constructing explanations.

Scientists share their arguments with the broader scientific community, so that others may raise questions, make connections to their own work, and develop new ideas; just as artists perform their work often in dialogue with the works of others. Sharing scientific ideas through the arts is another avenue or means of communication.

This summer more than 80 teachers from across the state of Hawaii will come together for professional development around the integration of Science and the Fine Arts in the Arts First Institute. This session explores ways in which teachers might support both science and art learning standards, empowering their students to develop creative and critical thinking skills. We will present the content for the institute, including both the theoretical framework and the plan for practical implementation.
Teacher education and teacher professionalism: Tensions, contradictions and possibilities

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Keywords: professionalism, accountability, transformative intellectuals

Educators at all levels of instruction confront a growing tension between complying with increasingly stringent administrative mandates and exercising their professional judgment and creativity. Amidst heightened calls for individual and institutional accountability, politicians, policy makers, and educational administrators have responded by increasing regulation and oversight, promoting prescribed curriculum, frequent and high-stakes testing, and publicizing comparisons of school and teacher effectiveness devoid of localized contexts. Within this managerial approach to accountability (Apple, 2005), the work of teachers becomes increasingly routinized and teachers themselves are frequently regarded as interchangeable and lacking in professional traits and motivation (Weisberg, et. al., 2009; Tucker, 2011). Regardless of the motives or merits of any one of these measures, taken collectively and instituted systematically, they foster an impoverished conception of teaching as a technocratic exercise in which teachers are reduced to the role of technical functionaries (Giroux, 2004).

While applicable to all levels of teaching, the tension between accountability and autonomy is particularly salient within teacher education. King and Lau-Smith (2012) describe the unique vulnerability of pre-service teachers to what they characterize as a “crisis of disconnection” (p. 46) resulting from the constant supervision, unequal power relations, and overtly behavioralistic assessments characteristic of many teacher preparation programs. Though teacher educators frequently claim to promote critically reflective practice, such practices may serve instead to condition emerging teachers to comply with the expectations of others and adopt an external locus of control regarding their professional practice and decision-making. Teacher educators also confront a variety of tensions deriving from their unique position as both gatekeepers and catalysts for the future of the profession. As a result, teacher educators face the delicate balancing act of preparing student teachers to succeed within schools as they are currently constituted while, at the same time, encouraging and equipping them to function as transformative intellectuals working to effect positive change within those systems.

This paper employs self-study methodology to explore one concrete manifestation of this tension: how a teacher education program frames and upholds standards of “teacher professionalism.” In particular, it investigates:

- To what degree are programmatic practices related to teacher professionalism consistent with the stated values and intentions of teacher educators?
- How do those practices impact student teachers’ burgeoning conceptions of teacher professionalism?
- Where teacher educators recognize contradictions between their intentions and the impact of their practices, how do they attempt to reform their practices to better align with their stated intentions and what impact do these reforms have upon students’ conceptions?

Study findings reveal that student teachers’ conception of professionalism maintained a narrowly behavioralistic focus through much of the program, emphasizing elements such as dressing appropriately, being punctual and dependable, complying with school policies, communicating clearly and in a timely fashion, and interacting respectfully with students, colleagues and parents. This focus on “acting and looking professional” can at least partially be attributed to faculty and supervisors’ emphasizing actions that would protect the credibility of program among school administrators and local teachers serving as mentors for student teachers. Although this behavioralistic conception proved strongly resilient, deep engagement with readings, discussions, and current events which provided concrete models of teachers acting in the capacity of transformative intellectuals did help many students begin “thinking like professionals” as well. Students slowly adopted a more critical stance towards contemporary educational reform models, began posing their own original questions and concrete suggestions for possible changes to current practices, and broadened the scope of what they considered to be their professional charge from the classroom level to include engagement with institutional and systemic issues. The paper concludes by offering recommendations for promoting a robust formulation of teacher professionalism which includes an ongoing commitment to exercise personal judgment, creativity, and an active voice in debates about the nature and direction of education.
**TEACHER EDUCATION THEME**

**Conversations between student teachers and young children:**

*Understanding notions of social sciences education through young children’s play*

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Keywords: early childhood education, gender, fairness, play, Pasifika, social justice and social sciences education

This paper explores the experiences, conversations and interactions of Pasifika early childhood student teachers and young children. While fulfilling practicum requirements within an early childhood Pasifika teacher education programme, the paper examines the ways in which student teachers had been confronted by what they had seen and heard when children played. Drawing on a case study that investigated student teachers views of play (Leaupepe, 2008), focus group discussions and practicum experiences are used as a basis to explore conceptual knowledge and understandings of social sciences education. The concepts of social justice, equity and gender will be the focus of discussions. To a large extent, what children learn about the aforementioned concepts is dependent upon teachers’ subject content knowledge (Fleer, 2010; Hedges & Cullen, 2005) and their personal value and belief systems (Leaupepe, 2009; 2011). The study reveals that for the student teachers their own childhood play experiences, cultural influences, and parental attitudes towards play were significant to how they had initially understood play. Two curriculum documents, Te Whāriki, New Zealand’s early childhood curriculum framework and The New Zealand Curriculum, for Year 1 – Year 13 students in the compulsory sector (Ministry of Education (MoE), 1996; 2007), are utilized to highlight teachers’ responsibilities in supporting young children’s learning and development of social sciences education.

In Aotearoa New Zealand early childhood education (ECE), play is at the heart of many educational programmes offered to young children and is regarded as an integral part of the curriculum. The value of play is recognized in both mainstream and Pasifika early childhood teacher education programmes (Airini et al., 2009; Leaupepe, 2009). Early childhood teachers are called to provide environments and experiences where children’s “play is valued as meaningful learning and the importance of spontaneous play is recognised” (MoE, 1996, p. 84). Active and effective support for play comes not only from understanding play, but also from an understanding of the ways in which teachers can support, encourage, guide and promote play (Dockett & Fleer, 1996). Early childhood teachers occupy a powerful position in their interactions with young children. Play can provide opportunities for both teachers and children to reflect on issues that search for a greater conviction of how they make sense of the world they live in and to understanding their role within it. The paper highlights the tensions that existed for Pasifika student teachers when confronted with conflicting views of play and that challenged what they were required to encourage in children’s play. The implications posed for teacher practice is discussed.

The research design is underpinned by a qualitative framework, and seeks the opinions, ideas, views and experiences of the research participants (Sarantakos, 2005). Two Pasifika research methodologies were adopted and considered culturally appropriate and responsive to the research participants. The kakala model adapted by Thaman (1999) describes the art of Tongan fragrant garland making and illustrates the process of gathering, selecting, analyzing and disseminating information and knowledge. Talanoa explains the relational concepts between the researcher and the researched (‘Otunuku, 2011) with the extension of talanoamālie that exemplifies the process of critical reflection and discussion (Manu’atu & Keepa, 2006). The research participants were chosen from a class-listing and come from cultural backgrounds where play is not highly valued. The findings reveal that student teachers were not only challenged with their ability to recognize the existing potential within children’s play for deepening understanding of social sciences education, they were also able to identify how their own values and beliefs influenced how they responded to children’s interests. Cultural influences provided insight to what is encouraged, what is not encouraged, and why this might be so. In some cases, aspects of children’s play were deemed culturally inappropriate and were juxtapose to learning outcomes noted in both curriculum documents. The significance of this work contributes to the much-needed literature concerning not only Pasifika student teachers views of play and its influences to practice, but also to the Pasifika theorizing of play-related ideas. It is hoped that discussions from this paper will generate a deepening awareness of Pasifika views of play and create a platform whereby robust debates concerning the nature and purpose of play and social sciences education are encouraged and ongoing.
CURRICULUM THEME

What does teaching in Samoan bilingual classrooms look like?:
Observations as evidence-based from a New Zealand professional learning and development perspective

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Keywords: Samoan bilingual, instructional practice observations, reading comprehension, student achievement

This paper profiles instructional practice of teachers in a Samoan bilingual cluster involving nine schools and 40 Samoan teachers in delivering the curriculum to year 0 (5 year old) to year 8 (12/13 year old) students. The 30 to 40 minute baseline observations conducted on teachers’ instruction during a reading session were part of a Ministry of Education professional learning and development three-phase project (in progress) to increase student achievement in English literacy for Samoan students in these classrooms. Whilst the project had a professional development and learning focus, it was vital to build the capacity and capability of teachers by examining their own practice followed by a critical discussion of their students’ strengths and weaknesses and of current instruction to understand teaching and learning needs from an evidence-based research perspective. In addition, to raise competing theories of the instructional needs and evaluating evidence from these competing theories. The added research component of the project was therefore necessary in this baseline phase to explore where students were at in their academic achievement and secondly what teachers’ instructional practice looks like in relation to their students’ achievement. Outcomes of this phase will form a trajectory of development for comparisons over time. From past studies on Pasifika students and particularly Samoan students in bilingual classrooms, for example, on reading comprehension achievement, it was generally found that teachers control the interactions with their students a lot more in addition to putting too much emphasis on vocabulary questions with little teacher elaboration to extend word knowledge. In doing so, teachers limit the ability of students to exercise their oral proficiency and prior knowledge including their linguistic and cultural knowledge. We hypothesized that teachers in Samoan bilingual classes were perhaps not making optimal use of children’s prior knowledge particularly their linguistic and cultural strengths to increase robust and in-depth oral discussions for understanding of texts during the reading lessons. The baseline observations reported here were coded under exchanges that were known to enhance reading comprehension that related to: vocabulary; checking; incorporation; extended talk; awareness; and feedback, and were analyzed for the purposes of (1) feeding back to teachers what their instruction looked like (2) creating discussions around teacher strengths and weaknesses that had arisen out of the instructional and student achievement data and (3) identifying professional development needs for teachers and their students. While the student achievement data confirms student weakness as in previous studies particularly in reading comprehension, an initial impression from the instructional data suggests that teachers and students’ discussions around a concept or word were limited and that students’ oral strengths were not fully optimized for understanding. The second phase is in progress with the last phase starting mid year. The findings from these two phases will enable some discussions to be made around shifts in instructional practice, if any, their impact on student achievement, and how these might be sustained.
CURRICULUM THEME

Education as sustainable development:
Transformative education on Mangaia in the Cook Islands

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Keywords: education sustainable development curriculum

In attempting to address the social, economic, cultural and environmental challenges the world faces, UNESCO, as lead agency, promotes the inclusion of the principles, values, and practices of sustainable development into all aspects of education. Support is currently focussed on themed days or short term projects with an environmental focus.

Initial results from a case study on the island of Mangaia in the Cook Islands indicate that if students are to obtain a deeper understanding of sustainable development issues then place based Education for Sustainable Development (ESD) programmes should be embedded in the curriculum and supported by quality teaching and learning practices.

Models of transformative education that promote the use of critical pedagogies in the classroom and empower students to contest positions along the sustainable development continuum as a form of real learning are proposed. The importance of students developing the ability to effectively use both Mangaian knowledge and relevant western knowledge when seeking sustainable solutions is debated. Critical thinking, underpinned by Mangaian epistemologies and values, is proposed as a way of developing students’ ability to determine their own, their families and Mangaia’s sustainable future.

The benefits and challenges of implementing such a curriculum in an education system that has historically focussed on a western only style education are explained. These benefits and challenges are framed around a discussion on the following four elements of a curriculum namely time, the novel, structures and the relevant. A model of education as sustainable development, driven by both indigenous and western epistemologies, is presented that supports quality teaching and learning leading to potentially higher levels of academic achievement.

The potential for the research to inform educational policy and practice that supports young learners to develop their capabilities to engage with the issue of sustainable development on Mangaia and in the Cook Islands is discussed.
SHARING PERSPECTIVES – INTERNATIONAL CONVERSATIONS ABOUT EDUCATION: RECURRING THEMES IN PCC

PRESENTATION SESSIONS VI–VIII
on June 6, 2013

STEAM
Delving into the focus areas of science, technology, engineering, art, and mathematics

Teacher Education
Empowering future teachers to excel by discussing approaches, techniques, outcomes, and challenges

Curriculum
Sharing ideas and experiences with curricular models and approaches as influenced by politics, diversity, disciplinary subject areas, and other factors

Global Citizenship
Reflecting on the nature of global understanding and awareness and the functioning of citizens in an increasingly global society
GLOBAL CITIZENSHIP THEME

Digital citizenship: Molding effective, responsible, and ethical citizens in a changing society

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Keywords: digital citizenship, cyber ethics, family-school partnerships

Traditionally, knowledge is passed down from the older to the younger generations (Pieri & Diamantini, 2010). However, the digital millennium has changed that, and where adults were once the “experts,” many adults of today may not be as technologically savvy as their younger digital counterparts (Nguyen, 2009, 2011).

Schools are currently implementing more digital technology use, yet the appropriate focus on curriculum and pedagogy has left little place for critical online safety and ethics discussions. Many students are uncertain of cyber ethics rules and the mores of digital citizenship, and have few models of how to effectively navigate through a changing digital society. While many educators and parents believe that cyber safety education can be helpful for students, they themselves may not be familiar with the fundamentals of technology use and cyber safety rules. Therefore, it is important for adults to understand cyber issues and work together to teach youth the proper ways to use technology effectively, responsibly, and ethically.

Digital Citizenship Education

Digital Citizenship education takes a holistic approach to cyber issues with the attempt to educate technology users about making wise decisions online. Digital citizenship is described as, “the norms of appropriate, responsible behavior with regard to technology use” within the context of a global digital community (Ribble & Bailey, 2007, p.10). This curriculum, however, encompasses more than just teaching technology users to recognize cyber dangers and ways to avoid them. Digital citizenship education focuses on: a) the behavior and mindset of technology users, b) creating a safe environment for students to grow, thrive and share ideas freely, and c) how to be respectful of others and their property in cyber space (Ribble & Bailey, 2007; Villano, 2008).

According to Ribble and Bailey (2007), technology is a privilege, and therefore Digital Citizenship is a responsibility given to all technology users. With these rights, digital citizens should be held accountable to ensure that all technology users are using their devices appropriately and respectfully.

Pilot Study

A pilot study was conducted by the authors of this proposal in 2012, where parents and school faculty (N = 32) from eight Hawai‘i middle and high schools and one community organization participated in a workshop geared to catalyze the establishment of School Cyber Safety Action Teams. The workshop provided an opportunity for parents, educators, and members of the community to work together to learn more about cyber ethics, Digital Citizenship, and to collaborate in creating family, school, and community partnerships around cyber safety issues, such as cyberbullying, sexting, and online impersonation. Discussion also centered around specific cyber safety strategies and laws.

We note that the discussion generated from this workshop and subsequent action are two different things, and it is only through strong school leadership and parent involvement that this collaboration and action can occur.

In addition to the pilot workshop, participants completed pre and post surveys regarding cyber awareness, cyber safety teaching self-efficacy, and perspectives on parent-school collaboration. Significant increases were found in 16 of the 35 cyber safety questionnaire items.

Conclusion

It is important for students of the 21st Century to learn how to use technology safely, responsibly, and ethically, and adults need proper training to realize the value of these skills for themselves as well. Educators and parents have the joint responsibility to positively influence youth behavior online. When adults understand that they have a common goal and are aware of their differing perspectives of cyber safety, great potential for action can be derived from that. Collaboration between educators and parents in the forms of ongoing communication and parent-educator meetings to work on school cyber responses, codes of conduct, and procedures to form cyber safety action teams would require further evaluation to assess the impact of such partnerships between educators and parents.

This presentation at the Pacific Circle Consortium Conference could help address the questions of what it means to be a responsible and ethical citizen in an online virtual world and what specific actions parents and educators can take to pass this valuable knowledge to their children and students.
GLOBAL CITIZENSHIP THEME

Socially responsible pedagogy: An approach to preparing global citizens

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Keywords: secondary, global, adolescent, literacy

The basis for this paper is the belief that strong literacy skills give students personal, political, and social power, allowing them to participate more critically and powerfully in both local and global society, when meaningful literacy experiences and events are co-created by students and teachers (Alvermann, 2009; Delpit, 2000; Gee, 1999; Janks, 2010; Langer 1987, 2005a, 2005b).

The presenters introduce this session with a description of their previous study of 450 students grades 6th -12th who were asked questions about their personal experiences with literacy, power, and the role of schooling. Their written narratives revealed little connection between the literacy skills taught in the classroom and students’ self-expression, communication, and participation as socially responsible citizens in a global world. These powerful findings led to the book, Socially Responsible Literacy: Teaching Adolescents for Purpose and Power (2012, and published in The Reading Professor, Winter, 2011, PRTE) and prompted the presenters to inspire preservice teachers to transform their ways of thinking about literacy.

Systematic research that focuses on adolescents voicing their opinions about their educational experiences has only recently become a subject of study. Intrator and Kunzman (2009) assert convincingly that youth are yearning for school experiences that engage, inspire, and empower them to express their unique, individual, and collective voices. Although there is virtually no research that has asked adolescents specifically how they view power and literacy at school and in their classrooms, researchers have begun to listen to adolescent voices by focusing upon a variety of youth perspectives, such as the relationship among community, culture, and schooling (Hersch, 1998); academic experiences (Pope 2001); school organization, policies, and reform (Fletcher, 2004; Wilson & Corbett, 2001); teaching and learning (Flutter & Rudduck, 2004; Intrator, 2003); and participation in the civic process of education (Mitra, 2004). There is much to be learned from research that gathers evidence from the students themselves. By listening to adolescents’ perceptions of their school experiences, we are able to make important connections to their learning needs.

This book offers a new vision for teaching adolescent literacy that moves beyond teaching reading for its own sake and toward seeing reading as a way to motivate students to engage with their world. The authors share adolescent readers’ experiences to discover how teachers encourage their students to explore their identities, face injustices, and contribute to their communities. Readers learn how to incorporate core issues of a socially responsible pedagogy into their own curricula to support strong literacy skills across the content areas. Each chapter includes reflection questions that move the reader toward personal and professional development, along with classroom applications that provide specific strategies and ideas for socially responsible literacy projects.
Science teachers hear about STEM and the need to produce students with the skills necessary to be successful in technical programs and college courses that will prepare them for the 21st Century workforce. As we strive to meet the call for a scientifically literate society found in the National Science Education Standards (NRC, 1986) we are also encouraged by districts and education researchers (Krajcik and Sutherland, 2010) to integrate our content with literacy practices including reading, writing, and oral communication. In this presentation I will describe the process I underwent in an effort to flip an “old standard,” the annual spring research paper into something more creative and meaningful for students. My goal was to make this assignment a student-centered, multi-faceted, project that gave the students the opportunity to embrace their own creativity as they showcased their expertise about a STEM concept. I will describe how I had to give up a certain amount of control over the students’ learning after my spring research paper assignment was met with grumbles rather than enthusiasm. I moved beyond simply integrating written literacy into STEM by allowing the students to design their own “demonstration of mastery” in the content, reminiscent of the ideas of John Dewey and project work from the turn of the 20th century. I will also discuss the challenges and successes that I had as I collaborated with the Art and Technology Education Teacher, as we struggled to design a rubric to fairly assess, not only the science content, but the creative aspects of student products. As I looked back to project-based learning, I embraced a future of meaningful learning for myself, as well as for my students. I have come to realize that a classroom that focuses on optimizing student creative strengths and critical thinking CAN motivate students to learn more about their topic or concept of choice than they could through a traditional STEM research project.

I will share what steps I took in my classroom that worked and what did not, with the intention of giving participants in my session the confidence and the tools they need to successfully transform a traditional “dry and structured” lesson or project into a creative expression of student knowledge and understanding. Through these strategies, my students have been encouraged to transform the science, mathematics, and engineering concepts they have learned in all of their classes into a variety of meaningful projects. Some projects included student designed, written and illustrated books for children in lower grade levels to read, enjoy, and understand; computer generated music based off of genetic code; modern dance to represent subatomic particles in motion, and even a “torch song” about Newton and his Laws. Participants in this session will see how giving creativity a chance and giving up instructor control over every assignment will not only put a little STEAM in your STEM courses, but may lead to higher levels of student enthusiasm and ultimately high levels of student achievement.
Can art reduce teacher talk?

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Keywords: cognitive models, mathematics, English learners

“Teacher talk” fills most of the day for students, even in kindergarten. Oral English is the central mode of “teaching” at Nopales elementary school in Southern Arizona, which is probably the same at most schools across the United States. Students learning English must listen to teacher talk in all subjects; and often, they do not understand it.

Maria did not attend pre-school, and is a beginning English learner (EL). During a mathematics discourse, Maria’s teacher asks her, “How many orange butterflies are there?” Maria correctly answers “three,” then her teacher asks the dreaded question, “How do you know?” Maria sinks into her chair and shrugs her shoulders.

Mathematical concepts such as graphing are difficult for many students to grasp in kindergarten, especially those who are ELs. The proportion of ELs in U.S. schools continues to increase more rapidly than the overall student population. Most teacher preparation programs in the U.S. do not prepare teachers adequately to work with ELs. Research is limited on the apprenticeship of mathematical discourse and concepts, including ways to develop cognitive models for problem solving. Both general and special educators take few courses for teaching math, and are inadequately prepared to teach math (Maccini & Gagnon, 2006), much less in a second language learning context. In this presentation I will share results of a multiple case study with the purpose of exploring the ways teacher questioning strategies affected the participation of ELs in knowledge construction in mathematics.

Behind every number or mathematical symbol is a complex, abstract, three-dimensional picture (i.e. structure or figure). Due to the relationship between mathematical symbols and these structures, adding art into mathematics education seems a natural fit. A common teaching strategy for math is to allow students to experiment with manipulatives (e.g., unifix cubes, beans, macaroni, etc.) to create representations of problems, which is also an effective teaching strategy for ELs. Creating artistic forms with manipulatives is a natural activity that extends conceptual understanding.

“Teacher talk” often contains excessive words that are too far out of ELs’ Zones of Proximal Development (Vygotsky, 1987). Teacher talk includes several questions, the most common beginning with, “How many?” And the most complex, “How do you know?” In the beginning scenario, when Maria’s teacher (Ms. Smith) asked her, “How do you know (there are three butterflies)?” Ms. Smith increased the cognitive demand of the task and engaged Maria into a metacognitive model of learning. To be able to answer this question, Maria must make an inference from her background knowledge and relevant contexts to interpret the immediate event (Wortham, 2006).

Maria could not connect one context to another because Ms. Smith did not make an explicit connection of past experiences of counting objects (e.g., students eating hot lunch, days of the week) to the immediate context (of counting the butterflies). By using repetitive practices, Ms. Smith built Maria’s experiences of counting (that became background knowledge), but it was not accessed. If Ms. Smith gave students opportunities to create art projects representing the counting activities (using manipulatives), she could have pointed to the projects to remind Maria to connect the contexts.

Using words (“teacher talk”) is one way Maria’s teacher can model thinking strategies, and art is another. Art is a vehicle that can be used to represent abstract thinking visually, kinesthetically, multi-dimensionally, or in any creative structure (e.g., multi-media). At the beginning of the presentation, participants will explore ways of displaying their background knowledge through artistic expression, which will be used in a later mathematics activity. This activity is designed to show teachers ways to display cognitive models (path of thinking), that can be accessed as strategies for problem solving in different contexts. After exploring these activities, my goal is for teachers to discover multiples ways that art can reduce teacher talk.
TEACHER EDUCATION THEME

Measuring and enhancing the outcomes of research projects:
A systematic approach

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Keywords: research projects, change, learner benefit

Ako Aotearoa, the National Centre for Tertiary Teaching Excellence is committed to enhancing the effectiveness of tertiary (post compulsory) teaching and enabling the best possible educational outcomes for learners. The allocation of project funding represents a key step in achieving this objective.

Project funding is managed across two main streams. The National Project Fund (NPF) supports large scale national-level projects with up to $150K over 2-3 years. The Regional Hub Project Fund (RHPF) supports exploratory regionally-based projects with up to $10K over 12 months. Our investment in this process to date has been well over $5m across nearly 200 projects.

The funds are change funds, that is, they support evidence-based change in teaching and learning practice for the benefit of learners. The overarching aim of this funding is to support strategic initiatives that improve tertiary teaching and learning and to this end we fund projects that are use-inspired and will lead to change. That is, we fund projects that have the potential to both improve practice and enhance basic knowledge/scholarship of tertiary teaching and learning.

In order to achieve its vision, Ako Aotearoa needs to gain a better understanding of the sustained impact of the projects it funds. Impact in this context is about creating change. Impact is determined when there is a clear demonstration of learner benefit. (Alkema, 2012. P.1).

This paper discusses the implementation of a Project Impact Evaluation Framework (IEF) developed by Ako Aotearoa to enable it to achieve this understanding.

Data is collected through a combination of our organisational data including quantitative, such as interest, for example website hits and estimates of breadth of impact, for example the number of learners and staff potentially impacted by the project. Qualitative data is gathered through a structured conversation between Ako Aotearoa staff and the project team at 6 month, 12 month and 24 month points after completion of the project. Conversations focus on such areas as impact on practice, impact on learners, impact on the project team. The project information is then written in the form of a ‘story’ that can provide a good sense of the project, what has happened as a result of the project, future plans and opportunities.

The data collected from these evaluations is invaluable to both Ako Aotearoa and its stakeholders by giving a better understanding of:

- The impact these projects have on the teaching and learning process
- How they bring about positive organisational change, and how that change impacts on learner outcomes.

In addition, the process helps to identify further opportunities for dissemination of the project outputs and also to develop future funding priorities.
TEACHER EDUCATION THEME

Disrupting the discourse of homogeneity imposed on Pasifika student teachers

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Keywords: teacher education, Pacific ethnicities, student teachers

Pasifika student teachers are ethnically grouped and categorised in many ways that both define ethnic group identities whilst diminishing visibility of salient individual differences and diversity. The use of the over-arching term of Polynesian which incorporates both Pacific students and indigenous Maori ethnic groupings is critically examined. The term Pasifika has been used in New Zealand education policy documents as a blanket term for Samoan, Tongan, Cook Islands, Niue, Fijian, Tuvalu, Kiribati and other Pacific minority communities within Aotearoa New Zealand. Each Pacific nation has its own history of colonisation, language, beliefs, values and cultural practices so it is important to question in what contexts and for what purposes such over-arching categorisation is either useful or respectful? There is an urgent need to fully discuss the implications for the various positionings of Pacific students within tertiary education contexts and more specifically in teacher education programmes. On the surface such positioning still results in marginalisation of minority Pacific students. There is an inherent contradiction between categorisation in order to achieve social justice outcomes whilst at the same time using categorisation for the purposes of targeting resources that of its very nature emphasising deficits in academic achievement in order to address such inequalities. Implications of discourses that diminish ethnic difference and variations on tertiary processes and pedagogies are fully discussed. Areas such as student recruitment, inclusive pedagogy, assessment of student professional knowledge, student mentoring provisions and completions of programmes within required time frames are covered in this paper.
CURRICULUM THEME

Social studies teachers’ perspectives on reading comprehension instruction in Taipei’s junior high schools

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Keywords: reading comprehension instruction; social studies; teachers’ perspectives

In the 2009 Program for International Student Assessment (PISA 2009), coordinated by the Organization for Economic Co-operation and Development (OECD), Taiwan’s students ranked 23rd in reading literacy among the 65 participating countries/areas. The average score of Taiwan PISA 2009 is 495 on the overall reading scale, which is lower than the score of 2006 and even much lower than those of other Asian counterparts such as Korea, Hong Kong and Shanghai. Since the result of the PISA 2009 was revealed, a deep sense of anxiety spread out quickly in the entire Taiwan society, particularly in the governmental and educational segments. Questions such as how instruction in reading strategies can be adjusted and could the assessment of reading comprehension and reasoning be included in Taiwan’s national large-scale examinations have been proposed and discussed widely.

In response to the anxiety and questions, some measures have been taken not only by the Ministry of Education but also by local governments. For example, the Taipei City Government has announced a new policy of including the assessment of reading comprehension and reasoning in a high-stake entrance examination for top-ranking senior high schools in Taipei. One of the tested subject areas of reading comprehension and reasoning is social studies. Beginning in September 2012, the Department of Education of Taipei City (hereafter referred as DETC) began to hold reading comprehension instruction workshops for junior high social studies teachers, so as to prepare them for teaching reading comprehension, and eventually prepare their students for the high-stake entrance examination.

This paper aims at exploring Taipei’s social studies teachers’ perspectives on instruction and the readiness of their teaching competence in reading comprehension in junior high schools. Mixed methodology, which combines qualitative and quantitative research methods, is employed to do the data collection and analysis. The participants are social studies teachers who participated in reading comprehension instruction workshops held by DETC from September 2012 to January 2013.

The results show that Taipei’s social studies teachers have very different perceptions on the goal and teaching strategies of reading comprehension instruction. The majority of the participating teachers also feels unprepared on reading comprehension instruction and has very low confidence in their teaching competence in reading comprehension.
A study on map design quality in junior high school social studies textbooks

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Keywords: map design, map design principles, content analysis, junior high social studies textbooks, textbook analysis

This study based on Bos’ definition to analyze these maps in textbooks. The five principles of designing maps –map content, visual perception, symbol design, map layout, and map generalization are used in the study. And among previous five principles, nine map design variables are chosen to be discussed, including correspondence among texts and maps corresponding, figure-ground origination, hierarchical organization, clarity and legibility, symbol use, visual variables, lettering, map elements design, and generalization, also were considered when analyzing maps. By using these criterions, this study tried to examine the advantages and disadvantages of the current junior high school social studies textbooks through Content Analysis. The conclusions are as following:

1. As for the three version:
   (1) In Nan-I version, the correlation was higher in texts and maps corresponding, hierarchical organization, symbol use, and visual variables, but less than sixty percent in lettering, map legend, longitude and latitude direction symbol.
   (2) In Kang-Hsuan version, the correlation achieved more than ninety percent in hierarchical organization, symbol use, and visual variables but less than fifty percent in figure-ground origination, lettering, longitude and latitude, and direction symbol.
   (3) In Han-Lin version, the correlation reached eighty in texts and maps corresponding, hierarchical organization, symbol use, and visual variables, but less than fifty percent in figure-ground origination, lettering, map legend, longitude and latitude direction symbol.

2. As for the five map design principles:
   (1) For map content, the correlation was over eighty in all versions. It showed the relation between map content and the content of textbooks and the title of maps was significantly related. Readers can have map learning through texts and maps corresponding.
   (2) For visual perception, the correlation was the highest in hierarchical organization in all versions, followed by clarity and legibility, with figure-ground origination the lowest. It suggested that all versions can enhance on presenting the topic and background of maps.
   (3) For symbol design, the correlation of symbol use and visual variables both achieved more than eighty percent with symbol use higher than visual variables. It showed all versions did work on the design of map symbols.
   (4) For map layout, two parts are included. For lettering, all versions reached comparatively low correlation due to the reason that many geographical names and much content had to be displayed in a limited map. For map elements design, map scale and map legend achieved higher correlation and lower in longitude and latitude and direction symbol.
   (5) For map generalization, the correlation was over sixty percent in all versions. Although it was lower than map content and symbol design, it revealed that all versions did spent time on selecting and categorizing map topics.

3. As a whole, the correlation reached more than eighty percent in texts and maps corresponding, hierarchical organization, symbol use, and visual variables in map design principles category. That is, all versions are good at presenting map content and symbol design. However, the correlation failed to get more than forty percent on lettering and longitude and latitude and direction symbol in map layout, which meant all versions should strengthen on the content of map layout to increase readers’ efficacy on reading maps.

This study aimed at discussing the principles and application of map design principles in junior high school geography textbooks and tried to discover positive and negative examples to provide opinions and suggestions for teachers.
GLOBAL CITIZENSHIP THEME

Human resources development in Mexico: Policy, ethnicity & curriculum in higher education institutions

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Keywords: human resource development (HRD) in Mexico, public policy for ethnic groups; IHE curriculum with human resource development orientation

It is limiting to talk about a homogeneous Mexico with centralized Human Resource Development (HRD) policies from the nation’s capital. Instead, we should think about the design of public policies that address regional needs derived from regional characteristics in such a way that it is possible to achieve high levels of efficiency in optimizing the necessary resources for both production processes and economic development of specific regions.

From a broad perspective, it is possible to find at least three Mexicos: 1) Modern Mexico, 2) traditional and marginalized Mexico, and 3) a Mexico based on the idea of a denied civilization, referring to indigenous poverty in several of its dimensions. The existence of many Mexicos forces us to think in different ways about how to best develop human resources. The complexity involved certainly places corporations and the country as a whole in circumstances that are difficult to handle, especially considering the levels of competitiveness demanded by globalization in the knowledge age. This presentation discusses what needs to be considered to develop different kinds of policies and educational curriculum to better meet the needs of different ethnic groups.

There are attempts that incorporate local points of view that respect traditional ethnic groups in Latin America. One example is Mexico’s participation in the Intercultural Indigenous University Project (UII, Spanish acronym). But higher education in Mexico must be considered closely related to the national educational “system”.

As far as the HRD curriculum issue is concerned, Mexico does not have a sufficient number of HRD programs in its public and private schools. HRD programs presently exist more due to market intuition than to a real strategy to promote the country’s development.

Consequently, it is essential to develop and strengthen not only regional-ethnic identities, but to develop long-term policies focusing on HRD which allow individuals to have access to flexible and inclusive, quality education and training for social recognition of their occupational competencies. This, however, must go hand in hand with the strategic development needs of the country without neglecting external conditions to be considered in a holistic manner.

This presentation includes four sections: a brief HRDMx history, a theoretic approach, the situation of ethnic and HRD, and academic programs with HRD orientation in Mexico. The author ends the presentation bringing to light some reflections regarding the relevance of congruence between HRD and ethnicity public policy in the curriculum of higher education as a value chain for the country’s development.
GLOBAL CITIZENSHIP THEME

The research on the democratic citizenship of the Korean youth:
An international comparison

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Keywords: democratic citizenship, civic participation, civic identity

The objective of this research is to evaluate the current level of democratic citizenship of the Korean youth and suggest some policy implications for education on democratic citizenship. For the purpose of this, we tried to make an international comparison on the democratic citizenship of the youth in the world, by using the survey results of the ICCS (International Civic and Citizenship Education Study) in 2009, especially the results of the two reports on Korea (Taejun Kim & Youngmin Lee, 2011; Taejun Kim & Youngmin Lee, 2012) which analyzed the 2009 ICCS international survey.

The worldwide 2009 ICCS survey on students’ attitude was conducted in fifteen countries: the Czech republic, Italy, Spain, Sweden, and the UK in Europe, Chile, Columbia, Dominique, Mexico, Paraguay in Latin America, and Taiwan, Hongkong, Indonesia, S. Korea and Thailand in Asia. The subjects surveyed were middle school seniors, as of 2008 survey year, and the number of subjects were 140,650 (including 5,254 Korean middle school students).

In this study, the democratic citizenship was divided into two areas: civic participation, and civic identity. And we identified two domains for each area: cognitive domain and justice/action domain. Eventually, 11 question items out of the 2009 ICCS items were included in our analysis: 6 items in the civic participation area, and 5 items in the civic identity area. To evaluate the democratic civic capacity of the youth in Korea and the world, we took average values for each item, by continent and country, and compared them.

Civic participation refers to the youth’s awareness and behavior about civic activities or social actions for members of civic society to take. Out of the 2009 ICCS measurement items, 6 items were classified as civic participation items: one item was included in the cognitive domain, and 5 items in the justice/action domain. The overall average for the five items for the justice/action domain showed a relatively high level of 3.55. Of the five items, the degree of agreement on “participation in all the elections” was 3.33, the highest level, while the agreement level on “joining political parties” was 2.40, the lowest.

Civic identity is concerned with the youth’s self-consciousness and actions as democratic citizens. In regards to civic identity, five items (actions beneficial to regional community, activities for the promotion of human rights, activities for environment protection, working hard and strict observance of laws), out of the 2009 ICCS measurement items, were chosen as our question items. The overall average for the five items included in this area was 3.35. Of the five items, the average for the item “Strict observance of laws” was the highest while those for “Activities for the promotion of human rights” and “Working hard” were the lowest.

In our international comparison, based on the 2009 ICCS data, on the 11 items of democratic citizenship, Korea showed the highest level of average for two items as follows; “Participation in political discussions” and “Peaceful protest against unfair laws”. And “Political protest should not be violent” ranked second among the fifteen surveyed countries.

This is reflected in Korean society, cognition and justice/action for democratic civic capacity are strongly related to criticism, protest and discussion in regards to the political matter and the government.

These results have a strong relation to the democratization and political development process in the past. It was only in the 1990s that Korea became, in a real sense, a democratic nation, after the liberation from Japanese colonial rule in 1945, the Korean war in 1950, and the 30 years’ dictatorship. In the process of democratization, the essential part of democratic civic consciousness has lain in the change of political awareness for democratization, surveillance of the government, protests and collective actions against dictatorship.

In this process, cognition and justice/action domain for civic identity, such as regional community, human rights, and environment, took a back seat to the democratization. In contrast, the item “working hard”, even though it was included in the same area of civic identity, attracted a relatively high attention in Korea, ranked fifth among the surveyed countries. It may be because “working hard” was regarded as an important virtue in the process of rapid industrialization and economic growth.
Exploring Our Fluid Earth: An inquiry-based aquatic science curriculum

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Keywords: curriculum, science, aquatic science, inquiry, online curriculum delivery

We live on a water planet.
Water is essential to life as we know it.
All life on Earth depends on water, and all living things contain water.

With the current development of the Next Generation Science Standards (NGSS), attention in science education at the national level in the United States has been drawn to science content and process. Based on the National Academies’ Framework for K-12 Science, the NGSS identify important concepts in physical science, life science, earth and space science, and engineering. What is important to teach in and about science will be described by the final version of the NGSS. How to teach the content and process will be the responsibility of classroom teachers and curriculum developers.

Prior to the development of the NGSS, members of the ocean science and ocean education communities drafted Ocean Literacy: The Essential Principles of Ocean Sciences K-12 (also known as the Ocean Literacy Principles). These were written in response to the lack of ocean topics in the National Science Education Standards, the predecessor to the Framework for K-12 Science, as well as a general lack of ocean-related content in state standards. The Ocean Literacy Principles are not standards; they are ideas developed by scientists and educators to describe what high school graduates should know about the ocean and aquatic environments. Again, important content is described, but how to teach that content is left to educators and curriculum developers.

Exploring Our Fluid Earth is a curriculum piece that explores the physical, chemical, biological, and ecological processes of our planet, which are inextricably linked to the special molecule known as H2O. Throughout Exploring Our Fluid Earth students learn about aquatic science by carrying out investigations, designing experiments, making observations, and interpreting findings. We believe that this curriculum will provide teachers with a resource for teaching not just aquatic science content, but also physical, chemical, biological, and ecological topics addressed in the NGSS and Ocean Literacy Principles.

The Exploring Our Fluid Earth curriculum is based on the Teaching Science as Inquiry (TSI) pedagogical model. TSI is a way of teaching and learning science as an active process in which students learn science by doing science. Throughout the curriculum, students investigate, discover, evaluate and communicate about aquatic science issues. As scientific investigators, students are expected to engage in demeanors and practices appropriate to science, such as integrity, diligence, curiosity, skepticism, imagination, and communication. The TSI pedagogical model and Exploring Our Fluid Earth curriculum are based on the premise that scientific investigation has many dimensions, that it does not always proceed in a strict unidirectional fashion, and that it involves the communication of both process and outcome.

The Exploring Our Fluid Earth curriculum is also based on the premise that aquatic and ocean sciences are crucial for K-12 to explore and understand. The ocean regulates the earth’s weather and climate. It supplies foods, medicines, minerals, and energy resources. Maintaining a healthy environment, economic stability, and social stability depends on understanding the processes of the ocean. Understanding the mutual influence of the ocean on humankind and humankind on the ocean is a critical component of broader efforts to build scientific and global literacy for all citizens. As the choice of content for curriculum development, the wide range of scientific endeavors and concepts related to coastal and ocean science fits well into any general science course, across scientific disciplines and grade levels.

This paper will describe the content, organization, and special features of the Exploring Our Fluid Earth curriculum. A brief history and timeline of the curriculum development project will be shared. The development of the online curriculum platform and the utility of the platform for disseminating curriculum and connecting teachers in a professional learning community will be discussed. Examples of the alignment of the Exploring Our Fluid Earth curriculum to the NGSS and Ocean Literacy Principles will be shared.
CURRICULUM THEME

Reclaiming the pinnacles: Curriculum design and implementation in Nauru

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Keywords: curriculum design, social sciences, teacher capacity building

The tension between determining what (in terms of recurring knowledge, skills, attitudes and even values) to leave aside, maintain, and what (in terms of novel knowledge, skills, attitudes and values) to include within a national curriculum statement for the social sciences, is often mediated by the ability of its structure to be responsive and relevant to the unique features of the social, cultural and political context it will be implemented within. Hence the design of its structure is of crucial importance. The tensions between structure, relevance and the justification of novel or new knowledge, combined with the constraints of time (in relation to teacher capacity building) and resources are examined in this presentation using, as a case study, the experience of facilitating the development (and implementation) of a national social science curriculum for schools in The Republic of Nauru - a small independent nation in the central Pacific. In such a setting, the major challenges for curriculum are unique, contextualised and quite different from those of the education systems of Pacific Rim nations such as Australia, Taiwan and New Zealand (which are important bilateral aid partners with Nauru). There, the dynamics of technological change are a major force for educators to contend with. In Nauru, however, the issues for a new social sciences curriculum are more fundamental (such as basic resources, teacher education) and aspirational – such as cultural revival. Regardless, the fundamental challenge is still the same – that being the critical decision-making relating to what needs to feature in new curricula; how that ought to happen, and the implications for teacher capacity building.

This presentation will describe and discuss the highly contextualised, uniquely Nauruan features of this collaborative curriculum project. It uses an auto-ethnographic, reflective approach to examine the experiences of the Samoan-born, New Zealand based facilitator's efforts to meet the project's terms of reference relating to capacity building of local counterparts in the areas of curriculum development, design and implementation. The findings are then critiqued in terms of the afore-mentioned tensions of critical decision-making in curriculum, relating to the elements of time, novel or new knowledge, structure and relevance.
TEACHER EDUCATION THEME

The implications of No Child Left Behind for teachers in Yap, Micronesia

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Keywords: pre and in-service teachers, No Child Left Behind, NCLB, Yap, Micronesia

In-service and pre-service teachers in Yap, Micronesia face a plethora of challenges in and out of the classroom. Yapese teachers consistently confront licensing, resource, caste, and language hurdles. This presentation seeks to explore how these hurdles impact the education system in Yap. In the fall of 2010, the author trained a cohort of pre and in-service teachers at the College of Micronesia-Yap campus who were required to earn their teaching credentials. If the teachers did not earn their credentials, they would lose their jobs. If the F.S.M. schools do not acquire accreditation, they will lose their funding from the U.S.A. Yes, No Child Left Behind (NCLB) has reached across the International Date Line into former U.S. territories. Hence, teachers from mainland Yap and the outer islands of Yap travel to the capital, Colonia, to meet the new federal requirements. Many students leave their families, schools, and villages hundreds of miles behind to take classes at the only college in Yap. Language and caste differences complicate this endeavor. To add to the diversity, the mainland Yapese caste system includes countless caste levels. These cultural nuances affect collaborative learning in the college and in K-12 classrooms. The author lived in Yap from 1998 to 2000. During these two years she served as a literacy volunteer at a village school. In the fall of 2010, she returned to Yap to teach methods classes and a practicum with the College of Micronesia-Yap campus. She continues to communicate with her colleagues in Yap regarding the challenges they face. She uses her own experiences, observations, and conversations in the field to determine how Yapese teachers confront NCLB.
TEACHER EDUCATION THEME

Lesson plans as an assessment tool: 
Studying the effects of professional development

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Keywords: professional development; lesson planning, discussion-based teaching

This is a completed study on using lesson plans as a form of assessment in evaluating the effectiveness in teacher professional development. The presenters are eliciting feedback on how to present this study for publication.

Introduction

Lesson plans are often overlooked as an important assessment tool in professional development in favor of classroom observations and self-reports to assess learning. However, classroom observations can be expensive and time consuming, especially when multiple data points are used. Self-reports can be highly unreliable, leaving researchers little data to assess whether the program was effective in changing teacher planning and use (Jacobs, Martin, & Otieno, 2008). This study investigated the use of lesson plans as an assessment tool in tracking the effectiveness of teacher professional development as teachers learned the new pedagogical strategy Instructional Conversations. This study was guided by the following question: To what extent have teachers incorporated the newly introduced teaching strategy, Instructional Conversations (ICs), as a result of receiving instructional coaching?

Participants in this study included 8 mathematics teachers who received one-year of professional development on implementing IC, a dialogic-based strategy developed by the Center for Research on Education, Diversity, and Excellence (CREDE). ICs have received wide-recognition for their effectiveness in teaching culturally and linguistically diverse learners (Tharp, Estrada, Dalton, & Yamauchi, 2000) and require considerable time and professional assistance to learn (Teemant, Wink, & Tyra, 2011).

Methods

Participants in this study included 8 teachers who participated in CREDE’s professional development in the years between 2009-2011. The professional development included a series of workshops and instructional coaching over the course of one year. All teachers were Hawai‘i public school teachers placed in schools with high levels of culturally and linguistically diverse students and taught in the subject of math.

Data sources included 10 sets of teachers’ written lesson plans, coaching reflection journals, coaches’ feedback on teachers’ lesson plans and journals, and coaches’ observation notes. A multiple-case study approach was conducted, including data coding (Miles & Huberman, 1994), explanation building (Yin, 2009), pattern matching (Yin, 2009), time-series analysis (Yin, 2009), and cross-case analysis (Yin, 2009).

Results

Analysis of the lesson plans revealed that the coach played an important role as teachers moved towards including greater use of ICs in their instruction. The results indicate there is a clear relationship between the coaches’ comments on teachers’ lesson plans and what teachers implemented in their next lesson. Specifically, the coach: (a) helped teachers prepare students to work independently from teachers while they engaged in IC with a small group, (b) assisted teachers in contextualizing their lessons by integrating students’ personal experiences into instruction, (c) encouraged teachers to provide more opportunities for students to use mathematical language, and (d) suggested modifications to the structure of ICs.

Conclusion

The findings indicate that lesson plans provided an effective means to assess teachers’ change in planning for the Instructional Conversation strategy and the coach played an important role as teachers planned to include ICs in their instruction. This is consistent with previous research suggesting that coaching conversations between teachers and their coach is effective in assisting teachers with implementing newly acquired teaching skills (Cornett & Knight, 2008; Showers, 1984). Although lesson plans have not typically been used to demonstrate this relationship, this study demonstrates that lesson plans can be an effective tool for evaluating the effectiveness of professional development.
CURRICULUM THEME

Portraying the rainbow in mind: 
Teacher’s curricular consciousness on LGBT education

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Keywords: LGBT education, teachers’ curricular consciousness

Teachers’ curricular consciousness is not only closely related to pedagogical practices, but also has a great impact on students’ learning experiences. This paper aims at exploring teachers’ curricular consciousness on LGBT education and inquiring the practices of gender equality education in Taiwan. The author believes that subjectivity and consciousness are constructed by discourse of social power relations, and it is also the discourse that influences teachers’ curricular consciousness on LGBT education. Hence, this study deals with questions such as the experiences of how teachers perceive gendered subjectivity in different contexts and how these experiences affect teachers’ curricular consciousness on LGBT education.

This study used semi-structured interviews and non-participant observations to understand the curricular consciousness on LGBT education of three civic teachers from three different senior high schools (including a mixed-sex school and two single-sex schools). The collected data includes classroom observation notes, interview transcripts and field reflective journals.

The result showed that teachers’ educational experiences and school culture play important roles in forming teachers’ curricular consciousness on LGBT education. This study also found that, given the heterosexual hegemonic structure, LGBT education is marginalized as subjugated knowledge in the allocation of instructional materials and the instruction time in the three studied schools. Generally speaking, LGBT education is regarded as a troublesome issue in schools and only civics teachers and school counselors has the legitimacy of teaching LGBT issues. This circumstance leads to more difficulties in teaching LGBT issues in classrooms, while also undermining the aims of LGBT education. Thus, the author argues that, even the Curriculum Guidelines of Civics clearly highlights the importance of LGBT issues, the LGBT education will not be a real practice in schools until teachers develop critical curricular consciousness on LGBT education.
CURRICULUM THEME

Lets talk about men: Samoan male teachers in early childhood education

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Keywords: culture, language, spirituality, pedagogy

In New Zealand, statistics on teacher gender is showing that only a small percentage of teachers in kindergarten and childcare services are male. The under representation of men in early childhood education (ECE) in New Zealand continues to be a problem. Farquhar (1997) identified in her research study of the lack of male participation in ECE settings were attributed to; confrontational accusations by their female counterparts, the assumptions that men who take up such roles lacked the nurturing and caring aspects required in ECE and the associated beliefs that men working with young children were likely to mistreat and abuse children in their care. Previous research on non-Samoan male teachers have often exposed men as being shy, having a rough approach, or taking more passive roles when working within early childhood centres. However, this has not been the case for the inclusion of male teachers in Pasifika ECE settings.

In this paper, I will present the perspectives of four Samoan male student teachers’ notions of their roles and responsibilities to the holistic development of young children. The purpose of the research project was to explore the influences that have affected their decisions to become early childhood educators in a predominantly female orientated profession. I wanted to understand to what extent has their own cultural values and beliefs of child-rearing practices informed their personal and professional roles. Encompassing a qualitative research approach that extracts the narratives of the research participants provided insights of their views and experiences. The methodological framework that underpins this study is based on the 'Ula' model (Sauni, 2011) that integrates the principles and values of 'Fa'asamoa' (Samoan culture).

The findings from this study illustrate that Samoan men are needed as cultural leaders and role models during the early years of children's development. This becomes a significant element to shaping children's cultural identities, enhancing notions of self and encouraging important aspects of spirituality and cultural identities. It was noted that when the research participants were involved in their practicum experiences within a range of ECE settings, they had been accepted by their female counterparts as equals within the profession, admired for their caring and nurturing abilities and demystified notions of males mistreating young children.

The significance of this work will contribute to the lack of literature that currently exists regarding Samoan men in early childhood education. Discussions from this paper will provide valuable insights into the roles and responsibilities of Samoan men in the nurturing of young children in the early years. It is hoped that from this paper further discussions about gender inequality will be forthcoming and robust. As an advocate for the inclusion of male teachers in a primarily female profession, it is imperative that further research addresses the lack of attention given to male teachers and their role in early childhood education settings.
This two-part presentation examines the teacher as influence agent. The first part describes how a professor constructed internships for students with the intention of creating meaningful learning experiences. Meaningful in the sense that students would uncover and embrace their personal dispositions and proficiencies. Until students enter these internships their dispositions and proficiencies are typically “academic” in nature: something described and discussed in class. In the process of interning, students gain a deeper and personal understanding of these personal resources. In essence they experience epiphanies. The act of discovering these core strengths through active participation and reflection allows then to clearly identify these abilities as elements of their authentic lives.

Honestly, I could have not asked for a better internship. This has been one of the most rewarding and eye-opening experiences I have ever had the chance to participate in…The environment is amazing and I find I grow everyday I am there. (Katherin)

The initial intent of this internship experience was for students to apply the knowledge and skills they had learned in the elementary education degree program at the school. However, as students continued to reflect on their experiences the instructor noticed that the internships provided students insights into their own strengths and motivated them to apply themselves through the remainder of the school year.

The second part of the presentation describes how students’ behavior dispositions and beliefs about themselves are frequently formed instantly and unconsciously during “life-changing” moments in the classroom. The presenter uses current neurological and cognitive theory as well as authentic anecdotes to examine these significant moments.

The effects of powerful emotional events typically occur outside our conscious awareness and rational processing. While we may register the event, the effects take place automatically through bypassing cortical processing (Sylwester, 2000). Our brains evolved to adapt to expected regularities, focusing instead on events that surprise us (Itti & Baldi, 2007). Surprise is perhaps the most important causal precursor of belief change (Lorini & Castelranchi, 2007). The main effect of surprise is revision. We must either revise our knowledge of the environment or beliefs about ourselves.

Emotional events generate emotional tags called somatic markers (Damasio, 2003, 2010). Emotional tags elicit revised mindsets leading to the framing effect (Goldberg, 2009). For example, if you feel weak at math you are more likely to sense signals in your environment that perceive obstacles. The opposite is also true; if you feel confident with math, you are more likely to interpret the same signals as challenges.

After examining hundreds of life-changing anecdotes, clear patterns appeared. Positively framed comments that surprise students turn up in these stories regularly. The structure of the comments also appears important. I teach this simple structure to my pre-service teachers. Here is a brief summary of my instructions. One: The content or timing of the comment should be unexpected, creating an element of surprise. Two: Name a skill or disposition and express what result it will create. The example below illustrates both elements. This was reported to me by a high school student teacher.

Nevil is a very creative student. He plays music, acts, and draws pictures on all his assignments. He sometimes questions why we are doing a particular assignment, especially when there is a lot of writing involved. One day when he complained about a particular writing assignment, I told him, “Your ability to put creativity into everything you do should make this one a breeze!” The piece he turned in was very creative and by far the best writing I had seen from him.

Participants learn about two different forms of teacher influence. One is programmatic and the other is through interpersonal contact. Creating an environment to uncover pre-service teachers’ strengths is best done through extended practical opportunities with an ongoing reflective element. Adding an internship component in the teacher education program is one way to facilitate this type of influence. Face to face interactions with impressionable students also generates opportunities to trigger the mobilization of their strengths and inner resources.
Learning to (teach) write: Decentered professional development for writing instruction

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Keywords: writing, professional development, teacher education, partnerships, early childhood education

Literacy is vital for success in the 21st century, and students who lack basic writing skills face considerable barriers in the classroom and beyond. A national survey conducted by Kiuhara, Graham, and Hawken (2009) reported that many teachers felt inadequately prepared to teach writing. Nearly half of those surveyed indicated that they received minimal (or no) preparation to teach writing in teacher education or professional development programs. Schools without writing programs and teachers who feel underprepared to teach writing may face significant challenges in meeting the writing requirements set forth in the Common Core State Standards. To ensure that teachers have access to training programs and resources, one elementary and intermediate school in Hawai‘i has developed a partnership with a local university to provide on-going professional development for teaching writing. The resulting project offers professional development services to all teachers in the school.

The primary objective for the project is to enhance practicing teachers’ knowledge, skills, and confidence for teaching writing. In order to achieve this goal, university researchers incorporate a participatory action research professional development model that offers teachers constructed opportunities to collect and analyze student data, reflect on their practice, and collaborate with peers to improve (and modify) writing instruction. Additionally, university researchers offer ongoing coaching and classroom modeling to help teachers learn and implement research-based writing strategies into current instruction. The result is a dynamic, responsive professional development program that not only addresses the immediate needs of teachers and students, but also fosters a school-wide writing community. Through this partnership, teachers, administrators, and university researchers co-construct the school’s writing curriculum that aligns to the Common Core across the curriculum and across grade-levels.

Although the goal of the project is to change teachers’ attitudes, increase teachers’ knowledge, and hone teachers’ skills for teaching writing, teachers and administrators have actively participated in constructing a definition of quality writing for the school that aligns to the school’s literacy vision and the Common Core. Although project researchers brought the Six Traits of Writing rubric to the school as a starting place for the discussion about quality writing, early childhood teachers have started to negotiate their own rubrics that reflect their expectations for the students. In this way, the professional development program has not only given teachers the skills to teach writing, but has also helped teachers establish an authentic vision that defines quality writing in early childhood classrooms.

The Writing strand in the Common Core stipulates that children should begin writing in multiple genres and using a writing process to compose original text as early as Kindergarten. In addition, the Common Core requires that all content area teachers in middle and high school incorporate discipline-specific writing tasks into the curriculum, making the foundational writing skills that students attain in early childhood classrooms even more vital for ongoing success, both in the classroom and beyond. Among the many questions that educators must answer are these: What does effective writing instruction look like in early childhood education? How can administrators ensure that teachers receive the training necessary to teach writing in early childhood settings? In an effort to answer these questions, this presentation will describe the professional development program implemented for Kindergarten-3rd grade teachers at the project school. The purpose of this presentation is to highlight the collaboration between university researchers and the early childhood educators at the project school. As a result of this program, teachers incorporate process-based writing instruction (learning to write) and content area literacy strategies (writing to learn) into daily activities for all students in Kindergarten-3rd grade, which has led teachers and university faculty to co-construct a standards-based, scaffolded writing curriculum for early childhood classrooms in the school.

Professional development programs like the one described in this presentation illustrate the successful partnership between a public school and a local university. Unlike many top-down approaches to professional development, this project embeds university researchers in a local public school in order to provide on-going support and coaching. This reconceptualization allows university faculty, teachers, and administrators to co-develop the training experience, which fosters horizontal dialogue and reflection. Administrators and teachers learn strategies for improving instruction and ways to facilitate reflection, while university researchers acquire data that can be used to further inquiry into teacher education and instructional methods—both in the professional development setting and in early childhood classrooms.
Literacy is critical to success in the 21st century. Students who lack basic writing skills face considerable barriers in the classroom and the workforce. The 2007 National Assessment of Education Progress (NAEP) writing assessment showed 8th grade students in high-poverty schools in Hawai‘i averaged a score of 132 while students of similar socio-economic status in the US averaged a score of 141 (Basic: 114; Proficient: 173; Advanced: 224). At 19%, Hawai‘i had the second highest percentage of 8th grade public school students who scored “Below Basic” in their writing achievement (Salahu-Din et al., 2008). A national survey conducted in the US by Kúhara, Graham, & Hawken (2009) found many teachers felt they were not adequately prepared to teach writing. In a random sample of language arts, social studies, and science high school teachers (N=361), almost half indicated that they had received minimal to no preparation in teaching writing during teacher training programs or from school district professional development. Teachers with training were more likely to use evidence-based writing practices. Furthermore, trained teachers were able to make needed instructional adjustments for struggling writers. A collaboration between the University of Hawai‘i at Mānoa, College of Education, Center on Disability Studies, the Native Hawaiian non-profit organization ALU LIKE, Inc., and a high-poverty K-8 school in Hawai‘i, brings together substantial expertise of educators, researchers, cultural specialists, and evaluation specialists with a significant population of Native Hawaiian students to address this issue. Kakau Mea Nui – Writing Matters, is a three year ongoing project (2011-2014) to improve the quality of writing instruction by preparing teachers to teach writing through developing teachers’ attitudes, knowledge, and skills, thus impacting Native Hawaiian (NH) students’ writing proficiency. Two reports on writing research, Writing Next by Graham & Perin (2007) and Graham & Herbert’s (2010) Writing to Read, have influenced the development of the writing program being designed to guide teachers in their writing instruction.

In an effort to improve the quality and quantity of culturally competent and developmentally appropriate writing instruction, Kakau Mea Nui supports teachers through professional development activities and strategies, ongoing coaching and technical assistance, and the use of technology to increase practice and provide data to drive instructional decision-making. The professional development reaches the entire educational community, including language arts, content area, music, physical education, library science, and leadership teachers, and support personnel. Additionally, the professional development integrates pedagogy that is known to be effective for Native Hawaiian students while incorporating the current research-based practices and strategies for improving writing proficiency (Graham & Perin, 2007) resulting in a writing program that provides continuity for beginning and developing writers across grades and content areas. The preliminary results of these efforts will be shared during the presentation.

The challenges that accompany the development of the writing program stem from the tensions identified in the curriculum thematic piece, specifically time and structure. With a seemingly endless stream of new mandates and initiatives coming down the pipeline, in addition to existing expectations, teachers participating in the Kakau Mea Nui project repeatedly express the struggle to find the time to implement curriculum changes associated with the writing program. To assist teachers in improving students’ writing, project staff makes explicit connections between existing and incoming initiatives (e.g. alignment with the Common Core State Standards) with the implementation of the writing program. The second problematic area involves determining the structure of the writing program. In year one (SY 2011-2012), teachers worked with their respective grade-level, each taking on a role in teaching writing. Because not all teachers possessed the foundational knowledge and skills (e.g. writing process, writing traits) required for this approach, challenges arose. To be more successful, year two required a vastly different approach. For the 2012-2013 school year, teachers were divided into three groups. The kindergarten through 3rd grade teachers worked together on a comprehensive writing program that developed writing skills across content areas; the grade 4-8 Language Arts teachers took on teaching student how to write; and, grade 4-8 content area teachers supported the writing curriculum by using writing as a tool for learning. The final year of the project (SY 2013-2014), year three, will be devoted to finalizing the writing program for replication in future years and other schools.
CURRICULUM THEME

Constructing urban Fijian childhood through approaches to language and literacy teaching

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Keywords: literacy, whole language, culturalism, pedagogy

The presentation draws on elements of poststructural theory and critical discourse analysis to explore the discursive mismatches and alignments in the way language and literacy (mostly in English but also Fijian, Hindi and others) is taught in urban Fijian elementary schools. More specifically the presentation compares the liberal progressivism of whole language and literacy pedagogies introduced from Australia and New Zealand in the 1980s with a local Pacific culturalism that has informed a key reading resource to accompany the whole language teaching of literacy and language—the Waka readers. Whole language approaches tend to frame children as independent, expressive and partners in teacher/learner relationships. However, the Waka readers, published by the Institute of Education at the University of the South Pacific tend to frame children in oppositional ways as co-dependent and reliant in adult/child relationships. The constitution of urban Fijian childhoods that emerge from these two major discourses—democratic and hierarchic respectively, are then compared with the ways in which several cohorts of urban Fijian children give an account of their own lives. These latter accounts have emerged from a collection of social maps drawn by children of their neighbourhoods that provide evidence of the ways children perceive their own identities and relationships with others. The children's maps indicate their lives are informed by a diverse set of discourses that do not always align with the ways in which the teaching of language and literacy, either through whole language pedagogies or the Waka readers, would position them. This presentation identifies the discursive mismatches and alignments between these broad democratic and hierarchic discourses and the children's own expressed life ways. Where alignments exist between sets of discourses children's language and literacy development, in any of the children's emerging languages—English, Fijian, Hindi or others, is more likely facilitated. However, where mismatches occur, particularly between the democratic expectations of whole language pedagogies and the more hierarchic roles many children adopt within family and community there are implications not only for children's effective learning but also for more equitable access to language and literacy pedagogies for all Fijian children. The Waka readers logo, a canoe overlapped with a yaqona plant, symbolic of routes and transformation and roots and socialisation respectively, inadvertently reflects the ambivalence and tensions created by current approaches to teaching language and literacy in Fiji.
Identity and integrity of the teacher: Use of core reflection in secondary teacher development

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Keywords: core reflection, secondary teacher development

Over the last decade, teacher educators have increasingly acknowledged the importance of attending to the “inner landscape” of teachers’ lives (Palmer, 1998). At the same time, heightened calls for accountability in teacher effectiveness has led to a growing concern with identifying and assessing technical competencies related to effective classroom practice. Drawing upon the theoretical foundation of positive psychology (Seligman & Csikszentmihalyi, 2000), core reflection (Korthagen & Vasalos, 2005) seeks to overcome the traditional dichotomy between humanistic and competency based models of teacher development by helping educators discern and deepen their personal strengths and develop their ability to draw upon these as resources in challenging situations.

Building upon Palmer’s (1998) insight that “good teaching comes from the identity and integrity of the teacher” (p.10), Korthagen (2004) utilizes an “onion model” (see Figure 1) to depict the interaction between the externally measurable dimensions of teaching traditionally emphasized within teacher preparation and evaluation, namely, behaviors and competencies, and the oft-neglected inner dimensions of a teachers’ personhood that guide their decision making towards personally meaningful goals and values.

Pioneered with promising results in the Netherlands (Meijer, Korthagen & Angelos, 2009), the model provides a theoretical basis and practical techniques for individual mentoring and sustained professional development for both beginning and experienced educators. More recently, the approach has been adopted as an integrating framework for teacher education programs within the United States (Korthagen, Greene, Kim, & Vasalos, 2012). In one such case, core reflection concepts and techniques have been explicitly embedded throughout programmatic coursework, advising and assessments. This study investigates the impact of those efforts upon the professional practice and identity of both student teachers within the program and of the teacher educators instituting those changes.

A panel of teacher education faculty will describe the integration of core reflection (Korthagen & Vasalos, 2005) as a framework for development in a Master's degree teaching program. Core reflection invites a fundamental shift in perspective, one focusing on personal resources rather than deficits, ideals rather than problems, and on the self as well as others. This paper presentation pays specific attention to the experiences of pre-service teachers at the secondary level and how core reflection supports them in aligning their personal and professional identities. Simultaneously, a reflective lens is used to examine the reciprocal impact of instituting these changes upon teacher educators’ own practice, roles and identities. Data analysis includes the exploration of student writings, teacher educator journals, and student vignettes to explore the tensions, challenges, and transformations experienced by both students and faculty. The session will conclude with future implications of core reflection within the teacher education program and an opportunity for the audience to participate in a guided discussion forum.
TEACHER EDUCATION THEME

Transforming systems through educator-community-researcher alliances

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Keywords: community researcher educator collaboration

The use of research to inform decisions of policy and practice is low in comparison to other sources of information (Nelson, Leffler, & Hansen, 2009). Researchers, educators and practitioners, and community stakeholders often exist in unique silos separated in focus, timing, and language. Research alliances are one model that attempts to bridge these communities to bring and use the right information at the right time to the right people for the right decisions. Research alliances are partnerships between schools/school districts and an independent research organization focused on investigating questions of policy and practice of importance to the district (Coburn, Penuel, & Geil, 2013). Examples of these types of research alliances are the more-established Consortium on Chicago School Research and the more recently established Baltimore Education Research Consortium.

The Consortium on Chicago School Research (CCSR) was founded on the heels of major school reform in the city in the early 1990s. CCSR transitioned itself to be a unique partner working in collaboration with local educators and local community stakeholders interested in improving the quality of education in Chicago. The Consortium, housed at the University of Chicago, shifted away from playing a pure research and evaluation role often found in a university environment. Instead, CCSR assumed a role that supplements the research with a goal to build the capacity of local stakeholders to use data, build effective strategies, and evaluate progress while their own capacity is built around the realities of educational practice and policy (CCSR, 2009). The Baltimore Education Research Consortium (BERC), founded in 2009, modeled after the Chicago Consortium, is a partnership between Baltimore City Public Schools, Johns Hopkins University, Morgan State University, and other civic and community partners (BERC, 2009).

Building on these models, the Regional Educational Laboratory (REL) program funded by the U.S. Department of Education’s Institute of Education Sciences (IES) required the creation of research alliances across all ten regions served through the REL program. Mid-continent for Research for Education and Learning (McREL), based in Honolulu, Hawai’i and Denver, Colorado, services the REL in the Pacific region (REL Pacific at McREL). The REL Pacific region includes the entities of American Samoa, the Commonwealth of the Northern Mariana Islands (CNMI), Federated States of Micronesia (FSM), Guam, Hawai’i, the Republic of the Marshall Islands (RMI), and the Republic of Palau (Palau). Educators, administrators, policymakers, and community stakeholders, in collaboration with REL Pacific at McREL, come together in each of these entities around at least one of the following priority areas of interest: strengthening teacher effectiveness (FSM, RMI, Palau); engaging families and communities (Hawai’i and Guam); and ensuring college and career readiness (American Samoa and the CNMI). Similar to the Chicago Consortium, undergirding all of the research activities is the goal of building the capacity of education stakeholders to build data systems that store meaningful data, build analytical and research capacities to begin to answer questions of policy and practice, and use that information to take data-informed actions that improve the educational outcomes of children.

McREL researchers will discuss the underlying importance of research alliances and share successes and challenges of creating research alliances across the Pacific region.
CURRICULUM THEME

Mathematics curriculum transformation in the Republic of Nauru: Longitudinal lens on teachers' perspectives

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Keywords: mathematics education, curriculum development, transformation, professional development, Pacific nation

Many developing nations are investing in Education as a priority for improvement through external funding. A large component of this funding is used to engage foreign consultants to work with local counterparts with the aim to build local capacity in the priority area. Enhancement of numeracy outcomes usually begins with Mathematics curriculum development and implementation strategies. With consultants beginning their work through immersion in the counterpart’s education system, language, and culture. As projects progress, particularly in an off and on-site model, it is difficult to maintain an alignment with the needs at the school, teacher, student, classroom, and community level where the change begins (Coll & Taylor, 2012). Positive change requires a consistent focus on each of these elements (Dawson, 2005).

In many cases, such as this study in a small Pacific nation, curriculum change is not adequately encapsulated by the word ‘development’; rather, such change requires complete ‘transformation’ on many levels. This paper presents the longitudinal qualitative analysis of semi-structured interviews with six local teachers of primary and secondary mathematics, (teaching children of age five years to age sixteen years), in the Republic of Nauru. The teachers were initially interviewed at the commencement of the implementation of a new Nauru Mathematics Curriculum, followed by a second interview ten months later. The thematic analysis focused on teachers’ perceptions of: teaching mathematics in Nauru in the current climate; the composition of the new mathematics syllabus; assessment; identified future resourcing, and professional development needs.

Of particular interest are the individual journeys encountered by the six teachers and what these mean for future professional development and support. The findings highlight the impact of ‘assessment of learning’ on all aspects of mathematics teaching and the perceived hurdles in making the pedagogical shift towards ‘assessment for learning.’ This presentation concludes with a discussion concerning the issues expressed by local teachers and subsequent implications of a proposed student-centered mathematics curriculum in an environment of minimal resources, limited professional development opportunities, and high unemployment in the community.
CURRICULUM THEME

**Designing a curriculum to support at-risk Algebra I students**

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Keywords: curriculum, algebra, technology, at-risk learners

The Curriculum Research & Development Group (CRDG) has developed A Modeling Approach to Algebra (AMAA), a curriculum created to support ninth-grade students’ efforts to learn Algebra I. Funded, in part, by a contract with the Hawai‘i State Department of Education, materials were developed to support struggling learners by emphasizing modeling mathematical content and practice as described in the Common Core Curriculum Standards for Mathematics (CCSSM) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010). In this presentation we will discuss the curriculum research and development and implementation from a design research perspective.

To successfully complete the mathematics requirements created by adopting the CCSSM raises the bar for the majority of students. This is of particular concern for Algebra I, the traditional entry point to high school mathematics and the gatekeeper to subsequent study of further mathematics. Such is the case in Hawai‘i where pre-algebra is no longer a high school course. Partially as a result of these policies, approximately one in three students do not succeed in high school Algebra I (Gottlieb, personal communication, Spring 2011). To address the Algebra I failure rate, Modeling our World (MOW), a course focusing on mathematical modeling and opportunities to learn mathematics in a more investigative manner was established. Although designed for struggling learners, MOW is not remedial and is intended to be taken concurrently with Algebra I.

The CCSSM together with CRDG’s previous curriculum research and development projects, e.g. Algebra I: A Process Approach (Rachlin, Matsumoto, Wada, & Dougherty, 2001), Reshaping Mathematics for Understanding (Slovin, Venenciano, Ishihara, & Beppu, 2003), provided a research base to begin the development for AMAA. The modeling standards embedded in the CCSSM were established as the framework around which to build the materials. This presentation describes the research and development process for developing the curriculum materials, A Modeling Approach to Algebra (AMAA) (Curriculum Research & Development Group, 2012).

The research and development process began with a search of the various interpretations of modeling (e.g., Galbraith & Stillman, 2006; Indiana Mathematics Initiative, 2012; and Lesh & Zawojewski, 2007). AMAA follows Lesh and Zawojewski’s suggestions that students begin their learning experiences by developing conceptual models for making sense of real-life situations and then create, revise, or adapt a mathematical way of thinking by using modeling for problem solving. In this way, students simultaneously gain an increased understanding of both the problem situation and their mathematization of the problem.

The research process included data from focus groups to determine what practitioners saw as students’ greatest needs. Major emerging themes were bridging concrete and abstract representations, language and communication issues, and the need to build students’ affective domain.

Materials in AMAA are designed around the premise that learning algebra requires more than memorizing formulas and finding answers. The development of the materials followed five tenets foundational within all CRDG mathematics curriculum projects:

(a) problem solving is the method of instruction to introduce new topics or concepts; (b) communication through reading, speaking, writing, critical listening, and representing mathematics in multiple ways helps students clarify, validate, or refute ideas; (c) development of understanding from a conceptual level to a skill level occurs over time; (d) new learning experiences are built upon previously developed understandings with common threads running throughout; and (e) challenging but accessible problems having multiple solutions at varying levels of complexity (open-ended) allow children of diverse abilities to respond (Slovin, Rao, Zenigami & Black, 2012, p. 4).

The lessons emphasize the use of models, promote the investigation of open-ended problem solving tasks, and provide appropriate pacing for students to develop concepts, generalizations, and skills. In addition, there is heavy emphasis on the CCSSM eight Standards for Mathematical Practice throughout the investigations and communications. Students are asked to model, represent, graph, write about, and discuss their strategies for investigating and solving problems as they begin to internalize algebraic ideas and develop an understanding of algebraic techniques.
TEACHER EDUCATION THEME

A comparison of Japanese and American elementary and middle school students’ perceptions of academic and social issues

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Keywords: student academic achievement, student social problems, drop-outs

This study is part of a multi-phased research partnership that was cemented by the signing of a Memorandum of Understanding (MOU) for joint educational research between Mukogawa Women’s University (MWU) in Nishinomiya, Japan, and Gonzaga University (GU) in Spokane WA, USA. The first phase was a study done at GU that investigated the academic and social events in American elementary and middle-school pupils that closely aligned with student drop-outs at the high school level. The Traynor (2010) study of dropout rates and indicators in Spokane, Washington identified three pivotal sixth grade warning flags that correlate highly with moving off-track for academic success in high school. These were: failing either math or English; attendance of less than 80%; and unsatisfactory behavior marks on report cards. Poverty was the leading demographic indicator related to potential non-high school graduation. Traynor and colleagues made three recommendations to the Spokane School District for strategies to implement to improve graduation rates: develop a Dropout Early Warning System (DEWS); push for High Academic Expectations/Achievement; and provide access to multiple Social Support services. This study was of interest to researchers at the MWU Research Institute for Education as they were investigating similar academic and social problems among Japanese elementary and middle-school children. Concentrating on the prevalent problems of absenteeism, social withdrawal, and physical threats evidenced in Japanese schools, Mukogawa researchers set about to first look at two psychological aspects, perceived social approval and teasing across students aged six to fifteen in Nishinomiya City schools. Their initial findings seem to suggest that Japanese school children move from high-teasing to low-teasing and low-approval perceptions as they age. In the next phase of this collaboration, results of these two studies will be presented and discussed prior to moving to phase three, which will be the adaption of the MWU survey for data collection from American elementary and middle-school pupils. Additionally, the dissemination of the on-going investigations will hopefully attract additional international collaborators. The final purpose of the competed study will be to make cross-cultural comparisons of like and unlike academic and social behaviors, events, and attitudes that have negative or disruptive impacts on student learning in the two cultures. These findings could also provide insight into the shifting cultural dynamics created by electronic social networking among school aged children in a “global” society that is breaking down isolated social and educational structures as we currently understand them.
GLOBAL CITIZENSHIP THEME

The postgraduate experience as liminal space: Pedagogical reflections on the application of assessment for learning at the University of the South Pacific

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Keywords: postgraduate experience, academic engagement, pedagogy, Fiji

This presentation situates the postgraduate experience as a liminal space in which the student is constantly negotiating between the ‘known’ rules of academic engagement at the undergraduate level and the ‘unknown’ expectations of the postgraduate course. It draws on the notion of liminality (Van Gennep, 1908; Turner, 1969) as a space between other spaces, a ‘threshold’ or ‘transitionary’ space of being, and explores the role of purposeful curriculum design through reflective teaching practice. Recommendations include a strong PG academic-orientation, short-course bridging programmes, and guided learning experiences through assessment for learning. A comparative analysis of the delivery of an Education postgraduate course offered in three teaching modes over 2011 – 2012 is presented to demonstrate critical pedagogical reflection based on a small scale post-graduate survey conducted in 2007. A reflexive summary of possible measures to address these learning needs and styles is presented as a means towards a sustainable, futures-thinking approach to PG student support in collaboration between Student Learning Support Services and Schools.
CURRICULUM THEME

School peace gardens: Sustainability education, global citizenship, and stewardship of island Earth

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Keywords: Hawaii school peace gardens

The peace and sustainability education work discussed in this session is facilitated, supported and linked through various schools, grade-levels and stakeholder groups by the Hawaii School Peace Gardens Network, a major focus project of Phi Delta Kappa Hawaii (a local chapter of PDK International, the world’s largest professional society). The Hawaii School Peace Gardens Network is a local affiliate of the International School Peace Gardens (ISPG) founded by Dame Julia Morton-Marr. ISPG is committed to promoting peace and sustainability education throughout the world.

This presentation will focus on school-based efforts to combine typical elements of school garden initiatives (such as nutrition, plant life cycles, hands-on activities) with social and environmental activism (such as food security, food sovereignty, energy independence, cultivating cultural knowledge and wisdom). The projects enacted through University Laboratory School’s Project Pono environmental stewardship and service-learning group will be used as examples and platforms to launch discussions. A major theme of these school-based efforts is the incorporation and centering of student voice and student action, supporting youth as empowered critics and agents of change.

We will include information on the Polynesian Voyaging Society’s Worldwide Voyage, including how scholars, activists, and youth from around the world can get involved in the voyage.

“The Polynesian Voyaging Society is embarking on a Worldwide Voyage (WWV) aboard the double-hulled voyaging canoes Hokule’a and Hikianalia. Ever mindful of the urgency of the ecological and social challenges facing our island home, Hawai’i, and Island Earth, we aim in our WWV to seek out, build relationships with, and learn from people and places around the world already doing extraordinary work to help the Earth. We will strive to support their success in a manner that provides lessons of hope and empowers action by us all as we navigate toward a safer, more sustainable destination for all children.” -- excerpt from Worldwide Voyage informational flyer

During this presentation, participants will be asked to help shape our understanding of how to reach out to international partners, what peace and sustainability education looks like in different settings, and how we can best work together to create lasting positive change in our home and global communities.
CURRICULUM THEME

**Toward a comprehensive, articulated, liberal arts, inquiry-based curriculum**

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Keywords: curriculum design, University Laboratory, inquiry

Work at the Curriculum Research & Development Group (CRDG) of the University of Hawai‘i has been guided by the insights that Dr. Arthur R. King Jr. and Dr. John A. Brownell developed in their book The Curriculum and the Disciplines of Knowledge, a theory of Curriculum Practice in which they advocated for a discipline-based, comprehensive, liberal arts education for all students in a heterogeneous classroom setting. For some 45 years the theory has been successfully explored in CRDG’s University Laboratory School. In this liberal arts environment, the researchers of CRDG have designed and nationally and internationally tested model science, mathematics, social science, and arts programs developed to reify the theory. Success of these programs has been validated by multiple national evaluating agencies.

In this time of emphasis on career and college readiness and competitive success in international testing, the import of liberal education is being eclipsed. The intent of this paper is to explicate the design elements that have made our work successful in creating a comprehensive, liberal arts, inquiry-based curriculum in the hope that those seeking to continue the legacy of liberal arts education will get a glimpse of a design that works.

Based on the experience of producing curricular programs spanning kindergarten through secondary school, this paper first makes an argument for a total school kindergarten through grade twelve, comprehensive liberal arts curriculum that engages students in the operations of the primary disciplines of natural science, social science, and humanities. It employs a definition of a disciplinary community as one embracing pure and applied research and the work world of technologists. Second, it presents an argument for the preservation of the epistemological integrity of the disciplines in their creation of knowledge using the common structure of inquiry. Third, it presents an argument for the creation of an articulated curriculum, providing a temporal sequence of experience so that the instrumental character of knowledge can be explicitly demonstrated in cross-disciplinary utilization. As the lives of students are integrated wholes, so the development of knowledge needs coordinated connection. Brief commentary is made on the functionality of a total school design that is built around a heterogeneous classroom in terms of its impact on graduates.
Pacific-Asian Education

Pacific-Asian Education is an international refereed journal for curriculum and general education studies within the Pacific Rim and Asian educational communities. Since 2008, Pacific-Asian Education is a free online journal available at http://pacificcircleconsortium.org/PAEJournal.html.

Notes for contributors

Pacific-Asian Education is an international, refereed journal that addresses issues of curriculum and education within the Pacific Circle region and throughout Asia. The journal is interdisciplinary in approach and publishes recent research, reports of curriculum and education initiatives within the region, analyses of seminal literature, historical surveys, and discussions of conceptual issues and problems relevant to countries and communities within the Pacific Circle and Asia. Papers with a comparative or cross-cultural perspective are particularly welcome.

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