**The Internationalisation of Education**

- **Altbach (1998)**: focused on North America and Europe.

Main observations:
- Changes in the university students: coming from more diverse backgrounds, increased females; rise in student consumerism; more vocational demands for higher education.
- Changes in the professoriate: decline in funding; decline in tenure; increased diversities, e.g. gender, race and ethnicity.
- Internationalisation: Knowledge becomes increasingly international; increased links between universities.

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**Intercultural Education**

- **Intercultural education** is about intercultural communication and intercultural competence.
- **i-Characteristics**:
  - Intercultural themes and perspectives,
  - interdisciplinary,
  - investigative (curiosity and passion for new cultural experiences and knowledge),
  - integrated (national and international students),
  - interactive (teacher-student; student-student) and
  - integrative (theory-practice).

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**Internationalisation is not ‘Complete’ without Crossing Cultures**

- Internationalisation is not ‘complete’ without getting across cultural boundaries, and leading towards intercultural learning. The base of knowledge will be re-defined, and there will be cultural appreciation in the process of learning, and this will eventually enhance the intercultural perspectives of globalisation.

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**Changing Concepts towards Scholarship**

- Boyer (1990) in a Carnegie Foundation report expanded the concepts of scholarship to cover:
  - Discovery
  - Integration
  - Application
  - Teaching

- **Discovery** ➔ Basic research with emphasis on investigation
- **Integration** ➔ Multidisciplinary and interdisciplinary features of scholarship
- **Application** ➔ Application of knowledge to human problems
- **Teaching** ➔ Educating and enticing future scholars
### Terminology Change – Conceptual Change

<table>
<thead>
<tr>
<th>Lifelong Education</th>
<th>Lifelong Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organised educational provision</td>
<td>Individualised pursuit of learning, motivating individuals to learn what would suit them for their own adaptation to the changing world,</td>
</tr>
<tr>
<td>Programmes, organisations and central strategies of provision</td>
<td>Facilitating the emergence of spontaneous community provision of learning opportunities to suit the learners' needs.</td>
</tr>
<tr>
<td>Structures</td>
<td>Culture</td>
</tr>
<tr>
<td>State-led provision</td>
<td>Private initiatives: also criticizing that the state tries to abdicating its responsibility to provide economic opportunities</td>
</tr>
</tbody>
</table>

### The Re-bordering of Formal, Non-formal and Informal Education

<table>
<thead>
<tr>
<th>Formal Education</th>
<th>Non-formal education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning mode</td>
<td>formal schooling</td>
</tr>
<tr>
<td>Context</td>
<td>flexible schooling</td>
</tr>
<tr>
<td>Education type</td>
<td>participatory education</td>
</tr>
</tbody>
</table>

Source: Constructed based on Rogers, 2004, pp. 255-266.

### Growth of Informal Knowledge

- The growing presence of lifelong learning units within universities challenges the definition of what constitutes legitimate knowledge within the context of higher education.
- Once these units become institutionalised they have a formal claim towards knowledge building.
- Cervero challenges the tradition of ascribing legitimacy to knowledge that is “formal, abstract and general” while devaluing that which is “local, specific and based in practice”.
- This has had the effect of transferring learning from the place of practice to the University.

### Production of Informal Knowledge

- Nowotny et al. (2001) define as “social robust” knowledge - highly contextualised and their relevance to real-world educational needs make them appealing to communities outside the University.
- Bagnell (1992): Lifelong learning institutions generally emphasize the connection between knowledge and application a connection that is not always tied to the workplace. Marketing material: “can do” spirit.
- Kogan (2005): Soft science is based in application, it emphasises inclusiveness and accessibility. He speculates that the appeal of soft science may well increase as “consumers demand more power” in knowledge production processes.

### Knowledge Transfer, Translation, Exchange and Mobilisation

- The growth of new knowledge functions for the University:
- Knowledge transfer, knowledge exchange, knowledge utilization, knowledge mobilization, knowledge mediation, and knowledge management and creation, etc.
**The Scope of Knowledge Transfer**

**Knowledge Transfer Process covers:**

- **Knowledge access** (make knowledge accessible to users),
- **Knowledge production** (sell ‘knowledge products’),
- **Knowledge relationships** (sell ‘knowledge services’) and knowledge engagement (engage to achieve mutually beneficial outcomes)
- **Knowledge engagement** (engage to achieve mutually beneficial outcomes)

**Knowledge Engagement**

- The traditional understanding of knowledge utilisation or knowledge transfer: the knowledge is objective, explicit and universal, created by researchers and used by practitioners.
- The active role of practitioners in the knowledge utilisation is under-emphasised.
- Knowledge engagement signifies knowledge partnership
- Knowledge transfer project of the University of Melbourne is taken charge by the Knowledge Engagement and Partnership Office

**Reversed Relationship between Knowledge and User of Knowledge**

**Traditional paradigm**

- Discovery – knowledge – application

**Emerging paradigm**

- Discovery – knowledge engagement and sharing – knowledge management and creation

**The Knowledge Creation Process in Collaborative Research Projects**

[Diagram of the knowledge creation process]

**New Understanding of Knowledge**

- It addresses the various needs emerged with the changing economic and social needs of today’s society - entrepreneurial
  - Focus on the individuals - diverse and flexible provisions - humanitarian role and teaching role
  - Knowledge advancement - discovery, the search for the truth – human civilization advancement
  - Knowledge production being socially responsible: social advancement in the making of a civil society.
- Knowledge is collectively created for collective consumption – University if placing a socially responsive role, and the leadership depends upon how they capture social needs and create knowledge in the process of knowledge engagement and sharing
**Global Citizenship**

- Skills in perspective consciousness to understand points of views of people different from themselves;
- Intercultural competence to participate effectively in today’s multicultural societies;
- Critical thinking skills, especially the ability to evaluate conflicting information;
- Habits of mind compatible with civic responsibilities in a global age, such as to approach judgments and decisions with open-mindedness, anticipation of complexity, resistance to stereotyping, and develop the habit of asking – is this the common good. (Merryfield with Duty, 2008)

**Multiple Citizenship: Citizenship Education for the 21st Century**

<table>
<thead>
<tr>
<th>Personal</th>
<th>A personal capacity for and commitment to a civic ethic characterized by responsible habits of mind, heart, and action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>Capacity to live and work together for civic purposes</td>
</tr>
<tr>
<td>Spatial</td>
<td>Capacity to see oneself as a member of several overlapping communities – local, regional, national, and multinational</td>
</tr>
<tr>
<td>Temporal</td>
<td>Capacity to locate present challenges in the context of both past and future in order to focus on long-term solutions to the difficult challenges we face</td>
</tr>
</tbody>
</table>

Cogan & Derricott, 1998

**Social Capital & 21st Century Skills**

- Globalisation and the knowledge economy
- Intellectual capital of citizens i.e., political, social and economic advances in any country will be possible only if the intellectual potential of its people is developed
- Similar to Putnam’s (1995) social capital, or ‘soft skills’ (trust, teamwork, social cohesion, and social networks)
- Worldwide curricular reforms to develop ‘21st century skills’ (critical, creative and inventive thinking; information, interactive and communication skills; civic literacy, global awareness and cross-cultural skills)

**Teachers for the 21st Century**

- Hong Kong Institute of Education
- National Institute of Education, Singapore

**HKIEd: The Ideal Curriculum**

- flexible curriculum structure with multiple learning pathways
- total learning experience
- an OBL approach to curriculum design, teaching, learning and assessment
- holistic and student focused
- increased opportunities for student choice
- curriculum with a balance of breadth and depth
- re-conceptualization of General Education with the theme of “becoming an educated citizen”
- integrated personal, academic and professional experiences

**HKIEd: The Ideal Curriculum**

- incorporation of local, national, regional and international dimensions
- multiple forms of learning and assessment; innovative pedagogical practices that promote active learning
- articulation with postgraduate programmes and/or the new professional/specialist diploma
- experiential learning opportunities (e.g. service learning, non-education internship, international and Mainland study)
- opportunities for research experience through curricular (e.g. Honours Project) and/or co-curricular activities
- enhanced language support
**Learning Framework:**
The Ideal Graduate

- Character and moral responsibility
- A set of core values and principles
- The ability to relate to self and others effectively and inter culturally

HKUED’s Ideal Graduate

- Cultivation of wisdom and intellectual engagement
- Critical and creative thinking as problem solving skills
- Responsibility for self-directed learning
- Ability to make sound judgment and decisions

Civil mindfulness and social responsibility
- A global perspective
- Understanding of social, civic, and cultural contexts
- Social responsibility in the local and international communities

**The New General Education**

- Becoming an Educated Citizen
- GE programme
- Co-curricular activities

- GE Foundation
- GE Breadth:
  - D1: Truth, Values and Aesthetics
  - D2: Identity, Community and Culture
  - D3: Science, Technology and Nature

- GE Consolidation

- Area 1: Personal Growth and General Enrichment
- Area 2: Cultural Studies and Exploration
- Area 3: Creative Arts
- Area 4: Physical Education
- Area 5: Community Service and Service Learning
- Area 6: Career Education

**Teaching and Learning**

- An integrated approach to facilitate in-depth active learning of subject content knowledge and pedagogical knowledge and skills;
- A critical reflective approach to encourage critical thinking and evaluative ability;
- An emphasis on independent learning to instill a sense of responsibility and the ability for students to continue to learn on their own;
- An integration of theory and practice to assist the continuous cyclical learning process of application of theory to practice and feedback of practice to theory.

**NIE Programme Review & Enhancement 2009 – 4 Key Drivers**

- FOR STUDENTS - 21st century learners call for 21st century Teachers
- FOR TEACHERS - 21st century developmental needs & MOE initiatives
- CRPP findings on classroom practices in Singapore
- NIE needs to model best practices in teaching & learning to improve quality of teaching in the classroom

**New V²SK Framework – a compass for 21st century TE**

- Attributes of the 21st Century Teaching Professional

  - 1. Systematic
  - 2. Situated
  - 3. Socially aware
  - 4. Critical
  - 5. Professional
  - 6. Ethically responsible
  - 7. Technologically adept
  - 8. Mentally demanding
### Graduand Teacher Competencies Framework – a set of specified outcomes of ITE

<table>
<thead>
<tr>
<th>Performance Dimensions</th>
<th>Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Practice</td>
<td>Number the child</td>
</tr>
<tr>
<td></td>
<td>Providing quality learning of child</td>
</tr>
<tr>
<td></td>
<td>Providing quality learning of child in EDA</td>
</tr>
<tr>
<td></td>
<td>Developing knowledge</td>
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<tr>
<td></td>
<td>with subject mastery</td>
</tr>
<tr>
<td></td>
<td>with reflective thinking</td>
</tr>
<tr>
<td></td>
<td>with energy thinking</td>
</tr>
<tr>
<td></td>
<td>with creative thinking</td>
</tr>
<tr>
<td></td>
<td>with a future focus</td>
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<tr>
<td>Leadership &amp; Management</td>
<td>Strong leadership skills</td>
</tr>
<tr>
<td></td>
<td>Understanding the environment</td>
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<tr>
<td></td>
<td>Developing others</td>
</tr>
<tr>
<td></td>
<td>Working with others</td>
</tr>
<tr>
<td></td>
<td>Building teams</td>
</tr>
<tr>
<td>Personal Effectiveness</td>
<td>Planning self and others</td>
</tr>
<tr>
<td></td>
<td>Managing self</td>
</tr>
<tr>
<td></td>
<td>Evaluating personal integrity</td>
</tr>
<tr>
<td></td>
<td>Understanding, and responding to others</td>
</tr>
<tr>
<td></td>
<td>Responsibility and accountability</td>
</tr>
</tbody>
</table>

The competence expected of graduating teachers are specified in two focus levels:

- Capacity building (CB) — demonstrate achievement of the defined competence
- Awareness building (AB) — aware of what the competence means, but not yet able to fully demonstrate

### Strengthening the Theory-Practice Nexus – moving from knowing to doing

- Revising TP linkage through traditional approaches
  - (1) Structured Mentorship Preparation Programmes
  - (2) Structuring Mentorship before, during and after Practicum
  - (3) Greater understanding of NEL-School Interactions
  - (4) Assessment of Practitioners to NEL
  - (5) Reflective Teaching Model
  - (6) Structuring the Enhanced School Experience

### Assessment Framework for 21st Century Teaching & Learning

- All needs to produce teachers:
  - who have high-performance literacy levels
  - are able to adopt the best practices to effectively motivate student learning

- Assessment Competency Framework provides a defined set of assessment literacy outcomes to bring about assessment literacy among students.

### Building an evidence-base for ITE project

- Relationships between activities
  - Evidence gathering & analysis
  - Sharing, learning and collaboration among stakeholders

### 21st Century Teachers

- Teachers with soft skills
- Teachers who can see the market demands of the new economies
- Teachers who can help students to develop lifelong learning skills:
  - Informal – informal learning
  - Theory – practice nexus
  - Knowledge building, knowledge creation, knowledge from the students
  - Teacher learning

### Challenging questions

- How can we create knowledge in the classroom?
- How our classroom will become different, if the focus of our classroom experience is to create knowledge rather than transmit knowledge?
- How can we equip teachers to teach what they don’t know?
- How can we equip students to learn what’s not yet there, and apply what they know and learn now for future needs?