Pacific Circle Consortium
Conference Program Book 2007

31st Annual Conference
Education in a Pacific Context:
Education Outcomes for the Twenty-first Century
June 25–29, 2007
Hawaii Imin International Conference Center
Honolulu, Hawaii
CONFERENCE PROGRAM BOOK

EDUCATION IN A PACIFIC CONTEXT:
EDUCATION OUTCOMES FOR THE TWENTY-FIRST CENTURY

31st Annual Conference
June 25–29, 2007
Hawai‘i Imin International Conference Center
University of Hawai‘i at Mānoa
Honolulu, Hawai‘i

2007 Hosts:
Curriculum Research & Development Group
College of Education
University of Hawai‘i
CONFERENCE PROGRAM

About the PCC .......................... 1
Sponsorships and Donations ............. 2
Venue .................................... 3
Shuttle Schedule .......................... 5
Overall Map ................................ 6
Message from Hosts ....................... 7
Welcome Message from Hawaii’s Governor 8
Welcome Message from Hawaii’s Senators 9
Welcome Message from Honolulu’s Mayor 11
Invited Speakers ......................... 12
Peter Brice Award ......................... 15
Conference Description .................. 17
Conference Program Schedule ............ 20
Discussion Panels ....................... 27
Breakout Sessions ....................... 30
Lunches and Dinners ..................... 36

ABSTRACTS

Thematic Question I .................... 37
Thematic Question II .................... 59
Thematic Question III ................... 85
2008 PCC Conference Information .... 109
ABOUT THE PACIFIC CIRCLE CONSORTIUM

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 PCC now draws members from Australia, New Zealand, several Pacific Islands, China, Hong Kong SAR, 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.

Originally launched in 1987 the Pacific Circle Consortium's journal, Pacific-Asian Education (formerly Pacific Education), has established itself as an international refereed journal, which reports on PCC projects and other relevant research within the organization's purview.

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.

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 is automatically part of the registration fee to the annual conference.

2006–2007 Executive Council

**Officers**
- President: John L. Gore
- President Elect: Jose Ernesto Rangel Delgado
- Past President: Byong-Sun Kwak
- Treasurer: Daehoon Jho
- Secretary: John J. Cogan

**Members**
- Kathleen F. Berg
- Susan Faoagali
- Meesook Kim
- Chie Nakajima
- Ilga Salite

**Ex-officio**
- Donald B. Young, Hawaii Conference
- Carol A. Mutch, Pacific-Asian Education Editor

PCC 2007 Conference Planning Committee

Thanh Truc T. Nguyen, Conference Coordinator

Suzanne A. Acord
Marybeth P. Hamilton
Francis M. Pottinger III

Erin Baumgartner
Arthur R. King, Jr.
Hannah Slovin

Kathleen F. Berg
Noren W. Lush
Linda Venenciano

Paul R. Brandon
Linda K. Menton
Donald B. Young
SPONSORSHIP

Curriculum Research & Development Group

University of Hawai‘i

College of Education

DONATIONS

A big mahalo to the following organizations for their generous donations to the 2007 PCC conference.

Apple
Big Island Candies
Hilo Hatties
Longs
UH Bookstore
University of Hawaii Press

Hawaii Visitors and Convention Bureau
Recognition Advisors
2007 PCC CONFERENCE VENUE

Hawai‘i Imin International Conference Center
University of Hawai‘i at Mānoa
Honolulu, Hawai‘i
1601 East West Road
Honolulu, HI USA 96848-1601
Phone: 1-808-944-7111
Fax: 1-808-944-7376

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 Manoa campus. The East-West Center is a non-profit education and research institution.

The Hawaii 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.
VENUE MAP

Hawai‘i Imin International Conference Center

Basement Map

1st Floor Map

2nd Floor Map
SHUTTLE SCHEDULE AND MAP

Monday, June 25, 2007
None. No shuttle bus to Opening Reception.

Tuesday, June 26, 2007
7:00 a.m. Waikiki Malia
7:15 a.m. Waikiki Beachcomber
7:25 a.m. Waikiki West
5:40 p.m. Back to hotels

Wednesday, June 27, 2007
7:15 a.m. Waikiki Malia
7:30 a.m. Waikiki Beachcomber
7:45 a.m. Waikiki West
5:40 p.m. Back to hotels

Thursday, June 28, 2007
7:15 a.m. Waikiki Malia
7:30 a.m. Waikiki Beachcomber
7:45 a.m. Waikiki West
5:40 p.m. To Peter Brice Awards Dinner
9:00 p.m. Back to hotels

Friday, June 29, 2007
Field Trip
8:00 a.m. Lincoln Hall
8:15 a.m. Waikiki Malia
8:30 a.m. Waikiki Beachcomber
8:45 a.m. Waikiki West
1:30 p.m. Back to hotels

KEY

1 = Lincoln Hall and Hawai‘i Imin Conference Center
2 = Outrigger Reef
3 = Waikiki Malia*
4 = Waikiki Beachcomber*
5 = Waikiki West*
6 = Ohana East
7 = Coconut Club, Resort Quest
8 = Waikiki Aquarium (Opening Reception)

* The conference shuttle buses will pick up participants at only three hotels. Please plan accordingly.
OVERALL MAP

0 = Honolulu International Airport (HNL)
1 = Hawai’i Imin International Conference Center
2–8 = Conference Hotels in Waikiki
9 = Arizona and U.S.S. Missouri Memorials, Conference Field Trip
MESSAGE FROM THE 2007 CONFERENCE HOSTS

Aloha Members and Friends of the Pacific Circle Consortium, and welcome to Hawaii.

As a founding member of the PCC, the Curriculum Research & Development Group (CRDG) of the University of Hawaii College of Education is proud to host PCC’s 31st annual conference as we examine Education in a Pacific Context: Education Outcomes for the Twenty-first Century.

We invited six prominent scholars to lead us through an exploration of this conference theme organized around three interrelated questions. Their papers were posted on the conference Web site. You had an opportunity to read them in advance and we look forward to the lively and rich discussions that will be the focus of this year’s conference.

Each of the three days of the conference will focus on one of the three questions and related issues that help comprise the overall theme. The two scholars who have written to each day’s question will start the conversation with a presentation to summarize their key points and engage participants in a rich exchange of ideas and experiences.

To facilitate this format, we invited you, as conference participants, to write papers related to the theme and comment and expand upon the commissioned papers. From these efforts, we hope to produce a related set of papers for publication.

Subsequently, we received an amazing set of presentation proposals from all over the Pacific—Mexico, New Zealand, Australia, Colombia, Malaysia, China, Samoa, South Korea, Vietnam, Latvia, Taiwan, Fiji, Japan, and the United States.

We look forward to engaging with all of you to produce a deep, thoughtful set of works that can guide our endeavors for the next decade.

Me ke aloha pumehana (with warm aloha),

Donald B. Young
Interim Dean
College of Education
PCC 2007 Planning Committee

Kathleen F. Berg
Acting Director, CRDG
Member, PCC Executive Council
PCC 2007 Planning Committee
WELCOME MESSAGE FROM HAWAI‘I’S GOVERNOR

Linda Lingle
Governor, State of Hawai‘i

Lieutenant Governor, State of Hawai‘i

Message from Governor Linda Lingle
and
presented to the
PACIFIC CIRCLE CONSORTIUM
JUNE 25–29, 2007

On behalf of the people of Hawai‘i, we send greetings of aloha to everyone gathered at the Hawai‘i IImin International Conference Center at the East-West Center for the 31st Annual Pacific Circle Consortium (PCC), themed Education in a Pacific Circle Context: Education Outcomes for the Twenty-first Century.

For more than three decades, the PCC has provided an important forum for educators and researchers to discuss policy development and educational research issues through the presentation of joint projects and a broad range of papers and symposia.

This year’s theme is particularly important as our state considers the best ways to prepare our students, at all levels, to succeed in the global economy of the 21st century. To this end, my Administration has proposed the Hawai‘i Innovation Initiative to emphasize science, technology, engineering and mathematics in our schools in order to foster strong analytical skills in all students, regardless of what career they choose to pursue.

Our best wishes for another productive conference.

Aloha,

Linda Lingle
Governor, State of Hawai‘i

Lieutenant Governor, State of Hawai‘i
WELCOME MESSAGE FROM HAWAI’I’S SENATORS

Daniel K. Inouye
United States Senator

June 25, 2007

United States Senate

“Education in a Pacific Circle Context: Education Outcomes for the Twenty-first Century”
31st Annual Pacific Circle Consortium
College of Education and Curriculum Research and Development Group
East-West Center
Honolulu, Hawaii

Dear Friends:

It gives me great pleasure to welcome you to the 31st Annual Pacific Circle Consortium, “Education in a Pacific Circle Context: Education Outcomes for the Twenty-first Century,” held for the first time in eight years in my home state of Hawaii.

Since its establishment in 1977, the Pacific Circle Consortium and its many members worked collaboratively to develop and create an international professional and educational forum for creating curriculum, policy development and educational research.

Hawaii, with its blend of different cultures and ethnic backgrounds, is an unmatched and special place. It is often described as the “melting pot of the Pacific.” Our educators in Hawaii face unique challenges teaching students from diverse cultural backgrounds who speak different languages, while maintaining an expected high standard of education.

I have always believed that the education of our children is an investment in our future and must be a priority. I wholeheartedly commend you for your commitment to education.

You have my best wishes for a memorable and educational consortium.

Aloha,

[Signature]

Daniel K. Inouye
United States Senator

EKEmyu
WELCOME MESSAGE FROM HAWAʻI’S SENATORS

United States Senate
WASHINGTON, DC 20510-1103
June 25, 2007

MESSAGE FROM U.S. SENATOR DANIEL K. AKACA

It is with great pleasure that I extend my warmest aloha and best wishes to all in attendance at the 31st Annual Pacific Rim Consortium Conference, “Education in a Pacific Circle Context: Education Outcomes for the Twenty-first Century.”

I welcome this opportunity to commend the University of Hawai‘i at Mānoa’s College of Education and its Curriculum Research & Development Group on hosting this year’s event and for your dedication of time, energy, and resources which have 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 meeting is truly impressive. I sincerely hope that the dialog generated at this conference will lead to the implementation of many new ideas and improvements.

With its vibrant Polynesian heritage, enduring Asian influence, and American political and social institutions, Hawai‘i is uniquely positioned to engage the challenge of a rapidly changing global economic environment. Hawai‘i’s public school system, with its diverse mix of students from numerous social and cultural backgrounds, offers a living laboratory for educators to explore and adopt the most successful techniques of instruction. Moreover, for thousands of young Pacific Islanders, the University of Hawai‘i provides an opportunity to earn a university education at an affordable price. Now, more than ever, the ability to communicate across rational and cultural boundaries is an essential skill for the continued prosperity of the region.

This conference is extremely significant and provides a wonderful opportunity for fellow educators, scholars and researchers to evaluate a wealth of global information and available resources that are being presented. I am sure that your efforts here will further the development of a curriculum that is responsive to the demands of a globally competitive economy and better meet the needs of all students in a highly competitive and technology-based global market. May this event be an insightful and educational experience for all who attend.

Aloha pumehana,

Daniel K. Akaka
U.S. Senator
MESSAGE FROM MAYOR MUFI HANNEMMANN

Aloha. I am pleased to send my warmest regards to all who are gathered at the East-West Center for the 21st Annual Pacific Circle Consortium (PCC) conference. Your theme, Education in a Pacific Context: Education Outcomes for the 21st Century, will undoubtedly serve to encourage and stimulate ideas and dialogue among educators in the Pacific region.

Mahalo to the PCC and the Curriculum Research and Development Group of the University of Hawaii College of Education for presenting and hosting this important forum.

We are pleased to host your convention and invite everyone to discover our island’s spectacular natural beauty, the friendly aloha spirit of our people and our many visitor attractions.

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

Mufi Hannemann
Mayor, City and County of Honolulu
**INVITED PLENARY SPEAKERS**

**Tuesday, June 26**

**Deane Neubauer** (Ph.D., Yale, 1965), is Professor Emeritus in the Department of Political Science at the University of Hawaii, Manoa, Senior Research Fellow of the Globalization Research Center (UHM) and Senior Advisor to the Education 2020 Program of the East West Center. Educated at the University of California, Riverside and Yale University, he has taught additionally at the University of California (Berkeley and Irvine), Waikato University (NZ) and the University of Sydney. His research interests lie in health policy, political economy and globalization. Dr. Neubauer's work explores globalization phenomena as a major vector of social change throughout the world. He served as the founding dean of the College of Social Sciences at the University of Hawaii, Manoa (1980–88). In 1999 he founded the Globalization Research Center at the University of Hawaii, Manoa and subsequently the Globalization Research Network, a collaboration of four U.S. universities. He served as Interim Chancellor of the University of Hawaii, Manoa from 2001–2002 and as Interim Vice President for Academic Affairs for the University of Hawaii System from 2001–2004. He can be reached at deanen@hawaii.edu.

**H. Michael Hartoonian**, Professor Emeritus, retired in 2005 as Senior Fellow in the Department of Educational Policy and Administration in the College of Education and Human Development at the University of Minnesota, where he also directed the Institute for Democratic Capitalism. He has also served as a Professor and Director of Elementary Education in the Department of Curriculum & Instruction at Minnesota and continues his research, writing, and consulting in ethics, education and economics, and their integration in a democratic republic and market driven economy. Dr. Hartoonian received the B.A. degree, in Economics and Mathematics, from Lawrence University in Appleton, Wisconsin, and the M.A. and Ph.D., in history and education, from the University of Wisconsin-Madison. In 1992, Dr. Hartoonian received the honorary degree of Doctor of Humane Letters from Ripon College, in Ripon, Wisconsin, and in 2000, he received the Lucia R. Briggs Distinguished Achievement Award from Lawrence University. He has been a Fulbright scholar (Africa), member of The National (Humanities) Faculty, Director of the Danforth International Studies Program on the University of Wisconsin-Madison campus and in 1995–1996 he served as president of the National Council for the Social Studies. Dr. Hartoonian has authored over sixty articles and has written or contributed to seven books. He can be reached at: 1835 Palace Ave., St. Paul, MN 55105, Phone: (651) 699-1455, Mhart002@qwest.com.
INVITED PLENARY SPEAKERS

Wednesday, June 27

Adrienne Alton-Lee is the Chief Education Adviser for the New Zealand Ministry of Education’s Iterative Best Evidence Synthesis (BES) Programme. Her role is to strengthen the evidence-base informing policy and practice in education and to provide medium term strategic advice to government.

Dr. Alton-Lee is a Fellow of the International Academy of Education. She was formerly a teacher, classroom researcher, Professor of Teacher Education and an Associate Editor of Teaching and Teacher Education. She collaborated with Graham Nuthall on a series of replications of her doctoral study tracing and explaining student long-term learning from their experiences in classrooms She has published in a range of leading educational journals including the Harvard Educational Review, the Elementary School Journal, the International Journal of Inclusive Education and the American Educational Research Journal. Dr. Alton-Lee’s work has been reviewed in recent editions of the Handbook for Research on Teaching and the Handbook of Research on Classroom Management: Research, Practice and Contemporary Issues.

She is author of the New Zealand Ministry of Education’s Quality teaching for diverse students in schooling: Best evidence synthesis http://educationcounts.edcentre.govt.nz/goto/BES

Tilianamua Afamasaga is currently the Director of the Oloamanu Centre for professional development and continuing education at the National University of Samoa (NUS). Mrs. Afamasaga has been a strong presence in Samoa’s education system for over 35 years, serving previously as Dean of Education of the Faculty of Education at NUS for eight years, principal of Samoa Teachers College and Western Samoa Teachers College for thirteen years, and President of the Council of Pacific Education for three years. She also serves as the Polynesia representative on the Rethinking Pacific Education Initiative, President of the Samoa National Teachers Association, and continues as Vice President of the Council of Pacific Education.

Mrs. Afamasaga is also the holder of the matai title, Gatoloaifaaana from her home village of Lalomalava, Savaii in Samoa. The word matai means “chief” and the bestowment of the title is a high honor. The title, conferred more upon men than women, is usually given to someone in recognition for distinguished services.

Mrs. Afamasaga has five children and two grandchildren. Education is a family endeavor in Mrs. Afamasaga’s family. Her husband is also a teacher and school principal and her eldest daughter has followed her in parents’ footsteps into education. She can be reached at t.afamasaga@nus.edu.ws.
**INVITED PLENARY SPEAKERS**

**Thursday, June 28**

**Isak Froumin** is a Senior Education Specialist at the World Bank in Moscow. He is a leader of the World Bank education program in Russia and in Kazakhstan that includes support to the reform of higher education, the introduction of information technologies in education, and school restructuring. He is also involved in the World Bank projects in Kyrgyzstan, Afghanistan, Nepal, and India.

Dr. Froumin is a professor at Higher School of Economics in Moscow. Before joining the World Bank he was a principal of a laboratory school and the head of Department of Education at Krasnoyarsk State University in Siberia. He was one of the leading figures of “perestroika” in Russian education from 1989 till 1999. During this period he was the Russian director of the joint project “Civic Education for Information Age” together with University of Hawaii. Dr. Froumin also led a number of projects with educators from Australia, the Netherlands, and the United Kingdom.


His recent research interests include civic education; educational factors of human development; educational quality assessment; higher education reforms and information technologies in schools.

**Raymond McNulty** is a Senior Vice President of the International Center for Leadership in Education and Executive Director of its Successful Practices Network. Prior to joining the International Center, he was a senior fellow at the Bill & Melinda Gates Foundation, where he worked with leading educators from around the country to reinvent our nation's high schools. Mr. McNulty also is a past president of the Association for Supervision and Curriculum Development (ASCD).

An educator since 1973, Mr. McNulty has been a teacher, vice principal, principal, and superintendent. From 2001–03, he served as Vermont’s education commissioner. During his tenure, Mr. McNulty focused on aligning the Department of Education’s work on three key issues: early education, educator quality, and secondary school reform.

Mr. McNulty has presented at the state, national, and international levels on the need for school systems to accept the challenges that lie ahead. He is committed to raising performance standards for both teachers and students and to building solid connections between schools and their communities. Mr. McNulty believes strongly that education systems cannot wait for the children and challenges to arrive at school; rather, schools need to reach out and help forge solutions.
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.

Dr. Arthur R. King, Jr., founder and former director of the Curriculum Research & Development Group (CRDG), began his tenure at the University of Hawaii as a member of the College of Education research faculty. Dr. King was co-director, along with William Savard, of the Hawaii Curriculum Center, which later became CRDG. The depth and breadth of his knowledge and leadership, along with his vision for creating and sustaining a university-based research and development center using a real-time school as a laboratory, are the very foundations of CRDG's success. Dr. King's belief in and commitment to a quality liberal arts education for all sustained CRDG through economic and political challenges. The result is a curriculum R&D center recognized internationally for the quality of its research, products, and services that have served thousands of teachers and millions of students.

In addition to his work with CRDG, Dr. King was also a founder of the Pacific Circle Consortium (PCC). As the director of CRDG, Dr. King hosted the PCC organizing meeting in 1976 chaired by Dr. Malcolm Skilback, director of Australia's Curriculum Development Center. Representatives from Japan, Canada, and New Zealand were also in attendance. As a result of this meeting, successful application was made to the Organisation for Economic Co-operation and Development's Centre for Educational Research and Innovation, which brought PCC under its umbrella in 1977. In the years following, Dr. King played a prominent role in the leadership of the consortium, hosting many of its meetings and work sessions. He was intrigued with the idea of international curriculum development, and he championed this cooperative work. He often pointed out the potential of such work as an economical way of producing materials that had the intellectual surety of international content review, a way of presenting the needs and values of different countries and cultures, and a way of sharing costs. Throughout the life of the consortium, curriculum development was a major thrust of its work, and an impressive number of cooperatively designed international curricula were produced. As the consortium matured, broadening its membership and its opportunities for international collaboration, the work expanded to include research on a number of school-related projects and on cutting edge educational thought and policy. Dr. King remained active in the organization and is a dynamic participant in the PCC international discussion.

We are most honored and pleased to present Arthur R. King, Jr., with the 2007 Peter Brice Award for his outstanding contribution to curriculum research and development in the Pacific region.
DESCRIPTION

Welcome
Our conference days will start in the Keoni Room with an invigorating welcome by a distinguished guest.

Plenary
All conference participants will convene at the daily plenary sessions to hear from our invited speakers regarding the thematic question of the day. Our goal is to stimulate thinking on the day’s thematic question with the hope that you will embrace, support, or challenge the ideas of our speakers. Please take some time to read the papers from the invited plenary speakers so that you can be best prepared to engage in discussion with your colleagues.

Discussion Panel Sessions and Workshops
In the Pacific Circle Consortium, we are dedicated to increasing communication and collaboration amongst our esteemed colleagues. Our goal in the mid-morning discussion panels and workshop sessions is to specifically discuss the thematic questions of the day. We encourage everyone to take part in the mediated discussion panels where ideas can be compared and contrasted and possibly synthesized. Our invited plenary speakers will lead the way in our common goal to address thematic questions.

Following on pages 27–29, 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. 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 day one, we have two rooms that are dedicated to workshops led by PCC members who are conducting PCC-related work. In the Kaniela room, Arthur Harkins and Byron Schneider will share their work about the potential roles of PCC with children and youth. In the Sarimanok room, we have William Greene and others sharing the PCC Teacher Education for the Future Project—Stage 2.

Plenary Session: Discussion Panels Sharing
In this session, all conference participants will reconvene in the Keoni Room to share their perspectives on the day’s thematic question and respond directly to the ideas put forth by our invited plenary speakers. 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.

Breakout Sessions
In these late afternoon sessions, our participants will have a chance to share their particular research described in their abstracts. Each presentation will have 15 minutes in which to present their work, with about 5 minutes for question and answer.

PCC Annual Membership Meeting
We encourage everyone to attend the annual membership meeting on Tuesday afternoon. Here, the PCC Executive Council will update us with current projects, vote for new council members, and present new agenda items.

Journal Paper Submission Info, General Info Desk, Internet Kiosk, and Informal Meeting Area
If you have any questions during the conference or just want to take a small break, head to the Koi Room on the basement level. There you will find an information counter, computer stations where you can browse the Internet, and ample space for impromptu meetings. On Tuesday during lunch, Carol Mutch, Editor of the Pacific-Asian Education journal will be there to answer any specific questions you may have. Or, you can just sit, relax, and enjoy the view of the Japanese garden and koi ponds.
CONFERENCE 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 kaka‘olelo.

A major feature in exercising prowess and skill in kaka‘olelo is applied in the provision of ho‘okipa 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 'Ano ‘Ai, 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 ho‘okipa 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‘ohiwahiwa ʻia nei mākou la ea e hui pū i ka waiwai.
ʻO ko kākou mau kūpuna la ea ʻia hipuʻu iā kākou i ka lōkahi
Ka nalu ʻimi 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 ʻia nā ka noe
E kaʻu no ʻia e anoʻi nei e ala nei hōʻi o Kahiki mai
A hiki mai no ʻoukou, 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 ʻike mai luna mai e o nā mea huna noʻeau 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 ʻōiwi o Hawaiʻi, e alu like no ka pono a
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 Hawaiʻi working together toward what is just
Greetings, greetings, greetings to all!
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 9:00 a.m.–12:30 p.m. | **Executive Council Meeting**  
                  College of Education, University of Hawaii  
                  Everly Hall Room 123A/B |
| 6:30–9:00 p.m.   | **Evening Opening Reception, Waikiki Aquarium**                                         |
| 6:30 p.m.        | **Doors open**                                                                             |
| 6:45 p.m.        | **Welcome and Blessing Oli Aloha (chant)**                                                |
|                 | • Lilette Liliakalā Subedi, Kumu Hawaiian Studies, University Laboratory School            |
|                 | **Opening Remarks**                                                                        |
|                 | • Kathleen Berg, Acting Director, Curriculum Research & Development Group, College of Education, University of Hawaii|
|                 | • Linda Johnsrud, Vice President, University of Hawaii                                     |
|                 | • John Gore, President, PCC Executive Council                                             |
| 7:30 p.m.        | **Hawaiian Buffet Luau**                                                                   |
| 8:00 p.m.        | **Hula, Hawaiian Studies Students, University Laboratory School**                         |
| 7:30 p.m.–8:45 p.m.| **Waikiki Aquarium Exhibits Open for Viewing**                                            |
| 9:00 p.m.        | **Close of Reception**                                                                    |

**Note:** Street parking is available for 25 cents per hour.
Thematic Question I: What do we expect as outcomes of our schools? What do we want all students in Pacific Circle schools to know, be able to do, and care about?

7:00–7:30 a.m.  
Shuttle Pickups

7:00 a.m.  
Ohana Waikiki Malia

7:15 a.m.  
Ohana Waikiki Beachcomber

7:25 a.m.  
Ohana Waikiki West

7:45–8:30 a.m.  
Registration, Coffee and More

8:30–10:30 a.m.  
Welcome and Plenary Session

- Oli E Hō Mai (chant), Liliette Liliakalā Subedi, Kumu Hawaiian Studies, University Laboratory School
- Donald Young, Interim Dean, College of Education, University of Hawaii

Invited Plenary Speakers
- Deane Neubauer, Professor Emeritus and Senior Fellow, Globalization Research Center
  Paper: Education as a Knowledge Enterprise
- H. Michael Hartoonian, Retired-Professor and Director of the Center for Economic Education, University of Minnesota

Invited Plenary Discussant
- Gay Garland Reed, Associate Professor, Educational Foundations, College of Education, University of Hawaii at Manoa

10:30–11:00 a.m.  
Coffee Break

11:00 a.m.–12:30 p.m.  
Discussion Panels Based on Day’s Thematic Question

Workshop: Advantaging the Futures of Children and Youth  Kaniela Room
Workshop: Teacher Education for the Future Project—Stage 2  Sarimanok Room

12:30–1:30 p.m.  
Lunch

- Carol Mutch available regarding Pacific-Asian Education journal  Koi Room

1:30–3:00 p.m.  
Plenary Session: Discussion Panels Sharing  Keoni Room

3:00–3:20 p.m.  
Coffee Break

3:20–5:00 p.m.  
Breakout Sessions  Varies

5:00–5:30 p.m.  
PCC Annual General Membership Meeting  Keoni Room

5:40 p.m.  
Shuttle Pickups and Drop Offs to Hotels
**Thematic Question II:** How do we organize schooling to better accomplish local/national and global outcomes?

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15–7:45 a.m.</td>
<td>Shuttle Pickups</td>
</tr>
<tr>
<td>7:15 a.m.</td>
<td>Ohana Waikiki Malia</td>
</tr>
<tr>
<td>7:30 a.m.</td>
<td>Ohana Waikiki Beachcomber</td>
</tr>
<tr>
<td>7:45 a.m.</td>
<td>Ohana Waikiki West</td>
</tr>
<tr>
<td>8:00–8:30 a.m.</td>
<td>Registration, Coffee and More</td>
</tr>
</tbody>
</table>
| 8:30–10:30 a.m.| Welcome and Plenary Session  
|                | Invited Plenary Speakers                  |
|                | - Adr.ienne Alton-Lee, Iterative Best Evidence Synthesis Programme, Ministry of Education, New Zealand  
|                |   Paper: It's Time for a New Learning Agenda in Policy, Research and Practice in Education  |
|                | - Tilianamua Afamasaga, Director, Centre for Professional Development and Continuing Education, National University of Samoa  
|                |   Paper: Education in a Pacific Context: Enhancing Ownership of the Processes of Education  |
| 10:30–11:00 a.m.| Coffee Break                              |
| 11:00 a.m.–12:30 p.m.| Discussion Panels Based on Day’s Thematic Question  |
| 12:30–1:30 p.m.| Lunch                                     |
| 1:30–3:00 p.m.| Plenary Session: Discussion Panels Sharing |
| 3:00–3:20 p.m.| Coffee Break                              |
| 3:20–5:30 p.m.| Breakout Sessions                         |
| 5:40 p.m.     | Shuttle Pickups and Drop Offs to Hotels    |
| 7:00 p.m.     | Amioka Lecture, Art Building Auditorium   
|                | Note: Attendees going to the Amioka Lecture will need to find their own transportation back to hotels. |
Optional Activities

Amioka Lecture

Art Building Auditorium
Free and open to the general public

The annual Shiro Amioka Lecture features prominent leaders in the field of education and school reform. The late Shiro Amioka, University of Hawai‘i at Manoa professor of education, also served as chancellor of the University of Hawai‘i community colleges, superintendent of the State Department of Education, and associate dean of the University of Hawai‘i at Manoa Summer Sessions.

Summer 2007–22nd Annual Shiro Amioka Lecture
Education Under Globalization: Diversity as Goal or Golem?

Globalization processes are multiplying and magnifying differences, both within and among societies. Multiculturalism and diversity have become key educational realities and ideals. This talk questions the meaning of difference and whether we are settling for mere variety in education—the look of multiculturalism, but not its spirit—or if we aiming for deep diversity: communities in which differences are seen as openings for sustained, mutual contribution.

Peter Hershock is coordinator of the Asian Studies Development Program at the East-West Center in Honolulu, Hawai‘i. Trained in Asian and comparative philosophy and Buddhist practice, Hershock has focused his research on applying Buddhist conceptual and critical resources in addressing contemporary issues.

The annual Shiro Amioka Lecture features prominent leaders in the field of education and school reform. The late Shiro Amioka, UHM professor of education, also served as chancellor of the UH Community Colleges, superintendent of the State Department of Education, and associate dean of UHM Summer Session. The guest lecturer is selected by the faculty of the Department of Educational Foundations, where Dr. Amioka taught philosophy of education.

Co-sponsored by Outreach College and the College of Education, with support from the Shiro Amioka Lecture Endowment Fund at the University of Hawai‘i Foundation.
Thematic Question III: What works? What are promising practices?

7:15–7:45 a.m. Shuttle Pickups
7:15 a.m. Ohana Waikiki Malia
7:30 a.m. Ohana Waikiki Beachcomber
7:45 a.m. Ohana Waikiki West
8:00–8:30 a.m. Registration, Coffee and More

8:30–10:30 a.m. Welcome and Plenary Session
- Honorable Mayor Mufi Hannemann
  City and County of Honolulu, Hawaii

Invited Plenary Speakers
- Isak Froumin, Senior Education Specialist, WorldBank
- Raymond McNulty, Executive Director, Successful Practices Network, International Center for Leadership in Education
  Paper: Preparing Students for Their Future and Successful Schools: From Research to Action Plans

Invited Plenary Discussant
- Marlene Nachbar Hapai, Board of Regents, University of Hawaii

10:30–11:00 a.m. Coffee Break
11:00 a.m.–12:30 p.m. Discussion Panels Based on Day’s Thematic Question
12:30–1:30 p.m. Lunch
1:30–3:00 p.m. Plenary Session: Discussion Panels Sharing
3:00–3:20 p.m. Coffee Break
3:20–5:30 p.m. Breakout Sessions
5:40 p.m. Shuttle to Peter Brice Awards Dinner at Coconut Club Resort Quest Waikiki Beach
9:00 p.m. Shuttle Pickups and Drop Offs to Hotels
SCHEDULE

Thursday, June 28

Peter Brice Awards Dinner and Closing Reception
Coconut Club of Tiki’s Bar and Grill
Resort Quest Waikiki Beach

6:00–9:30 p.m.  Peter Brice Award
• Introduction: Frank M. Pottenger III, Professor, Curriculum Research & Development Group, College of Education, University of Hawaii
• Recipient: Arthur R. King, Jr.

Closing Remarks
• Donald Young, Interim Dean, College of Education, University of Hawaii
• Ernesto Rangel, President-Elect, PCC Executive Council

Friday, June 29

Visitation to Arizona Memorial and U.S.S. Missouri Memorial

8:00–8:30 a.m.  Shuttle Pickups
8:00 a.m.  Lincoln Hall
8:15 a.m.  Ohana Waikiki Malia
8:30 a.m.  Ohana Waikiki Beachcomber
8:45 a.m.  Ohana Waikiki West
9:30 a.m.  Arizona Memorial Visitation
11:15 a.m.  Lunch
12:00 p.m.  U.S.S. Missouri Memorial Visitation
1:30 p.m.  Shuttle Pickup
2:00 p.m.  Return to Hotels
DISCUSSION PANELS/WORKSHOP SESSIONS

Tuesday, June 26
11:00 a.m.–12:30 p.m.

Thematic Question I: What do we expect as outcomes of our schools? What do we want all students in Pacific Circle schools to know, be able to do, and care about?

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 lunch, your group will have the floor for about 10 minutes to share your synthesis with the entire PCC conference attendees.

The session facilitator and recorder are the first two names in the lists below. Those authors with asterisks (*) next to their names wrote papers addressing the thematic question of the day.

Asia
Hannah Slovin*
Carol A. Mutch*
Mina Hattori
Maria Eugenia Luna Elizarrarás
Loretta Krause
Marisa Mesina Polanco*
Ramlee B. Mustapha*
Chie Nakajima
Judith Olson
Dawn Rasmussen
Theodore Rodgers
Alberto Daniel Silva Rosas
Edward J. Shultz
Thomas W. Speitel
Lilette Subedi
Peru Tugaga

Kaniela
Arthur M. Harkins*
Byron Schneider*
Sheri T. Fitzgerald
Jo Fletcher*
David L. Grossman
Arthur King, Jr.
Daehoon Jho*
Valere C. McFarland
Yuki Oda
Claire H. Okazaki
Faye Parkhill*
J. J. Reyes
Colleen A. Tano
Faafafao Toia
Kevin Watson*

Pacific
Donald Young
John Cogan
Omer Calderón
Laura Elena Ortiz Camargo*
Niusila Faamanatu Eteuati
Chae Chun Gim
Pham Lan Huong
Cresantia Frances Koya*
Ruo Lan Liu*
Maureen Musser
Francis M Pottenger III
Ernesto Rangel Delgado
Edmundo Resenos
Mary E. Smith
Dilly Tawakkul

Pago Pago
Kathleen Berg
John Gore
Carol Ann Brennan
Jill Hargreaves*
Shiowlan Doong
Kanesa M. Duncan
Gary W. Griffiths
Marybeth P. Hamilton
Byong-Sun Kwak*
Victoria Méndez Avila
Carolyn Towata
Larios Deniz Jonás
Elizabeth Wycoff

Sarimanok
William L. Greene*
Susan Faooagali
Suzanne A. Acord
Roni Adams
James Brightman
Lourdés Covarrubias
Peggy Haleck
Younghoe M. Kim*
Frances Koyavakauta
Neil Lancaster
Sonia Jineth Peralta Poveda
Anne Power
John Southworth
Steven Thorpe
Lina Tone-Schuster
Kiok Yoon
DISCUSSION PANELS

Wednesday, June 27
11:00 a.m.–12:30 p.m.

**Thematic Question II:** How do we organize schooling to better accomplish local/national and global outcomes? What are the implications?

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 lunch, your group will have the floor for about 10 minutes to share your synthesis with the entire PCC conference attendees.

The session facilitator and recorder are the first two names in the lists below. Those authors with asterisks (*) next to their names wrote papers addressing the thematic question of the day.

<table>
<thead>
<tr>
<th>Asia</th>
<th>Kaniela</th>
<th>Pacific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arthur King, Jr.</td>
<td>Marybeth P. Hamilton*</td>
<td>Linda Venenciano</td>
</tr>
<tr>
<td>Suzanne A. Acord</td>
<td>Ernesto Rangel Delgado*</td>
<td>Carol A. Mutch*</td>
</tr>
<tr>
<td>Sheri T. Fitzgerald*</td>
<td>Kathleen Berg</td>
<td>Sara Banks</td>
</tr>
<tr>
<td>John Gore</td>
<td>Lourdes Covarrubias*</td>
<td>Carol Ann Brennan</td>
</tr>
<tr>
<td>William L. Greene</td>
<td>David P. Ericson*</td>
<td>Peggy Haleck</td>
</tr>
<tr>
<td>Larios Deniz Jonás*</td>
<td>Gary W. Griffiths</td>
<td>Jill Hargreaves</td>
</tr>
<tr>
<td>Byong-Sun Kwak</td>
<td>Mina Hattori</td>
<td>Cresantia Frances Koya</td>
</tr>
<tr>
<td>Ayami Nakaya</td>
<td>Maria Eugenia Luna Elizarrarás</td>
<td>Victoria Méndez Avila</td>
</tr>
<tr>
<td>Sonia Jineth Peralta Poveda</td>
<td>Valere C. McFarland</td>
<td>Chie Nakajima*</td>
</tr>
<tr>
<td>Edmundo Resenos</td>
<td>Maureen Musser</td>
<td>Aric Nakamura</td>
</tr>
<tr>
<td>J. J. Reyes</td>
<td>Theodore Rodgers</td>
<td>Yuki Oda</td>
</tr>
<tr>
<td>John Southworth</td>
<td>Edward J. Shultz*</td>
<td>Claire H. Okazaki</td>
</tr>
<tr>
<td>Hidehiro Suwa*</td>
<td>Mary E. Smith*</td>
<td>Dawn Rasmussen</td>
</tr>
<tr>
<td>Colleen A. Tano</td>
<td>Dilly Tawakkul</td>
<td>Steven Thorpe</td>
</tr>
<tr>
<td>Lina Tone-Schuster</td>
<td>Peru Tugaga</td>
<td>Faatafao Toia</td>
</tr>
<tr>
<td>Kevin Watson</td>
<td>Kiok Yoon</td>
<td>Elizabeth Wycoff</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pago Pago</td>
<td>Sarimanok</td>
<td></td>
</tr>
<tr>
<td>Kathleen Berg</td>
<td>Francis M Pottenger III</td>
<td></td>
</tr>
<tr>
<td>Daehoon Jho</td>
<td>Susan Faoagali</td>
<td></td>
</tr>
<tr>
<td>Roni Adams</td>
<td>John Cogan</td>
<td></td>
</tr>
<tr>
<td>James Brightman</td>
<td>Shiowlan Doong*</td>
<td></td>
</tr>
<tr>
<td>Omer Calderón*</td>
<td>Kanesa M. Duncan</td>
<td></td>
</tr>
<tr>
<td>Laura Elena Ortiz Camargo</td>
<td>Niusila Faamanatu Eteuati</td>
<td></td>
</tr>
<tr>
<td>Susan Faoagali</td>
<td>David L. Grossman*</td>
<td></td>
</tr>
<tr>
<td>Jo Fletcher</td>
<td>Pham Lan Huong</td>
<td></td>
</tr>
<tr>
<td>Chaechun Gim*</td>
<td>Ruo-Lan Liu</td>
<td></td>
</tr>
<tr>
<td>Randee Golden-Scalarise</td>
<td>Marisa Mesina Polanco</td>
<td></td>
</tr>
<tr>
<td>Terry Ann Higa</td>
<td>Ramlee B. Mustapha</td>
<td></td>
</tr>
<tr>
<td>Younghee M. Kim</td>
<td>Judith Olson</td>
<td></td>
</tr>
<tr>
<td>Loretta Krause</td>
<td>Faye Parkhill</td>
<td></td>
</tr>
<tr>
<td>Neil Lancaster</td>
<td>Thomas W. Speitel*</td>
<td></td>
</tr>
<tr>
<td>Alberto Daniel Silva Rosas*</td>
<td>Carolyn Towata</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DISCUSSION PANELS

Thursday, June 28
11:00 a.m.–12:30 p.m.

Thematic Question III: What works? What are promising practices?

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 lunch, your group will have the floor for about 10 minutes to share your synthesis with the entire PCC conference attendees.

The session facilitator and recorder are the first two names in the lists below. Those authors with asterisks (*) next to their names wrote papers addressing the thematic question of the day.

Asia
Linda Menton
Dawn Rasmussen
Kanesa M. Duncan*
Scott A. Bowditch
Niutisla Faamanatu Eteuati
Jo Fletcher
Chaechun Gim
Gary W. Griffiths*
Neil Lancaster
Ruo-Lan Liu
Maureen Musser
Christine Tanimoto*
Carolyn Towata
Kiok Yoon
Donald Young

Kaniela
Noren Lush
Byong-Sun Kwak
Roni Adams*
Carol Ann Brennan
Laura Elena Ortiz Camargo
John Cogan
Susan Faogali
William L. Greene
Pham Lan Huong
Larios Deniz Jonás
Younghee M. Kim
Cresantia Frances Koya
Loretta Krause*
Carol A. Mutch
Judith Olson*
James Skouge

Pacific
Erin Baumgartner*
John Gore
James Brightman
Lourdes Covarrubias
Shiowlan Doong
Sheri T. Fitzgerald
Daehoon Jho
Valere C. McFarland*
Ramlee B. Mustapha
Edmundo Resenos*
J. J. Reyes
Alberto Daniel Silva Rosas
John Southworth
Peru Tugaga
Kevin Watson

Pago Pago
Suzanne A. Acor*
David L. Grossman
Peggy Haleck
Maria Eugenia Luna Elizarrarás*
Marisa Mesina Polanco
Faye Parkhill
Sonia Jineth Peralta Poveda
Francis M Pottenger III*
Noelani Puniwai*
Edward J. Shultz
Hannah Slovin
Mary E. Smith
Thomas W. Speitel
Colleen A. Tano*
Dilly Tawakkul
Faafatiao Toia
Lina Tone-Schuster

Sarimanok
Paul Brandon
Chie Nakajima
Sara Banks
Jill Hargreaves
Mina Hattori
Omer Calderón
Randee Golden-Scalise
Victoria Méndez Avila *
Yuki Oda
Claire H. Okazaki*
Ernesto Rangel Delgado
Theodore Rodgers
Richard C. Seder
Steven Thorpe*
Elizabeth Wycoff
BREAKOUT SESSIONS

Tuesday, June 26
3:20–5:00 p.m.

**Thematic Question I:** What do we expect as outcomes of our schools? What do we want all students in Pacific Circle schools to know, be able to do, and care about?

**Asia Room**

**Proctor:** Thomas Speitel

- **Laura Elena Ortiz Camargo**, Universidad Pedagógica Nacional, México
  - Cultural Identity, Meaning of Choice and Use of Technologies Among University Students
- **Carol A. Mutch**, University of Canterbury, New Zealand
  - Citizenship and Identity in the Asia Pacific Region: Who Are We?
- **Daehoon Jho**, Sungshin Women's University, South Korea
  - Social Studies Teachers' Perceptions of Sexual Minorities in Korean High Schools
- **Ramlee B. Mustapha**, The National University of Malaysia, Malaysia
  - Workforce Education in the Pacific Context

**Pacific Room**

**Proctor:** Claire Okazaki

- **Judy Bruce and Jill Hargreaves**, University of Canterbury, New Zealand
  - Neo-Olympism: Critically Responding to Current Global Agendas
- **Hannah Slovin**, University of Hawai‘i, United States
  - A New Look at What Is “Basic” in Mathematics: The Measure Up Project
- **Marisa Mesina Polanco and Karla Kae Kral**, Colima University, México
  - Discipline and Indiscipline: A Point of View by Students and Teachers of a Secondary School in Colima, México
BREAKOUT SESSIONS

Tuesday, June 26
3:20–5:00 p.m.

Thematic Question I: What do we expect as outcomes of our schools? What do we want all students in Pacific Circle schools to know, be able to do, and care about?

Sarimanok Room

Proctor: Judith Olson

Jo Fletcher and Faye Parkhill, University of Canterbury, New Zealand

Pasifika Students Voice Their Classroom Realities on What Supports or Hinders Their Literacy Learning

William L. Greene and Lindsey Conner, Southern Oregon University, United States

Teacher Education for the Future Project—Stage 2

William L. Greene, Peggy Haleck and Susan Faoagali, Southern Oregon University, United States; University of Hawaii, United States; Education Consultant, Samoa

Teacher Education for the Future Project—Stage 2

Kevin Watson, University of Western Sydney, Australia

Looking from the Other Side: Articulating with Preservice Teacher Lifestyle and Life Needs

Kaniela Room

Proctor: Linda Venenciano

Cresantia Koya, University of the South Pacific, Fiji

The Quest for Authentic Assessment: What Are We Assessing?

Younghee M. Kim and Jessica R. Cedar Face, Southern Oregon University, United States

Wisdom of Elders: Oral Histories of Traditional Oglala Lakota Childrearing Practices

Ruo-Lan Liu, Lee-Ing Tsao, and Nai-Hung Chen, Chang Gung Institute of Technology, Taiwan

Learning from Experiences: A Qualitative Study for the First Year School Life of Aboriginal Nursing Freshmen at a Multi-Racial Institute in Taiwan

Niusila Faamanatu-Eteuati, National University of Samoa, Samoa

Necessities for Teachers in Enhancing Inclusive Education in Samoa

Keoni Room

Annual General Membership Meeting
BREAKOUT SESSIONS

Wednesday, June 27
3:20–5:30 p.m.

**Thematic Question II:** How do we organize schooling to better accomplish local/national and global outcomes? What are the implications?

**Asia Room**

**Proctor:** Suzanne Acord

**Alberto Daniel Silva Rosas,** National Autonomous University of México, México
The Academic Excellence as Part of the Hegemonical Discourse in Higher Education: A Case Study

**Jose Ernesto Rangel Delgado,** University of Colima, México
Career and Employment in Thailand. A Socio-Economic Perspective from Business, Academic and Governmental Sectors

**Edward Shultz and David P. Ericson,** University of Hawaii at Manoa, United States
A Century of International Education at the University of Hawaii at Manoa

**Pham Lan Huong,** Center for International Educational Research AD, Vietnam
The Globalization and the Management of Vietnamese Higher Education

**Pacific Room**

**Proctor:** Claire Okazaki

**Larios Deniz Jonás,** University of Colima, México
University Teachers: The Urgencies of the Professional Formation and the Daily Life

**Marybeth P. Hamilton,** University of Hawaii, United States
Fluency: The Missing Link for Struggling Middle-School Readers

**Hidehiro Suwa and Ayami Nakaya,** Kawasaki University of Medical Welfare, Japan, Hiroshima
University, Japan
A Study on the Effective Application of “The New System of Evaluation of Teachers” in Japan

**Mary E. Smith,** Chaminade University of Honolulu, United States
Teaching Special Education Teachers in Hawaii

**Kaniela Room**

**Proctor:** Fay Zenigami

**Shiowlan Doong,** National Taiwan Normal University, Taiwan
Citizenship Education in Taiwan’s Changing Political Context: The Challenge of the Curriculum and School Practice

**Chie Nakajima and Mina Hattori,** Kyoto Bunkyo Junior College, Japan and Nagoya University, Japan
“Democracy” in Public Education Governance and the Public-Private Partnership in Education

**Sheri T. Fitzgerald,** Chaminade University of Honolulu, United States
Service Learning as a Tool for Transformative Learning in an Environmental Education Course for Teachers

**David L. Grossman,** Hong Kong Institute of Education, China
Making Citizenship Education Work: Lessons from Cross-National Research
BREAKOUT SESSIONS

Wednesday, June 27
3:20–5:30 p.m.

Thematic Question II: How do we organize schooling to better accomplish local/national and global outcomes? What are the implications?

Sarimanok Room

Proctor: Hannah Slovin

Chaechun Gim, Yeungnam University, South Korea
A Critical Review of Recording Policy of Students’ Academic Achievement in Stanine Scale (with Nine Intervals) in Korea

Carol A. Mutch, Younghee M. Kim, and Dilly Tawakkul, University of Canterbury, New Zealand; University of Southern Oregon, United States; and British Council, United Kingdom
Global Trends, Local Responses: Studies of Four Early Childhood Policy Contexts

Omer Calderón, Universidad Distrital Francisco José de Caldas, Colombia
Participative Investigation in the Structuring of a New Public Policy of Articulation of the Superior Education with High School in Bogota

Pago Pago Room

Proctor: Carolyn Towata

Mireya Sarahí Abarca Cedeño, Lourdes Covarrubias Venegas, Universidad de Colima, México
Educational Work: An Approach from the Vision of the Professors

Tafili Utumapu-Mc Bride, Epenesa Esera, Siaoloa Faatafa Toia, Funealii Lumaava Sooaemalelagi, Lina Tone-Schuster, Unitec, New Zealand; National University of Samoa, Samoa
Saili Mo Le Lumana’i: Research on Samoan Students’ Learning Perspectives and the Impact on Their Achievement

Thomas W. Speitel, University of Hawaii, United States
School Environmental Field Trip and Database Issues

Lourdes Covarrubias, Mireya Sarahí Abarca Cedeño, María Andrade Aréchiga, Magdalena Lizama Cortéz, Francisca Camerina Martinez Orozco, Tonatzín Lonemy Mejia Silva, University of Colima, México,
Impact of an Educative Software of Spanish and Mathematics Lessons in the Academic Yield of Students of Elementary School
BREAKOUT SESSIONS

Thursday, June 28
3:20–5:30 p.m.

Thematic Question III: What works? What are promising practices?

Asia Room

**Kanesa M. Duncan and Erin Baumgartner**, University of Hawaii, United States
A Workshop Model for Developing Research-Education Partnerships: From Palau to Hawaii

**Suzanne A. Acord**, University of Hawaii, United States
“I’m Afraid I Won’t Know Enough!”: The Results of a Survey Designed to Measure the Confidence of Preservice Social Studies Teachers Before and After a Social Studies Methods Course

**Steven Thorpe**, Southern Oregon University, United States
Promising Practices in Social Studies Special Methods Courses

**Valere C. McFarland**, Hawaii Educational Policy Center, United States
Political and Cultural Influences on Teacher Certification, Licensure and Out-of-Field Placement in Hawaii: A Longitudinal Analysis

**Edmundo Resenos and Alicia G. Gonzalez**, Instituto Politecnico Nacional and Universidad de Occidente, México
Changing Doctoral Program Framework: The Mexican Experience

Pacific Room

**James R. Skouge, Marie K. Iding, Lillian S. Segal, Kavita Rao, Clement Mulalap, Roxina Edwin**, University of Hawaii, United States
Pacific Islander Students as Role Models for Home Communities

**Noelani Puniwai, Scott Bowditch, Sara Banks**, University of Hawaii, United States
Ka Hana ‘Imi Na‘auao–A Science Careers Curriculum

**Norma Jean Stodden, Randee Golden-Scalise, Sara Banks, Jeanne Bauwens, Janelle C. K. Akuna, Kawehi Napea‘hi**, University of Hawaii, United States
Kūkulu Nā Uapo: 6th Grade Physical Science Curriculum

**Colleen A. Tano**, Brigham Young University-Hawaii, United States
Motivational and Sociocultural Factors Related to the Reading Achievement of Native Hawaiian Fourth Graders

Kaniela Room

**Francis Pottenger III**, University of Hawaii, United States
Inquiry in Early Childhood Education

**Dawn Rasmussen**, National University of Samoa, Samoa
Development of Sport in Samoa and the Role of Women and Education: A Challenge of Change

**Christine T. L. W. Tanimoto**, University of Hawaii, United States
Family Games for Skills Practice

**Richard C. Seder and Michael O’Donnell**, State of Wyoming State’s Counsel, United States
School Funding Adequacy: Legal Questions with No Clear Answers from Research
BREAKOUT SESSIONS

Thursday, June 28
3:20–5:30 p.m.

Thematic Question III: What works? What are promising practices?

Sarimanok Room

Proctor: John Southworth

Loretta Krause and J. J. Reyes, American Institutes for Learning, United States
Promising Practices Using Technology for Learning

Maria Eugenia Luna Elizarrarás, Subdirectorate of Civic and Public Education, México
Initial Approaches to Bullying in México

Gary W. Griffiths, John H. Southworth, Julia Morton-Marr, Craig K. Doyle, and Bao M. Le, University of Hawaii, United States
Classroom Transitions and International Possibilities

Byong-Sun Kwak, Kyungin Women's College, Korea
Which Way Between School Record and Standardized Test for Quality and Selection?

Pago Pago Room

Proctor: Linda Venenciano

Victoria Méndez Avila and Karla Kae Kral, University of Colima, México,
Development of the Comprehension for the Resolution of Problems in the Primary Education

Roni Adams, Southern Oregon University, United States
Charter Schools: A Call for Innovation in Education

Claire H. Okazaki, Fay Zenigami, and Judith Olson, University of Hawaii, United States
Student Facilitators at a Teacher Professional Conference

Judith Olson, Claire H. Okazaki, Fay Zenigami, and Thuy La, University of Hawaii, United States
Handheld Technology Tools Can Enhance Mathematics Learning—If They Are Used Well
LUNCHES AND DINNERS

Monday, June 25

DINNER—Evening Hawaiian Buffet by Laverne’s Catering at The Waikiki Aquarium

- Kalua Pig
- Teriyaki Chicken
- Chicken Long Rice
- Squid Luau
- Lomi Salmon
- Rice
- Poi
- Haupia
- Pineapple
- Sweet Potato
- Soda, Water, and Hawaiian Juice

Tuesday, June 26

LUNCH—by Kahala Caterers, Inc.

- Tossed Green Salad
- Mango Chutney Glazed Chicken
- Roasted Garlic Mashed Potatoes
- Fresh Garden Sautéed Vegetables
- Maui Mango Mousse Cake
- Plantation Iced Tea or Bottled Water

Note: Carol Mutch, Editor of the Pacific-Asian Education journal will be available from 1:00–1:30 in the Koi Room to answer any specific questions about manuscript submission.

Wednesday, June 27

LUNCH—by Volcano Joe’s

Choice of one with one canned soda, bottled water, or canned Hawaiian Sun juice:

1. Avocado Caesar Salad
2. Chicken Caesar Salad
3. Muffuletta Sandwich (salami, ham, roast beef, tomato and romaine lettuce with green olive tapenade)
4. Roasted Veggie Sandwich (red bell pepper, red onion, tomato, and carrots with lemon-thyme aioli)
5. El Pavo Loco Sandwich (turkey, black olives, tomato, and lettuce with cilantro pesto)

Thursday, June 28

LUNCH—by Kahala Caterers, Inc.

- Tossed Green Salad
- Mahimahi with Macadamia Nuts
- Roasted Garlic Mashed Potatoes
- Fresh Garden Sautéed Vegetables
- Toasted Coconut Cake
- Plantation Iced Tea or Bottled Water

DINNER—Grand Tiki Buffet at the Resort Quest Waikiki Beach

- Waimanalo Greens Salad
- Garlic Mashed Potatoes
- Steamed White Rice
- Asian Vegetable Linguine
- Guava Glazed Grilled Ribs
- Grilled Fresh Island Fish
- Petite Four Assortment
- Mini Lilikoi Cheesecake
- Chocolate Dipped Strawberries
- Mini Chocolate Mousse Cups
- Iced Tea, Hot Tea, Fruit Punch, Coffee Service
- No Host Bar

Friday, June 29

LUNCH—U.S.S. Missouri

Submarine Sandwiches and Mess Hall Grub
What do we expect as outcomes of our schools? What do we want all students in Pacific Circle schools to know, be able to do, and care about?

- What are the common elements of education outcomes that we share?
- What are the local/national outcomes that must be balanced with the common global aspirations?
- How do we attend to the cultural and educational perspectives of indigenous peoples?
- What would a comprehensive, articulated education in a Pacific/global context look like?
Neo-Olympism: Critically Responding to Current Global Agendas

Judy Bruce
Senior Lecturer
University of Canterbury
judy.bruce@canterbury.ac.nz

Jill Hargreaves
Senior Lecturer
University of Canterbury
jill.hargreaves@canterbury.ac.nz

New Zealand

Keywords: sociology, critical pedagogy, neo-Olympism

The purpose of this presentation is to explore the educative role that neo-Olympism provides through a critical analysis of, and practical responses to, current global economic, political and social agendas.

Contemporary youth have been labeled as disengaged or disconnected. It may be argued that this is likely given that young people are products of a post-modern society with their attendant characteristics of freedom from previous constraints, uncertainty and the deconstruction of former directive institutions. Research indicates that in times of uncertainty young people revert to their corporeality to establish control and identity. However, young people’s very pseudo-choices are governed and dictated by current economic agendas and constructs. Therefore, there is a need for a critical pedagogy that encompasses the body and movement culture to provide a framework to enable “real choice.” neo-Olympism is a socio-critical perspective that uses the construct of sport within a framework of critical theory to analyse dominant economic, political and social discourse. From this analysis, neo-Olympism presents young people with an alternative vision to that of the dominant ideologies.

In the current age of globalisation and obsessive consumerism there is a need to critically educate young people through sport in universal values that have a moral and ethical base. These are clearly articulated in the philosophy of Olympism:

- tolerance, rangimarie
- generosity, manaakitanga
- unity, kotahitanga
- friendship, hoatanga
- non-discrimination, manakohanga
- respect for others, whakanuitanga.

In addition to this, through the harmonious balanced development of the whole person (body, will and mind), the joy found in effort, and the educative value of being a good role model, young people may be inspired to become socially responsible citizens who can contribute positively to a peaceful and dignified society.

The potency of these Olympics ideals are in the belief that they can transcend difference in culture, age, race, gender, variance in ability—in fact they transcend all sociological, economic, political and religious differences. The Olympic ideals and the Olympic Spirit can provide hope, optimism and stability at a time of increasing uncertainty.

Strongly influenced by commercialism and market driven political agendas the movement culture, including physical education and sport are at risk of becoming scientised, co-modified and diluted—missing the educative value of learning “in, through and about movement.” neo-Olympism may be used as a vehicle to directly respond to these destructive, emerging discourses. Through neo-Olympism young people can be explicitly taught to think critically and inspired to take action in the interests of social justice and social responsibility.
Cultural Identity, Meaning of Choice and Use of Technologies Among University Students

Laura Elena Ortiz Camargo
Educational Researcher
Universidad Pedagógica Nacional
leortiz@upn.mx
México

Keywords: cultural identity, choice mass media, university students, cultural consumption, use of technologies, curricular proposal

This research analyzes the relation between cultural identity and the choice of the mass media among university students. It questions the school processes as of the university contribution in this selection of equipment, and what we want from all students to be able to do as professionals. The research question was: How is the selection of cultural consumption made in terms of the function or meaning that the students attribute to each product? The purpose was to identify the sense that they assign to the massive mass media selection. The analysis took two methodology dimensions: quantitative and qualitative ones. For the first dimension standardized questionnaires were applied, and for the second one several semistructured collective interviews were held. In both, the students referred to what they consume and what needs support their choices. The students were asked about their consumption of: newspapers, magazines and books; radio, television, cinema, videos and the use of technology. In all of the interviews, entertainment was identified as a astonishing preference; it plays a central and prevailing role in the life of the students. Radio and television are the main ways to cover this function, and the predominance of audio-visual entertainment was as much on average forms in frequency as in proportion of consumers. Only one minority reads the newspaper regularly. The students do not use to read specialized magazines, only the ones which have information about beauty advises, sports, the life of TV artists, and the like. The use of certain technologies of information is used solely to cover school tasks and to be entertained. In view of this situation, the university seems to do very little as for the students’ choices or in order to help them in their professional training. It was possible to realize that the education exerted by the university does not seem to modify guidelines of the cultural consumption of the students. We can not expect these outcomes from our schools. We want all our students to make better content choices of mass media. A curricular proposal would be a transformation of the training programs, linking subjects and communication, emphasizing the conceptual analysis of the reception mediations, and involving the students in a critical reception of different means. Another curricular implication would consider a horizontal curricular line present through the entire curriculum. A collective work among teachers should be taken into account under this direction in the subject-matters that each one teaches; this would mean teacher preparation and professional development.
Necessities for Teachers in Enhancing Inclusive Education in Samoa

Niusila Faamanatu-Eteuati
Lecturer for Inclusive Education
Faculty of Education, National University of Samoa
n.faamanatu-eteuati@nus.edu.ws

Samoan

Keywords: teachers' perceptions, cultural beliefs, teacher attitudes, collaboratively, continuous reflection

This article presents my personal ideas and arguments about what needs to be changed for Samoan teachers in order for Inclusive Education to be effectively achieved. Inclusion of students with special needs in regular schools is challenging for teachers in Samoa and measures are taken to prepare and encourage teachers in their practices to enhance inclusive education. The current practice with pre service training of teachers, workshops, manual guidance and changes in teaching methods highlight the importance of equipping them with the skills and knowledge to handle special needs students in regular classrooms.

However there are some loopholes with these actions and I strongly argue that these need to be addressed so barriers to inclusion could be minimized. Documentary analyses are used to substantiate teacher competency in western schools with more experience in Inclusive Education like the Netherlands. It gives direction to what is appropriate in the preparation of teachers for inclusion in the Samoan context. Various factors will be considered for full inclusion to take place. There are four factors that I would see as the most important ones for Samoan teachers: 1) the need to close the gap between teachers' perceptions, cultural beliefs and teacher attitudes; 2) improve teaching methods by working more collaboratively; 3) more practical courses for teacher training; 3) and continuous reflection on their current practices. Some recommendations will be made at the end for further studies reaffirming the need for a change in teachers' perceptions for full inclusion to be achieved for all citizens of Samoa.
Pasifika Students Voice Their Classroom Realities on What Supports or Hinders Their Literacy Learning

Jo Fletcher
Senior Lecturer
University of Canterbury
jo.fletcher@canterbury.ac.nz

Faye Parkhill
Senior Lecturer
University of Canterbury
faye.parkhill@canterbury.ac.nz

New Zealand

Keywords: Pasifika, literacy, children's voice

The changing ethnic population of our schools challenges teachers and teacher educators to respond proactively in rethinking how students from minority groups develop effective literacy skills. Our (the authors') joint theoretical beliefs are firmly grounded in socio-cultural views wherein children actively construct their own learning in authentic contexts that are shaped by social and cultural influences. We consequently view literacy as multi-dimensional—as a construct that extends beyond the acts of reading and writing—and so contend that its acquisition should not be portrayed as the development of skills aimed at learning the language of the majority group. For many language minority students, the interpretation of texts from a different culture provides challenges for teachers that require mediation in the construction of meaning. When teachers define thinking as social constructions, socio-cultural and critical literacy approaches are implemented, and recognition is given to the premise that the cultural experiences of minority linguistic groups need to be valued and recognised when developing reading literacy programmes.

In this paper, we explore the perceptions of Pasifika children, their families and the Pasifika community to unravel salient features of pedagogical practices and family/community influences that Pasifika children perceived influenced their literacy learning outcomes. From our findings, we have developed guidelines to shape teaching and teacher education in the area of literacy achievement for Pasifika students. We contend that by reconceptualising pedagogy and developing public knowledge, teacher educators will be better equipped to help their students meet the needs of the growing number of Pasifika children.
Teacher Education for the Future Project—Stage 2

William L. Greene
Associate Professor, Chair
Southern Oregon University School of Education
greenew@sou.edu
United States

Lindsey Conner
Principal Lecturer
University of Canterbury College of Education
Lindsey.Conner@cce.ac.nz
New Zealand

Keywords: future teacher education, beliefs, purposes, international perspectives

Stage 1 of the PCC’s Teacher Education for the Future Project has drawn to a close with the publishing of a collection of papers from Korea, Fiji, the United States, and Latvia in which findings of the project were reported. The basic premise of this project is that teacher preparation programs will need to respond to the educational challenges and changes in society in the 21st century in order better prepare future students as stewards of the global community. The overall purpose of Stage 1 of the project was to investigate perceptions about the aims of education, to explore opinions about the future direction for teacher education, and to compare these data internationally. Questions arising from Stage 1 findings included: How do perspectives on the purpose of education compare among countries not represented in this collection? How would we identify models of education and of teacher preparation that emphasize universal and sustainable educational ideals? If such models exist, how would we understand their effect on teaching, learning, and future behavior? How can the international community be further developed as a catalyst for educational change and sustainability?

Stage 2 of the project, now underway, builds upon ideas and questions that emerged in Stage 1 by involving a larger group of participants and research teams working in teacher preparation programs in the following nations or regions: New Zealand (Christchurch), Australia (Sydney), U.S.A. (Oregon and Hawaii), Fiji (Suva), Korea (Seoul), Latvia, China, México, Venezuela, Hong Kong, Taiwan, Japan, Singapore, Samoa, and American Samoa. The current research seeks to identify typical frames of reference focusing on cross-national understandings of the relationship between education and sustainable development, the outcomes of education, and the role of teacher education in the 21st century.

This proposal requests three session slots in the following formats: Two paper sessions to allow participating teams from each of the 15 (or so) PCC member nations an opportunity to summarize, analyze, and discuss implications of their local survey data from Stage 2; and, a symposium session. The proposed symposium would provide an opportunity to collectively summarize results from Stage 2 of the project, to outline plans for conducting cross-national quantitative and qualitative analyses of all data, to discuss publication plans for Stage 2 data, and to re-visit project goals presented at the 2005 PCC conference in Sydney. The interactive symposium proposed here is open to both current project participants and to others interested in joining the next phase of the research.

Ultimately, researchers hope this project complements other multi-national efforts to optimally position education as a significant force for sustaining the global community and a high quality of life for all its inhabitants. In a time of unprecedented globalization and in light of recent world events, this project brings together diverse perspectives and critical thinking on the role of education and of teacher preparation for the future. It is a beginning step toward furthering international collaboration that highlights the role and promise of education in the world’s uncertain future.
The Potential Roles of PCC in Advantaging the Futures of Children and Youth

Arthur M. Harkins  
Associate Professor, CIDE  
University of Minnesota, Minneapolis  
harki001@umn.edu

John Moravec  
Research Coordinator for Urban Leadership  
University of Minnesota  
moravec@umn.edu

Byron Schneider  
Professor  
University of Minnesota, Minneapolis  
schne003@umn.edu

Keywords: futures of children and youth

Many of today's children and youth will live well into the 22nd Century. What conditions they will find in 2100 are functions of decisions made now and throughout the next ninety-three years. Today's children and youth must be helped to make the most of decisions that will determine the nature of their future world and their personal lives within it.

This paper and its supporting workshop are aimed at refocusing on the potentials of children and youth in a rapidly changing world. The theme is centered on teachers, parents, and stakeholders collaborating with children and youth to help expand their ingenuity, creativity, and knowledge. The intended outcome is to help everyone cope with futures that are becoming increasingly unpredictable.

To partner with children and youth in solving problems of emerging futures, and to create desirable alternative futures, means that problems must be reconceptualized as opportunities, or as solutions. There are a number of initial approaches to this transformation that we regard as workable for children and youth at any level from PreK through 16. We believe that these approaches should be initiated by teacher training institutions in partnership with selected PreK–12 schools and selected tertiary institutions.

We propose to prepare and distribute a paper in advance of the Honolulu meeting, and, prior to the conference, to solicit critical responses to the paper as well as additional perspectives and ideas. Subsequently, we propose to conduct a professional workshop at the conference based in part on the paper and the preconference responses to it, as well as to discussions and data gathered during the formal presentation of the paper.

We would like to explore the role of PCC in development of the following potentials, which are expansions of the third question in the 2007 agenda:

What is the scope of alternative socioeconomic and technological futures within the Pacific Rim over the next 30 years?
What are the implications of such alternative futures for the education of children and youth in the Pacific Rim Region?
What roles can ICT, intelligence amplification, and artificial intelligence play in producing new knowledge within the Pacific Rim and beyond? How can these benefit children and youth?
What relationships might these futures have to other cultural areas on the planet, with specific reference to the futures of children and youth?
What kinds of new knowledge can be produced by children and youth? To what uses can these knowledge forms be put within the Pacific Rim and beyond?
How can all Pacific Rim children and youth who choose to participate in new knowledge production and innovation be helped to do so?
How can the PCC become a force in the rapid movement of informal and non-formal educational services within the Pacific Rim Region, and beyond, to help lead new knowledge production and innovation?

We propose to continue the discussion on the proposed Global Youth Development Leadership website located at the University of Minnesota.
Contemporary Education within the Existential Situation of Modern Society

Zaiga Ikere
Rector, Professor
Daugavpils University, Latvija
zaiga.ikere@du.lv
Latvia

Keywords: knowledge-based society

In modern society education is one of the existential coordinates of human condition. What is the existential situation of modern society and what goals there are to be achieved in education?

Speaking of society today we have to acknowledge that we live in a knowledge-based society the key concepts wherein are economics, economic output, technology, globalization processes, and human resource development. It is not argued that an important competitiveness factor for a knowledge-based economy is a qualified workforce. It is the competitiveness that seems to be the key word for present-day developed and developing societies.

Given these conditions, what kind of young generation do we want to see? In classical pedagogy the question was as to what abilities to develop in order to form a harmonious personality. In the present-day Europe the argument is about what competences should be developed. Key competences to form the cornerstone of education and training in the knowledge-based economy are considered as follows: communication in mother tongue; communication in a foreign language; mathematical literacy and basic competences in science and technology; ICT (information and computer technology) skills; learning-to-learn; interpersonal and civic competences; entrepreneurship; cultural awareness.

Liberal or general education develops the educated person/citizen and targeted vocational or technical instruction develops the qualified worker. Society needs both, and whether the implementation of the profile tends more towards “participative human resource development” or “reflective shaping competence” it depends mainly on the national way of organization.

In the contemporary education teachers experience an urgent drive towards educating an individual who is a professional in a certain field. However, Plato’s idea of developing a harmonious personality is also not lost upon the contemporary thought of education. In documents considering the present tasks in tertiary education it is stressed that preparation for the labour market is only one of the main purposes of higher education and considerable attention will also be paid to other two: personal development and preparation for citizenship.

Educators know that in order to develop a human personality as a specialist in a certain profession such factors as knowledge, skills, attitude and judgment are of the most significance. One more clue for the harmonious development of a human being in the present web of beingness is the approach introduced by Professor Tymieniecka (The World Institute for Advanced Phenomenological Research and Learning, USA) in her inquiry about human creative condition. The maxim advanced by Tymieniecka is that human creative condition is an Archimedean point to decipher reality in general.

The idea of creativity seems to be in the conformity of the latest developments in the economic science when scholars speak about the contemporary economics not only as a knowledge-based society and economics, but as a creative economics.
Social Studies Teachers’ Perceptions of Sexual Minorities in Korean High Schools

Daehoon Jho
Assistant Professor
Sungshin Women's University
tcjjjang@sungshin.ac.kr
South Korea

Keywords: sexual minorities, homophobia, social studies curriculum, social studies education, Korean education

This qualitative study has been drawn from the critical awareness that the rights of sexual minorities (mainly representing gay-lesbian and transgender people) should be incorporated into the mainstream discourse of social studies education in South Korea (hereafter Korea). The main purpose of the present study is to explore how high school social studies teachers perceived of sexual minorities and how their perceptions were related to their curricular and instructional activities.

Methodologically, the researcher conducted two-staged, semi-structured, in-depth interviews with the social studies teachers in a public, men's high school located in the capital city of South Korea. In the first stage, as a pilot study, the researcher collected preliminary data from in-depth interviews with four social studies teachers from three different public high schools. In the second stage, the researchers focused on the teachers’ narratives from one specific high school. In sum, this paper consists of the following tasks.

First, this study begins with highlighting the mainstream discourse on the issues of sexual minorities, particularly focusing on some recent changes in Korean society. The researcher, then, attempts to analyze the socio-cultural meanings of sexual minorities shaped in the context of a particular high school by the analysis of qualitative data from the research participants. Finally, the present study provides pedagogical implications in light of citizenship education, maintaining the significance of the urgent need to change the status quo of secondary social studies curriculum, as well as of teacher education. The arguments advanced by the present study will suggest that the community of social studies education needs to develop epistemologically sensitive and culturally responsive school practices for the human rights of sexual minorities.
Validity and Reliability Analysis on Leadership Inventory for Youth

Meesook Kim
Director
National Research Center for Gifted & Talented Education
Korean Educational Development Institute
meek@kedi.re.kr

Miran Chun
Associated Researcher
Korean Educational Development Institute
mrc318@kedi.re.kr

Korea

Keywords: leadership inventory, gifted, youth

The purpose of this study is to develop leadership inventory that can diagnose the level of youth leadership. After establishing the concept of leadership as being composed of intrapersonal and interpersonal characteristics based on the meta-analysis of the literature, 19 leadership constituents were identified and operationally defined. Then 75 questionnaire items that measure these 19 constituents were developed and tested for their validity and reliability. With the multi-stage cluster probability sampling, it was standardized on the 1,436 gifted students and 1,978 ordinary students in elementary and middle schools. One can assess his or her level of leadership by each constituent and diagnose his or her strength and weakness.
Wisdom of Elders: Oral Histories of Traditional Oglala Lakota Childrearing Practices

Younghee M. Kim  
Associate Professor  
Southern Oregon University  
kimy@sou.edu

Jessica R. Cedar Face  
Student  
Southern Oregon University School of Education  
jessicacedarface@msn.com

United States

Keywords: cultural and educational perspectives of indigenous people; child-rearing practices

The objective of this research study was to understand and promote the preservation of traditional Oglala Lakota childrearing practices. Traditionally, Oglala Lakota placed great value on caring for their children and considered them to be waken, sacred. Raising children was a responsibility of the extended family and community. Due in large part to the federal boarding school policies, generations of Oglala Lakota men and women were deprived of similar traditional parenting values and models.

This research examined the child rearing practices and beliefs applied to the education of children within a traditional Lakota familial system. By conducting face-to-face interviews of Oglala Lakota elders from both traditional and non-traditional contemporary family models, this research focused on gaining a greater understanding of the intricacies and subtleties of traditional Lakota childrearing guidance strategies and instruction practices, as well as an understanding of differences that may occur with the use of non-traditional practices.

The literature on Oglala Lakota childrearing practices is scanty. The historical record and accounts of the earliest ethnographers provide scattered early accounts of child-rearing practices. Sadly, several federal Indian policies within the past two centuries have contributed to a significant loss of traditional Oglala Lakota childrearing practices. Federal Indian education policies and the subsequent forced removal and assimilation of Oglala Lakota children have interrupted the passing on of traditional childrearing practices.

Because Oglala Lakota childrearing has changed rapidly over the last several decades, largely due to the boarding school experience and other negative influences, the window of opportunity for conducting this research with tribal elders, who recall earlier practices, is quickly closing. Documenting and preserving a record of the traditional practices and the role they play in the development of one’s cultural identity affords the opportunity for future study of cultural identity and problems with social adjustment.

A student researcher, a member of the Oglala Lakota Sioux Tribe, as part of McNair scholarship senior project, returned to her reservation in Pine Ridge, South Dakota, to collect the oral histories of highly respected elders living throughout the reservation, in an effort to record evidence of remaining traditional childrearing practices among the contemporary Oglala Lakota. This research study was conducted on the Pine Ridge Reservation in Pine Ridge, South Dakota.

Eight volunteer participants were recruited over the age of fifty-five from tribal members. The researcher made an attempt to recruit participants that represent both traditional and non-traditional Lakota family models that represent different districts on the Pine Ridge Reservation and included balanced gender representation. Stories and memoirs were recorded through ethnographic field work composed of oral histories and first-hand accounts of the elders interviewed. Upon completion of interview process, the data were then transcribed and analyzed to determine any main ideas and common themes across the data set.

In this presentation, the rationale and backgrounds of the research, methods/interview process, data analysis, findings, recommendations, and additional audio and visual stories will be shared.
The Quest for Authentic Assessment: What Are We Assessing?

Cresantia Frances Koya
Lecturer in Education
University of the South Pacific
koyavakauta@usp.ac.fj

Fiji

Keywords: Fiji, curriculum change

Fiji, a small island state in the great span of the vast Pacific Ocean comprises some 320 odd islands. Like other developing countries in the region, Fiji suffers the challenges of smallness, limited natural resources and dependency on foreign aid. The education system in this country has been defined as being content-based and examination-driven with an unhealthy preoccupation of prioritizing the passing of academic subjects and propagating rote-learning. High student enrollment rates at class one (year one) is negated by the relatively high push-out rate at the various examination levels particularly at secondary school. In an attempt to delineate the examination focus to a more holistic assessment strategy, a continuous assessment initiative was piloted in a number of select schools across the country. This paper will explore the findings of a small scale action research project conducted at one of these pilot schools. It argues that in order for any meaningful curriculum change to eventuate that an in-depth review of the philosophical framework of the initiative must precede implementation. It should also include an in-depth review of pilot findings before institutionalization takes place. Furthermore, excessive continuous assessment projects which increase student loads can only act as a counter to the social agenda of schooling by nurturing a student psyche that is entrenched in dishonest practice. The findings indicate that despite a general will to facilitate authentic evaluation at secondary school, teachers’ concerns remain to a large extent unheard. The research explores the perspectives of students and staff and documents their experiences during the initiative trial. The paper concludes with a critique of current curriculum practice and discusses ways by which gaps in the system may be addressed.
Which Way Between School Record and Standardized Test for Quality and Selection?

Byong-Sun Kwak
President
Kyungin Women's College
gwak@kic.ac.kr
Korea

Keywords: school record system, standardized test, selection for college admission, criteria for good school

Ideas about good schools differ from institutions to institutions. Encouraging good education at school level, Korean educational authority recommended colleges and universities to use high school records for the most important reference in the selection of new applicants. On the contrary, some reputable universities announced that they will select new students only based on the scores of standardized test that is run by government test agency.

Why does the government value the school records and why do universities prefer test scores? Which position is educationally more desirable and what is the most valuable ground to justify its position?

This paper will analyze the assumption of two positions: school records preference idea and standardized test score preference ideas. Each respective assumption will be reviewed and discussed in the light of good schools and good education. In the last, this paper will raise a questions “Why people have different ideas about good schools? and “Is it possible for us to build a common conceptual ground on good schools so that educational authority propose an educational policy choice that different stake holders comply with?”
Socratic Dialogue Applied to Counseling and Teaching

Lan-Fang Liu
Doctoral Student
Graduate School of Elementary Education
Taipei Municipal University of Education
agatha823@yahoo.com.tw
Taiwan

Keywords: Socratic dialogue, dialogue, counseling

The purpose of the study is to help teachers and counselors use the Socratic dialogue to improve their teaching and solve the clients' problems. This study explicates three aspects. First of all, it is aimed to understand the origin and characters of Socratic dialogue. The second part is to explore how to use Socratic dialogue applied to counseling and teaching in Taiwan. Finally, I tried to analyze the advantages and the difficulties of Socratic dialogue in practice.
Coping with Change—Living Experiences of Aboriginal Taiwanese Nursing Freshmen

Ruo-Lan Liu  
Associate Professor  
Chang Gung Institute of Technology  
roseliu@mail.cgit.edu.tw

Lee-Ing Tsao  
Professor  
Department & Graduate School of Nursing  
National Taipei College of Nursing  
leeing.tsao@gmail.com

Nai-Hung Chen  
Director of Personnel  
Chang Gung Institute of Technology  
nhchen@gw.cgit.edu.tw

Taiwan

Keywords: living experience, aboriginal nursing freshmen, culture shock

Given the increasing presence of aborigines in Taiwan higher education, especially in nursing institutes, the retention and adaptation of aboriginal students is a critical issue for research. But very little information can be found about the experiences of them. Understanding the adjustment and transition process of aboriginal nursing freshmen is very important for improving their learning. This study is to generate descriptive theory into learning and living experiences of aboriginal students during their first year of nursing school and reveal the nature of the process of crossing cultures.

The study recruited 20 female aboriginal freshmen of five year nursing program at a multi-racial institute of technology. These students came from different areas or tribes in Taiwan. The age for these students was between ages of 15 to 17. The grounded theory design helped to generate a descriptive model about the adaptation experiences of students in the first year. The primary method for data collection was a series of in-depth interviews conducted during the fall 2002 semester and six well-trained interviewers with backgrounds in counseling conducted the in-depth interviews.

Every student was interviewed three times. The first interview was made after one month of beginning school. The second and third interviews were focused on the academic related adjustment to the school during the mid-term and final examinations. Open-ended questions were used during the interview with questions like: how did you feel when you went to this college, why did you choose this college, what did you do during the first year, what have been the greatest challenges of your college experience, what was your most negative experience, what have been the greatest triumphs or accomplishments of your college experience and what are you most proud of. All interviews were tape-recorded. The interviews were then transcribed into written form word by word and the data analysis was carried out by open coding, axial coding and determining the initial theory.

The theoretical framework of findings is shown that “Coping with Changes” is the core category of the entire process for describing and guiding the aboriginal freshmen adjustment process. During this process, “Excitement and fear collide initially” was identified as the antecedent condition. Once the participants enrolled in the nursing program and felt excitement and fear colliding, she would begin the process of “Coping with Changes.” This process would be marked by action and interaction among the categories of “Confront on reality,” “Seeking connection,” and “Getting along with all.”

Based on the above results, one can show that the aboriginal students need support and assistance in order to adjust in learning, self-confidence and interpersonal relationships. If the school can offer a multi-cultural learning environment, it would benefit the aboriginal students in reaching their potential in both academic and social psychological development. In addition, the results provide a good reference for faculties and staffs who work with minority, intercultural, or international students in practice.
Discipline and Indiscipline: A Point of View by Students and Teachers of a Secondary School in Colima, México

Marisa Mesina Polanco
Ph.D. Student
University of Colima
marisa@ucol.mx

Karla Kae Kral
Professor
University of Colima
kkral@ucol.mx

México

Keywords: Resolution of arithmetic problems, sociocultural perspective end pedagogy of comprehension

The education in century 21 must focus in a series of important subjects. One of them is the discipline and indiscipline on the school, specifically, of those to those who it has been catalogued undisciplined students. Our investigation looks to describe the process that students and professors of a secondary school in the city of Colima, México follow in order to form a base and to show the meaning that they give to the reality of socially constructed denominated undisciplined students.

Until recently, the advances that had allowed to differentiate meaning grants students and teachers the concept of undisciplined students. The theory of the social construction of the reality of Berger and Luckman considered that an undisciplined student is a concept constructed socially in students and professors of secondary schools which is most pronounced through language. This guides meaning, orients actions, and determines the relations between father-students, student-students, student-teachers.

The form in which we obtained these meanings was the technique of semantic networks of Figueroa (Valdés, 1998), that from generated words we can obtain similar word definition derived from solicitation of people who answer. They hierarchize up to five words. Once this stage is completed, the next step is to assign a value to the words, according a place that each subject gave when responding. With this, the semantic values of each definition word are obtained. The word generating that was used was “undisciplined students” and we obtained 121 definition words of the key concept or generating word. From these definition words and of their hierarchical structuring we obtained a semantic network related to the concept of undisciplined students, that according to Valdez Medina (1998), closely offers a relationship with the word stimulus. In this case, the concept undisciplined students, or what is similar, the given definition words allow to know the meaning of the word that has occurred like stimulus.

These words reflect the thought process of professors and students of the secondary school. They express, in addition, the social values, beliefs and customs of the place where these people, as individuals, live and how they are developed.
Workforce Education in the Pacific Context

Ramlee B. Mustapha  
Senior Lecturer  
The National University of Malaysia  
ramlee@pkrisc.cc.ukm.my  
Malaysia

Keywords: workforce education, vocational training, Asia-Pacific

As one of the centers of economic power, the Asia-Pacific region could hardly remain immune to the globalizing impact of economic and technological change. The dynamism and resilience of the economies in Asia-Pacific region is partly due to the rigorous human capital investment by lead countries such as Japan, South Korea, Taiwan, Hong Kong, Singapore and Malaysia. Nevertheless, in the era of uncertainties, one thing is certain: the economic structure of the future will be more competitive, consumer-oriented, decentralized and internationalised. This paper sets out to provide a theoretical and comparative context in which to examine workforce education and curricula, and the reforms that have marked the field over the past two decades. The paper, therefore, synthesizes and critically engages some of the major restructuring initiatives presently surrounding developments in the global socio-economic scenario, and the debates regarding the impact these have on workforce-related education and training in the Asia Pacific region. A comparative analysis based on the Gray-Parayono model was employed in this study. The model comprised three broad categories, namely inputs, processes, and output. The inputs include political and education systems, economic status, environmental factors, human and social domains. The critical component is the process where the on-going education and training are analyzed. Finally, the outputs include the product that can be measured in terms of the quality of productive workforce in the labor market. Several recommendations will be provided.
Citizenship and Identity in the Asia Pacific Region: Who Are We?

Carol A. Mutch
Associate Professor, Academic Projects Manager
University of Canterbury
carol.mutch@canterbury.ac.nz

New Zealand

Keywords: citizenship, identity, Asia-Pacific

Drawing on recent research and writing in the area of citizenship and identity (for example, Grossman, Lee & Kennedy, forthcoming; Mutch, 2006), this paper posits a model for examining the multiplicity of factors that contribute to notions of identity and citizenship. The purpose is to give those who live in the Asia-Pacific a framework from which to discuss areas of similarity and difference in order to come to understand who we are individually, collectively, nationally and regionally. It aims to provide a common starting point so that we can recognise commonalities yet celebrate diversity. The paper gives several case studies where individuals from a variety of contexts use the model to map the factors that contribute to developing understandings of their complex, multifaceted, dynamic identities. Interviews with the case study participants illuminate the three themes of the study—complexity, multiplicity and fluidity—as they struggle to reconcile their multiple identities with their views of citizenship and nationhood.

Reference


Effect Evaluation Research on Measures for School Violence Prevention and Eradication

Hyojung Park
Researcher
Korean Educational Development Institute
phj@kedi.re.kr

Mikyung Chung
Researcher
Korean Educational Development Institute
mkchung@kedi.re.kr

Republic of Korea

Keywords: school violence, 5-year plan for school violence prevention and measure, policy evaluation

This research aims to evaluate the operation result of measures for school violence prevention and eradication based on Act of School Violence Prevention and Measures, an Enforcement Ordinance of the same Act, and 5-year Plan for School Violence Prevention and Measure, promoted by Ministry of Education and Human Resource Development. Also, it is our objective to suggest and draft reform regarding to future measures. To this end, secondary research materials have been collected. First was applied from September 30 to October 4, 2005, for 4 days by facilitating monitoring system of Korean Educational Development Institute. Second material was collected from November 20 to December 2, 2005 by researchers on evaluating an actual condition of school violence and actual effect of the Act of 2005 targeting 16 Provincial Offices of Education.

It was found that positioning Closed Circuit Television inside of the schools, consulting volunteer activity for students, and professional peripatetic counselor paid off positively in preventing and eradicating school violence. On the other hand, a voluntary report period and campaign against school violence evaluated negatively, as ineffective. For network establishment of community counsel, about half of the respondents found it was effective.

Conclusively, in order to see active prevention and treatment of school violence, we need to avoid visible, displaying measure. Instead, we suggest propelling by placing great importance on effective measures valued through periodic policy evaluation.
A New Look at What Is “Basic” in Mathematics: The Measure Up Project

Hannah Slovin
Assistant Professor
Curriculum Research & Development Group
University of Hawaii, College of Education
hslovin@hawaii.edu

United States

Keywords: mathematics education, algebraic reasoning, Vygotsky

Educators and the general public continually lament that children are not prepared for the challenge of complex and sophisticated mathematics found in high school mathematics and beyond. To help students attain higher levels of mathematics it is imperative that we reconsider the foundation that children receive in the early grades. With this in mind, we began a new study called Measure Up (MU) that focuses on establishing a different (and stronger) mathematical foundation from which children can build their understandings in the early grades.

Measure Up (MU) is a research and development project undertaken by the Mathematics Section of the Curriculum Research & Development Group (CRDG) in the College of Education at the University of Hawaii, at Manoa. The foundation of this project is grounded in the work of a group of Russian psychologists, mathematicians, and educators. It features a unique collaboration that has had a range of partners over its 5-year existence, including the Institute for Developmental Psychology and Pedagogy in Russia and the University of Mississippi.

MU has created a research-based mathematics program for grades 1–5 that re-conceptualizes the way mathematical understanding is developed. Using generalized quantities in the context of continuous measurement, MU emphasizes the structure of mathematics to build an understanding of basic concepts and promote algebraic reasoning (Davydov, 1975). This strong mathematical foundation should support students’ development of algebraic concepts and skills in earlier grades so that their success in a more formal algebra program undertaken in later years is higher.

The MU approach to elementary mathematics challenges the traditional notion of what constitutes the basics of early mathematics learning. While mathematics in the early grades traditionally begins with counting, number recognition, and simple computations, MU students begin in grade 1 comparing attributes—length, area, mass, or volume—of everyday objects. They describe the relationships between these quantities using direct and indirect measurement. Children communicate the findings of their comparisons using multiple representations simultaneously. They use lengths of paper strips, make drawings and line segments, and write algebraic statements to indicate how the quantities relate. This beginning helps children develop ideas about equality and inequality that are key to continued success in developing mathematical understanding. From this point, every mathematical idea developed is linked to measurement, creating a cohesive and well-connected curriculum.
Looking from the Other Side: Articulating with Preservice Teacher Lifestyle and Life Needs

Kevin Watson
Senior Lecturer
University of Western Sydney
k.watson@uws.edu.au
Australia

Keywords: preservice teacher education, course structure

Historically, preservice teacher education has been influenced by government policy, research findings and local contexts. Occasionally, preservice teachers’ views on courses have been surveyed. Rarely are preservice teachers asked if their course fits with their “work for pay” schedules, lifestyle and life commitments. Consequently, there is little evidence that preservice teacher education courses articulate with non-academic student needs. Up until recently students have accepted this situation and modified other life commitments in favour of meeting the demands of university courses. However, this seems to be changing with students giving priority to work schedules, lifestyle and life commitments and deferring study or completing study over longer periods of time.

Prior to the University of Western Sydney restructuring preservice teacher education as a post graduate masters degree, and since then, data were collected from students about their course experiences. These data and the personal experiences of those teaching the course have enabled self-study to help understand the evolving relationship between students and the course including lifestyle and life needs that do not easily articulate with the course. Consequently, the relationship between students and study is being viewed differently as a result of a shared self-study. The implication is: is this change in the relationship between students and courses reflected around the Pacific?
Education in a Pacific Context: Education Outcomes for the Twenty-first Century

Abstracts
Thematic Question II

How do we organize schooling to better accomplish local/national and global outcomes? What are the implications for the following?

- Curriculum selection and development
- Instruction, including the use of technology
- Evaluation, assessment, testing, and grading
- Aligning curriculum, instruction, and assessment
- Organizing and administering schools
- Teacher preparation and professional development
- Addressing achievement gaps, alternative educational pathways, and students with special needs
Educational Work: An Approach from the Vision of the Professors

Mireya Sarahí Abarca Cedeño
Professor
Universidad de Colima
mireya_abarca@ucol.mx

Lourdes Covarrubias Venegas
Professor
Universidad de Colima
lourdesc@ucol.mx

María de Lourdes Aldana Rodríguez
Student
Universidad de Colima

Gabriela Osorio Jiménez
Student
Universidad de Colima

México

Keywords: educational work, facilitator, professor, educative practice

Speaking of educational work is not a simple task then, from different pedagogical perspectives, the professor has been assigned diverse roles: transmitter of knowledge, supervisor or guide in the learning process, entertainer, facilitator and even as an educative research, just to mention a few. Precising and knowing which is then the essence or the fundament of such labor would fortify the identity and quality of the professional exercise (performance) of the professor.

At present, the educative proposal is structured based on a vision of the critical school enhancing the teaching-learning process with the advantages that this approach offers. Nevertheless, the impact of the teaching-learning change is not the same in all the professors and the educative spaces. In the daily, we frequently observed that traditionalistic practices in which the teacher continues playing the controlling role does not allow the development of the student.

A professor cannot be reduced to being a simple facilitator of knowledge, because this task would be widely overtaken by the technology and the access to the recent information. Either to being simple facilitator of the learning in the sense of concrete only in a propitious educative environment expecting that the pupil learns by himself, which would be solved with the own skills of the human being focused in self learning. The educational work must be understood like something more than only constituting itself as an organizer and mediator between of the student and the knowledge.

By the previous thing, and trying to know the sense of the educational function, we considered important to analyze the perspective and the conception that professors have about their professional activity, which might impact the educative practice or the way to approach the work in the classroom.

A research with 70 professors was made, of diverse educative levels, from initial education to superior education, using a questionnaire of five questions, in which the personal ideas were investigated. These personal ideas were the educational function that is rewarding within the educational practice, what is frustrating for them, what is a good professor and the characteristics that they recognize in the best teachers they have had in their life. The investigation was made in the city of Colima, México.

The results show that to educate, to form and to teach are functions considered within the main functions of a teacher; the professors value as a reward to see the advance of their students, being able to learn, and the recognition of parents and students; the frustrating aspects that are considered are to see that the disciples do not learn, are not interested or not receiving support on from the parents; they emphasize that a good teacher is the one that helps, is prepared and is updated and, finally, the responsibility and the humanitarian being are among the main or the best characteristics of the professors.

The differences and results by educative levels are shown in the extensive document.
Participative Investigation in the Structuring of a New Public Policy of Articulation of the Superior Education with the High School in Bogota

Omer Calderón
Professor–Investigator
Universidad Distrital Francisco José de Caldas
remo@etb.net.co

Colombia

Keywords: articulation of the superior education with high school, high school, participative investigation, policy public

Decision making for public policy in Colombia is a combination of the unfolding of political projects and the particular knowledge of situations. Based on the Universidad Distrital Francisco José de Caldas’ convergence of academic needs and the purposes of educational polices of the Secretaria de Educación from Bogotá, a study was developed to characterize high school education in Bogota. The concern was about high school education improvement and, in a similar way, the adequate articulation with superior or higher education. The issues show a participative investigation process which allowed the reconstruction of educative experiences towards the improvement of high school education. The goal is to strive towards better knowledge which is linked to the education for the material and intellectual work. As a result of this investigation, a new model of high school and superior education was formulated. The model begins with a consideration of high school education as the starting stage for further education. Based on this currently, it is possible to find a governmental program being developed which shows the first stage and links between the academic-investigative function and the goals of the educative polices.
Impact of an Educative Software of Spanish and Mathematics Lessons in the Academic Yield of Students of Elementary School

Lourdes Covarrubias
Professor
University of Colima
lourdesc@ucol.mx

Mireya Sarahí Abarca Cedeño
Professor
University of Colima
mireya_abarca@ucol.mx

María Andrade Aréchiga
Professor
University of Colima
mandrad@ucol.mx

Magdalena Lizama Cortéz
Student
University of Colima

Francisca Camerina Martínez Orozco
Student
University of Colima

Tonatzin Lomely Mejía Silva
Student
University of Colima

México

Keywords: technology, technological resources, personal formation, development of abilities

The school is one of the main stages of interaction of the human being from the childhood to early adulthood. Most of girls and boys attend school daily and they find not only a space for the learning, but also their for personal formation, the exchange of experiences and the reflection on the social surroundings. That is to say, the school goes beyond the simple alphabetization and transmission of formal knowledge to promote itself like a socializing agent.

The social development presents important advance, mostly due to the intervention of technological resources, which offer tools to facilitate daily life to the human being and to promote their integral development. Formal education has been clearly benefited with it. For that reason, the aim of this study is to show the results of the evaluation on the impact of an educative software of Spanish and Mathematics lessons in the academic yield of students of elementary school.

The conducted experimental research was done through a design with pretest-postest as a tool for two groups, experimental and control. The sample was integrated by students of 1st to 6th grade of a public elementary school of the city of Colima. And it was done to determine the impact in the use of the software.

The analysis of results was made with test "t of student", since it worked with independent samples in order to make comparisons and to determine their differences. A test t of joint variance for differences between two averages was used. The general results indicated us that statistically significant differences do not exist. They demonstrated that the use of an educative software applied to the subjects of Mathematics and Spanish, has a significant impact on the academic field for elementary school children. Nevertheless, a qualitative analysis of the process and the results allow us to emphasize important aspects on the motivation before the work and to the development of abilities, among other aspects. On the other hand, students and teachers accepted the software with interest, since it meets their needs, in terms of the topics studied in class. In addition, interviews and research helped us to affirm that if technology is used consciously and with a clear objective, it can be a useful tool and not only another adornment of the educative context.
Citizenship Education in Taiwan's Changing Political Context: The Challenge of the Curriculum and School Practice

Shiowlan Doong
Associate Professor
National Taiwan Normal University
shirleydoong@ntnu.edu.tw

Taiwan

Keywords: citizenship education, citizenship curriculum

Due to the military confrontation status between both sides of the Taiwan Strait and the concern over the national security, Taiwan's Central Government has been long playing an important and decisive role in education. It has been engaging in substantial efforts to shape the contents and methodology via national curriculum standards/guidelines.

In the 1980s, a political transition began to take place in Taiwan. This transition can be characterized by two related directions: democratization and Taiwanization. On one hand, the ex-ruling party, Kuomintang (KMT, also known as Nationalist Party), took a series of democratization measures to ease the increasing challenges from the grass-roots political opposition movement. Meanwhile, the KMT also began to employ a policy of Taiwanization to promote the idea of Taiwan as homeland of Taiwan's people. The development of these two directions was intertwined with the KMT's striving for maintaining leadership and the issues of Taiwan's national identity, which eventually led to the ideology shift of and recent debates on citizenship education.

Particularly, on March 18, 2000, Taiwan's citizens voted to choose the first president from the DPP, Chen Shuibian, who advocates the independence of Taiwan. Since then, the conflicts in national identity among Taiwanese people were further deepened, and heavily influenced the practice of citizenship curriculum.

Citizenship education is political by its nature. The knowledge and values that become embodied in the citizenship education is a significant historical and political artifact. The development of citizenship curriculum in Taiwan obviously corresponds to its political transition.

Based upon the above-mention background, this paper aims at exploring how Taiwan's political context has been shaping citizenship education of the past twenty years, and the challenge confronting the curriculum and school practice.

Throughout the paper the analysis will encompass five critical aspects. First, it will inquires the current official curriculum goals in citizenship education in secondary schools, individuals and groups (including politicians, political parties, interest groups) who have a say on what these goals are to be, and currently debates about citizenship education among these groups. Second, it will explain the terminology used to designate all the subject matters and course related to education for citizenship, topics and contents covered in the national curriculum standards/guidelines, and the topics considered to be controversial and sensitive in relation to citizenship education. Third, it will analyze the topics and contents of the most widely-used textbooks related to citizenship education, the textbook approval mechanism established by the government, and the controversies caused by this approval mechanism. Fourth, it will examine the coverage of these controversial topics and the way these topics are presented in the teaching practice. Fifth, the most serious pressures, obstacles, or problems schools face in dealing with citizenship education shaped by political forces will be discussed.
A Century of International Education at the University of Hawaii at Manoa: Historical Legacies and Future Prospects

Edward Shultz
Interim Assistant Vice Chancellor of International Programs and Exchange
University of Hawaii at Manoa
shultz@hawaii.edu

David P. Ericson
Chair, International Education Committee
University of Hawaii at Manoa
ericson@hawaii.edu

United States

Keywords: international education, transnational competence, global education outcomes in higher education

This is a proposal for a presentation on a century of international education at the University of Hawaii at Manoa. Beginning in 1907, this Mid-Pacific University embarked on a journey to become one of the foremost American universities linking the East and the West. As it celebrates its Centennial Anniversary this year, this presentation highlights UH-Manoa's past efforts, current challenges, and future prospects in creating a truly international university with global impact, especially in the Asia/Pacific region.

The presentation, in the form of a power point slide show, will cover UH-Manoa's earliest efforts to develop a uniquely Asian/Pacific university, its middle efforts to become a leading force in research and teaching on the Asia/Pacific region, and its current challenges and prospects in developing new initiatives in international education, study abroad, and student and faculty exchange. This is nothing less than a Pacific story with global reach.
Service Learning as a Tool for Transformative Learning in an Environmental Education Course for Teachers

Sheri T. Fitzgerald  
Lecturer, Education Division  
Chaminade University of Honolulu  
sfitzger@chaminade.edu

United States

Keywords: service learning, place-based education, sustainability science, transformative learning, “sense of place”

Preservice and in-service teachers in an education program at a private University in Honolulu, Hawaii are given the opportunity to experience an environmental education course for 10 to 15 weeks in one term of the school year. The focus of this research is on the impacts service learning on these teachers and teachers-to-be as they learn not only science pedagogy and environmental science content with respect to Hawaii, but also how to implement culturally and environmentally responsive lessons into their own practices as teachers.

This environmental education course is set up to utilize the surrounding community in which the University is based, thus making this a place-based educational experience for my young adult students. Moreover, this course attempts to expose students to current environmental issues (and issues of sustainability of our resources) in the Islands of Hawaii, and gives students the opportunity to take action (in the form of service learning) and work towards the betterment for all in the community.

With the incorporation of multicultural education (including traditional ecological knowledge), critical pedagogy, and sociopolitical ideals into this course, the effects have thus far been positive for these preservice and in-service teachers, and the majority have come through with a better understanding of themselves as teachers of a multicultural population and as individuals more deeply connected to this place we call Hawaii.
A Critical Review of Recording Policy of Students’ Academic Achievement in Stanine Scale (with Nine Intervals) in Korea

Chae Chun Gim
Professor
Yeungnam University, South Korea
ccgim@ynu.ac.kr
South Korea

Keywords: stanine scale, academic achievement, college admission policy

From the year 2008, high school graduates in Korea will receive their academic grades in stanine scale—with nine intervals—without their exact ranks or percentiles recorded in Student Record Card and College Entrance Exam Report. This is a new national policy that the Korean government introduced two years ago in order to mitigate heavy competition for good grades among high school students. However, the policy is causing many fold side effects in high schools’ curriculum implementation and colleges’ admission policies. As a result, it has been regarded as a controversial policy producing many new problems instead of resolving the heavy competition-related problems in Korea.

In this paper, I will describe how the policy has been made, analyze what kind of changes the policy has made in high schools’ curricula and college’s admission policies, and make policy suggestions which can be helpful in resolving the problems. This paper will be very interesting to all participants because Korean government’s top priority lies in mitigating severe competition for good grades among students, which is a rare phenomenon in Western countries.
Making Citizenship Education Work: Lessons from Cross-National Research

David L. Grossman
Dean, Faculty of Languages, Arts and Sciences
Hong Kong Institute of Education
grossman@ied.edu.hk

China

Keywords: citizenship education, pedagogy

For more than 30 years civic educators have advocated the importance of classroom discussion to the development of democratic citizens. Indeed, my own training as a social studies teacher in the U.S. was based on the jurisprudential methods of classroom discussion developed by Oliver and Shaver in the 1960s (Oliver and Shaver, 1996). In recent years developments in philosophy and cognitive psychology have added support for the use of classroom discussion for civic-related teaching and learning. Further, recent cross-national research findings strongly support the centrality of dialogue and discourse in citizenship education (e.g. Education Commission of the States, 2004; Hahn, 1996, 1998; Small, 2004; Torney-Purta et al., 2004). In addition, in recent years researchers in the field have developed more sophisticated and differentiated models of classroom discussion to achieve a variety of civic ends. (Alexander, 2000, 2004, 2006; Parker, 2003, 2006). In this paper I explore the implications of research, and particularly cross-national research studies, for citizenship education classroom pedagogy with a focus on classroom discussion.
Fluency: The Missing Link for Struggling Middle-School Readers

Marybeth P. Hamilton
Instruction and Student Support
Curriculum Research & Development Group
University of Hawaii, College of Education
mph@hawaii.edu

United States

Keywords: classroom inquiry, reading fluency

This paper discusses the results of two, independent, one-year classroom inquiries that attempted to improve the fluency of seventh-grade struggling readers in the Learning Lab program in a Hawaii public charter school. The first-year results were presented at the 2006 PCC Conference. This paper continues the discussion of those results, which suggest a significant relationship between the intervention and some components of increased fluency in struggling readers.

The reading support was designed as part of a larger program that was originally designed to prepare all middle-school students for success in their immediate and future schooling. Learning Lab, the middle-school support program, focuses on expanding students’ literary experiences, cultivating scholastic skills, developing general intellectual capacities, and fostering understanding of theories and practices in governmental processes. Within that context, a subgroup of students who were struggling to keep up with the heavy reading and writing across the curriculum requirements was identified. A research design focused on improving fluency was developed and implemented with the subgroup of seventh graders for each school year in this two-year study.

Reading fluency is essential for success because it is the bridge between decoding and comprehension, the main purpose for reading. One easy way to improve fluency is by including a reading-aloud component in daily activities, yet this practice typically disappears by middle school. In this project, I explored the effects of a reading along program paired with daily freewriting on the fluency of seventh-grade struggling readers. Daily instruction was organized to support the original goals of Learning Lab as well as enhance fluency. The main method was teacher-directed reading aloud while students read along, followed by five minutes of uninterrupted freewriting. Assessments included components of both reading and writing fluency. The main question guiding my research was, Will extra time freewriting and listening to a read along improve the fluency of seventh-grade struggling readers?
A University with Own Sense. The Autonomous University of Nayarit before the Institutional Reform

María del Refugio Navarro Hernández  
Teacher  
Autonomous University of Nayarit  
manher@nayar.uan.mx

Lourdes Pacheco Ladrón de Guevara  
Teacher  
Autonomous University of Nayarit  
lpacheco@nayar.uan.mx

Lewis McAnally Salas  
Teacher  
Autonomous University of Baja California  
mcanally@uabc.mx

México

Keywords: reform, education, public university, fundamental beginnings

The purpose of this paper is to explore how the Autonomous University of Nayarit (UAN) reshapes, in its reform process, the fundamental beginnings that rule education and, therefore, to the University and in this case to the public University. There are several questions that guide this study: 1) Does the UAN keep and/or transform the fundamental beginnings of the public University?, 2) How do the teachers live the reform? What and how are they affected?, and 3) In the present reform process, which of these aspects—technological change, intern reform processes, student mobility, curricula flexibility, evaluation processes and accreditation with international standards, student and teacher mobility, internationalization among others—have greater force than others.

Conducting studies about the University is not easy. It is shaped by a complicated network of interrelations that make it diverse and singular, and at the same time problematic and complex. However, understanding cannot be reached without speaking to the University’s roots, history, aims and ideals, context, perceptions, and visions and ideas. The Universities have fulfilled three essential functions: the education, the investigation, and the extension. They work towards fulfilling these functions with the purpose of preparing people to attain numerous professions, to carry out scientific and humanistic investigation, and to create solid links with the society that gives it life.

The challenge of the University is enormous. On one hand, it must bow to the vanguard of educative technology, yet maintain and defend its philosophical beginnings. In addition, it must uphold its ethical aspects that govern its life and define its mission that includes the search of the truth, the respect to the plurality, and the rigorous forms of pursuing knowledge. At the same time, Universities need to persuade society about the operation as an educative model, of its pertinence and its irreplaceable value not only to transmit but to generate knowledge, to protect and spread our culture and to maintain our identity as a nation (and in our case as a State and region).

When conducting an analysis of the reform processes we found that the process is constructed and influenced by the actors involved in it, which is why it is impregnated with a plurality of knowledge, ideals, perceptions and social constructions that produce discursive games. These intersections are, however, complementary and produce an imaginary social structure about the University.
The Globalization and the Management of Vietnamese Higher Education

Pham Lan Huong
Associate Professor
Center for International Educational Research AD
lhuong@saigonnet.vn

Vietnam

Keywords: globalization, Vietnam, higher education

Together with the development of Vietnamese economy from a renovation period, Vietnam's education system is developing. It is characterized by both persistence and change, especially in the area of leadership and management. Globalization greatly and increasingly impacts that development. This paper will analyze some aspects of that process.

Since 1986 a profound socioeconomic policy change has taken place in Vietnam: the transition from a centrally-planned economy to a market economy. Thus, Vietnam has become one of the many economies now classified as a transitional economy. From 1992–2006, the average GDP per year of Vietnam increased as much as 7.5%, with labor contributing about 60%–65%. Vietnam has had considerable success, especially in increasing the size of the education sector.

Together with renovation in the economy, Vietnam's educational policy has changed. The renovation resulted in important changes in the structure of the system of schools and universities and a new-point system was established. In addition, the development of Vietnam's higher education has advanced quickly, especially in terms of quantity. Vietnam has about 200 institutions of higher education with over one million students. Among these, approximately 12% are private higher education accounts.

The trend of globalization has created an “international educational market”; Vietnam currently has relationships and cooperation with 69 countries, 19 international organizations, and 70 NGOs. After taking part in ASEAN, APEC and WTO (2005), Vietnam and its colleges and universities should have training programs, facilities, and teaching staff meeting international standards. International relationships have contributed to improved facilities, modernized content and programs, and new training methodologies. Scholars have received training and improved their management ability.

With the influence of globalization, Vietnam is being brought into the process of democratization. Based on the comparative research of some international experts (Molly Lee), in view of the socio-economic development in Vietnam, it is possible to observe the following shifts in the emphasis on higher education:

- From meeting human resource demand for state organizations and enterprises to meeting human resource demand for a multi-sector market economy.
- From relying solely on state budget for the provision of higher education to multiple sources of funding.
- From centralized planning in university admission and training to decentralized planning at the provincial and sector level.
- From offering government financial scholarship to requiring students to pay tuition fees.
- From narrow specialization in specialized institutes to broad-based education in comprehensive universities.
- From training for state allocated job employment to life-long learning gearing for occupational changes throughout one's lifetime.

Thus, international democratic trends have been influencing Vietnamese education, especially higher education. However the change is still slow and the influence of old-style thinking strongly persists. The main reason for weakness in Vietnamese education is the delay in translating new thinking and the weakness of educational management. There is inadequate autonomy and accountability for all institutions of higher education. So it is that the process of globalization is very important. Furthermore, this process still provides many opportunities and challenges which need to be further researched.
University Teachers: The Urgencies of the Professional Formation and the Daily Life

Larios Deniz Jonás
Teacher
University of Colima
jonaslarios@ucol.mx

Florentina Preciado Cortés
Teacher
University of Colima
fpreciado@ucol.mx

Juan Murguía Venegas
Teacher
University of Colima
juanmurg@ucol.mx

México

Keywords: university teachers, academic bodies, professional formation, daily life

The present report begins with an investigation work developed in Colima’s University, named “Conformation of the academic bodies. A qualitative perspective.” This study rescues the perspective of the professorship in the above mentioned institution before the new organization of the academic work, determined by the emphasis in the professional and formative development of the academicians throughout the decade of the nineties.

The central intention of this document is realize the academic-institutional scene in which they present the processes of constitution and development of the academic bodies up to this moment thinking that it is important to recover these elements to recognize the academic profile that has been generated in the last decades but especially to rescue how does the teacher in these moments of academic evaluation.

The present study reports the contextual elements to the academic performance of the teachers of full time in the institution. Is outlined the importance that has had the teachers’ mobility in the last years, the problems that have had to face to balance times, functions and skills in the new model of university academician. Besides, reveals itself to the family as a daily determinant element to reach satisfaction in the personal matters and in the professional matters.

The empirical evidences were obtained from the accomplishment of interviews, is conceived by the interview as the basic way of producing information, making the practices and the facts accessible; in such a way that it is possible to catch the thoughts, the words, the desires and the models. The interview provides sense to the sometimes incomprehensible actions that are observed, or corrects the, sometimes, precipitated inferences that are obtained by the observation (Velasco and Díaz de Rada, 1999: 34).

In synthesis, the study recovers the processes related to the group of academicians during a certain period at the same time as the study analyzes the development of the own institution but also the interaction and influence between both. Especially if university is considered as a community opened in that one believes a knot of communications, interactions and relations that link her with the society in a process of going and return. To present this complexity is to put in evidence that one that in each of us is an institution and “that is compromised by the institutional life for a double benefit, that of the singular subjects and that of the concrete set that they form and of which they are a part intervener, for their benefit, damage or alienation” (Kaës, 1996: 12).
The Study of Relationship between Knowledge-Oriented Culture, Staff Sharing Willingness, and Innovative Management at High Schools in Taiwan

Hsin-Chih Lin
Associate Researcher
National Institute for Compilation and Translation
hsinchih@mail.nict.gov.tw
Taiwan(R.O.C)

Keywords: knowledge-oriented, organizational culture, sharing willingness, innovative management

The future belongs to knowledge-creative organizations. That means if organizations want to dominate the future, they must keep creating knowledge and reforming themselves, and so must the future schools. The purpose of this research is to explore the relationship between knowledge-oriented culture, staff sharing willingness, and innovative management at high schools in Taiwan. The main findings are as follows: First, knowledge-oriented culture significantly affects staff sharing willingness, especially on “trust and autonomy.” Second, knowledge-oriented culture significantly affects innovative management, especially on “emphasis on innovation.” Third, staff sharing willingness significantly affects innovative management, especially on “practically sharing behaviors.” Fourth, the SEM of these three latent variables is proved to have a good model data-fit. Finally, staff sharing willingness, merely with a weak mediation effect, is proved a mediator variable.
The Needs of Analyze the Implementation of Quality Educational Policies at Higher Education in México

Sergio Alberto López Molina
Consultant
University of Colima
sergio_lopez@ucol.mx

México

Keywords: quality, higher education, policies, PIFI

Since 2001 in México the government was improved policies for increase the quality at higher education, that are based on participative strategic planning, implemented with the Integral Development Institutional Program (Programa Integral de Fortalecimiento Institucional "PIFI"). The PIFI have a paradigm of quality in higher educational Institutes, in that exist two important terms "academic capacity" and "academic competitive", the academic capacity is all that refers to professors: grade of habilitation, obtain the PROMEP (Program of improve of the professors) profile, belong to National Investigator System (SNI), and the consolidation of academic corps. The academic competitive refers to student attend at quality study plans, students attend by tutors, educational innovation, and all the indicators that refers to academic results.

The policy analysis can recognize two nodal parts: the make and the implementation of policies. On previous years when the impact of the policies was evaluated, all the benefits, goals or problems results of the policies implemented was attribute to the policy-making: “If don't have the hoped goals, the problem was at the policy-making”; But in last year the experts began to considerate the importance of study the "implementation" of policies, because if a policy in his make has a clearly objective defined and all the possible problems was considerate, that policy can fall down at the moment of the operation whit the involved people at real situations.

PIFI consider important the modernization of equipment and infrastructure to support the work of academics bodies, but in some cases, the budget don't respond to attend the problems of the DES and that causes the low or null impact in quality education of that invest money. In other cases the coexist, the relations, the knowledge and attitudes of professors in the process to elaborate the Proyects of development (ProDES), can change the goals purposed.

Dolbeare(1974) recognize the difference between the impact studies and the implementation studies in policies, the first search "what happened?", the second search "why happened in that form?"

The evaluation of PIFI refers only to question "what happened wit the increase of quality indicators?” Or ”what happened wit the reach of goals compromise?” But ignores the process realized in the DES to elaborate the Proyect of development (ProDES). If we can analyze the implementation of PIFI in successful cases we can determinate the “know how” for increase the quality at higher education in México.

The cost of continue only with the impact studies can reduce at minimum the benefits of the actual quality policy, because they can response to inertial growth, or environment causes.

Limbloom(1979) developed and proposed an analysis method called “incremental” to government and doing politics (incremental politics), that is a systematic process to correct the decision of a government. In the frame of PIFI and in his successive editions the politics could correct the strategic for obtain best results with the same effort. That's why that proposal shows the importance of the implementation studies for quality educational policies at higher education in México.
Global Trends, Local Responses: Studies of Four Early Childhood Policy Contexts

Carol A. Mutch
Associate Professor, Academic Projects Manager
University of Canterbury
carol.mutch@canterbury.ac.nz
New Zealand

Younhee M. Kim
Associate Professor
University of Southern Oregon
KimY@sou.edu
United States

Dilly Tawakkul
Higher Education Division
The British Council
Dilly.Tawakkul@britishcouncil.org
England

Keywords: educational policy, early childhood education, globalisation

This paper takes four diverse educational settings: the US, the UK, China and New Zealand and examines local responses to global trends in the field of early childhood education. Drawing on the theoretical framework of “policyscapes” (Carney, 2007), this paper examines how political ideologies (for example, those discussed by Trowler, 1998 and Ball, 1998) and notions of globalisation (Dale, 2000) are borne out in different policy landscapes. Across the four settings we will examine policy formation at a governmental level, policy implementation at school system level and teacher preparation programmes, all with a focus on the early childhood education sector.

The policyscapes framework allows us to move beyond descriptive analyses to a deeper level that acknowledges a complex interplay of global and local forces. This goes some way towards critiques of comparative education studies, such as those raised by Carney (2007) where too much research is based on the assumptions that education systems, levels and processes are “bounded and stable” (p.1). Carney suggests that we need to focus on “the ways in which educational phenomena—from policy visions to practices—are increasingly interconnected” (p.1). Carney continues by explaining that the policyscapes framework allows us to “capture some essential elements of “globalisation” as phenomenon (object and process) and provide a tool with which to explore the spread of policy ideas and pedagogical practices across different national school systems” (p.6). This paper will be of interest, therefore, not only to those who work in early childhood education but to those interested in broader theoretical analyses of educational policy.
Towards More Democratic School Governance and the Public-Private Partnership in Education—Comparative Analysis of Dilemmas among the United States, Japan, and Indonesia

Chie Nakajima
Professor
Kyoto Bunkyo Junior College
himeringo@po.kbu.ac.jp

Mina Hattori
Associate Professor
Nagoya University
s47544a@cc.nagoya-u.ac.jp

Japan

Keywords: public-private partnership, school governance, democracy

It is the world wide trend to introduce the new ways of governing public education under the public-private partnership, which is the wider general public policy adopted in advanced countries, such as United States and Britain. Japan is one of the countries which have been under the influence of this policy wave with the introduction of Private Finance Investment (PFI) law in 1998. It is also becoming the educational policy in developing countries such as Indonesia under globalization. This paper aims at analyzing effects of public-private partnership (PPP) in relation to the move for more democratic governance in education among the United States, Japan and Indonesia focusing on the private finance into public sector.

Through the analysis of the data and national policies, we found the differences in the purposes and the stages of education that the PPP becomes the issue, and the method of introducing the PPP among the three countries. We also saw the democracy of purpose and the democracy of method in PPP? In Japan, PPP is introduced actively in early childhood education in running nursery schools to meet various needs, and the area of “social education” (area close to adult education in Japan), whereas in the United States, entrepreneurship at public schools has been drawing much interest of the world as well as certain degree of popularity among American people. Financial difficulties as well as severe demand to improve the educational outcome under No Child Left Behind stimulate the development of PPP in the level of elementary education. In Indonesia, although PPP is introduced as something new and foreign, tradition of schooling in Indonesia has been based on the education provided by the private sector, and what is happening is the unique partnership between non-formal education sector and the formal schooling. In recent policy, for example, Indonesia aims to achieve the formation of 9-year compulsory education through the partnership between the private schools which used to be outside the national education system and a type of official schooling.

In the United States, there is much concern in meeting the needs and realizing the better achievement of variety of people, whereas in Japan, the main concern is how to reduce the cost and activate the public educational institutions under financial crisis with little concern to educational outcomes. In Indonesia, private resources are gathered through parents and community causing the financial gap among schools.

Although the tradition and developmental stages of education is different, three countries all face with dilemma in terms of democracy. The reforms making use of PPP in three countries carry some aspects of “democratization” of public education indirectly whether in purpose or in method, but face with similar dilemma that the public-private partnership accelerated under those steps can threaten the quality assurance and equity of public education.
Estimating the Resources Needed to Double Student Performance

Lawrence O. Picus
Professor
Rossier School of Education
University of Southern California
lpicus@usc.edu
United States

Keywords: School Finance, Adequacy

In today's standard's based education environment, there is tremendous pressure on schools and teachers to ensure their students meet state established knowledge and skill standards. At the same time there is a growing debate as to whether or not schools have adequate resources to offer all children an equal opportunity to meet their state's standards. This paper will describe the Evidence-Based model of school finance adequacy showing how current educational research can be used to develop schooling models that meet this adequacy requirement. It will also provide examples from three states (Washington, Arkansas and Wyoming) of schools that have dramatically improved student learning and link the use of educational resources in those schools to the model that is proposed.
Career and Employment in Thailand. A Socio-Economic Perspective from Business, Academic and Governmental Sectors

Jose Ernesto Rangel Delgado
Director
APEC Study Center, México
University of Colima
erangel@cgic.ucol.mx

Nuchnudee Chaisatit
Co-Investigator
APEC Study Center, México
University of Colima
nuchnudee@yahoo.com

Keywords: higher education, employment policy

Nowadays, the Ministry of Education in Thailand is attempting to promote the higher education level and to offer everyone the opportunity to be educated at least at the level of bachelor’s degree. However, this method is somewhat slightly reducing the education’s quality by extending its concern in sociology and humanity rather than natural science and technology.

Each year, almost 200,000 students graduate from the university, but in the employment market does not accept them as the well-educated graduator. Most employers prefer to have them temporary employed by signing contract rather than have them as permanent employee. Usually, the new-graduator will not be considered as a skillful worker who would be able to do their task professionally. This could be said as the consequence of the increasing in quantity but lack of quality. Yet, the governments are seeking for the policy to control or improve this education problem. In addition, most graduators are unemployed because of the deficiency of the ability to work in team neither the inter-company communication. Though, almost every Thai speaks English but the third language speaker such as Chinese, Japanese, Spanish etc. become demanded in the employment market especially for the industry of exportation, tourism and hospitality.
The Academic Excellence as Part of the Hegemonical Discourse in Higher Education: A Case Study

Alberto Daniel Silva Rosas
Professor
National Autonomous University of México
drosas6267@prodigy.net.mx

México

Keywords: globalization, evaluation, excellence, social representations

The globalization context has propitiated the creation of a dominant discourse in higher education that revolved around quality and its derivate—academic excellence. In particular, public and private colleges and other institutions of higher education have had to insert in their postgraduate programs a redirected focus, often as an emergency action because it represents the survival of such programs. Taking into account other research on academic excellence, we posit that the postgraduate programs on education deserve a particular and detailed analysis on how excellence is appropriated by the students, central recipients of this work. This goal was chosen because of the characteristics of the DIE (Research on Education Institute in English). The framework is Social Representations Theory using a quasi-ethnographic approach; this has helped to show the fundamental aspects that form the excellence conception by the DIE students. In a first review of empirical literature on the topic of excellence, it was observed that DIE conforms to Academic Capitalism standards and follows, in Bourdieu's words, "an habitus and a set of capitals which are assumed by the students as aspects such as the development, student's formation, foreign languages and believes, among other factors." Excellence is expressed basically in five aspects: a) election of the school, b) the teaching given, c) the publications, d) the languages' role in the formation, and e) the linking with other researchers of non-Spanish speaking languages.
School Funding Adequacy: Legal Questions with No Clear Answers from Research

Richard C. Seder
Independent Consultant
r.seder@att.net

Michael O'Donnell
State's Counsel, School Finance Litigation
State of Wyoming
modonn@state.wy.us

United States

Keywords: finance, adequacy

Equitable and adequate school finance issues have been in the United States courts for more than 50 years. The U.S. Supreme Court unanimously ruled in its 1954 Brown v. Board of Education decision that segregated public schools that served primarily African American children were inherently unequal in the educational opportunities afforded to these children. Since the Brown decision, state courts have wrestled with the concepts of equity and adequacy. This paper puts forward the legal challenges and judicial standards asked of state courts and policymakers across the nation as well as the methodologies utilized by the education research community to help guide the courts and policymakers in their decisions. At the heart of the presentation is a discussion of what we expect as outcomes of our schools, how we determine the necessary resources to accomplish those desired outcomes, and how we organize those resources. This paper draws heavily upon the experience of Wyoming and the latest research conducted for the state of California.
Teaching Special Education Teachers in Hawaii

Mary E. Smith
Assistant Professor of Special Education
Chaminade University of Honolulu
msmith2@chaminade.edu

United States

Keywords: special education, teacher training, alternative route in licensure in special education

The state of Hawaii, like other sections in the United States, has a serious shortage of special education teachers. To address this need for “highly qualified” teachers as mandated by No Child Left Behind legislation, Chaminade University, in partnership with the Hawaii Department of Education (HI DOE), instituted an Alternative Route in Licensure to Special Education (ARLISE) program. Since 1995, ARLISE, formerly known as RISE, has graduated approximately 98* teachers who now work on Oahu and other neighboring islands.

College graduates in good standing are eligible for this program. If successful with meeting the HI DOE’s hiring criteria, they can be employed as emergency hires and placed in a special education classroom. This begins the start of an intense two-year training period which is two pronged: Chaminade provides the Education course work and the HI DOE provides on-site, curricular support.

Completion and employment rates for ARLISE students have steadily increased over the past 3 years. However, in our commitment towards teaching excellence, we felt we needed more in-depth information on our teachers’ experiences of diverse learner needs, learning differences, and what “works” within their local contexts.

Teacher efficacy with diverse students is an especially pertinent and timely issue. Nationally, approximately 11 percent of children, between ages 6 and 17, are identified as having disabilities and are provided with special education services. In 2004, more than 50% children are currently identified as having learning disabilities, up dramatically in recent years.

More troubling, however, are the special education rates in Hawaii. Hawaiian and part-Hawaiian children represent about 26 percent of the overall student population, but 37 percent of the special education population. They are also more likely to score below average in reading when compared to non-Hawaiians. While the reasons for these distressing numbers are currently being debated, they do signify that something is “amiss” in our educational system.

As part of our efforts to produce highly qualified and effective special education teachers, we at Chaminade conducted a survey of our recent ARLISE graduates. Students who completed the program in the winter 2006 and spring 2007 were questioned about their aptitude and skills in teaching their students. In particular, we wanted to know:

- Did teachers feel prepared to teach the diversity of students found in Hawaii’s Public Schools? If yes, what factors contributed to this sense of competence? If not, what were the additional support and/or training needed?
- Were you able to form positive partnerships with students’ parents?
- Did teachers’ feel confident and successful teaching academic content? What activities were especially effective?
- Were students’ successful in meeting their Individual Education Plan (IEP) goals?
- What were their feelings about the on-line format of the ARLISE program?

In the remaining part of this paper, survey results will be analyzed and discussed. Results will then serve as a springboard for future changes and additions to the ARLISE program.
School Environmental Field Trip and Database Issues

Thomas W. Speitel
Professor
Curriculum Research & Development Group
University of Hawaii, College of Education
speitel@hawaii.edu
United States

Keywords: environment field trip database education school local global

School children are very capable of adding important and accurate data to local and global environmental databases. The World Wide Web facilitates data entry and visualization by schools from diverse locations. This paper investigates the educational challenges in the continuum from rich local databases that children can relate to by investigating their neighborhood environment to large global databases with wide variation in conditions and species.

It is important that teachers and students understand why they are taking field trips and collecting and analyzing data. Otherwise it can be merely an exercise without much meaning. Observation and sampling protocols for collection of data need to be understandable and easy to use for the elementary, middle school, or high school student. Directions need to be thorough and specific enough to allow consistency of collection techniques among schools. There should also be general questions in the database to allow for observations that go beyond what the database designers expect, such as new species and new environmental conditions.

A general trend in Hawaii is that elementary schools have more flexibility in taking field trips than middle schools and high schools. This is because the elementary class is impacted by fewer teachers, requiring less professional coordination and teacher substitution. Many middle and high schools science classes take very few field trips. Teachers need to visit the field sites before hand to determine if the site is safe for young children. Escape plans need to be formulated for possible extreme conditions such as flash flooding in narrow valleys. Teacher training for environmental field trips is very essential.

It is often hard to analyze school data because of the sporadic frequency and diverse localities of observations. Temporal snapshots of statewide themes can be successful and rewarding. One example is schools throughout the Hawaiian Islands determining when in April the Kolea birds migrate to Alaska.
A Study on the Effective Application of “The New System of Evaluation of Teachers” in Japan

Hidehiro Suwa
Associate Professor
Faculty of Health Science and Technology
Kawasaki University of Medical Welfare
hidesuwa@nifty.com

Ayami Nakaya
Associate Professor
Hiroshima University
anakaya@hiroshima-u.ac.jp

Japan

Keywords: teacher, teacher evaluation, principal leadership

This paper aims to clarify the teachers’ opinions regarding the new system of evaluation of Japanese teachers from the elementary schools to senior high schools, the effectiveness of the educational practice and suggests its effective application.

The key word used regarding the current educational revolution is “evaluation” in school and teacher evaluation. The systems or mechanisms of School Evaluation and Teacher Evaluation have been existing constantly since the Word War II. However, the systems have not been functioning effectively, due to many factors and backgrounds.

Until now, there have been traditional values or myths of schools as sacred precincts, teachers as clerics. But those values or myths are to be eliminated to solve these various contemporary educational problems for the improvement of education. However earlier teachers were considered as independent specialists, now their contents of tasks and outcomes have become a target of evaluation based on the new value of “teacher as a member of one organization.”

Since latter half of the 1990, the Council of National Policy have been discussing and attempts to propose the plan of the new evaluation system of Japanese teachers as a trigger with effect from economical trends. Here, there is a strong belief in the country that the morale and motivation of teachers is improved by the appropriate evaluation, finally school education is promoted. As of March, 2007, this system was introduced in all almost administrative divisions inside with opinion of pros and cons of this system

It announces based on such a background and the current state as follows:

1. The aim and the content of this system are clarified from the document etc. of the early research, the country, and administrative divisions.
2. The teacher's consideration (evaluation) to this system and the influence on the educational practice etc. is clarified based on the data of the question paper investigation and the interview investigation.
3. The effective application of this system is suggested.
Saili Mo Le Lumana’i: Research on Samoan Students’ Learning Perspectives and the Impact on their Achievement

Tafili Utumapu-McBride  
Senior Lecturer  
The Learning Development Centre, AUT University  
tafili.utumapu-mcbride@aut.ac.nz

Epenesa Esera  
Dean, Faculty of Education  
National University of Samoa  
e.esera@nus.edu.ws

Siaoloa Faatafao Toia  
Lecturer of Samoan  
National University of Samoa  
faatafao@yahoo.co.nz

Funealii Lumaava Sooaemalelagi  
Head of Education  
National University of Samoa  
fune@nus.edu.ws

Lina Tone-Schuster  
Head of Teacher Education  
National University of Samoa  
l.schuster@nus.edu.ws

Samoa

Keywords: “Samoan pedagogy”, students’ perceptions, interactive learning, practical hands on tasks, collaborative learning, teaching methods, mismatch, preferred learning style

This paper discusses the findings of a collaborative research project between the National University of Samoa and Unitec New Zealand, which examined the concept of “Samoan pedagogy” and the learning processes of Samoan students. The study is based on the experiences of 24 Samoan students (Samoan and New Zealand born) who had been studying for education qualifications.

The focus of this research was to explore students’ perceptions on what they think has helped them learn successfully, the barriers to successful learning and their preferred ways of learning.

In general, the responses by students confirmed many of the researchers’ beliefs such as, students preferring interactive learning, practical hands on tasks and experiences where collaborative learning through activities such as discussions and debates, were favoured. As one would expect, areas and topics that could be directly related to local knowledge and experiences were preferred.

The extent of influences both within and outside of the institution, for example family and personal expectations, provided an opening to understanding what many students go through without any real appreciation by educators or those teaching within the University as evident in some of the students responses. As such, teaching methods were found to be a mismatch with students’ preferred learning style.
What works? What are promising practices?

- What knowledge and experience can be shared in developing, experimenting with, and implementing promising strategies and programs to achieve education outcomes for the twenty-first century?
- What are the implications for working on common projects in a Pacific setting?
“I’m Afraid I Won’t Know Enough!”: The Results of a Survey Designed to Measure the Confidence of Preservice Social Studies Teachers Before and After a Social Studies Methods Course

Suzanne A. Acord
Curriculum Writer, Social Studies Instructor
Curriculum Research & Development Group
University of Hawaii, College of Education
acord@hawaii.edu
United States

Keywords: secondary, social studies, methods, teaching, preservice teachers

“I’m concerned about my class getting out of control.” “I’m afraid I won’t know enough.” These are common sentiments shared by preservice social studies teachers. Preservice secondary social studies teachers in Hawaii express similar concerns, frustrations, and anxiety about entering the field. Dr. Linda K. Menton and Suzanne Acord, of the University of Hawaii at Manoa, taught a social studies methods course in the fall of 2006 for preservice secondary social studies teachers. The course sought to help students develop the attitude, content, and skills necessary to teach in Hawaii’s diverse schools. Teaching backgrounds of students ranged from the experienced teacher who simply wanted to earn a credential to the student who had never stepped foot in a classroom. Approximately half of the class was in the post-baccalaureate certificate program, while the other half was working on a bachelor’s in education. This paper focuses on the strategies we used throughout the semester to expand our students’ content knowledge through an exploration of meaningful lesson and unit planning, instructional methods, and state and national standards. It includes the results of a student survey designed to measure student confidence about teaching before and after attending this course.
Charter Schools: A Call for Innovation in Education

Roni Adams
Professor of Education
Southern Oregon University, School of Education
droniadams@sbcglobal.net

United States

Keywords: Charter School

The Charter School movement in California has provided an exciting opportunity for educators to design and implement innovative educational programs by establishing unique schools that promote promising practices. Charter schools must be aligned with seven statutory purposes: 1) Expand educational choices for parents and students within the public school system to improve student achievement; 2) Encourage the use of different and innovative teaching methods; 3) Improve student learning through smaller class and school size and parent participation; 4) Create responsible citizens in our democracy; 5) Utilize comprehensive authentic assessments; 6) Provide new professional opportunities and responsibilities for teachers; 7) Stimulate continual improvement in all public schools.

The mission of the Ventura School of Arts and Global Education in Ventura, California, is to provide "a supportive environment in which our community strives to create self-motivated, competent, and lifelong learners passionately committed to celebration of diversity, stewardship of the earth, positive interpersonal relationships, appreciation of the arts, and academic excellence...Ventura Charter seeks to educate the “whole child” by addressing cognitive, social, emotional, and physical needs...through the use of innovative curriculum and instruction that empowers students to reach their innate intellectual, creative, and leadership potentials.”

As Ventura Charter School of Arts and Global Education completes its first year of operation, we, as founder and teacher/director, reflect on the joys and challenges of creating a charter school. We will share the process of breaking away from a large, bureaucratic school system, steeped in a one-size-fits-all educational model, in order to envision, create and implement a successful, sustainable and progressive charter school.
A Workshop Model for Developing Research-Education Partnerships: From Palau to Hawaii

Kanesa M. Duncan
Assistant Professor
Curriculum Research & Development Group
University of Hawaii, College of Education
kanesa@hawaii.edu

Erin Baumgartner
Associate Professor
Curriculum Research & Development Group
University of Hawaii, College of Education
erinbaum@hawaii.edu

United States

Keywords: mentor, collaboration, science, inquiry

When education and scientific goals are carefully aligned, partnerships help researchers improve teaching skills and align scientific and educational goals to engage students in authentic investigations. Researchers can benefit by collecting large amounts of samples or data. At the same time, partnerships embedded in science instruction improve the scientific literacy of student helpers and can also involve non-traditional students from the community. Learning, including professional development, is best accomplished through application of knowledge and skills. By engaging in authentic research projects, students have a chance to experience science as science is practiced, increase their content knowledge and become excited about learning. The formalization of professional, mutual mentoring between stakeholders helps build the capacity to engage all users in sound ecological stewardship and policy. Our workshop model provides opportunities for researchers, educators and community groups to share ideas and mentor one-another. Our case-study partnership workshop in Palau involved University of Hawaii graduate students in the U.S. National Science Foundation Graduate K–12 program, Palauan scientists, educators and community members. Hawaii graduate students shared their knowledge of teaching science through inquiry while learning about Palau's biology and culture from local scientists, natural resource managers and educators. The workshop engaged Palauan teachers in processes they could use to provide research-style scientific experiences for their students. The facilitation of partnerships between the teachers and scientists in Palau provided the opportunity for teachers to communicate with scientists and to gain expertise in the practice of science. Our research during the workshop indicated positive experiences and follow-up analysis showed successful utilization of workshop components in the teachers' classrooms, indicating that the workshop was a successful model for shifting teachers’ thinking about how to conduct science education. The workshop model was also successful in creating connections between researchers and educators both within Palau and between Palau and Hawaii. Four of the seven University of Hawaii graduate students had the opportunity to make direct connections with Palauan scientists. Moreover, before the workshop teachers listed an average of only 1.6 scientific organizations with whom they could partner; after the workshop, teachers listed an average of 2.9 organizations with whom they could partner as well as an average of two scientists by name. Partnerships formed during workshops help to create sustained synergistic relationships, bridging formal education, informal education, research, cultural practice and public activities among local communities. Our workshop partnership model is applicable in other locations and in other disciplines. Future projects include Teaching Science as Inquiry workshops, with foci ranging from astronomy and physics to aquatic science, hosted through the University of Hawaii's Curriculum Research and Development Group as well as the potential establishment of a Center for Ocean Science Education Excellence that will engage researchers, educators and community members in partnerships to build ocean literacy for K–16 students and their communities.
Classroom Transitions and International Possibilities

Gary W. Griffiths  
Coordinator, Office of School Redesign  
College of Education  
University of Hawaii  
garywg@hawaii.edu

John H. Southworth  
Distance Learning–Enrichment Specialist  
Curriculum Research & Development Group  
University of Hawaii, College of Education  
south@hawaii.edu

Julia Morton-Marr  
President / CEO  
International Holistic Tourism Education Centre  
ihtec@3web.com  
Canada

Craig K. Doyle  
Teacher and DASH Trainer  
Curriculum Research & Development Group  
University of Hawaii, College of Education  
cdoyle@hawaii.edu

Bao M. Le  
Student  
University of Hawaii at Manoa  
leminhbaot@yahoo.com  
United States

Keywords: classroom technology, diversity, cultural awareness and exchange, distance learning enrichment

The transition from an information-based society to a knowledge-based society has been a second order change for most educators and for those in other professions as well. Having information about something is only part of the learning experience today. Today's learners must be able to demonstrate and apply what they know. Knowledge today comes from many different sources. Students are no longer limited to their learning experiences in school as the sole source of knowledge. The “Knowledge Society” is the result of the globalization and new information technologies, which has resulted in a new economy and social order. Success in the knowledge society will require the capacity to be autonomous, life-long learners, ability to solve problems, create new solutions, and the ability to work with and through others. The knowledge society requires new type of workforce with requires a new approach to teaching and learning. This presentation will not only discuss but demonstrate promising practices for developing a knowledge society in schools and communities.

The University of Hawaii Laboratory School has been working since the 1980’s to develop and test new modes of classroom technology integration applications. The Electronic Field Trip model was originally developed as a career-awareness experience for John Southworth’s chemistry students to learn more about careers in medical technology. Over the years this model was adapted and expanded into what is known as Distance Learning–Enrichment (DL-E). DL-E seeks to reverse the concept of teaching classes to remote students by focusing on electronically enriching classroom experiences with synchronous and asynchronous Computer-Based Educational Telecommunications.

Lab School teacher Mr. Craig Doyle’s grade 4–5 class pioneered in having the first, live videoconference with an elementary school in American Samoa through the PEACESAT video satellite system in June 1998. The Samoan youth shared with their Hawaiian counterparts their dance, songs, language and experiences of Samoa. The Hawaiian students, in turn shared similar aspects of their lives and applications of the DASH curriculum. A highlight of the event was the performance by the Hawaiian students on their ukuleles. So impressed were the Samoans that they started their own ukulele band the next year.

Since that time Mr. Doyle’s classes have displayed increasing awareness of and use of computers and interactive telecommunications. Currently they are launching greater global awareness in collaboration Vietnamese English teacher Mr. Bao Le. They seek to both learn more about Vietnam and help Vietnamese educators and students have more international experiences via DL-E.

Another member of the collaboration team is Dame Julia Morton-Marr, head of the International Holistic Education Centre in Canada. She reports that at the recent Canadian Commission for UNESCO Conference held in Ottawa, March 16–17, 2007 discussion focused on the massive annual global loss of biodiversity, which is now extreme. It is vital for teachers and school boards to understand the climatic changes that are now occurring. The economic structure will need to be changed from consumerism to sharing resources. These critical issues will enrich the Lab School curriculum by providing real-life experiences.
The After-School Educational Activities in Korea

Hong-Won Kim
Director of National Center for Education Safety Net
Korean Educational Development Institute
khw@kedi.re.kr

Korea

Keywords: after-school activities, educational welfare, curriculum, voucher system

To improve students' special attitude and creativity, Korea has been implemented after-school educational activities. The existing after-school educational activities was not curriculum centered, so it was not popular for the parents who want the activities to be a part of a higher education preparation, so it resulted as low percentage of participants. The enthusiasm for education of the Korean parents is very high. Almost every parents made their child to do private education after school and had to bear the expenses. It led household economy difficult and the quality of private education provoked educational differentiation. It became outrages national societal concern.

From 2004, the Korean government planed various educational policies in order to embody educational welfare and reduce the private education expenses. Among others, the government is concentrated on substantiate and activate the after-school activities. In Korea, the educational policies are enforced to reform the existing after-school educational activities and many government departments connected with school, office of education, and many regional organizations carry out various peculiar after-school educational activities. Especially, government tries to give a help to the students from the low-income bracket and rural areas through the after-school educational activities policy.

This study is to present the features, the efforts, and the effectiveness of the after-school educational activities which has been done by the various departments of government, regional organizations, and schools in Korea.
Promising Practices Using Technology for Learning

Loretta Krause
Professor Emerita
University of Hawaii
lkrause@hawaii.edu

J.J. Reyes
Director
American Institutes for Learning
americaninstitutes@hawaii.rr.com
United States

Keywords: international language acquisition, classic literature, technological delivery systems

Reported here is a description of a commercial venture to help solve a language acquisition problem. A program of classic reading materials has been developed for students and adults desiring to improve their English speaking and reading skills. The flexible design permits a variety of delivery systems including print, mobile phone, broadcast, the Internet, and a host of yet-to-emerge technological devices.

English is the language of global communication. When China fully implements its mandate to make English their national second language, the number of English speakers will exceed the number of speakers of all other languages. The program reported here has created a new genre of beginning and intermediate reading materials that are now in a proof-of-concept stage.

There are a number of unique features:

First, one hundred classic novels and plays have been selected for introduction to second language readers. Stories include titles such as Tom Sawyer, Heidi, Oliver Twist, Treasure Island, and Hamlet.

Second, the storyline is preserved in a series of artist created pictorial illustrations. The illustrations help the reader to understand the setting, time-frame, character development and plot.

Third, the text utilizes 1,500 core words lexicon. When the text requires specific vocabulary like, harpoon in Moby Dick, supplemental vocabulary with the meaning of the word is included.

Fourth, the vocabulary has been carefully structured to maintain the integrity of the content. A reader can complete a story within 60 minutes. Thus, the reader will have a feeling of accomplishment at completing a book.

Fifth, accompanying each book is an audio CD by a narrator reading at two-thirds the rate of a normal speaking voice. This slower rate helps the reader with comprehension.

Sixth, the pictures, text and audio can be incorporated for use with mobile phones for reading “on-the-go”. This format is being tested in Japan where bus and train commuting time can be anywhere from thirty minutes to two hours and fifteen minutes.

Seventh, the printing of books and CD replication in Asia will bring the cost of materials within the financial capacity of Pacific Island and Asian schools. These schools are a major focus of this educational venture, developed by the American Institutes for Learning (AIFL).

It is these unique features that make this series interesting to those working in the areas of curriculum design and dissemination. To be discussed are the mechanics of creating the materials, particularly the decision processes in text writing and identification of pictorial content; the international negotiations for production and dissemination of materials; and finally, the implication and adaptability for other educational materials.
Initial Approaches to Bullying in México

Maria Eugenia Luna Elizarrarás
Subdirectorate of Civic and Ethics Education
Secretary of Public Education
danzonmx@yahoo.com.mx

México

Keywords: bullying, tutoring, advisory

The reform of Mexican secondary education had as one of its main innovations the introduction of tutoring as a curricular time for students. This curricular space has opened an opportunity to promote, among teachers the reflection on the need to approach students' interests, needs and problems. One of these issues is the peer relationships students construct at school, specially violence and bullying practices and its implications on students' learning.

The actions delivered to implement tutoring as a part of the new curriculum in all the country include the training and follow-up of the teachers' appropriation of this issue. To achieve this objective, the Secretary of Public Education (SEP) works with two advisors in each state that coordinate both tasks. This mechanism is developed in all new subjects as well tutoring. As a part of this work and in order to profit the opportunity to work with advisors from all the country, the Secretary of Public Education has started an initial exploration on bullying in the second grade of secondary schools with the collaboration of this state' advisors. Even though this topic has been developed in many countries since the 70's, the research in México is almost new and most references are dated after 2000.

This approach consists in a survey based on an adaptation, for Mexican students, of a Spanish instrument from the Sevilla Anti-Violence Project (SAVE-Project). The questionnaire of this exploration has been applied to 30 students of each of the 32 states of the Mexican Republic. The purpose of the application of this survey is to:
- Start thinking with advisors about the characteristics of this problem in the schools they give advisory.
- Make comparisons between states' results.
- Promote a process of recognition of this problem between tutors, teachers and school authorities.
- Provide initial information to build local strategies for intervention.
- Include bullying as a topic of the agenda of tutoring and secondary education.

This paper describes the first results of the application of this survey and the response of state's advisors in terms of their views about bullying and the strategies they will construct with groups of teachers they coordinate.
Political and Cultural Influences on Teacher Certification, Licensure and Out-of-Field Placement in Hawaii: A Longitudinal Analysis

Valere C. McFarland
Acting Director
Hawaii Educational Policy Center
valere@hawaii.edu

United States

Keywords: teacher placement

National and local education policies often result in the placement of uncertified (unlicensed) and/or out-of-field teachers in classrooms with high populations of minority and at-risk students. This study explores the debate surrounding teacher placement policies in terms of Hawaii's educational system. It seeks to explore the questions of the political, socio-cultural, economic and educational dynamics at work in Hawaii that have led to the placement of uncertified (unlicensed) teachers and out-of-field teachers in predominately high minority (bicultural) population classrooms; and whether students in these classrooms learn as much or achieve as well as other students; the implications of such placements and why they have been privatized. Finally, the study looks at whether policies designed to improve teacher quality are being undermined by policies that allow emergency certification (licensure), or teaching out-of-field.

A mixed method inquiry consisting of a survey, literature review and case study examined how policies on teacher certification (licensure) and placement were implemented and their subsequent effects. A macro analysis of documents and interviews of education administrators were conducted to determine the dynamics surrounding education policy in Hawaii. A micro environment analysis of a school included an empirical case study with data gathered through interviews and surveys.

This project looked at the influences of policymakers in Hawaii, regarding their consistent use of the value of efficiency in making educational policy decisions to the almost complete exclusion of choice. The project highlights a hierarchical, one-party form of government that has existed in Hawaii from the turn of the nineteenth century, suppressing conflict and/or dialogue in education matters. The project asked the following questions: What are the political, socio-cultural and educational dynamics in Hawaii that have led to the placement of unlicensed and out-of-field teachers in high minority classrooms? Have students in these classrooms achieved as well as other students? Why have such placements been privatized?

The implications of this research project to educational policy studies in Hawaii are towards a deeper understanding of how such policies have negatively impacted Hawaii public schools and public school teachers.
Development of the Comprehension for the Resolution of Problems in the Primary Education

Victoria Méndez Avila
Student of the Doctorate
University of Colima
vic962562@hotmail.com

Karla Kae Kral
Professor
University of Colima
kkral@ucol.mx

México

Keywords: resolution of arithmetic problems, sociocultural perspective end pedagogy of comprehension

This paper is based on research about the development of comprehension for the resolution of arithmetic problems in primary education. There are four principal phases of resolution of arithmetic problems: 1) Understanding the problem; 2) Conceiving a plan; 3) Executing the plan; and 4) Examining the obtained solution. We focus on the first phase, comprehension of the problem, a fundamental aspect of problem resolution. Who can resolve a problem without understanding it? We conceive comprehension as a process that entails personal invention derived from personal experience and intellectual work of the student. Comprehension within the resolution of problems refers to the thinking process in order to explain the reality the problem offers. It requires knowledge and experience obtained from social interaction and is evidenced through explanation, interpretation, analysis, comparison, making relations, and analogy.

Within the educational field and sociocultural theory, a subject's development and learning takes place through the acquisition of abilities, which are cultivated through the individual's mediation and action to acquire meaning and convert social relations into the superior psychic functions.

These superior psychic functions are possible through the historical development of biological and social lines. Learning and comprehension of arithmetic problems, then, depend on the system of social relations that make possible educational homework.

A sociocultural perspective posits that action and mediation are central elements that are interdependent for the subject, in interaction with the physical and cultural mediums available to construct his or her reality. In this paper, we propose a pedagogy of comprehension, rooted in Vygotsky’s theory of social interaction, in order to broaden the understanding the development of student learning in problem resolution.
Student Facilitators at a Teacher Professional Conference

Claire H. Okazaki  
Junior Specialist  
Curriculum Research & Development Group  
University of Hawaii, College of Education  
cokazaki@hawaii.edu

Fay Zenigami  
Junior Specialist  
Curriculum Research & Development Group  
University of Hawaii, College of Education  
zenigami@hawaii.edu

Judith Olson  
Mathematics Researcher  
Curriculum Research & Development Group  
University of Hawaii, College of Education  
jkolson@hawaii.edu

United States

Keywords: mathematics, instructional practice

Encouraging students to share their mathematical knowledge at a teachers’ professional conference resulted in an increase in the students’ self-confidence as well as enhanced their learning.

Six 10-year old students who are in the fifth grade facilitated a session on a mathematics unit they had recently studied, at the Hawaii Department of Education's 6th Annual Showcase of Promising Practices in Honolulu, Hawaii, in February 2007. The students are from the University Laboratory School (ULS) at the University of Hawaii. The Curriculum Research & Development Group (CRDG) is a research unit of the College of Education of the university and the CRDG operates the ULS as its site to provide a K–12 (ages 5–18 years) student population in a controlled environment in which educational research and development work are conducted.

The Showcase of Promising Practices is attended by Hawaii teachers and provides an opportunity for attendees to learn about successful initiatives in the public schools of Hawaii that are improving teaching and learning and increasing student’s college readiness throughout the educational pipeline.

The fifth grade students shared what they learned about angle measurement using their earlier understanding of the motion of rotation. In other words, they described the measurement of angles as the amount of rotation formed between the two rays. They also used Logo Light in the Explorer Draw feature on the TI–73 graphing calculator to support the development of the concept of angle. With this program, students must give commands of direction and angle of rotation and the number of steps forward or backward to draw segments in order to form a polygon. Logo Light provides an application of students’ understanding of angle in order to draw the polygons correctly.

We will share how we prepared the students to serve as facilitators, describe what they did at the Showcase and discuss our impressions of how this promising strategy enhanced students’ learning and built their self-confidence.
Handheld Technology Tools Can Enhance Mathematics Learning—If They Are Used Well

Judith Olson
Mathematics Researcher
Curriculum Research & Development Group
University of Hawaii, College of Education
jkolson@hawaii.edu

Claire H. Okazaki
Junior Specialist
Curriculum Research & Development Group
University of Hawaii, College of Education
cokazaki@hawaii.edu

Fay Zenigami
Junior Specialist
Curriculum Research & Development Group
University of Hawaii, College of Education
zenigami@hawaii.edu

Thuy La
Graduate Assistant
Curriculum Research & Development Group
University of Hawaii, College of Education
thuyla@hawaii.edu

United States

Keywords: technology, mathematics learning

Handheld technology can be an important tool in every mathematics classroom at all grade levels. When technological tools are available, students can focus on decision making, reflection, reasoning, and problem solving. It is up to educators to provide opportunities for students to use calculators appropriately for learning mathematics. During this session, examples of appropriate uses of handheld technology will be demonstrated beginning with a four-function calculator and moving on to using a graphing calculator in a networked classroom.

The session will begin with learning how a four-function calculator can be used for mathematics instruction that goes beyond number crunching. Participants will also look at other handheld technology that goes beyond a four-function calculator to delve deeper into mathematics explorations. Activities in which handheld technology allows students to examine and “play with” rational numbers for deeper understanding will be examined.

The fundamental functions of the graphing calculator make it a useful tool for mathematical explorations and now it can be networked so each student can communicate to the teacher’s computer. By adding the hub and spoke technology of the Texas Instrument TI-Navigator System to the classroom, hand-held graphing calculators can also be used for both formative and summative assessment.

In a classroom equipped with TI-Navigator system, what students know and can do can be easily assessed and anonymously displayed. Students can enter and send their responses to the teacher’s computer through their calculators. Meanwhile, teachers can easily send questions, and receive, organize, and display students’ answers, so that the interaction between the teacher and students and among students can be greatly facilitated.

Four functions of TI-Navigator are particularly helpful for formative assessment implementation: (a) Quick Poll—allowing teachers to immediately collect and display all the students’ votes to a question; (b) Screen Capture—allowing teachers to monitor individual students’ work progress at anytime; (c) Learn Check—allowing teachers to administer quick and frequent formative assessments and provide timely feedback; and (d) Activity Center—allowing students to work collaboratively to contribute individual data to a class activity. The four functions can be closely connected with the general principles or specific strategies of formative assessment, such as voting for options, sharing ideas, self-assessment, and peer assessment.

Moreover, due to its electronic and networking nature, TI-Navigator system is efficient; information can be transferred between the teacher’s computer and students’ calculator instantly and students’ work can be graded and displayed quickly. Students’ work or answers can be shared with the whole class anonymously, so that the students who made mistakes will not be embarrassed.

Throughout this session examples of handheld technology use will have been demonstrated in ways that highlight how technology can be used widely and responsibly, with the goal of enriching students’ learning of mathematics.
The Impact of Educational Technologies in Rural Communities of Jalisco, México

Alfredo Tomas Ortega Ojeda
Professor
Centro Universitario Costa Sur
Universidad de Guadalajara
aortega@cucsur.udg.mx

Rolando Castillo Murillo
Professor
Universidad de Guadalajara
rcastillo@cucsur.udg.mx

Jesus Ruiz
Professor
Universidad de Guadalajara
jruiz@redudg.udg.mx

México

Keywords: educative technologies, distance education, rural communities

After two years of experience in the Casa Universitaria model for distance education in the South Coast municipalities of the State of Jalisco, México, we made a survey to estimate the impact of educative technologies in the students of rural communities, some of them indigenous, to determine how much impact there has been in three main aspects; the knowledge of Internet and other information and communication technologies, the acceptance of new technologies in rural environments, and the development of new learning skills by the use of information and communication technologies. Results suggest that there is a quick acceptance of modern technologies in rural students, that the skill in the use of Internet and computer assisted education improve on a slow pace, and students are slowly changing their learning systems by the use of computer. We think that new technologies are becoming an important tool to bring higher education to small rural communities of the South Coast of Jalisco, but further studies should be done.
Inquiry in Early Childhood Education

Francis M. Pottenger III
Professor of Education
Curriculum Research & Development Group
University of Hawaii, College of Education
frankp@hawaii.edu

United States

Keywords: inquiry, early childhood

From the constructivist vantage point, early childhood is a time of intense personal inquiry on the part of children. The world external to the womb is constructed into mental analogs or representations from sensory inputs at an incredible rate. Starting from an almost blank mental slate, within a period of seven years, children have developed capacities that permit considerable independence of operation in their surrounding complex society. These capacities are personally constructed out of unique experiences, the most systematic being formal schooling. Though the child’s creation of reality is what we teachers seek to guide, we have generally overlooked consideration of the role of inquiry and its several modes in this monumental building process. What is offered in this paper is a brief excursion into the ways children make sense of their surroundings through inquiry as suggested from our work at the Curriculum Research & Development Group of the University of Hawaii. Implications of this work are several. It suggests models for more effective designs of early education curricula, new tools for teacher-child interaction, and ways of assessing the efficacy of products.

Insight into the inquiry of young children has been gained from analysis of the inquiry in the natural sciences in which ten common inquiry modes have been identified. These modes are curiosity, replication, transfer, technology, authority, description, induction, valuing, deduction, and experimentation. All but two of the modes, deduction and experimentation, are evident in children’s early knowledge construction through six categories of performances: kinesthetic, interpersonal, artifactual, musical, linguistic, graphic, and mathematical. Building capacity to use these modes of inquiry and the evidentiary performances is developmentally determined in part by the chronology of developmental physiology but in the main by the experience of formal and informal human interaction. By treating the processes of inquiry and performance as interconnected operations, it is possible to sequence instructional experience to more fully build the foundations for later schooling and societal participation. Analysis of the modes of inquiry indicates that curiosity is the first inquiry tool used in personal reality construction; that replication is the first inquiry tool to certify successful environmental control; that there is a very early development of a generalization capacity through inductive processes and a companion development of a capacity to creatively transfer, thus invent, using the nonspecific products of generalization; that transfer associated with needs, physical objects, and processes can result in technological products; that technological products are tested in comparative valuation; and that much of the functionality of the modes is acquired through discovery of authoritative input of the societal surround. Our work to date has been limited to children ages 4–7, and snippets from this work are used to show how we have applied models and analysis. Extrapolations are made to embrace instruction planned for toddlers and 3-year olds.
Changing Doctoral Program Framework: The Mexican Experience

Edmundo Resenos
Professor
Instituto Politecnico Nacional
eresenos@yahoo.com; eresenos@ipn.mx

Alicia G. Gonzalez
Professor
Universidad de Occidente
agonzalez@culiacan.udo.mx

México

Keywords: postgraduate program, researcher program, educational curriculum, innovation educational, personalize educational

This paper shows the obtained results between the doctoral traditional program and the doctoral research program and how this change was carried out. The discussion about several ideas, programs from several Mexican and foreign countries universities, schedules, designs, programs, plans, arguments and propositions for over three years within the same Postgraduate Division and after nearly two years with the institutional authorities the doctoral research program was attained, and officially authorized. It was offered in May 1995, and the first doctor's student was registered on September 2nd 1996, after a selection process. The process of carrying out the doctoral research and doctoral activities gave the institution the possibility to validate some suppositions, such as: greater practical research activities compared with class room academic research gives the student the possibility to develop a greater integrity in his researcher grow on; the greater autonomy in his research work the greater his commitment; the more inducement in self-learning, increase the academic level in the research project whatever this may be. Following this kind of assumptions, the students mean time of 10 years to achieve a doctoral degree, was reduced to a mean of 4 years approximately. In this empirical experiment, perhaps there exist several hidden theoretical questions.
Ka Hana 'Imi Na'Auao–A Science Careers Curriculum

Noelani Puniwai  
Curriculum Writer  
Center on Disability Studies  
University of Hawaii, College of Education  
npuniwai@hawaii.edu

Scott Bowditch  
Research Assistant  
Center on Disability Studies  
University of Hawaii, College of Education  
bowditch@hawaii.edu

Sara Banks  
Videographer  
Center on Disability Studies  
University of Hawaii, College of Education  
sarabanks@hawaii.rr.com

Keywords: culturally responsive education

The Center on Disability Studies of the University of Hawaii’s College of Education and Alu Like, Inc. in Nanakuli are working on a three year United States Department of Education funded grant project with schools and community members on O‘ahu, (Nanakuli, Waialua and Honolulu) to develop and field test a comprehensive, culturally responsive curriculum and resources for general sciences for Native Hawaiian students, especially those at-risk of school failure. Approximately 175 students will be served in Year 1 and up to 500 are anticipated in Year 2 (at least 20% are Hawaiian). Grade 11 and 12 are the target levels; however, teachers may deliver materials to grades 9 through 12 in general and special education science classes. Five teachers will be served in Year 1 and up to 10 are anticipated in Year 2; at least 15 are anticipated for the Professional Development courses in 2007 and 2008. Components of the curriculum include career related: adapted lessons and readings; hands-on activities, projects and trips; human resources; and teacher-friendly assessment aligned with state Content and Performance Standards and National Career Development Guidelines. All materials are designed to be used independently to enhance other course offering, or they can form the foundation for a year of study. Materials are also designed to teach students through—not just about—Hawaiian ways of knowing and doing. The anticipated final products are a two-binder set, Hawaii science career resource box, DVD and VHS, to be delivered to all state public and charter high schools, and others involved in education in Hawaii, in Fall 2009. The website will become active in summer 2007 and remain active for the foreseeable future. As well, free 3-credit Professional Development courses will be offered on several islands beginning summer 2007. Personnel working on the project are: Co-Principal Investigators Robert Stodden and Kelly Roberts; Authors Janelle Akuna, Sara Banks, Scott Bowditch, Val Crabbe, Lisa Galloway, Val Pires, Noelani Puniwai, Elsie Ryder, and Lillian Segal.
Development of Sport in Samoa and the Role of Women and Education: A Challenge of Change

Dawn Rasmussen
Head of the Expressive and Practical Arts Department
National University of Samoa
d.rasmussen@nus.edu.ws

Samoa
Keywords: elitist, organized, professionalized, international competition, women and education

In the middle 1900's the development of sports in Samoa began when the British and New Zealand immigrants settled in Samoa. Sport was largely an elitist affair, organized and played mainly by the European and part-European residents. Changes were brought about as amateur sport became more organized and professionalized for international competition.

This paper looks at the development of sports in Samoa with particular focus on the role of women and education. Data for this paper was collated from a questionnaire given to administrators of the major sports played in Samoa, and interviews with prominent sports people, senior citizens of Samoa as well as the author's personal knowledge and experience through the many years of involvement in various sports dating back to the early 1950's.
Pacific Islander Students as Role Models for Home Communities

J. Richard Skouge
Assistant Professor
Special Education
University of Hawaii, College of Education
jskouge@hawaii.edu

Marie K. Iding
Associate Professor
Educational Psychology
University of Hawaii, College of Education
miding@hawaii.edu

Lillian S. Segal
Project Coordinator
Center on Disability Studies
University of Hawaii, College of Education
segal@hawaii.edu

Kavita Rao
Pacific Regional Educational Laboratory
kavitar@hawaii.edu

Clement Mulalap
Student, Pre-law
University of Hawaii
Yap, Federated States of Micronesia

Roxina Edwin
Pre-med student
University of Hawaii
Kosrae, Federated States of Micronesia
roxina@hawaii.edu

Keywords: role models, Micronesians, Pacific Islanders, new media, Web based learning communities, digital storytelling

Hawaii has long been understood as a crossroads of the Pacific. Island peoples have always come here to work, study and exchange. The University of Hawaii plays a special and significant role in the preparation of leadership for the Pacific Basin. A significant number of island youth now attend the University of Hawaii at Manoa, studying across the range of disciplines. These youth should be considered as potential role models for island youth who have yet to find their course and set their direction. The intent of the Pacific Voices Role Modeling Project was to give voice to 10 Micronesian role models using readily accessible new media and Web based communities in order to motivate and inspire Micronesian youth and their families to consider post-secondary educational opportunities.

Role models were encouraged to tell stories that would illustrate themes, including memories of home islands and initial decisions to go to college; “culture shock” and adjustments faced while in college; and insights and transformations that may have occurred along the way and after graduation. Particular value was given to “story telling” (or “talk story”), in contrast with “lecturing” or “preaching”—believing that this form of storytelling provided a natural communication vehicle in the Pacific.

More than 5-hours of storytelling were recorded with the aim of producing new media (e.g., audio and video podcasts; and other “digital storytelling” forms) to be disseminated via cable television, DVD and the Internet throughout Micronesia and Hawaii. Interactive Web based communities utilizing threaded discussions, e-mail, chat and Internet telephony are also being constructed to permit the storytellers to engage in real-time dialogue with counselors, youth and families throughout the Pacific region.

General themes that emerged were divided into three phases: pre-voyage (planning to go to college), the voyage itself (initial experiences in new environments), and returning home as experienced voyagers/navigators to provide guidance to others.

PRE-VOYAGE
• Memories of role models from home.
• The importance of religion, hymns and prayer.
• Childhood memories of dreaming “beyond the horizon.”
• Stories about planning to go to college.
• Stories of cultural challenges and role expectations experienced by women.
THE VOYAGE ITSELF
• Coping with culture shock
• Adjusting to college life and challenges of survival (especially related to money)
• Maintaining cultural roles and family obligations even while as a student.
• Experiencing prejudice and lowered expectations by family members and professors.

ROLE MODELS AS EXPERIENCED VOYAGERS/NAVIGATOR
• Expressing cultural pride and commitment to service: After some experience in the new culture, all participants expressed renewed appreciation for having grown up in their home islands, realizing their precious and fragile heritage, including their language, way of life and the “health” of their people and island environment. Each expressed the desire to “give back,” either by returning to home islands and putting educations to use or by contributing financially and intellectually to home communities and Pacific Islander immigrant communities here in Hawaii.
Kūkulu Nā Uapo: 6th Grade Physical Science Curriculum

Norma Jean Stodden
Assistant Professor
Center on Disability Studies
University of Hawaii, College of Education
nstodden@hawaii.edu

Randee Golden-Scalise
Specialist
Center on Disability Studies
University of Hawaii, College of Education
rgdfly@msn.com

Sara Banks
Videographer
Center on Disability Studies
University of Hawaii, College of Education
sarabanks@hawaii.rr.com

Jeanne Bauwens
Professor
Center on Disability Studies
University of Hawaii, College of Education
jeannebauwens@yahoo.com

Janelle C. K Akuna
Coordinator
Center on Disability Studies
University of Hawaii, College of Education
akunaj002@hawaii.rr.com

Kawehi Napeahi
Teacher
Department of Education
United States

Keywords: place-based curriculum, universal design for learning, physical science, research-based practices, differentiated instruction, standards-based

This presentation will provide an overview of a culturally responsive, standards-based 6th grade physical science curriculum entitled Kūkulu Nā Uapo: Building Bridges. Consistent with the traditional Hawaiian world view, as well as the revelations of modern science, this curriculum teaches students they are embedded in, and dependent upon, a network of relationships. These relationships are shaped by place and also extend through space and time to the origin of the universe.

This place-based curriculum follows Universal for Design for Learning principles, Differentiated Instruction philosophy, and emphasizes research-based practices effective for engaging diverse learners from different cultural backgrounds in learning. Descriptions of daily lesson plans with PowerPoint slides/overheads, rubrics, assessments for, as, of learning, videos (24 place-based videos), parent involvement (built-in), science projects, and posters will be shared. All the culturally appropriate activities are aligned with the Hawaii Content and Performance Standards III. Native Hawaiian scientists and kupuna are included as role models in videos linking them to the curriculum.

The curriculum was developed by kupuna, cultural and curriculum experts from the perspective of the Native Hawaiian culture (host culture) which is grounded in sense of self, sense of place, and the interconnectedness of all things. Participants are eligible to receive a copy of the Kūkulu Nā Uapo curriculum.
Family Games for Skills Practice

Christine T. L. W. Tanimoto
Candidate for Masters of Education in Teaching
University of Hawaii at Manoa
ctwlwong@hawaii.edu

United States

Keywords: family involvement, skill building

This presentation will cover the theory, implementation and results of a parent and family workshop intending to help families support their children in school by building academic skills. The workshop itself is scheduled to occur in May 2007.

The author will be implementing the workshop as a service project intending to provide idea-generating opportunities for families trying to support their children academically. The parent and family workshop will entail gathering and presenting fun and educational games and activities that families can play and do together that will support their children in skill building, regardless of each sibling's age and level of achievement. Fifteen families will be brought together to showcase games and activities that allow for differentiated skills practice for their children. The project will also allow for the families to experience the games together at my event, thereby building the confidence of both parents and children to continue to play the games at home. In addition to the skills practice and motivation the event will provide, the project enables the families with opportunities to spend quality time together while involving parents in supporting their children’s education. The goal is that the service event will help create positive bonds between family members as well as serve as a networking opportunity between whole families.

The project gathering stands on a foundation of research regarding family involvement and motivation in learning. The author’s goal is that the project will go beyond the benefits previously researched and take on a synergistic effect, providing opportunities for family participants to reap the benefits on multiple levels. The project may be a promising strategy for achieving educational outcomes in our children.
Motivational and Sociocultural Factors Related to the Reading Achievement of Native Hawaiian Fourth Graders

Colleen A. Tano  
Assistant Professor  
Brigham Young University-Hawaii  
tanoc@byuh.edu  
United States

Keywords: sociocultural, motivational factors, Native Hawaiian, fourth grade, literacy

The “fourth grade reading slump,” identified many years ago in the research literature (Rueda, 2005) is a phenomenon associated with the transition from the early childhood emphasis on learning to read to the demands of content area reading materials in the intermediate grades. Students who are behind at this level generally have difficulty catching up with their peers in reading or in the content areas (Francis, Shaywitz, Stuebing, Shaywitz, & Fletcher, 1996). Native Hawaiian fourth grade public school students have lagged in reading and other literacy outcomes for decades. This presentation reports the relationships among reading activity, 11 dimensions of motivation, and reading achievement for fourth grade children (Baker & Wigfield, 1999) of Hawaiian ancestry. It compares similar studies previously conducted with fourth grade African American and Caucasian children (Baker & Wigfield, 1999), and Latino fourth graders (Rueda, in preparation) and examines special challenges posed for the teaching and learning of minority students.

References


Promising Practices in Social Studies Special Methods Courses

Steven Thorpe
Professor
Southern Oregon University
sthorpe@sou.edu
United States

Keywords: promising practices, social studies, teacher training

This paper will present findings from a research project on promising practices in the teaching of a two-course Social Studies special methods course sequence and the development of Social Studies student teachers through Ed 558 “Special Methods—Social Studies” at Southern Oregon University (SOU) in Ashland, Oregon, USA. This two-course sequence is part of the SOU Master of Arts in Teaching (MAT) initial licensure program. As part of this post-baccalaureate MAT program, the Ed 558 “Special Methods—Social Studies” sequence provides the academic training for Social Studies student teachers linked to their year-long set of field experiences in pre-collegiate classrooms at the middle school level and the senior high school level. This paper will analyze survey and interview data on the student teachers’ perspectives about their perceived competencies for teaching Social Studies at various points in their MAT initial licensure program. Emphasis will be placed on their perspectives about what they have learned from the Ed 558 “Special Methods—Social Studies” two-course sequence and how that translates into their effectiveness in helping their students learn in pre-collegiate classrooms. This paper will also consider the implementation of promising practices based on observation data from the Social Studies student teachers’ field experiences. Finally, this paper will be informed by the literature on promising practices, and the paper will be linked to the Isak Froumin paper and Raymond McNulty paper in Sub Theme III “What Works? What are promising practices?” in the 2007 PCC Annual Conference.
Presenting the
32nd Annual
Pacific Circle Consortium Conference
June 23–27, 2008
(Dates are tentative)
Apia, Samoa

Hosted by the
Faculty of Education
at the
National University of Samoa
http://www.nus.edu.ws/
ADDRESS
PCC 2007 Planning Committee
c/o Thanh Truc Nguyen
CRDG, College of Education
University of Hawaii
1776 University Avenue, WA 1-101
Honolulu, HI  96822
U.S.A.
Phone 1-800-956-6507
Fax 1-808-956-0814
Conference e-mail pcc2007@hawaii.edu
Direct e-mail nguyen@hawaii.edu
Website http://hisii.hawaii.edu/pcc2007/