ALLIANCE FOR INTERNATIONAL EDUCATION

WORLD CONFERENCE

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STRAND PRESENTATIONS

updated post-conference

STRAND A : ASSESSING INTERCULTURAL COMPETENCE

(Strand Leader: Judith Fabian)

Presenter	Marissa Lombardi Lorenzo de' Medici International Institute
Title of Presentation	A Study on Intercultural Learning Through Short-term Study Abroad Programs

This quantitative study measured the extent to which short-term study abroad programs increase levels of intercultural competence and openness to diversity among undergraduate students, and found that all participants' levels of intercultural competence and openness to diversity increased after participating in these programs. As part of their mission, strategic plan, and internationalization initiatives, many higher education institutions claim to graduate students who are "interculturally competent" and/or "open to diversity", yet have no concrete way of demonstrating that these initiatives are being met. Through quantitative measurement, this study shows that short-term study abroad programs are one effective approach to reaching these institutional objectives. Moreover, the control group data show us that these research findings can be applied to a general undergraduate student population, not just to those who self-selected to participate in short-term study abroad. Finally, this study found that students who have been exposed to diversity and cultural differences prior to their sojourns abroad generally increase levels of intercultural competence in more areas than those students who have had little to no previous intercultural exposure. Therefore, in order for students to get the most out of their short-term study abroad experiences, the results of this study suggest institutions should require students to enroll in interculturally-focused courses and/or other cross-cultural experiences on campus prior to studying abroad.

Presenter	Simon Taylor Munich International School
Title of Presentation	The notion of intercultural sensitivity and its measurement

In this session it is argued that intercultural sensitivity is a critical part of being globally-minded and therefore needs to be understood, measured and developed in international schools. A case is made for the validity of culture as a concept; a prerequisite for discussion of intercultural awareness, intercultural sensitivity and intercultural competence. Intercultural sensitivity is then advanced as central to the notion of global-mindedness. In the context of international schools, perspectives on global-mindedness are considered and it is proposed that, irrespective of which view is taken, intercultural sensitivity is a core principle. It is argued that, if a school is to help students become globally-minded, an interculturally sensitive staff must drive the process. Various models for assessing intercultural sensitivity are reviewed and one, the Intercultural Development Inventory (IDI), is considered in more detail. Its use in schools, as a starting point in the development of intercultural sensitivity among staff, is examined. Other means by which intercultural sensitivity can be heightened are also evaluated. The presentation concludes with a brief look at culture shock and a case to limit its role in discussion of intercultural sensitivity.

Presenter	Rodney Taylor ABA – an IB World School in Oman
Title of Presentation	Cultural Proficiency Model for International Schools

This presentation facilitates a deeper understanding of the varied cultural backgrounds in a school and encourages sensitivity and inclusion within the international school community in terms of curriculum planning and staffing presence. Implementation of the Cultural Proficiency Model (CPM) seeks first to explore and recognize our cultural backgrounds and values. Its objectives are to: 1) Determine what defines our cultural identity; 2) Articulate and share our cultural viewpoints with others in the CPM participant group; 3) List and analyze the cultural backgrounds of the student population; 4) Identify the degree to which the cultural/ethnic backgrounds of each student are currently valued, reflected and discussed; 5) Manifest an appreciation and more systematic inclusion of cultural facets and students' cultural backgrounds into the current curriculum. We will then reflect higher levels of cultural proficiency in terms of curriculum choices, staffing and student awareness within the international school setting.

Presenter	Zehra Habib PhD candidate, George Mason University
Title of Presentation	International mindedness and Intercultural awareness in Pakistani College and University Teachers

This study is an ongoing qualitative research project exploring international mindedness and intercultural awareness in university level education in Pakistan. For this purpose, in the first phase of the project open-ended questionnaires were sent electronically to teachers and students in Pakistani colleges and universities in October 2009. Twenty two teachers and twenty one students participated in the project. Findings from the study suggest that teachers and students are not very internationally minded in the Pakistani higher education setting. Some dominant themes which emerged from the responses of participants pertain to the need for change in policy, practice, and curriculum. The findings also accentuate the necessity to provide teachers with tools for building international mindedness in learners. As an ongoing research project, a face to face focus group interview was conducted (in September 2012) with ten teachers who had participated in the earlier study. This focus group interview explored changes in pedagogical practices, policy, curriculum, and teacher education in the last two years in Pakistan which may have/have not contributed towards some change in the approach to international mindedness and multicultural education. Additionally, the interview explored participants' perspectives regarding tools needed by teachers for building international mindedness and intercultural awareness in learners so that students are prepared to become global citizens in this increasingly globalized milieu. The findings from the focus group interview and major themes emerging will be included and presented in the study. The project will conclude with implications for teachers and teacher education and propose further approaches for professional development of educators from the lens of international mindedness, intercultural awareness and global citizenship – not only for teachers in Pakistan, but also from the wide-ranging viewpoint of teachers in other regions of the globe.

Presenter	Richard Pearce International School of London, London
Title of Presentation	A new language for Culture, Values and Identity

With our new understandings of the nature and mechanism of these three terms derived from neurology and cognitive and cultural psychology, we need fresh metaphors to talk about them. It is helpful to proffer new words reflecting the underlying processes, to launch a discourse that is freed from inappropriate connotations. First the current usages will be reviewed, noting the understandings which are implicit in the way we apply them. Then the new understandings will be summarised, drawing on the work of Damasio, Hauser and Haidt on the nature of moral judgment. Finally new terms will be offered which relate more closely to the mechanisms by which these three important processes work. It is hoped that this will equip us for more productive reflections on these topics, and on how we can promote learning and development in situations of cultural diversity.

Presenter	Richard Harwood International Consultant and CEM, Durham University
Title of Presentation	Towards a scheme for evaluating international–mindedness in a school context

The social and personal development of our students is accepted across a wide range of national and international schools as an integral dimension in educational provision. Whatever the fluctuating developments of economic and social globalisation, and the extensive interactions involved in our multicultural societies, the increasing emphasis placed on citizenship and the development of international awareness and sensitivity in our students is understandable. The development of a sense of internationalism is a key concept in the approach of a range of established curricular programmes and the extent to which aspects of international-mindedness are fostered through school activities and ethos is an increasingly key focus of accreditation protocols. The current project described here is aimed at providing schools with the means to evaluate the development of international-mindedness in terms of curriculum provision and school ethos, and within the mindset of students as they grow up through the school.

There have been extensive discussions of terminology in this area and care is needed to avoid simply projecting a particular set of cultural ideas. However, we have suggested a working definition and, based on this definition, we have devised a broad conceptual framework for the purposes of monitoring and evaluation. The proposed framework covers five strands that are then considered at different levels, extending out from the individual student to their interactions in school and the wider world. The importance of developing both an international awareness and attitude has been explored, the latter implying an internalization of appropriate values by the students involved. Such concerns suggested the need to include some form of self-reflective journal or portfolio in the components of the assessment. Consequently the proposed student and school evaluation surveys will consist of both quantitative and qualitative elements.

Presenter	Kwok Ling Lau The University of Hong Kong
Title of Presentation	A case study of implementing international-mindedness in the International Baccalaureate Diploma Programme in Hong Kong Second Language Chinese classrooms

There are very few studies researching how international-mindedness is implemented in the IB Diploma Chinese as second language programme. The case study described here investigates how teachers of Chinese in Hong Kong promote international-mindedness in this context. This study also examines how IB Diploma students of Chinese as a second language develop international-mindedness in learning in three international schools in Hong Kong. In the theoretical framework, I refer to the definition of international-mindedness from the literature of Haywood (2007), Skelton (2005, 2007), McKenzie (1998) and Sylvester (2005). The research methodology includes in-depth interviews with semi-structured questions, classroom observation, classroom discourse analysis (Christie, 2008) and text analysis of students' work using Systemic Functional Linguistics (SFL) (Halliday, 1994), Appraisal Theory (Martin and White, 2005) and Bernstein's topology of pedagogies of instruction. The findings show that the teachers in this study demonstrated international-mindedness in their teaching. Teachers and students are realizing international-mindedness by worldmindedness, open mindedness, the promotion of a sense of global interdependence, of a sense of individual and cultural self-esteem, the promotion of a commitment to world peace and development, a passion for learning as process and product, respect for, and tolerance of other cultures and cultural diversity, intercultural understanding, global citizenship, human rights, responsibilities, empathy, passion, courage, ethics, critical thinking and problem solving skills, collaboration, creativity and knowledge.

STRAND B : CURRICULUM 1

(Strand Leader: Samia Al Farra)

Presenter	Rebecca K Fox & Wendy Frazier George Mason University
Title of Presentation	Fostering 21st Century Teacher Leaders in World Languages and STEM: An Innovative Program for a Changing World

This presentation will share the results of an international professional development program for Science, Technology, Engineering, and Mathematics (STEM) and World Language (WL) teachers, the U.S. Russian Teacher Professional Development Program, in Far East Russia and the U.S. from 2009-2011. Twenty Russian and 18 U.S. teachers participated in the study; of these, all twenty Russian teachers and five U.S. teachers traveled to the partnering country for field experience in schools, and to learn through targeted professional development focusing on several areas, including learner-centered instruction, technology, and reflective practice. Another strong aspect of the program was a cultural component designed to achieve increasing international mindedness and intercultural competence among the teachers and their students. The program sought to foster teacher leaders who understand and can teach diverse learners in a rapidly changing world by purposefully joining STEM and WL teachers to encourage dialogue, content-based learning and pedagogical development across disciplines, and to address the role that language plays in teaching, learning, and professionalism. In this program, the languages particularly incorporated were English and Russian.

Data were collected through electronic surveys, observations, teacher portfolios, and focus group interviews. Data highlight the program's positive impact that international work had on teachers' confidence for exploring ways in which STEM and language instruction can be integrated in a problem-based learning context that promotes authentic language learning through content. Teachers conducted action research in their classrooms, and presented their results at an international teacher conference in Vladivostok, Russia, May of 2011. In addition to the research results, digital photo stories and other visual highlights provide rich evidence of learning. Technology played a strong role in the communication and facilitated implementation, and the follow on projects of the program, and yet there were challenges when implementing collaborative projects when teachers return to their home countries.

Presenter	Samia Al Farra Taaleem School Management Group
Title of Presentation	International curriculum without compromising the national identity. Whose curriculum is it anyway?!

Many people believe that international schools create international students who become alien to their culture and hence students lose their own national identity. While I disagree with this belief, I want to argue that international bilingual schools (English and Arabic), on the contrary, can create students who think globally and act locally. They create the thinkers, the inquirers, the communicators, the knowledgeable, the principled, and the courageous. This can really be achieved if the curriculum is well-balanced, relevant and meaningful, the teaching methodology is varied and the assessment is authentic. I will share the features of this curriculum that is bespoke for the Arab region and will allude to the child-centred pedagogy and assessment techniques that can be adopted.

Presenter	Junko Cancemi Yokohama International School
Title of Presentation	The Reggio Approach and the 'Hundred Languages of Children'.

In our Early Learning Center at Yokohama International School we have collaboratively worked and researched for twelve years on translating and interpreting the philosophy of the Reggio Approach within an international school context. One of the principles from this approach, out of many which are all inter-related and inter-connected and thus difficult to separate, is the concept of the 'hundred languages of children'. The presentation will focus on the concept of the 'hundred languages of children' as a metaphor which gives value to all the many and varied ways and processes of expression which young children innately possess, not limiting to the two dominant ones which education so often seems to stress. Visual images will be used to inform the audience of the meaning of 'languages' by which the Reggio educators mean the different ways children (human beings) represent, communicate and express their thinking in different media and symbolic systems, in other words, the many 'fonts or geneses of knowledge' (Vecchi, 2010). For all children, and especially in an international school context with young children who come from multicultural and multilinguistic backgrounds, the concept of the 'hundred languages' defines school as a context for multiple listening. Another principle of the Reggio Approach considers teachers as researchers, and the presentation will share examples of pedagogical documentation as a methodology devised by Reggio educators which embeds professional development within the daily interactions and observations of the children.

Presenter	John Bastable and Kameel Saliba International Community School, Jordan
Title of Presentation	The Challenges of Inclusivity in International Schools in the Middle East

The presenters suggest that the community of a good international school might expect the same inclusivity for their children that would be provided by Western systems which provide the curricula for the majority of international schools. However, many international schools seek to avoid the expense and pedagogic support required to do this by restricting student entry through selection. This is convenient in that it ensures higher academic results in examinations and avoids dealing with children with Special Educational Needs and concomitant cultural implications. We question whether this is an acceptable stance either ethically or pedagogically.

This presentation will highlight the response of an inclusive school, the International Community School, Jordan, to the challenges inclusivity produces in the perception of the school to different stakeholders in the learning community. It will look at how 'living the mission' of the international school ethically obliges a school to look at this issue of Special Needs and to embrace it despite local cultural norms and costs. The Special Needs Programme at the ICS is many years old. The students involved in the programme, the facilities provided and the implication for other students of the programme will be covered. The financial model set up to pay for the SEN programme will be shared. The presentation will address the impact an inclusive school has made on its local community, the requirements placed upon staff, ensuing problems for the school curriculum, successes in further education, the undervaluing of 'skills learning' in the Middle East and challenges for the future. The implementation of the programme depends heavily upon specialised local staff as well as those with an international background. The presentation will be in English but one of the presenters, fluent in both Arabic and English, will enhance the Arab cultural perspective of this topic.

Presenter	Caroline Ellwood Editor IS Magazine and International Schools Journal, ECIS
Title of Presentation	The novel as an extension to learning and teaching about Islam

Students of all ages can be captivated by a good story. A novel can be an exciting and an illuminating extension to aspects of history, geography, art and, in some particular examples, math and science. It can provide insight into politics, class, gender and place. The novel can serve as a primary source; it can provide a perspective to offset the' orientalism' of the West and give the 'other side' to colonialism. It can be the point of departure for exploration of a culture and its history. Indeed, in these rapidly changing times, any teacher of any subject who is interested in extending their knowledge of the Islamic world will find that reading novels from Muslim countries provides a rewarding extension of their perspective and understanding. Specific examples will be suggested and illustrations given on how, at various levels, novels can be used in learning and teaching about Islam.

Presenter	Pierre and Catherine Boross de Levay Qatar Academy, Doha and Greenfield Community School, Dubai
Title of Presentation	Understanding the importance of discourse by the self and the organisation in the international school context

This presentation will be based on 30 years of combined reflection and research about international education (most recently in the context of doctoral level study), and will focus on two different but related aspects. Our research findings came to the conclusion of a dual perspective of international schools. Catherine's view is that the expatriate teacher is facing the challenges of moving through several phases during his/her professional career in international schools. This challenge starts with targeting a potential international school for a position. The self, in the psychological term, has to negotiate the hiring process, the interview, and the signing of the contract. Once in the new position, the self continues to negotiate his/her status at the new school in a mostly unknown environment. Catherine's work is based on looking at the self as an expatriate teacher through the lens of positioning theory as analytical framework. The usefulness of positioning theory in the context of recruitment is outlined. Pierre's research aims at analysing international schools through their websites as they are competing in the international market of education. Such a research is a novelty, since it is not only involves critical discourse analysis of such websites but also looks at how branding of international education stratifies schools as competition increases in the globalised world. Critical discourse analysis should help schools to improve their websites as a way of dialogical communication between schools and potential clientele. Issues will be raised in both cases which will lead to discussion that draws on other participants' experiences in the international school context.

Presenter	Richard Parker Victoria Shanghai Academy, Hong Kong
Title of Presentation	The Implications of Brain Research for Transition from Primary to Secondary Schools

The brain undergoes a period of enormous change in early adolescence and those changes have implications for how we deal with the transition from primary to secondary school. This presentation looks at how that research might inform teaching and learning practices in those crucial years , as well as exploring the lifestyle implications for young adolescents and the centrality of pastoral care.

Presenter	Michael Pantehis International School of London, London
Title of Presentation	Taking a Developmental Approach: Meeting the Writing Needs of International Students in Primary Classrooms

Supporting the writing development of international students is an ongoing challenge for teachers. This is the story of one school's journey as it worked to develop a shared and rigorous approach to assessment, teaching and learning that would support student development and curriculum outcomes. The International School of London uses First Steps (2nd edition) literacy resources to provide a comprehensive, school wide, flexible developmental approach to literacy teaching and learning. First Steps (2nd edition) literacy resources are used in the international school context to complement programmes including the IB Primary Years Programme (PYP) and the International Primary Curriculum (IPC), providing an approach which effectively meets a wide range of student needs, including the needs of those learning in a language other than their mother tongue. These are explored within the three campuses of ISL.

STRAND C ; CURRICULUM 2

(Strand Leader: Terry Haywood)

Presenter	Supriya Baily George Mason University
Title of Presentation	Hobson's Choice No More – Making Place for International Education in Spaces where Basic Education is a Luxury

We have been conditioned to think about the haves and the have nots in purely economic terms, yet this is a fallacy that hinders our understanding of the ways in which inequity is manifested in various regions of the world. Another way to address our common educational future is to understand the divide between those who have grown comfortable with the ideas of global citizenship and intercultural understanding due to the access, opportunities and resources afforded to them, and those who have not had that luxury. Millions, if not billions, of people around the planet, lack the opportunity to engage in curriculum, pedagogy and school practices that promote a mindset of international understanding and global citizenship. The need for such critical work cannot be denied.

Utilizing experiences in India and Indonesia, two populous and culturally diverse countries with large differences between income groups, this presentation will offer insights into the opportunities developed and challenges faced by educators in creating classrooms that offer an internationally minded curriculum. Understanding the role of teachers in presenting international education curricula and its reception in communities and schools is one dimension of this presentation. Additionally, it will seek to facilitate dialogue on how space can be made in places where the need for such curricula is questioned; how prospects can be developed for teacher preparation; and how support is offered for creative endeavors to engage those at the margins. The actions taken in such locations offer a chance to better appreciate how the "internationalization" divide can be bridged, especially in a time where global understanding and local-global connections bind us more closely than ever before.

Presenter	Marion Engin and Kara McKeown Zayed University
Title of Presentation	"To prove that girls can do it": Motivation in female university students in the UAE

The notion of motivation in language learning comprises a discourse including terms such as goals, expectations, achievement and success. To date, such concepts have been interpreted from a Western perspective in most studies on motivation. Similarly, underpinning motivation is the concept of values which also are open to cultural interpretations. In an exploration into motivation of female Emirati students at Zayed University, a federal university in the United Arab Emirates, it was felt that such terms and notions needed to be explored and discussed before examining specific motivations for studying at higher education. This presentation reports on a small investigation into cultural interpretations of these terms with a group of female Emirati students, and how these interpretations appear to both describe and influence their motivation for studying at tertiary level. The results would appear to indicate that in a collectivist culture such as that examined in this study, the values of tradition and achievement influence an extrinsic motivation to study at tertiary level. As a result of this study, the presenters will suggest how to acknowledge and embrace female Emirati students' perceptions of motivation in the learning environment.

Presenter	Jim Cambridge Independent Consultant and International School of London, London
Title of Presentation	Using pedagogic discourse to talk about international education programmes of study

International Baccalaureate and other programmes of study used in international education are inscribed with discourses of power and control. Basil Bernstein offers a theory of pedagogic discourse that can be used to characterise power and control relations in the curriculum in terms of classification and framing. This presentation will discuss how Bernstein's theory of pedagogic discourse may be applied to the description and analysis of international education curricula and their implementation.

Presenter	Joel Cohen French American International School
Title of Presentation	The promise of blended learning

The origins of our international schools date back to the early 17th century and the overall classroom structure hasn't really changed much since then. The simultaneous method, one teacher in a room with a blackboard behind him or her (even if it's smart and interactive…) teaching groups of students, what we call today the "one size fits all lecture", started back then and is still commonly applied. The reason is that alternative methods like differentiated pedagogy and individualized learning are extremely hard to put in place and require enormous amounts of preparation and classroom management skills from teachers.

Brain research has shown us that all students learn differently; we are in the age of information and knowledge being readily available – it is therefore time for the teacher's role to shift from "sage on the stage" to "guide on the side", thus promoting collaborative learning and meaningful interactions in the classroom. Tony Wagner, professor at the Harvard School of Education, writes that two of the most important skills our students need are collaboration across networks, which obviously implies collaboration across cultures, and accessing and analyzing information. The good news is that there are some new emerging models that do teach those skills and have the potential of transforming classrooms into borderless places where students can collaborate and exchange. The idea is to blend meaningful classroom time with moments where the students are learning at their own pace using online resources, software programs, and podcasts. Accessing and analyzing information is done by students under teacher guidance with a great opportunity for intercultural approaches. In this presentation we will explore the practical examples we have implemented at the French American International School using the iTunes U course manager and the Flipped Classroom model.

Presenter	Bill Huitt Walden University
Title of Presentation	Developing the Whole Person: Making Justified, Just-in-Case, and Just-in-Time Curricular Decisions

Countries around the world are seeking ways to better prepare their children and youth for successful adulthood in the twenty-first century. More often than not this means to focus on students attaining high levels of academic achievement. However, the movement to a post-modern, global sociocultural milieu has led many people to propose that this focus inadequately prepares young people for the circumstances they will face in the near future. Focusing on improving academic performance is only one dimension on which schools need to focus; they also need to be innovative in how they develop students' capacities in areas such as emotional, social, and moral competence.

I propose that desired outcomes and supporting curriculum standards can be grouped into three categories: justified, just-in-case, and just-in-time. By 'justified' is meant those knowledge, attitudes, and skills that children and youth should possess if they are to be adequately prepared for citizenship, especially at the global level. The criteria for placement in the justified category is that there is empirical evidence for their inclusion in specific areas of citizenship, including the dimensions of family, career, political, and social. Prerequisite skills necessary for their acquisition would also be included in this category. The criteria for 'just-in-case' would be knowledge, attitudes, and skills that might be necessary for a person to perform certain tasks that might require higher education or holding political office, running a small business, etc. The criteria for 'just-in-time' would be knowledge and skills that might be required for problem-based or inquiry learning. These would need to be determined at the time of the learning experience. This presentation will focus on using the IB Learner Profile and a framework based on human development research to create a domain structure for making curricular decisions relating to citizenship development.

Presenter	Eric Liddell TFL Education Ltd
Title of Presentation	The Global Curriculum Deficit

This presentation is based on the proposition that a curriculum that highlights the development of personal skills is a curriculum that serves all cultures:
• Too often educators around the globe see the curriculum as an unchanging tablet of stone. In failing to challenge this convention they are creating an uncertain future for their students.
• We must maintain a curriculum that is content rich. We must continue to cherish academic achievement.
• We must also find a place within the "taught" curriculum to model and teach the skills that will assist in the development of the next generation of young managers and leaders who will be the champions of a more culturally sensitive and ethical work and trade environment.
• From SE Asia to the Middle East and North Africa the call for young people who can make decisions, take risks, think independently, reason critically, work cooperatively and accept social responsibility has become loud and piercing. Look at the road signs that adorn the roundabouts here in Qatar exhorting people to think, aspire, compete, achieve.
• A curriculum that addresses this skills deficit would be a curriculum that fulfils the aims of many cultures.

Presenter	Fouad Majdalawi Interactive Knowledge Centre Ibn Rushd National Academy
Title of Presentation	The IB Primary Years Programme in Arabic: Supporting public education reform initiatives in the Arab world

In 2008 Interactive Knowledge Centre embarked on a pioneering research project, offering the IB Primary Years Programme using Arabic as the main language of instruction. In 2012, Ibn Rushd National Academy became the only school in the world to offer the PYP in Arabic. For the first time, public schools in the Arab world can pursue an international-minded educational programme that is student-centered and standards-based, through an inquiry approach without compromising the language acquisition and development of their children's mother tongue: Arabic. Implications for public education reform initiatives in the region cannot be understated.

Presenter	Kim Migneron International Teaching and Learning Consultant
Title of Presentation	A shared perspective of intercultural understanding

Imagine a teacher preparing their day. They have their planning prepared, they know what to teach, but do they know what their international students will teach them? Without a detailed account from the students' perspectives, we only know half the story. A shared perspective gives students and teachers a middle ground of intercultural and pedagogical understanding, where students can inform teachers of what teaching styles and techniques positively impact on their learning in the classroom. Students and teachers could support each others' learning by creating a shared perspective on what could improve success, understanding and new learning in the classroom. My research used the "What Is Happening In this Class" questionnaire (Fraser & Al 1996) to investigate student socio-environmental interactions with their teachers in an international context, analyzing results by gender and nationality. Looking at the correlation between teachers' and students' perceptions, results showed that teachers viewed their classrooms more positively than their students. There is a paucity of research on the interpretations of stakeholders in their classrooms. Using students' and teachers' beliefs and how they interact in a classroom creates an awareness of the assumptions of education and intercultural understanding. It sheds light on students' frustrations and difficulties and allows educators to provide more thoughtful, and ultimately more effective, guidance to students in their efforts to learn.

STRAND D : ASPECTS OF TEACHING AND LEARNING

(Strand Leader: Lesley Snowball)

Presenter	Brad Johnson and C J Davison University of Calgary–Qatar
Title of Presentation	Faculty Perceptions of Teaching and Learning in a Transnational Branch Campus

Transnational branch campuses have become a prevalent form of education delivery, especially in the Arab Gulf region. Branch campuses involve a home campus at some geographical distance from the branch campus and with a student population that is culturally and educationally different. Branch campuses typically bring a curriculum and pedagogy from home institutions and are charged with delivering essentially the same program with the same standards. Typically, the content is delivered in English, the first language of faculty but the second language of students. Students are fluent in the regional language but may have varying degrees of proficiency in English. Faculty often arrive with little or no international experience and are unprepared for the cultural and educational gap they encounter. New faculty bring with them a perception of what a typical student should look like and how they should behave. However, with little or no international experience, this perception is limited to students from 'back home'. This leads to comparisons between home and branch campus students typified by statements like 'back home we expect this', 'back home we did that'.

To date, little work has been done to systematically capture faculty perceptions of local students and the implications this has on teaching and learning environments at the branch campuses. This research reports on a faculty perception survey conducted at the University of Calgary–Qatar, a branch campus delivering a Nursing program, that described faculty perceptions of students compared to their perceptions of students at home campuses. A comparison is also made between the branch campus EAP program and the Nursing program, providing a richer understanding of how program and content differences can impact perceptions.

Presenter	James A. Doran International School of London Surrey
Title of Presentation	Characteristics of Highly Effective International Schools

Over the last thirty years a large degree of educational research has focused on finding and defining highly effective schools. The research is inspired by the conviction that schools can make a positive difference in the lives of their students. This idea is premised on the observational reality that students in some schools learn more and perform better than students in other schools. Therefore if we can define what separates the better schools from the mediocre or bad schools, educators will be able to develop and implement strategies that will improve student learning.

Presenter	Ilham Nasser George Mason University
Title of Presentation	Teaching for forgiveness in the Arab world: Teachers' views in four Arab countries

This presentation will share the results of a study conducted in four Arab countries to explore attitudes of teachers towards forgiveness. The study included 490 participants from Lebanon, Jordan, Egypt and Palestine (West bank). The results of the study suggest differences in teachers' responses regarding forgiveness scenarios that were surveyed in the four countries. The study responds to the gap in the field and the scarcity of research addressing forgiveness among teachers and in schools especially in the Arab context. It aims at exploring teachers' attitudes and reasoning about forgiveness situations in order to start a research agenda around it amongst teachers and in schools. The goal is also to propose, based on this study, some possible directions to address and teach for forgiveness in Arab schools and within Arab local communities and others.

The theoretical framework for the study takes forgiveness as a complex concept that involves socio-cultural, cognitive, and spiritual aspects. It addresses human behaviors, actions, and perceptions. It has been defined by various researchers as "A deliberate process that transforms a vengeful, negative response into a positive one" (Maio et al; 2008, p. 307). The teachers in study responded to a series of questions addressing 12 hypothetical scenarios that require a determination of whether the participant will forgive the wrong-doer or not and reasoning behind that. Teachers were also asked whether there are differences between intentional and not intentional wrong doings requiring forgiveness. Data analysis thus far suggests significant differences based on country affiliation, gender, marital status and religion. For example on the question of how bad was his or her action, respondents from different countries differed in their responses. Teachers from Jordan saw the action as worse than participants from other countries and teachers from Lebanon saw the action as not that bad on several of the scenarios.

Presenter	Elly Tobin Joseph Chamberlain Sixth Form College and College for International Citizenship, Birmingham UK
Title of Presentation	Embedding International Citizenship in and out of the classroom

All communities share identities that are a complex mixture of cultural, ethnic, geographic, religious, gender and generational loyalties and affinities. In such a context schools, colleges, adult learning centres and universities are important places and spaces for intercultural understanding. International citizenship education can transcend established localised and parochial attitudes and beliefs, thereby enabling individuals to be valuable citizens of the wider national and global civil societies. Educational providers must seek to broaden students' life experiences to enable them to see beyond communal, cultural and intellectual restrictions in understanding others. International citizenship education ought to articulate a set of universal values that are transcultural and include respect for cultural difference, opposition to bullying and oppression (whatever the motivation) and the free development of students' talents, capacities and capabilities as a means for contesting prejudice and discrimination. This presentation will outline the contribution of international citizenship in the learning culture of any institution and will draw on the experiences at Joseph Chamberlain College and the College for International Citizenship in Birmingham UK in realising these aims. Informing both institutions is a desire to develop a deeper understanding of socio-political and cultural issues for future generations based on the common ground of intercultural understanding and wise freedom firmly rooted in the learning experiences and life chances of young people and adults.

Presenter	Gernia van Niekerk University of Pretoria, South Africa
Title of Presentation	A Holistic Integrated Community Development Approach

Universities all over the world are incorporating social responsibility and community-based learning within academic programmes. This session is about universities and communities working together in a mutually beneficial way. The session will focus on developing communities and explains community development in terms of a solution-oriented process where community problems become opportunities, obstacles are turned into possibilities, and resistance is converted into a resource. In South Africa some 'black', 'white' and 'refugee' communities are stuck in a self-destructive poverty cycle with people living in informal settlements (squatter-camps) most of the time because they could not keep up with rapid social transformation, radical political change, devastating health issues, and the strains of complying with outside pressure and expectations. Often in these instances there is enough knowledge available amongst individuals in the community to understand the problems, but a lack of self-determination, willpower and inner strength due to chronic disappointments have led to surrender, which results in self-destructive behaviour and poverty.

Experience has shown that in community development everything connects to everything else. The development of both people and their communities represents ongoing processes and there are many parallels between individual and community development. Like human beings, communities grow and evolve, moving from dependency to independency to interdependency. Examples will be offered which are open for discussion on how different communities, international and local students from different academic disciplines, different sectors, people from different social classes and different cultures who may be expected to live in confrontation, are working together to provide a powerful social force and a challenging resource in community development. The issue of xenophobia (dislike of foreigners), a common problem in South Africa that often turns violent, will also be deliberated on.

Presenter	Stephen Barkley Performance Learning Systems
Title of Presentation	Instructional Coaching With the End in Mind: Using Backwards Planning to Increase Student Achievement

Educational leaders need to be skilled in providing teachers with professional development and coaching feedback that connects directly to increasing student success. It begins by examining the process of identifying desired student outcomes and then planning for the student behaviors, experiences, practices, effort, etc. that will achieve the learning goal. The next step is to plan the teacher behaviors most likely to generate the identified student work, thinking and practice. Leaders are then asked to identify the teacher relationships (teams, professional learning communities, peer coaching) that would support the desired teacher behaviors. Lastly, what leader behaviors are needed to initiate and maintain the entire process? When planning, we get to leaders' behaviors last: when implementing that's where we start.

Presenter	Candy McLeod Dubai Women's College, Higher Colleges of Technology, Dubai
Title of Presentation	Teaching Intercultural Intelligence in the UAE: challenges and rewards

In this presentation, I will describe a course I have been teaching at Dubai Women's College for the last two years called Intercultural Intelligence. The course addresses definitions of worldview (guilt/innocence, shame/honor and power/fear) as well as various dimensions of culture including concepts of destiny, growth, status and accountability. Students are encouraged to be reflective, both of their own national culture and how it has evolved over the last 40 years as well as of the cultural perspectives of other national groups. Issues concerning stereotyping, prejudice and ethnocentricity are also addressed. I will discuss the challenges of teaching this subject to a marginalized national population living in a fast-changing and culturally diverse setting, and describe some of the examples of inter- and intra-cultural conflict that students have chosen to analyse using worldview theories. Student feedback on the course will be discussed, highlighting the argument for the increasing relevance and necessity of delivering courses such as these to equip graduates with the kind of attitudes, outlook, skills and knowledge they need to thrive in the 21st century multicultural workplace.

Presenter	Brian Kissman Head of Learning and Instruction English Modern School, Doha
Title of Presentation	The Eight Traits of Conversation

We engage in conversation as learners, socially and professionally. We grow and shape our knowledge, understanding, and experiences through conversation. As lifelong learners, conversation provides us the opportunity to exercise thinking, creativity, and problem solving. When reading fiction themes and non-fiction topics, we gain insights unique to our cultures and hence the opportunity, through rich conversation, to advance intercultural understanding, including relevant concepts, skills, and values. The ability to effectively engage in conversation is developed through a knowledge and skill set: the Eight Traits of Conversation is that knowledge and skill set. The Eight Traits of Conversation are from Brian Kissman's book, Literacy Mats: The ABC's of Literacy for Lifelong Learning. Mr Kissman will present the Eight Traits of Conversation and model a mini-lesson to "show, not tell" how the art and science of teaching improve students' academic achievement and intercultural understanding and empowers them by learning how to learn.

STRAND E : LANGUAGE AND CULTURE

(Strand Leader: Walther Hetzer)

Presenter	Coreen Sears Independent writer and researcher on language-related issues in international schools
Title of Presentation	Why the international school community should embrace English as an International Language (EIL)

This session focuses on the value of reassessing the sort of English we use and teach in international schools. It suggests that embracing the concept of English as an International Language (EIL) would enhance the lives of our bilingual students. EIL is implicated in the creation of empowering identity positions within the school community and for students' later lives. It provides a platform for inclusion in the worldwide community of individuals who use English as a lingua franca, and removes English from being a possession of 'Inner Circle' speakers.

Presenter	Andrew McHugh The Independent Schools Foundation Academy, Hong Kong
Title of Presentation	Language Policy: The Beating Heart of a Bilingual School

Culture has many facets, not least of which is the language used to convey cultural norms and expression from generation to generation. It is through language – written, oral and visual – that culture is understood and intercultural awareness flourishes; commonalities are recognized, differences tolerated and mutual respect embraced. How crucial then is a bilingual school's language policy? Certainly, it should celebrate the rich cultural diversity embedded in its community whilst promoting intercultural awareness and understanding. The complexity of the goal deepens in a context where neither of the school's two languages of instruction is the spoken language of the community in which the school exists. This session will explore the challenges of constructing a language policy that seeks to support learning in what may be two new, unfamiliar languages – Putonghua and English – without compromising students' ability to function in the dominant language of the host community: for many, the language of their culture.

Presenter	Ana de Castro International School of London, London
Title of Presentation	Blogging for Mother Tongue

Since 1998, weblogs (or 'blogs') have gained increasing notice in the cyberspace community because even people without programming experience can also easily update and publish their personal web sites. Although more and more foreign language educators have applied this user-friendly technology to classroom instruction and language learning it seems that relatively few mother-tongue (MT) or English as an Additional Language (EAL) teachers use blogs as a teaching tool. Although not originally created for use in language education, blogs have formidable potential as a useful tool for the teaching of language skills and cultural diversity within a global context. The main objectives of this paper are (1) to give explicit instructions on how to set up a personal blog with 'Blogger' (a free blogging service); (2) to discuss the advantages of using blogs in a MT class; (3) to give a preliminary report about my students' reactions to the creation and use of blogs in my MT class; (4) to show the International School of London (ISL) MT blog and how students use it; and (5) to suggest some further research on blogs and some other applications of blogs to language learning and teaching.

Presenter	Mary Jew The Independent Schools Foundation Academy, Hong Kong
Title of Presentation	The Journey of Developing a Competitive Bilingual Immersion Program

The journey of developing the first two-way immersion program in English and Putonghua (Mandarin) in Hong Kong begins with the core. The ISF Academy has successfully adapted accredited programs from the United States based on the principles of culture, language, and community needs in order to provide for a multicultural education. According to the Science of Implementation, it takes several years to implement a comprehensive curriculum that is systematic in approach, during which practitioners use cycles of improvement and include all essential core components to ensure effective and full implementation and sustainability. Studies, reported through the Common Core, display a strong correlation between potential of student achievement and first-rate curriculum implementation. We therefore set out to create tools that teachers could use to develop strong, aligned curricula that are complete with differentiation strategies. This presentation seeks to share the implementation model (research based) and key components for successful high quality programs to educate, nurture, and inspire the children of our community.

Presenter	Konrad Gunesch Higher Colleges of Technology
Title of Presentation	Intercultural understanding via local and global educational citizenship: an international, interactive, and incessant academic substantiation of cosmopolitanism

This presentation critically examines the presenter's academic life over a decade of research and publications on the topic of cosmopolitanism as an individual cultural identity form straddling the global and the local that has the potential to inform and inspire international education. Developmental stages across four continents and culturally diverse areas (Europe, Latin America, Asia, and the Middle East) are examined against a previously established theoretical and empirical framework of cosmopolitanism. Special focus is given to interaction with students and faculty members from those diverse backgrounds. The key question is twofold: firstly, how does a personally lived practice of cosmopolitanism compare to the previously established theoretical and empirical framework? Secondly, what lessons are there for local students and educators with international aspirations from the experiences of an academic life that has consciously attempted to combine global and local citizenship?

In form and content, the presentation combines a critical and empirical examination of the established theoretical and empirical framework of cosmopolitanism with a self-critical autobiographical report, in which the presenter's experiences of success and failure might serve as points of reflection and inspiration for internationally interested educators, students, and administrators. The mix of professional and personal elements is intended to illustrate the unavoidable overlap of the two spheres and to provide personal instantiations that bring the issues to life. Finally, while the paper centers on individual research scopes and results, it also discusses how these could contribute to reflections about more institutionalized global and local citizenship programs. It thus opens up reflection and possible further elaboration of the theoretical framework as informed by personal experience as well as professional practice to promote intercultural understanding.

Presenter	Christopher Newton St. Paul`s School, Sao Paulo, Brazil
Title of Presentation	Adult Third Culture Kids teaching in International Schools and the role they can play in helping others adapt to a multicultural environment.

There are many types of international school teachers, some of them labelled as Adult Third Culture Kids (ATCKs). All of them, whether ATCKs, experienced international teachers (but not ATCKs), or teachers who have little to no experience working abroad, are obliged to work alongside cultural dissonance and at the same time need to promote international learning with its plurality of learning styles and values. This initial research in the field of international education intends to bring to light possible answers to the following questions: considering that the ultimate aim of teaching, in my professional view, lies in providing the support and guidance a student needs, how can an ATCK help other teachers and students achieve an optimal performance in a multicultural setting? Why is an ATCK fit to become a successful international teacher? Furthermore, can ATCKs serve as mediators between other types of teachers, whether local-hire or overseas-hire teachers? Are ATCK teachers a 'hidden' resource in international schools, in the role of supporting newly arrived teachers and pupils who might confront a steep path towards acculturation? To tackle these questions, I start by unraveling what is, in my opinion, the basis to this argument: the understanding of the concept of culture and its impact on the individual, the community and society. Immersed in the context of an international school, can all teachers be steered effectively into the world of international education when their forms of identity vary so much depending on their strongly embedded cultural roots?

Presenter	Marco Damhuis International School of London in Surrey
Title of Presentation	How Mother Tongue teaching and EAL support can enhance the development of International Mindedness in International Schools

International mindedness opens up the door to developing an understanding of one's own cultural background and that of others. Language teaching can be an important factor in further developing international mindedness in young people.

ISL Surrey is one of the 7 schools worldwide to have been accredited at a Mastering level for its implementation of the International Primary Curriculum (IPC) in its primary department. Developing 'international mindedness' is one of the key objectives of this fast growing programme. The school has a Mother Tongue Programme which offers 3 to 5 sessions of teaching in the students' home language per week. EAL support is also available for students, from intensive support for the 'non speakers' to in-class support for the more advanced learners. Both elements (Mother Tongue Programme and the EAL) greatly contribute towards the further development of international mindedness within our students. The large number of different languages taught during school hours creates an atmosphere of diversity in which the students' home language is valued as greatly as the school's language of instruction. In our EAL department students meet up from all over the world. For some of those children it will be the first time they will venture outside the culture they have grown up in. In a school which is passionate about developing all languages, students will start making connections, comparisons and links between the various languages and will be introduced to the cultures in which these languages are spoken. As international educators we want to help our students to become global citizens of the future. A greater understanding on how language teaching helps our students to prepare for this ever shrinking world will help us to fine tune our provision for the next generation.

STRAND F : LOCAL AND GLOBAL CITIZENSHIP

(Strand Leader: Jale Onur)

Presenter	Martin Derbyshire Beijing World Youth Academy
Title of Presentation	The Body Metaphor: Towards a Framework for Global and Local Citizenship

As far as the individual is concerned, the choice can no longer be one of either local or global citizenship, but rather one of both local and global citizenship, since it is apparent that contemporary life is lived simultaneously within both contexts. While the present condition may be fraught with insecurity, this, in itself, must be read as indicative of the need to evolve a new consciousness concordant with reality, rather than an excuse for seeking refuge in polarizing notions of exclusivity. Reservations may be justified, on the one hand, by allusion to the inequalities and related conflicts that have historically characterized relationships between the more privileged members of a fledgling global society, and their consequentially disadvantaged counterparts; or, on the other, by examples of local beliefs and social structures hindering populations from gaining access to an increasingly "globalized" body of knowledge, from which, it is believed, they might benefit.

What such criticisms fail to take into account are the many examples of participatory and reciprocal behaviour, that are becoming increasingly evident within and across economic, educational, political and cultural domains, within which local experience, knowledge and expertise is regarded as a valuable resource, and an often crucial factor in the effective implementation of strategies conceived within overseas or international contexts. As the shared experiences of individuals, communities, and institutions become consolidated, humanity is compelled to revisit common self-definitions, and to identify the limitations and dichotomies implicit within them. Beyond this lies the need to abandon prejudice in all its forms and to identify a common conceptual framework for social action, within which citizenship is identified as the expression of human reality, and the organic, reciprocal relationship that exists between its local and global dimensions clearly demonstrated.

Presenter	Cristina Pawel International School of London, London
Title of Presentation	When the Interaction mediates the intercultural understanding

Within the auspices of the global dimension of ISL London Community Service, we developed a somewhat traditional relationship between our students, who enjoy a wealthy background, with the students from Nischay School, Jaipur in India. This is a school with scarce resources dedicated to 3 to 15 year-old underprivileged girls, many orphans whose parents died of AIDS. The relationship was first established on the asymmetric basis of givers and receivers. We, the wealthy westerners, raised money for materials we believed they needed and spent some time in the school painting walls and decorating the school grounds. This presentation will illustrate how INTERCultural INTERACTIONS became the transformative agent for changes of our initial (and rather dull) project. Today, the project involves children in two different environments who truly exchange experiences. Out of the annual interaction between the two communities I have witnessed students making attitudinal changes of lifelong consequences.

Presenter	Pamela Baker, Robert Baker and Craig Esherick George Mason University and Qatar University
Title of Presentation	Sport as a Vehicle for Cross-Cultural Education

Sport is a valuable and visible contributor to the global economy. Sport is also a social institution that can influence society on a large scale. Given its structural power and universality, the utility of sport as a vehicle for other purposes is evident. These overlapping purposes can promote socioeconomic, diplomatic, and educational objectives. While top-down social, economic, diplomatic, or educational initiatives are commonplace, and receive the majority of resources and attention, the bottom-up approach is essential in humanizing stakeholders and building mutual understanding. Localized approaches may even unite past enemies. Beer and Nohria (2000) suggest that top-down change might have a more immediate economic upside, yet may lack sustainability; whereas bottom-up change may be more costly but yield longer term results. Facilitating direct contact via sport among diverse groups could lessen hostility, break down stereotypes, and foster more tolerant attitudes. Sport can bring new knowledge, and remove the fear associated with lack of interaction (Allport 1954). The very nature of sports creates close proximity, promotes common objectives, and requires joint contributions for success. On a local level, sport is an arena for individual engagement and exchange. As a universal language, sport is a valuable vehicle for nations and societies to build relationships, and for individuals from diverse cultures to engage with one another. The purpose of this session is fourfold:
a) to examine the foundations of the use of sport for socioeconomic, diplomatic, and educational purposes;
b) to provide examples of successful use of sport toward these ends;
c) to identify strategies through which sport can be a valuable mechanism in enhancing cross-cultural understanding;
d) to address the assessment of social, economic, diplomatic, and/or educational objectives of sport-based initiatives.

Presenter	Chadwick V.R. Williams Who I Am
Title of Presentation	International Mindedness in the 21st Century

Making international mindedness a core value for community building, Who I Am (a non-profit organization) has successfully piloted a series of programs to help students (K-12) embrace their cultural identity while also emphasizing the importance of mother tongue. Who I Am empowers secondary school students to use their community service requirement to build diverse school communities together with the Parent Teacher Association and transform school culture to become more intercultural and linguistically understanding. Moreover students involved in the program become "true leaders" as they become more internationally minded. This session is designed to provide practical strategies supported by action based and qualitative research, as well as documentaries and testimonials that will demonstrate how international mindedness is a vital tool to build communities in international schools.

Presenter	Beverly Shaklee George Mason University, Center for International Education
Title of Presentation	Cross-Cultural Views: Teacher Definitions of International Practice

The purpose of this presentation will be to discuss the findings from a year-long study of teacher definitions of 'international' education. During 2010-2011, three major grants brought some seventy-five teacher educators from 11 countries around the world to the Center for International Education at George Mason University for extended professional development in content areas as well as technology integration, reflective practice and teacher research. A fourth group of international educators, comprised of an additional twenty-five teachers, were part of a summer professional development experience. Additional data was collected from two 'domestic' programs of similar design: Advanced Studies in Teaching and Learning (ASTL) and Initiatives in Educational Transformation (IET). The purpose of this aspect of the overall research program was to investigate ways in which teachers viewed their role with respect to international or global perspectives; experiences they provide to their students and the overall importance that internationalization holds for their work. Areas of examination included: definitions of internationalism; evolution of their definitions; reflection on their teacher preparation programs for internationalization; how they foster these perspectives in the classroom; specific examples of practice in the classroom; and the importance of internationalization in the school/state culture. Data were collected from online surveys, individual and focus group interviews. Data were analyzed using a qualitative design for constant/comparative analysis. General findings include: emphasis on 'national' first then 'international'; acceptance and respect for others; failure of teacher preparation programs to address issues of international/global perspective; intentionality as a critical factor; and school/state culture as critical factor in supporting internationalization of the curriculum.

Presenter	Bob Sylvester Bridgewater State University, Bridgewater MA, USA
Title of Presentation	The Forgotten House of Wisdom: The Hidden History of Islam's Role in Cultivating World Citizenship and Human Unity

What is the true, deep, human history of educating young people in such a manner that they view themselves as citizens of their locale, citizens of their native land and citizens of the planet we all inhabit? Modern programmes of global citizenship should ensure that a complete history of the search for an educational model of human unity and global civic virtue is included in their educational mission. Using manuscript material from a History of International Education (to be published in 2013), the presentation seeks to narrate a 'lost chapter' in the history of the champions of international education. This lost chapter relates to the contribution of Muslim civilization to the modern understanding of both world citizenship and human unity. While this cosmopolitanism is seen as flowing largely from Greek and Roman sources, it has been traditionally viewed as being lost until the European Renaissance. However, the Italian Renaissance of the 13th through 15th centuries was founded upon a Renaissance in Islam with an equivalent cultural humanism expressed in the 9th and 10th centuries, especially in al-Andalus and previously in Baghdad. The European scholarship evident in the 12th and 13th centuries was deeply dependent upon the widespread translation and interpretive writings of Muslim scholars and their Greek predecessors as a primary source for both its canon and its sense of history. Even the pre-eminent European scientist Roger Bacon lectured on Muslim sciences and acknowledged his indebtedness to them. In some part, Bacon depended upon the translations of Muslim scholarship by Adelard of Bath. Adelard displayed all the characteristics of a world citizen in his undertaking of a scholarly explanation of the Muslim 'Empire of Knowledge' that spanned geographically from Spain to Indonesia.

Presenter	April Mattix George Mason University
Title of Presentation	Home is Where the Heart Is: TCKs and the Question of Home

Third Culture Kids (TCKs) are children who have spent a significant part of their developmental years outside their parents' culture. These children build relationships to all of the cultures they have lived in while not having full ownership in any. As such, TCKs have a unique educational trajectory. They often move from one culture to another in short periods of time, and their education and general perspectives become a conglomeration of the various cultures which they have called "home". These global nomads become cultural chameleons. The purpose of the research which this presentation describes is to examine a small subset of Third Culture Kids to investigate the sense of identity and sense of self Third Culture Kids develop as part of their specific, multicultural life histories. Broadly, the purpose here is to examine how a group that, by one standard, is so immersed in culture and, by another, is so lacking of a culture position themselves in terms of identity. This research looks specifically at how TCKs define and relate to a sense of "home." A pilot sample of four TCKs, two current TCKs and two repatriated TCKs were interviewed using a prepared interview protocol. The data collected from the interviews were examined using an open-coding, grounded theory approach to search for patterns and emergent themes in the responses. Findings suggest that the expat status (current or repatriated) highly influences how TCKs respond to the question of a "home" identity and where they believe their "home" to be. This topic explores both different cultural contexts in which TCKs live, and it addresses the importance of identity development in TCKs to help them have a positive childhood experience in their global wanderings.

Presenter	Hala Makarem Saab n community creativity
Title of Presentation	Relational Learning Communities

With the 21st century challenges and the fast pace development we face, it is time to turn our attention to the core elements that are being asked of us to lead a healthy, productive and meaningful life: deep learning processes, human capacities and competencies, individual passions and collective creativity, amongst others. Integral elements coming together to actively participate in evolving new leadership models, which hold community and the relational field in the center of their work. The quality of our lives highly depends on the web of relationships that hold our communities together. Schools are key players in the emergence of new relational learning communities. How schools operate has a direct effect on the wellbeing of our future. In order to function as a cohesive intercultural community, and in line with clear visions, plans and strategies, there is a need to explore multidimensional, sustainable ways of living community together within the school's inner and outer environments. How? By introducing new ways and core elements that will open space for deeper and more meaningful relationships within the school community as a whole. This session will present the framing guidelines to encompass community and relational leadership – living and working from the heart – within learning environments. The conversation will infer its examples from two applied prototypes with an educational institution in Beirut, Lebanon during 2009 and 2011. The first, Eduquest, opened a collective multidisciplinary, multi-stakeholder inquiry dialogue around the status and potential of education for sustainable development in Lebanon. The second, ACS Leadership Retreat, sensed and explored the roles of the inherent gifts within an institution, and the structures and processes that allow them to access and operate from those sources of abundance and power while keeping a wider perspective on their connection and influence on our societies.

STRAND G : LEADERSHIP AND MANAGEMENT

(Strand Leader: Hana Kanan)

Presenter	Sudha Govindswamy Universal American School, Dubai
Title of Presentation	The teachers' managed heart in an international school setting

The first year of teaching in an international school is often believed to be the most stressful, regardless of the number of years of experience a teacher has in any national system of education. What teachers encounter and perceive as most challenging often remain unaddressed during induction as teachers are expected to learn and adapt many things on the go. What are the common themes that teachers perceive as most challenging through their experiences, yet not addressed during induction? Insignificant as they may seem, the repercussions of these are quite far-reaching, sometimes resulting in teachers leaving the school even before they complete their first year of contract. Through reflective teacher accounts, this presentation seeks to explore the extent of emotional labor (Hoschild, 1983) involved in the first year of teaching in an international school in the Middle East, that could arise due to the multitude of teaching and learning styles one encounters in multicultural classrooms in international schools. Reflective practice that analyses not only the learning culture of students in a multicultural classroom, but also critically analyses the teaching styles and approaches of the teacher, may often be required to tackle the situation. The presentation will also argue the case for continued professional development for teachers that provides a platform to voice their concerns and opinions, which need to be addressed in a systematic manner to avoid teacher turnover – especially during stringent economic times.

Presenter	Andrea Rohmert Andrea Rohmert International Consulting, Leading, Learning and Communicating in New Dimensions
Title of Presentation	How to Be/come a Leader for a Conscious World

"Leadership for a Conscious World" or "Executive Presence" has to do with a new sense of equilibrium and balance between inner and outer leadership, personal growth and business growth, embracing the vision and empowering others to achieve it, executive management and leadership abilities with Executive Presence. This session seeks to stimulate, inspire and facilitate a dialogue-based process with the following essential questions:
- How to cultivate a culture of consciousness for your organization within the leadership team?
- How to display conscious leadership qualities to enhance intercultural understanding?
- How to cultivate the 'beingness' – rather than the 'doingness' – as high quality leaders?
- How to create a balanced integration of organization vision, strategic and operational realities by encouraging and nurturing higher levels of behavior and attitude among the staff and stakeholders?
There is a coherence in a CEO's choice and behavior that reflects a high level of awareness. Which key leadership qualities are essential for a CEO to empower people with awareness?

Presenter	Monica Gallant Dubai Women's College
Title of Presentation	Enhancing Educational Leadership through Intercultural Intelligence

Using practical examples, this session will explore the interaction between leadership techniques and intercultural intelligence. How can different leadership techniques enhance intercultural understanding? How can cultural understanding enhance leadership effectiveness? In order to measure the skills needed to succeed in an international setting, the Kozai group have devised a Global Competencies Inventory that highlights the skills best suited to working effectively in a global workplace. These competencies are grouped into three categories: Perception Management, Relationship Management and Self Management. In addition to the specific competencies, the Global Leadership and Organizational Behaviour Effectiveness (GLOBE) Project has identified six universally accepted dimensions of leadership. Four of these dimensions relate to positive behaviours associated with successful leaders and two behaviours are considered universally detrimental to effective leadership. These factors will be examined to illustrate the link between leadership effectiveness and culture. In addition, a discussion of the dimensions of culture most relevant to creating an educational corporate culture will be used to demonstrate the influence of culturally sensitive leadership on the development of team-wide cultural understanding. More specifically, the cultural dimensions of Relationship (universal versus situational), Context (formal versus informal), Connecting (exclusive versus inclusive), Decision-making (relationship versus rules), Planning (people versus time), Communication (direct versus indirect) and Accountability (community versus individual) will be outlined and their impact will be discussed using authentic situations from a multicultural educational leadership context.

Presenter	Malcolm Pritchard The ISF Academy, Hong Kong
Title of Presentation	Leadership Culture and Cultural Leadership: creating a shared cultural space when values and culture collide

There is an unspoken assumption in leadership literature that suggests the existence of a universally applicable set of cultural norms and values for leaders. Implicit in these assumptions is the idea that good leadership conforms to a fairly narrow set of attributes found in the dominant cultural paradigm. Leadership that is truly aimed at enhancing intercultural understanding, however, must contend with often conflicting or contradictory cultural practices and values to create a shared 'third culture' space within an organisation, and particularly one that encourages universal stakeholder 'ownership'. This is an intentional process that draws on a deep understanding of the cultures within an organisation and focuses on finding common ground between dichotomized cultural 'opposites', without fatally compromising an entity's operational or ethical integrity. The session will look at some of the complexities in establishing a shared institutional 'third culture', drawing on the experiences of multicultural institutions in China and Australia.

Presenter	Barry J Hallinan St. Paul`s School, Sao Paulo
Title of Presentation	Leading and supporting a reflective environment in an international school

How and why should managers / leaders of a school promote and sustain the development of a culture of reflection in their school? Offering an all-encompassing and 'one size fits all' definition of what a reflective environment is carries with it a set of unique challenges. There are however identifiable 'through-lines' which act as a guide to fostering a reflective environment and a set of concept lenses, which foster creative and flexible actions, can be designed to develop a reflective environment at any school. The first step is to identify a common dream; second, building positive relationships and addressing natural resistance. Trust models (how leaders view themselves and how they judge others) carry with them the potential for renewed growth or stagnation. By promoting inclusivity and respecting the ethical dimension, school leaders can encourage exploration, engender action, scaffold thinking and enable end users to engage within a reflective project. Challenges of time constraints and natural inhibitions require building trust. Advocates should offer strong conceptual and practical arguments that personal investment and collaboration are indeed worthwhile. The overall belief is that any educational landscape can be positively transformed through a simple, cost effective and engaging whole school project centred on the reflective process. Such a process, if seen to be efficient and effective, relevant and engaging, would gain the trust of its agents. If leaders are to reduce the idea-action gap, then firm commitment to such a project is be fostered.

Presenter	Daniel Cowan New Cairo British International School
Title of Presentation	Leading Creative Schools

n my recently completed Masters dissertation, I explored the role of leadership in fostering and inhibiting creativity. My presentation would firstly build the case for why schools should be hubs of creativity. I will then use a brief summary of literature (popular and academic) to examine precisely what leaders can control in terms of making schools creative hubs, especially international schools! I will pay attention to the false dichotomies that school leaders are drawn into (exam results or creativity) and offer solutions, from both the literature on the topic and my own research.

Presenter	Maha Al-Hendawi and Clayton Keller Qatar University-College of Education
Title of Presentation	An Intercultural Approach To Preparing Special Education Leaders For Qatar

Although the education of children and youth with disabilities is a universal challenge faced by all countries, much of the knowledge base to support such efforts comes from the West and, because of more than 35 years of government funding for research, the United States in particular. As such, this body of knowledge cannot be ignored by any program that prepares special education teachers and leaders to serve students with special needs. But can the policies and practices reported in this literature be applied completely outside the West? Standard assumptions about the transferability of educational research—that the context and the students to which the results are to be transferred should be similar to those in the study—would suggest not. Also, policies to be borrowed may be based on different underlying conceptions of rights and justice. How, then, might the policies, knowledge, and skills developed in one cultural context be effectively transferred, adapted, adjusted, and so embraced, by educators in another context?

The purpose of this session is to describe how the Masters of Education in Special Education at Qatar University approaches this challenge, highlighting four aspects of the program:
• the multicultural composition of the faculty and students—Qatari, Algerian, Palestinian, Jordanian, and American, for example—that automatically starts intercultural discussions;
• the curriculum's multinational content from the United States, organizations like the United Nations and UNESCO, Qatar, and other Arab countries;
• dialogues with international leaders—from Qatar, the United States, Norway, Greece, and Egypt so far—either live or via videoconferencing; and
• assignments that explicitly require intercultural examinations of special education policies and procedures in Qatar and other Arab countries in light of international best practices.
Descriptions of these program components and how they advance international and intercultural understanding will be provided.

Presenter	Sevag Kendirjian
Title of Presentation	School Managers of the Future

The managers of the future are the people who will manage the schools of the future. Schools are evolving in a continuous way; managers should also evolve and be ready for the future. A manager is not usually the word for the educational leader, but looking at the huge responsibility of the educational leader, he/she will also need to be the manager of the organization. In this presentation I will use methods and ways to better prepare an educational leader to become also the manager of the future!

STRAND H : PEDAGOGY

(Strand Leader: Jack Levy)

Presenter	Pamela Baker and Craig Esherick George Mason University
Title of Presentation	Learning Supports to Enable Responsible Inclusion

When envisioning innovations and aspirations for the future of education worldwide, one might view it as incumbent upon today's leaders to address the needs of the whole person in order to produce communities of citizens committed to advancement for all. Recognizing the universal goal of the responsible inclusion of individuals with disabilities in all aspects of our school and greater community would be a core value. Finding a leader capable of responsive leadership interventions can dramatically influence the education of all learners. Carrying the concept of education beyond the classroom would allow the learner to generalize skills across settings to support greater success.

Learners with a wide range of disabilities are members of our communities and are educated in our schools. Just as one example, autism spectrum disorder affects an estimated 1 in 110 children today. In the classroom and beyond, students with disabilities can be a challenge to reach. Yet, specific strategies can be used to support their learning: for example, prime students with visual schedules; teach social skills with power cards or social stories; use reinforcement techniques effectively to manage behavior; and differentiate instruction to manage academics. The purpose of this session is threefold:
a) to explore the rationale for helping individuals with disabilities achieve in academic, extra-curricular, and community-based situations;
b) to provide specific strategies that stakeholders can use to support learning;
c) to apply specific learning supports across settings (e.g., classroom to club to job) to make the learner more independent over time.

Presenter	Peter Elting ITE consortium / Stenden University
Title of Presentation	A Teacher Education course focused on a career in international schools

ITEPS, the International Teacher Education for Primary Schools, is the first full bachelors programme which trains students as teachers in International schools. ITEPS is carried out by a consortium of four universities: University College Zealand, Buskerud University College, Linnaeus University and Stenden University. We want to train new teachers who perform exceptionally as teachers, combining their careers with adventure and travel. Some characteristics of the programme are: multicultural understanding, managing the multicultural classroom, study of the various and varied curricula (national and international), teaching practices etc. An in-depth overview of the programme will be presented in the session.

Presenter	Ian Clark International School of Dakar, Senegal
Title of Presentation	An analysis of international school elementary teachers' self-efficacy in teaching science in the classroom

International schools cater for a diverse population, often with a US-based curriculum and US-trained faculty. Thus, elementary school teachers must deliver their science lessons to a group of children coming from a variety of experiences and with differing ideas about the subject. Given these variables, and the continuing interest in science through recent TIMSS and PISA results, there needed to be analysis into how elementary school teachers themselves felt about teaching science in international schools. My question was: what is an international school elementary teacher's view of their self-efficacy when teaching science in the classroom? In addition, what part can school principals play to increase an elementary school teacher's self-efficacy in teaching science, and are any other external factors at work within the intercultural contexts of our international schools? These were the questions I sought to analyze in a study of elementary school teachers' science teaching efficacy involving 356 respondents representing 32 nations, teaching in 90 international schools from all 9 regional international school associations. There have been no previous studies into this aspect of elementary school science teaching and leadership involving practicing teachers, nor has any study analyzed data from the international school arena. The findings therefore have important implications for teachers, school leaders, policymakers and, in particular, international school educators.

Presenter	Lodewijk van Oord and Ken Corn UWC Waterford Kamhlaba and UWC Atlantic College
Title of Presentation	Fostering criticality for the iGeneration

The students in our current IB classrooms belong to the first generation of students who have, in most cases, never lived without the presence of the Internet and the availability of information technology. They belong to what we could call the 'iGeneration': a generation growing up with the omnipresence of the World Wide Web and the instant information and entertainment gratification it provides. Their ways of engaging with the world are, in many instances, mediated as virtual experiences. Most of these students are far better skilled at using information technology than their parents and teachers. These students often have iPads, iPods and iPhones; they download free music, free films and free school assignments without being overly concerned about intellectual property rights, plagiarism and appropriate referencing. They build a social network by befriending and 'defriending' with the simple click of a mouse. For many of them, the Internet has become their first and often only source of information, bypassing more traditional media such as books, newspapers and journals. In addition, the availability of modern sources of communication and social networking has led to an 'immediazation' of knowledge acquisition, validation and utilization. Academic questions and social needs are expected to be satisfied in a single-second "Google" search, and thought processes should ideally be narrowed down to 140 "Tweet" characters. This presentation discusses the pedagogical challenges and opportunities to educators presented by the iGeneration. We will argue that age-old pedagogical notions, dating back to Socrates and Confucius, can be revisited in ways that enable the iGeneration to develop a critical capacity, allowing them to live intelligently in an increasingly fragmented and unintelligible world.

Presenter	Estelle Tarry and Anna Cox University of Northampton
Title of Presentation	Development of the Certificate for Teaching Assistants in an International Context

Research carried out by the University of Northampton on behalf of the Council of British International Schools (COBIS), highlighted the need for professional development training for teaching assistants working in international schools. With the developing role of the Teaching Assistant, both pedagogically and non-pedagogically, training is needed that promotes a positive learning environment for diverse learners, specifically focussing on intercultural perspectives, including intercultural teaching and learning strategies and supporting mobile children in transition. Langford (2001) highlights that internationally mobile children, 'Global Nomads' or 'Third Culture Kids', have unique academic and pastoral needs and that teachers need to be aware of these needs and be 'internationally minded'. With the possibility of expatriate teachers being highly mobile, the Teaching Assistant in an international school can often be the backbone of the classroom team. Therefore, it is vital that Teaching Assistants are trained and developed to the highest standard. In response to this, the Certificate for Teaching Assistants in an International Context (CTAIC) has been developed, and recognised by UK Universities – the first university certificate specifically for Teaching Assistants in international schools. The Certificate covers supporting Learners 5-11 in an International Context and the pedagogy of the core subjects English and mathematics. A blended learning approach has been developed with the use of virtual learning environments, face-to-face workshops and directed study programmes, with assessment-focussed workplace activities, promoting a flexible access for Teaching Assistants working globally in international schools. This presentation considers the ways in which Teaching Assistants can provide key support for international learners, highlights the importance of professional development for teaching assistants and the transnational delivery of the CTAIC programme.

Presenter	Wayne Richardson Yew Chung International School of Beijing
Title of Presentation	Becoming an International Teacher

The international school context today is an ever-growing alliance, experiencing immense change in response to the continual globalisation of the planet we inhabit. Our future leaders, today's students, require an international understanding in order to live, study and work in a very competitive and turbulent world. To prepare our students for the future, we need internationally trained and experienced teachers. As a teacher, as a person, entering into the international schools' environment requires an adjustment in approach as a professional. An international teacher must go through an 'internal transformation' in order to understand the school's context, student population and host nation. Moving from a 'national teacher mind-set' to an 'international teacher mind-set' requires an openness to trying new methodologies, assessing one's own value system and responding to a diverse community of learners. This presentation will look at international education, cultural awareness, global citizenship, curriculum and pedagogical considerations required for an international teacher. These skill sets and approaches to educating students in a multicultural / multilingual environment require careful planning for teaching and managing. The presentation will consider the following questions:

1. What are the characteristics of a truly experienced international teacher?
2. How do you become an international teacher? What adjustments are necessary?
3. How do teachers develop inter-cultural awareness? How do teachers accommodate students' beliefs, languages, values and prior experiences, in a multicultural learning environment?
4. In an international school how does a teacher promote (a) the school's international vision?, (b) global citizenship?, (c) personal, social and character education?
5. What skills does a teacher need to internationalise the curriculum themes? How do international teachers use the local environment?
6. What teaching and assessment methodologies does an international teacher use? How does a teacher differentiate for an international school context?
7. How can technology support internationalism?

STRAND I : REGIONAL AND GLOBAL DEVELOPMENTS

(Strand Leader: Kay Margetts)

Presenter	Shannon Merriweather George Mason University
Title of Presentation	A Discussion of Global Efforts to Build Successful Educational Foundations

Many regions of the world are working to build educational foundations in order to improve their social and economic foundations. While not all communities are the same, and facing the same issues, collaborating and sharing rebuilding ideas would not only bring the global community together on these issues but also create a global dialogue as to how to use education to (re)build depressed regions. How does international education fit into this dialogue? While Chenoweth (2009) details previously unsuccessful school districts and towns in the United States that were able to find ways that suited their populations to rebuild, Sud (2010) researched informal schooling to help engage and integrate child laborers into the traditional school systems in Punjab, India. The issue of uneducated child workers is not an issue unique to Punjab. Sud contends that more research needs to be conducted in this field to further develop a system that truly integrates child laborers. However, rather than working in a vacuum, collaborating on what is happening in other areas of the world can only help improve the systems already in place. Furthermore, research may help to inspire regions that have not taken on this issue to begin dialogues on how to address it. A prime example of this is the research conducted in Peru by Castro, Lubker, Bryant and Skinner (2002) aiming to establish parental behaviors that enhance the reading success of children. International educators are involved in many of the discussions about improving or rebuilding education. The purpose of this paper will be to promote discussion on how and where these efforts are taking place, what learning can be shared and what research is being done.

Presenter	Kimberley Daly George Mason University
Title of Presentation	The Role Policy Plays in Internationalizing Curriculum

This session will discuss how the IB Diploma Programme is recognized by institutions of higher education around the world and how IB negotiates with individual nations and universities to provide credit and recognition for students. Although the IBDP is now offered in over 130 countries, each country can address university recognition as it sees fit. Additionally, the autonomy of some university systems can present complexities for IB Diploma recognition in nations especially when compared to other school leaving credentials. This session will discuss the issues related to IB Diploma recognition in the United Kingdom, India, and the United States with specific attention to several American states that have chosen to legislate IB recognition. The presenter will give a brief outline of the growth of the IBDP in the United States and the unique policy issues that IB faces in the United States in regard to college admissions and recognition. One state, the Commonwealth of Virginia, has enacted a law requiring IB to be treated in the same manner as the Advanced Placement and the Cambridge Examination programs while others, including Texas and Florida, mandate specific credit awards for IB Diploma students. Still another, Oregon, is reviewing all university courses in the state university system to develop a statewide IB course credit policy. The presentation will finish with some discussion of how American universities formulate credit policies for IB and other international programs and suggest ways in which professionals might improve recognition efforts.

Presenter	Andrew Homden Jumeira Baccalaureate School, Taaleem
Title of Presentation	Proactive community building in Dubai

Jumeira Baccalaureate School is a new school in Jumeira 1, founded in September 2010 at the former campus of the American School of Dubai. JBS has grown from 90 students in September 2010 to 479 in September 2011. Our capacity will be some 1,200 students. The target demographics, mirroring Dubai's cosmopolitan population, have been largely achieved to date, with 22% of the students Emirati citizens, and 78% from the expatriate community, drawn from both the established communities (UK 15%; US 10%; French 5%) and the newly important communities such as the Russian speaking community (6%), amongst many others. Our demographics make us unusual in Dubai and a positive sense of unified community cannot be taken for granted. Our key strategic goal for 2011–12 has therefore been to "foster an active and coordinated school community of parents, teachers and governors which focuses on the learning of the school's students"

The presentation will examine the active methodology used to achieve this goal in often challenging circumstances, leading to the development of an increasingly productive home–school partnership in which both host national and a full range of international communities are active players. Our recent Dubai Schools Inspection Bureau inspection rated our "Partnerships with parents and the community" as "Outstanding". The presentation will examine the philosophical, planning, community, leadership, curriculum, teaching and learning initiatives that have helped us to achieve this. The contention is also that we cannot be complacent and must continue to nurture our new community very carefully through the coming years as we continue to grow. Our experience is that parental expectations and cultural identities are diverse and can lead to tension: a failure "to confront this brutal fact" could put the whole enterprise at risk.

Presenter	Sergio Pawel and Amin Makarem ISL Group
Title of Presentation	Is it possible to reproduce an existing school? The Intercultural dimension.

Setting up a new school is an extraordinarily rewarding experience for the staff at all levels of an educational institution. The setting up of an international school in the Gulf Region poses exciting challenges and the opportunity for the faculty to embrace and evaluate a range of dimensions of inter-cultural understanding. In this presentation we will share some aspects of our experience of setting up the ISL Qatar campus and learn how this regional experience is informing our global practices. Participants will have an opportunity to share their own experiences of transferring and developing an existing programme in another country and how that leads us to review our own views of intercultural understanding.

Presenter	Judith Guy and John Switzer Enka Schools Istanbul and Zurich International School Switzerland
Title of Presentation	From the BRICS to the MIST: Transnational Imaginings and Migration patterns of International Baccalaureate students in Mexico, India, Indonesia, South Korea and Turkey

There has been a substantial increase globally over the last decade in the number of international schools and in the number of national schools offering 'international programmes.' Some have interpreted this increase in schools offering international qualifications as "a response by local elites to a stiffening of the local positional competition on the one hand and a globalisation of that competition on the other" (Lowe, 2000, pp. 24–25). Nowhere is this trend more evident than in the world's emerging economies. For example, data patterns from the MIST countries (O'Neill, 2011) Mexico, India, Indonesia and Turkey and for South Korean students abroad, demonstrate that uptake of the International Baccalaureate (IB) diploma programme has more than doubled in the last ten years. This trend has heightened interest about the students who actually choose to study the IB diploma, their reasons and how these reasons relate to widened tertiary aspirations and imagined futures. The IB claims that IB programmes aim "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect". However, the utilitarian notion of the IB diploma as a 'global academic passport' (Doherty, 2009; Paris, 2003; Guy and Switzer, 2010) is becoming increasingly widespread leading to assertions such as "students were as interested in taking the IB for the advantages that it bestowed on them as for its academic value" (Bagnall, 2008, p123). Both these claims need interrogation. Case studies from a sample of schools will identify some of the transnational fields and values governing students' choices and strategies and illuminate how students perceive their education has influenced these; how they imagine their country of origin and country of study, and how students are affected by mobility within their own social, political and religious contexts.

Presenter	Aleya James Dubai Women's College, Higher College of Technology, UAE
Title of Presentation	Moving to the Right: Intercultural Shifts through Community Interactions – A Case Study

Female Emirati students studying on the Diploma program at Dubai Women's College engage in a number of authentic and meaningful projects throughout their course of study. However, they are often limited in their engagement with the multi-national, culturally diverse community that makes up Dubai. The unusual occurrence of a small cohort of students led to a number of intercultural opportunities being created in the curriculum. Students were given the chance to meet and interact with peers from the international expatriate community, in meaningful projects with two main goals; firstly, fostering authentic communication and secondly; broadening students' global awareness and perceptions of themselves as citizens of a multi-cultural community.

I shall briefly review these projects using a theoretical framework of "one way/many ways' set forward by Peterson (2004) as a way of developing cultural intelligence and a model of intercultural competence proposed by Gertsen (1995). I shall give an overview of the attitudinal make-up of our students covering socio-cultural background, socio-economic considerations and the educational system experienced by the majority of this cohort of students. I describe the community events and projects in the context of our curriculum and give examples of the interactions that occurred. I then consider and review students' broadly positive reactions and outline the constructive impact of these intercultural community exchanges. I end with some suggestions and recommendations for future replications of such events which include developing and extending the links before and after the events take place with the use of interactive technology.

Presenter	Angela Shaw Maison d' Afrique Toulouse
Title of Presentation	TCKs and Melungeons: Innovations in Globalized and Local "Mixed Identity" Communities

In the United States presidential administration of "TCK" (third culture kid) Barack Obama, the global community of those within international education has an unprecedented opportunity to examine the academic and professional leadership and success of the world's most famous TCK of "visible difference". In much the same manner in which anthropologists and sociologists coined the term "melungeon" to refer to multi-racial persons living in the region of the Apalachian mountains of the United States, the term "TCKs" has been coined to refer to those multi-cultured persons whose child developmental years have been spent outside the borders of their domestic "home" nation of birth.

As virtual and globalized communities are of increasing consequence in contemporary problem solving, traditional configurations of "unmixed" domestic/local identity serve less and less meaningful purpose. In somewhat of a push back to this trend, there is an increasing tendency to "racialize" and "stereotype" in more traditional manners those of this mixed "TCK" identity, so as to forestall the increasing stability, prosperity and security of our globalized society. For example, the state of Arizona has only recently passed legislation banning the use of texts promoting "multi-ethnic studies" in public libraries and classrooms. (http://www.guardian.co.uk/commentisfree/2012/may/18/anti-intellectualism-us-book-banning). With a combination of personal anecdote as well as current scholarship, I will guide a conversation on the future of "visibly different" TCK international education from the specific perspective of the inter-sectionality of class, race and gender. Combining some of the classic themes in the TCK literature with those newer concepts introduced regarding "race and home" by Professor Anita Hill, I hope to illuminate a renewed space for our subject within African, Asian, Latin American and Middle Eastern diasporic philosophy and literature.

Presenter	Barbara S Loggins and John Moretta Community College of Qatar
Title of Presentation	Arab Spring and its Impact in the Classroom

Not since the wars of national liberation occurred in the late 1940s and 1950s has the Arab world been as affected as it was during the revolts against totalitarian regimes that took place during the spring of 2011. Indeed, Arab Spring will prove to be a seminal, turning point moment in the region's history, not only because of the number of countries involved and the number of regimes overthrown, but also because those nations on the periphery of the uprising were also impacted. In fact, those countries, such as the members of GCC, are having to now deal with "the fallout" of Arab Spring both geopolitically, and in some cases internally, as many of their citizenry are beginning to question governmental policies, many of which reflect the same issues that caused the revolutions in Tunisia, Egypt, Libya, Yemen, and Syria. Because of the relatively close proximity of countries in various states of revolt and revolution to more stable areas of the Gulf, students are actively engaged in discussion and debate on the causes and long-term ramifications of Arab Spring to their immediate environs and the Gulf region as a whole. Arab Spring thus represents one of those rare "teachable moments" in education in which teachers, particularly at the college level, have an opportunity to get their students directly engaged in important current events, with topics and issues that they can immediately relate to and that could significantly change their lives.

STRAND J : TECHNOLOGY

(Strand Leader: Mike Hitchman)

Presenter	Kevin Page International School of Berne, Switzerland
Title of Presentation	Moving Learning Forward – Crossing Intercultural Frontiers with Online Learning

In developing an online curriculum we have incorporated e-learning approaches, tools and platforms from a number of organizations. However, these are largely a derivative of the curriculum and educational systems in which they were originally created The challenge we are facing is developing a curriculum and platform that builds an online community that develops intercultural understanding through a connective platform that provides global access. Our discussion will focus on the questions we are facing in developing an online school that serves our campus community and connects us with students globally through our international curriculum and e-learning platform. A significant piece of this development is the design of our new campus to integrate hybrid learning environments that transcend the cultural boundaries making learning in all contexts as seamless as possible in bringing the world into the classroom no matter where our students are. Now is the time for international education to lead with the technology available to connect students, teachers, educators, and worldwide resources rather than waiting for technology services to retrofit their ideas from what they develop for national systems.

Presenter	Walter Gammon Qatar Academy, Doha
Title of Presentation	Problems associated with using smartphone technology in Science classes

While there are many advantages to using smartphone technology to collect data in Science classes, there are some fairly big drawbacks. This presentation will discuss some of the common applications available for Apple devices, and how they can be used to collect experimental data, and then move into a discussion of the limitations. We will both discuss the limits of the data collected and try to get to grips on more meta questions of how this method of data collection limits the student involvement in the experiment, and therefore their understanding and finally the way which the student can be assessed.

Presenter	Nicole Shammas Dubai Women's College
Title of Presentation	Konichiwa; Salam Aleikum: The Real Life Story of a Virtual International Exchange.

In this presentation I will describe the virtual international exchange (VIE) that took place between Dubai Women's College Bachelor Year One students and mixed level Japanese students from Osaka Gakuin University from October to December 2011. The main goals of this exchange were: a) to use technology to link English language students in Dubai and Japan to promote cultural awareness and understanding in a global environment; and b) to use technology to create a meaningful and motivating environment for a communicative exchange with a focus on improving students' accuracy in spoken and written English.

In the presentation I will discuss why I embarked on this exchange, what was involved and how it was implemented, and present student feedback. At Dubai Women's College we believe the development of cultural intelligence for preparing students for a multicultural work-place (and society) cannot be understated. Despite our Emirati students living in an extremely multicultural society they rarely interact as social equals with people from other cultures. By giving students this opportunity they begin to cultivate cultural awareness, develop their own self-smarts and gain the maturity to see beyond cultural stereotypes. As our students experience that another world view, and another set of cultural norms and values is entirely valid and acceptable, they make a huge paradigm shift and take the first steps to increased self-awareness and to developing their own cultural intelligence. VIEs are extremely motivating for students, especially when there is a synchronous feature which was achieved here through the use of Google Chrome. Students are fully engaged and want to participate; this kind of learning is transformative at its core. Students literally begin to see the world differently. This can rarely be 'taught' but only experienced through personal interactions and numerous 'aha' moments, the impact of which will hopefully stick for many years to come.

Presenter	Antoine Delaitre French American International School, San Francisco
Title of Presentation	How can web 2.0 applications contribute to a pedagogical revolution?

Web 2.0, which allows people to interact with each other via the internet (e.g. Facebook, Twitter, Diigo, Grockit, Instagram, YouTube, Evernote), has transformed the way we use the internet and, to some extent, the way we connect with each other. Facebook might reach one billion users by the end of 2012, and many other web 2.0 applications are becoming highly popular as well. Businesses and schools have sometimes seen these networks as a source of distraction rather than a source of fruitful interactions and collaboration. In recent years however, many have started to measure the power of viral and the benefits of online collaboration, particularly since most people around us are now fairly familiar with these tools, and now that the digital divide between rich and poor, between developed countries and developing countries is receding quickly. This presentation will demonstrate the use of some easy-to-use, free, and yet powerful web 2.0 applications in the classroom which are being implemented at the French American International School in San Francisco and in many other international schools, such as social networking ("Pages" in Facebook), online bookmarking (Diigo) and social learning (Grockit). Far from being a fruitless source of distraction for students, these simple tools actually have limitless pedagogical applications and can easily contribute to foster cooperation between schools and across borders, promote student engagement and problem-solving in the classroom, and help teachers to change from being a "sage on the stage" to "guide on the side" (Alison King, 1993).

Presenter	Stephen Cox Follett International
Title of Presentation	Enhancing m-learning in an Arabic Culture. The Challenges of Innovation in Leadership and Education

A technology-rich classroom allows a teaching and learning style that is student centred, where students take more ownership of their work. In this environment, the emphasis shifts from teacher as purveyor of knowledge to teacher as facilitator and coach, from student as receiver of knowledge to student as active discoverer. This presentation will explore the use of m-learning in an Arabic and international educational setting. A number of research pilots will be shared. The pilots proved to be very positive and engaging for the students. The evidence collected in the pilots through observation, student questionnaire and interviews demonstrated students were more engaged and able to develop their learning at an accelerated rate. The pilots also created opportunities for students to collaborate and enabled the teacher to provide more 1-2-1 support. The teacher's feedback was positive and supported integrating (Apple) technology into the curriculum. The device also introduced a 'coolness' factor, making them excellent learning tools. Students of this era are very 'web-savvy' and these devices have the ability to create a portable learning environment for anywhere, anytime learning.

The findings point to the fact that mobile devices have a positive impact on student learning. Students relish the independence and autonomy provided by the mobile device. The final part of the presentation will look at the challenges faced in education around Innovation today. It will focus more on the people rather than the technology in the areas of leadership and teaching. It will make recommendations on how to develop a more risk-taking culture through coaching and professional development on how to personalise learning through the effective use of m-learning.

Presenter	Tonguc Ozdas ENKA Schools
Title of Presentation	Using Technology for Diverse Learners

This interactive session will examine the educational technology tools for each learning style. It will highlight the interactive softwares and learning styles. There will be a presentation of math activities for each learning style by using technology. The session will be wrapped up at the end with a Q&A session. The aims of the presentation are: comparing educational technologies according to learning styles, sharing the lesson activities which are applied and revised, and defining limitations, positive and negative sides.

Presenter	Tosca Killoran Bonn International School
Title of Presentation	TED-ucation: What is TED? How can I organize a TEDxYouth event at my school?

Would you like to increase the 'Taking Action' opportunities in your school? In 2012, Tosca Killoran and Jeff Hoffart completed a research project which determined that, although 'action' was a component which underpinned their international school's curriculum, it was viewed as a hopeful by-product of inquiry rather then a valued part of the written, taught and assessed curriculum. By developing a systematic program to enable students to take on sustained action through service projects, and then sharing that action with the entire world by organizing a TEDx event, Tosca and Jeff were able to move their school into a new era of student-generated sustained action. Do you know what TED.com is? Would you like to organize a TEDx event at your school?

"The human mind, once stretched by a new idea, never regains its original dimensions."
(Oliver Wendell Holmes Jr.)

That's what the TEDx Conferences do: they stretch the dimensions of your mind. Outcomes of the session are that attendees will:
-leave knowledgeable about TED, TEDx, TEDxYouth and TED-Ed.
-leave with ideas and resources to hold and implement a TEDx event at their own school.
-be provided a resource list for the 'best of the web' to up-skill students in web creation, iBooks, blogs and wikis in order to scaffold the process of taking sustained action.
-learn how to use the TED-Ed resource to flip videos for class lessons.
-receive a FREE iBook (for iPad) or PDF (with live links) entitled "TED-ucate Yourself".

Presenter	Scott Johnson Qatar Academy, Doha
Title of Presentation	Using Mobile Apps and Web 2.0 Tools to Improve the Teaching of Writing

Advances in technology bring both challenges and opportunities for the teaching of writing in Primary schools. The main challenge is that the landscape for literacy is dramatically changing. There are more forms of media, a wider range of potential audiences, and even more words in the English language than ever before. It is no longer enough to simply teach the rules of a limited set of genres. Instead, students need to become critical and creative thinkers, capable of adapting their writing to suit a variety of audiences and purposes. The opportunities that these advances in technology bring are exciting, with so many tools now available to teachers for supporting, extending, and inspiring their students. This presentation will share a wide range of mobile apps and web 2.0 tools that are great for developing creativity and critical thinking skills, facilitating collaboration, providing a genuine audience, catering to diverse learning styles and needs, and increasing student motivation.