



PARTNERSHIPS IN TEACHER DEVELOPMENT FOR A NEW ASIA: The Appendix



The APPENDIX to the
Report of an International Conference

Organized by UNESCO-ACEID and UNICEF in association with
the Office of the National Education Commission, Thailand,
held in Bangkok, 6-8 December, 1995



Asia-Pacific Centre of Educational Innovation
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PREFACE

An International Conference on Partnerships in Teacher Development for a New Asia was held in Bangkok Thailand, 6-8 December, 1995. The Conference was organized by UNESCO's Asia-Pacific Centre of Educational Innovation for Development (ACEID) and UNICEF in association with the Office of the National Education Commission and the Ministry of Education, Thailand. Participants from 28 countries attended the Conference. A comprehensive report of the Conference, under the title **Partnerships in Teacher Development for a New Asia**, was published by UNESCO early in 1996. This volume is the Appendix to that publication.

The formal report contains almost fifty papers and addresses from the keynote speakers, panel presenters and dignitaries, along with the reports and recommendations from the twelve roundtables. The report of 323 pages not including annexes has been strongly commended for its substantial content and provided the basis for the paper adopted by the Asia-Pacific countries as the regional paper for the International Conference on Education to be held in Geneva in October, 1996. The report is available free of charge on application to UNESCO-ACEID. I commend the report to you.

Participants to the Conference also submitted papers - some thirty-four of which were accepted for publication. For logistical reasons, it has proven to be possible to publish only abstracts of these papers in an abridged hard copy for free distribution. The internet alternative is being examined for the dissemination of an unabridged publication.

A number of additional abstracts was received for this Conference, which did not result in papers. As permission has not been obtained for their publication, they have not been included.

This volume is in three parts. The first part is the introduction to the original report, which provides readers with a summary of the 1995 Conference. The second part comprises the abstracts of the papers published. The page numbers of the papers as published in the unabridged version of this publication are included. The third part consists of the known addresses of the authors of abstracts, who should be approached directly for copies of their papers.

UNESCO and ACEID are committed to the continuing intellectual input in the promotion of educational innovation for development. This appendix should further that commitment.

Rupert Maclean
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Chief of the Asia-Pacific Centre of Educational
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Part One

INTRODUCTION TO THE CONFERENCE

The International Conference on “Partnerships in Teacher Development for a New Asia” was held in Bangkok, Thailand, from 6 to 8 December 1995.

The Conference was organized by UNESCO’s Asia-Pacific Centre of Educational Innovation for Development and UNICEF’s East Asia and Pacific Regional Office, in association with the Office of the National Education Commission and the Ministry of Education, Thailand. Participants from 28 countries from around the world, especially Asia and the Pacific, attended the Conference.

The Conference was held to commemorate the 50th Anniversary of the United Nations, an organization dedicated to the promotion of peace, harmony and international understanding, through a variety of means, including education.

Objectives

The objectives of the Conference were:

- ◆ To identify and explore the changing roles and needs of teachers;
- ◆ To examine the implications of these changes on the content and delivery methods of teacher education and support;
- ◆ To discuss the current status of teachers and explore ways of enhancing the profession; and
- ◆ To promote the exchange of ideas and collaboration amongst teacher educators.

Rationale

Asia is experiencing the effects of a rapidly developing international economy with consequent social, economic and political changes. There is the use of advanced technology such as satellite communications and computers and, at the same time, problems of unemployment and underemployment; social dislocation; environmental problems; pressures on traditional family values; and chalshes between groups of differing cultures and religions.

Education is seen as pivotal in dealing successfully with these changes, facilitating economic development; social cohesion; peace and tolerance; social change. etc. Of course, the quality of education depends upon the quality of its teachers. However, the changing

context of the new Asia requires a new type of teacher. The teacher who only provides the content of the curriculum can no longer be seen as an adequately trained professional. More is required of teachers and this must be provided by teacher trainers through pre- and in-service programmes.

There is a need for a reconceptualization of teacher training, in content, methods and delivery. Two UN agencies are actively involved in education in the Asian region. The objective of UNESCO is to promote international understanding through the development of education, science, culture and communication. Its role is to promote mutual knowledge and understanding by linking people from the intellectual, cultural and scientific communities. Such linkages are intended to establish the foundation for a durable peace. UNICEF has been described as the UN's 'people-to-people' agency as it co-operates with developing countries in their efforts to improve conditions for their children and prepare them to contribute to their society.

In the light of such concerns and developments, UNESCO's Asia-Pacific Centre of Educational Innovation for Development (ACEID), and UNICEF organized the Conference to consider these issues and to use the experience of both organizations to forge new partnerships in teacher development for a new Asia.

Three main concepts influenced the selection of themes for the Conference: the importance of "*partnerships in education*"; the notion that improved "*teacher development*" is of central importance if effective improvement of education and schooling is to be achieved and sustained; and the fact that we live in "*a changing Asia-Pacific*" that is, as a region, set to become an economic powerhouse in the 21st Century.

Partnerships in education

Partnerships involving the willing and enthusiastic co-operation of all parties with a vested interest in education have become an essential ingredient in achieving effective and successful systems of education and schooling. Partnerships involve close association and collaboration with others. Partnerships in education, to be most effective, need to involve such groups as: government authorities, politicians, teachers and teacher associations, parents, the community, employers, and the clients themselves. As one of the participants at the "Education for All" Meeting at Jomtien in 1990 so succinctly put it: "Education is just too important to be left only to governments". Thus, there is an increasing emphasis in most countries in Asia and the Pacific on the importance of home-school links, community schools, and the teacher as social worker as well as instructor.

This Conference sought to explore the types of partnerships that are likely to be of greatest value and benefit and how these can be achieved.

Importance of teacher development

This Conference was based upon the view that teachers have a key role to play in contributing to educational development. Many variables contribute to effective education,

including adequate buildings and classrooms, teaching and learning materials (such as textbooks, writing materials and laboratory equipment), classroom furniture, and a well lit and climatically comfortable teaching environment. However, the most crucial factor is the quality of the interaction that occurs between teachers and students. The nature of this interaction, in terms of the knowledge, skills and sensitivities of the teacher (on the one hand), and the learning expectations, socio-economic and cultural characteristics of those who are to be taught (on the other), is the key variable to determining success or failure.

Therefore, it is vitally important that the most capable and appropriate people are recruited into the teaching profession, and that they be provided with a quality, competency-based pre-service programme of teacher education, and then have opportunities to upgrade their knowledge and skills over the full length of their professional careers. To attract and then keep the most able people in the teaching service requires great attention to be paid to such matters as finding ways to increase the status of teachers and providing appropriate reward structures. Establishing career and promotion pathways, which reflect the important role teachers play in social, economic, cultural and technological development, is also important.

The quality of any education system ultimately depends upon the quality of teachers. Indeed, "no country can rise above the level of its teachers". Teacher development deserves the most urgent, careful and continued attention.

An emerging "New Asia-Pacific"

As we approach the 21st Century, those responsible for the management of current systems of education need to assess what changes need to be made to prepare for a dynamic, yet somewhat uncertain, future. This future will be characterized by rapid change, high technology and a widespread questioning of existing patterns of socio-economic life.

Thirty years ago, few predicted the Asia-Pacific region's present economic success. Now economic indicators point to the fact that the Asia-Pacific will be an economic giant in the 21st Century with an increasing number of "dragon economies" which will have a substantial global influence in economic, socio-cultural and political terms. The 1995 APEC Meeting in Osaka, Japan, noted that Asian economies are currently the most dynamic in the world in terms of real economic growth rates. For example, Thailand, Malaysia, China, and the Republic of Korea each have economic growth rates in excess of 8 per cent, while the mature industrial economies of Europe and North America] generally have growth rates of less than 3 per cent.

Just as the 19th Century was the Century of the Mediterranean and the 20th Century has been the Century of the Atlantic, so the 21st Century is poised to be that of the Asia-Pacific.

Yet the Asia-Pacific region is also one of enormous contrasts: with 63 per cent of the world's population of 5.8 billion people, it has some of the largest and some of the smallest countries on earth in terms of population size and land area; and some of the richest and that poorest countries. Of the world's 986 million illiterates, 75 per cent are in the Asia-Pacific region.

It should be noted also that in the emerging New Asia-Pacific, economic benefits, health care and education facilities are currently distributed very unevenly between and within countries. In addition, the region faces major difficulties such as: inequality of opportunity between genders; the destruction of the environment; and health and social problems associated with drugs, rapid population growth, violence and the dreaded HIV/AIDS pandemic.

Also fundamental to the emerging New Asia-Pacific is the matter of how countries can modernize and develop while at the same time maintain their cherished values and cultural identity. There is a fear that modernization often means westernization and the loss of ways of life and traditions that have slowly and carefully evolved over centuries. Many countries are examining ways in which education, through both formal and non-formal means, can be used to help grapple with such problems and help ensure that the outcome is a cultural mosaic where each country maintains its essential cultural identity and difference, as part of a rich and varied global cultural mosaic, rather than simply becoming part of smelting pot where cultures become homogeneous and there is a loss of their valued differences.

The conference process

This Conference sought to examine how these three themes influence what is required in teacher selection, education and development. It is clear that teacher educators require a combination of new skills and knowledge and that this new model of teacher development is a challenge for both traditional and distance modes of education.

These aspects of "Teacher Development for a New Asia" were explored at the Conference through a series of 12 Roundtables or working commissions.

The purpose of the Roundtable format was to provide participants with an opportunity to focus their attention on specific questions, issues and topics. The 12 topics were:

1. Teacher Training in the Mekong Basin Countries
2. The Reflective Teacher and Research: Textbook and Curriculum Materials Development
3. Distance Education and Teacher Development

4. Teacher Education for the World of Work
5. The Status of Teachers
6. Formal and Non-formal Education: Implications for Teacher Education
7. The Monitoring, Management and Supervision of Teachers
8. Teacher Education: Special Needs in the Classroom
9. Partnerships in Teacher Development
10. Teaching for Life Skills and Sustainable Human Development
11. Teacher Empowerment Strategies
12. Teaching in Difficult Contexts

Members of each Roundtable heard presentations from experts in the region and beyond who provided input on contemporary trends, theorizing and “best practice” related to their particular themes. Participants had the opportunity to question these experts, provide examples from their own research and practice, and clarify problematic issues. Each Roundtable then prepared a summary of major trends, issues and needs in the area being examined, and formulated concrete recommendations for follow-up action by UNESCO-ACEID and UNICEF and other relevant parties.

Part Two

ABSTRACTS

Agarwal, Kuldeep. Human Rights Education: A Challenge to the Reflective Teacher, pp. 30-42

If schools and teachers are to play a more culturally constructive role than they are doing at present, their work requires some broadly defined social purpose - something that goes beyond purely personal, economic and short term considerations. In short, educators need a credible vision of a future that works and that reconnects each individual with the wider world. They need a sustainable human vision which embodies a set of viable purposes and meanings. Human Rights Education can be the link to such a human vision. It is for the reflective teacher to take up this challenge.

This paper reflects upon the meaning and scope of Human Rights Education. It argues that most of the contemporary global issues are human rights issues. Human Rights can be conceived of for individuals as well as relating to the whole human species. For instance, problems related to the environment are human rights issues because it is the right of the human species to preserve nature and the environment to secure its own survival. Other current world problems such as the question women or that of disarmament are human rights issues. The paper concludes with a discussion of the reflective teacher's role in Human Rights Education.

Bell, Les. New Partnerships in Education: Devolution in Schools in England and Wales, pp. 43-56

Changes in education in the last decade have created a range of new partnerships in education. In Britain, the policy framework for these changes has been articulated through a number of Government White Papers and Circulars. This paper examines the most significant of these - *Choice and Diversity: A New Framework for Schools*. It goes on to examine how the five key policy themes - Quality, Diversity, Choice, Autonomy and Accountability - are operationalized within complex education systems. It will conclude by providing evidence collected for an Economic and Social Science Research Council project on Primary School Management to reflect the extent to which the policies put in place in Britain since 1988, are producing the types of partnerships in education that the legislators originally intended.

Burke, Andrew. Professionalism: Its Relevance for Teachers and Teacher Educators in Developing Countries, pp. 57-69

A professional area is characterized by complexity and a significant degree of uncertainty. The professional person is one who is competent to operate in such a context, who takes the critical decision on the basis of the available evidence, and who has the

technical skills to implement or oversee the effective implementation of decisions taken. Whether they are competent to do so or not, every teacher in every classroom all over the world is taking such decisions and attempting to implement them. Such decisions, like all professional decisions, are critically important to those affected by them, both pupils and parents.

The challenge to teacher-educators, both at the pre-service and in-service levels, is to prepare teachers to make good decisions and to equip them with the knowledge of content, and the personal and pedagogical skills to implement those decisions effectively. The challenge to ministries of education will be to give teachers more autonomy, and responsibility for and ownership of their area. The expected benefits to teachers will be: a clear and challenging understanding of their role as professional persons; a better response from them to the responsibilities laid on them; a clear understanding of the complexity and uncertainty that is at the heart of all professions, including teaching; the need for risk-taking in all professions and an acceptance that professionals are often wrong in their decisions; the constant need for updating, change and flexibility; and a lowering of defensive barriers to in-service education which should be seen as normal and necessary for teaching, as in all professions.

Chan, Pui-Kai. The Ups and Downs of the First Year of Teaching: Case Studies of First-Year Teachers in Primary and Secondary Schools in Hong Kong, pp. 70-90

The beginning years in teaching, especially the first year, have been long-regarded as difficult times for the novice teacher. Through a quantitative study based on a model of “the process of learning to teach” and qualitative studies by means of questionnaires and interviews, a few teachers in primary and secondary schools were studied longitudinally throughout their first year. Findings illustrating some characteristics of the nature of the reality shock, the variations in the focus of concern, and changes in attitude towards teaching and professional support are presented in this paper. Implications for the induction process are also suggested.

Chen Xiaoda. The Implications of International Assessment for Teacher Development in China, pp. 91-106

This paper analyses and discusses the impact of variables related to teacher development on educational quality in the context of China. The empirical data for the study is derived from the Second International Assessment of Educational Progress Project (IAEP). The results generated from this study suggest the necessity for teachers in China to be trained to work with large schools and large classes, and to be made aware of the importance of the availability of teaching facilities such as school libraries and laboratories, and of general learning material other than textbooks. (Teacher education should not be limited to subject knowledge.) In addition to these, teachers should be encouraged to make the best use of each instructional period. The study also identified strong and weak areas in mathematics and science curricula.

Christie, Frances. Teacher Education for Literacy in the Restructuring of Secondary Education, pp. 107-119

For understandable reasons a great deal of research effort as well as government funding has been devoted to literacy education in primary schools. This has been a feature of educational enterprise in Asian countries, as an aspect of advancing national development; it has also been true of a great deal of activity in countries such as Australia. The particular concentration on literacy education for the primary years has had consequences for teacher education; in general, it has led to a greater emphasis being given to the preparation of primary teachers for teaching literacy than to the preparation of secondary teachers for teaching literacy. If it is assumed that students will not need more than a primary education, there is some justification for this. However, the concentration on the primary years also carries the assumption that literacy teaching is the particular province of the primary school, with a further assumption that by the secondary school teachers need not be so concerned to teach literacy. The latter assumption should be challenged. It will be argued in this paper that teacher education for secondary schooling should change to accommodate a much greater attention to literacy preparation. There are at least three reasons for this. Firstly, literacy is not something simply learned in the primary school, and then re-used constantly in the secondary school: on the contrary, the nature of literacy changes as students mature and grow older, and secondary teachers need to be aware of the changes, and to teach accordingly. Secondly, unless we prepare teachers to deal with the literacy demands of a secondary education, many students' school performance will significantly decline as they move up the secondary school, as increasing evidence would show in countries like Australia at least, Thirdly, given the increasing complexity of the world of work beyond school, there is an urgent need to develop literacy programmes at the secondary level that prepare students for participation in work.

Crofts, Richard A. The Teacher and Active Learning: The Role of Research in the New Model of Teacher Education, pp. 120-132

The research evidence is now overwhelming that students learn best when they are actively involved and working with others. However, changes in teacher education programmes have not kept pace with these findings. Recent developments in teacher education in the United States have placed greater emphasis on the content of what is taught and less on pedagogy. In fact, what is most needed is an accelerated shift from teaching as something done to students who remain fairly passive in the process to a model that recognizes the teacher as the facilitator (mentor, coach) of the learning process. If "teaching" is to be replaced by an active learning process, then the teacher must be learning with the students. As teacher and student are both actively involved in developing knowledge, they are engaged in what we usually call research. Therefore, research is not an activity that detracts from the time and energy which the teacher devotes to teaching, but is the critical ingredient of the learning process. Admittedly, the level of research programmes in the elementary and secondary schools will not reach the level of doctoral research, but that does not deny the fact that at both levels individuals learn by means of their active involvement in acquiring and developing knowledge. In this new model,

students learn history or biology by their active involvement in the practice of those disciplines, not by listening to the teacher talk about them. Through funds provided by the Federal Department of Education and the National Science Foundation, the State of Montana is one of the leaders in the United States in providing a professional development programme for teachers based upon these principles and a commitment to the systemic reform of mathematics and science education. The programme brings teachers together to learn how to offer learning which integrates mathematics and science, and which makes increasing use of available (low-cost) technology. A key component of the programme is a series of workshops where teachers get together to develop learning experiences for students and then the workshop participants assume the responsibility for sharing these developments with other teachers in their local area.

Devraj Anita. Empowerment of Teachers: Freedom and Responsibility, pp. 133-146

When people talk of the status of teachers, they generally take either of two sides. One way of thinking is that teachers have a low status and that they are treated in a shabby manner by society: they are not given their due in life either in material terms, or in terms of social or political status. The other view is that teachers do not deserve more status than they are given. After all, how much work does a teacher do? Half a days work and that is all ! This paper argues that the teaching profession does deserve a better deal but that teachers have to show their worth and earn the status due to this important, noble (perhaps noblest) profession. They should be given a lot of freedom in their work but they should be asked to be responsible. Freedom and responsibility are two sides of the same coin. If teachers want more freedom (demand and get better status and more power to decide what they want to do and how they do it), they will have to be more responsible (for their work, for the children they teach, for their own professional development). This paper goes on to discuss how teachers can be given opportunities to be free as well as responsible - leading to their empowerment.

Diaz de Rivera, Lina B. Career Tracks: The Road to Better Teacher Status, pp. 147-160

The Congressional Committee on Education (EDCOM) of the Philippines has posited that the country's low quality of education is caused mainly by the inferior qualifications of its roster of mentors at all levels. This situation is not an isolated example in Asia. Since the teacher is "at the heart of the problem" not only is an assessment of teacher education programmes in order but also the question of opening viable career tracks for teachers who are performing well, so that they are not likely to accept more lucrative jobs outside of academe. This paper presents a model for a career track that may well be tried in other Asian countries.

Fien, John. Cross-cultural Collaboration in Teacher Education for Environmental Education, pp. 161-173

The close link between education for development and environmental conservation advocated by major international reports of the last decade has been recognized in the Asia-

Pacific region. A regional collaborative effort sponsored by UNESCO's Asia-Pacific Centre of Educational Innovation for Development (ACEID) and Griffith University in Australia is addressing the teacher education needs in this area by creating an action research network to support teacher education in environmental education. Teacher educators from twelve countries in the region are sharing in the writing of workshop modules for pre- and in-service teachers; these are then critiqued and adapted in accordance with the needs of other countries. A culture of reflective practice and action research is being created by encouraging those involved to write case studies of their design, critique, adaptation and use of the materials as part of their professional development. This approach to professional development for teacher educators in the region was chosen because it provides for a scholarly process of cross-cultural collaboration in which teacher education developments are responsive to local and national cultural and educational contexts but which can also be enriched by inputs from colleagues from other countries.

Fraser, Julia. Access Asia in Australian Schools, pp. 174-184

The Asia Education Foundation (AEF) was established at the University of Melbourne by the Australian Government to introduce studies of Asia across the curriculum in schools throughout Australia. In its first triennium, the AEF has published a National Statement on Studies of Australian Schools and produced a series of twelve teacher and student books, and a major video and print series on contemporary India. It has secured partnerships with all Australian state and territory education departments resulting in a network of 280 schools involving some 10,500 staff and 150,000 students in teaching and learning Asian Studies. By January 1996, the AEF will have sent 200 educators to Asian countries for professional development and entered strategic alliances with 102 philanthropic, corporate, governmental and educational organizations in Australia and Asia. Teacher education is a major priority of the Foundation. This paper will describe the teacher education programme of the AEF, which involves primary and secondary school teachers, and academics within Australia, and institutions in the countries of Asia. It will feature the curriculum materials developed to support this teacher education programme.

Ge Zhengming. A Model for Training Secondary Middle School Teachers in China, pp. 185-196

China is a developing country covering a vast territory and embracing a large population. During ten-years of reform and opening up to the outside world, basic education has developed rapidly. This paper will cover two points: the status quo of teacher education in China (the system, goals and tasks of teacher education), and the content and form of pre-service and in-service teacher education.

Gopalam, A. and Jagdeesh C. Kalla, Reorienting the Instructional Function in the Agricultural University as a Teacher Empowerment Strategy, pp. 197-210

With the increasing complexity in systems of agricultural production, higher education has to be regarded as providing for the process of producing capable and

competent agriculturalists as measured by their competence both to keep abreast of developments in technology and production. They also need to be able to solve problems and provide solutions to issues arising in agricultural and rural development. Therefore University staff have to be empowered adequately to meet this demand for the modern agriculturalist. An innovative empowerment strategy has been developed in NAARM which has brought about a qualitative improvement in the teaching function by studying the quantitative parameters influencing structural effectiveness to an encouraging extent. This paper addresses teaching qualities, the instructional scenario and teacher performance. It summarizes the need for and provides a methodology for the self analysis of the teacher's instructional effectiveness for optimizing teaching and learning in the Indian Agricultural University system.

Hill, Doug et al. A New Practicum Partnership, pp. 211-222

As part of a Bachelor of Teaching (Vocational Education and Training) programme by distance education, students are required to negotiate arrangements for their practicum. This practice is consistent with adult learning principles. Students are the key stakeholders in the practicum and have most to gain by having an active role in its organization. They take responsibility for the selection of the practicum site, the timing of observations and the nomination of a person or persons to fill the roles of supervisor, observer and mentor. It has been found that giving the students this responsibility is empowering and forges a very different relationship between partners in the practicum than is the case with traditional patterns of practice.

Iringan, Tomasa C. "Adopt a School Program": An Innovative Partnership in Education, pp. 223-235

The ever increasing demands on and expectations of teacher training institutions have become a compelling force for educational leaders in these institutions to strengthen and upgrade the quality of their programmes. Such is the challenge confronting the national leadership and the teacher training institutions in the Philippines. To address this challenge the Department of Education, Culture and Sports (DECS) has devised innovative strategies and approaches whereby public elementary and secondary schools, and state-owned colleges and universities offering teacher education programmes can pool their human and physical resources for their common benefit and interest. The "Adopt a School Program": An Innovative Strategy for Partnership in Education was promulgated with the end of upgrading the quality of education and making the programme highly competitive in terms of national and international standards.

Haja Jamilah Haji Mohd. Yusof Collaborative Efforts in Teacher Development, pp. 236-249

Collaborative research by schools and the Ministry of Education in the professional development of teachers has been undertaken in Brunei. Some 50 primary science and mathematics teachers attended a four-week intensive course at the University of

Darussalam during which they were exposed to current trends and methods in primary science and mathematics teaching and learning. The teachers then returned to their schools to implement what they had been exposed to during the workshop. The first year of the project has been completed and it will run for two more years before being evaluated. The emphasis during the workshop was on constructivist approaches, experiential learning using principles of co-operative learning, problem-based learning, and learning situations for pupils to experience, discuss, generalize and apply. The teachers involved were assisted in developing strategies for profiling pupils and extending the zone of proximal development, following Vygotsky on social learning.

Julianes, Melchor S. Modern Trends and Challenges in Teacher Education in the Philippines, pp. 250-253

The year 1986 marked the beginning of a distinct phase in the development of the Philippine's education system characterized by landmark initiatives aimed at addressing important issues in this sector. In the ensuing ten years significant changes were made to the whole education system in both quantitative and qualitative terms. Nevertheless internal and external changes to the education system suggest there is need for considerable future planning if national goals are to be met. Teacher education - the focal point in improving education in the Philippines - has been provided with a ten-year plan for development. This 'Master Plan' charts the way to progress and development and identifies the break-through points for enhancing the teaching profession.

Kalla, Jagdeesh C. and A Gopalam. Distance Education for Faculty Development - The Indian Agricultural University Experience, pp. 254-263

This paper describes the rationale, background, objectives, content, administration and evaluation of an innovative education programme designed at the National Academy of Agricultural Research Management. The programmers focus is on educational methodology and instructional technology for dissemination to Faculties of Agriculture in Indian Universities using distance education technology. The programme comprises self-study and group discussion materials, and practical exercises, and involves three contact sessions over the course of one year. The programme has been administered on three occasions and been subject to evaluation and review. The results have been positive and the indicators suggest its capacity for reduplication in other developing countries in the sub-continent.

Kanu, Yatta and Alan Wheeler. The Professionalization of Teacher Educators: Reflections from Pakistan, pp. 264-276

The Institute for Educational Development (IED) in Karachi was established in 1993 as an integral part of The Aga Khan University dedicated to the enhancement of the teaching-learning process through three major initiatives: (1) the development of a teacher education programme, (2) the enhancement of the professional growth of teachers through ongoing in-service courses, and (3) the promotion of classroom-oriented action research. The school-based model presented in this paper describes how these major threads are

interwoven by utilizing the M. Ed. graduates as Professional Development Teachers (PDTs). Drawing heavily on the medical training metaphor which places teacher education and educational research firmly in the real world of clinical experience, namely co-operating schools, the paper delineates the distinctiveness of IED's initiative in teacher education with respect to several integrative features: effecting change for school improvement, the role and importance of reflective practice and mentorship, co-operative learning and the application of constructivism in the teaching and learning process. These features are discussed in terms of more traditional approaches to teacher education in the developing world, which may be characterized as more school-focused than school-based.

Lakshmi, S. Teacher Empowerment Strategies: Suggested Model, pp. 277-286

Technology and science require that society and the individual members of it should be able to understand, accept and adopt the process of change happening around us. Experts are of the view that at all levels of education today the focus is on teaching basic skills with the corresponding de-emphasis on teaching the application of those skills. What is lacking is the reflective thinking which should be put into use if the learner wants to take this mass of information and classify it, compare it, make inference, draw conclusions, analyze, synthesize and evaluate. Teaching-learning processes should be geared to the challenging task of developing convergent thinking and creativity in the learner, besides contributing to the affective and psych-motor skills of growth.

Lavender, Tony Media Education and Curriculum Development, pp. 287-298

Debates about the influence of the mass media have been going on for more than six decades. Education about the mass media is barely two decades old but it has become an area of significant importance in modern society with relevance not only to the democratic process but also for the preservation of a nation's heritage. In Scotland, there is a growing concern to re-establish indigenous culture which, while mainly English-language based, is under threat not only from English social influences but more especially from American popular cultural trends. Recent experience at a teacher education conference in Bangkok has confirmed that similar concerns exist in South-East Asia as modern satellite and terrestrial broadcast technologies grow even more ubiquitous. Media education, while not currently a defined subject in its own right in Scotland, nevertheless finds expression in a variety of ways in the curriculum from primary to tertiary education. On-going educational developments, however, are leading to the likely inclusion of this subject in the formal curriculum in secondary and tertiary education. At the same time, a similar situation seems to be developing in at least one of the Mekong countries, Thailand, where there is concern with the inclusion of aspects of media education within the non-formal curriculum. I argue for the inclusion of media education in a new model of teacher education - on the one hand to support potential restructuring of the secondary curriculum while recognizing on the other hand the important part that media education can play in the expansion of an understanding of the place of new technology both in schools and teacher education establishments. Finally, I offer a model for a partnership to promote the training of media education specialists in South-East Asia.

Mace, Ray. A Competency-led Management Development Programme for Schools. pp. 299-310

The market philosophy which has dominated change in the education system in the United Kingdom established a competitive approach to the management of schools with the aim of improving the quality of teaching and learning. The devolved budget system which expects schools to be both cost effective and efficient as they strive to raise educational standards, gives schools the responsibility to devise their own in-service training for their staff in the light of their specific school needs. This devolution of power to individual schools has required training institutions to re-think their in-service provision. As well as providing curriculum development, schools with these new management responsibilities frequently require management skills in their staff to assist in their planning. But those skills must be specific to the local requirements and provide the opportunity for development while 'on-the-job'. This paper explains how one teacher education provider from the United Kingdom has developed a competency-led management development programme which can be geared to the needs of individual schools. By taking the key management themes - managing people, managing policy, managing learning and managing resources - a competency-based, school-focused management training scheme has been devised. The scheme has already been applied to meet the management training needs for teachers in schools in Eastern Europe, Finland, the Middle East and the Solomon Islands. By developing an institutional mentoring system which forms part of the school development plan, schools can devise and select the areas for development and review in the light of their own particular priorities. The paper will identify the key criteria required for individual school success under the scheme and explore the ways in which some schools have sought to develop their staff in an effort to improve the quality of school decision-making. Finally, the paper will examine the cultural differences that have already been identified from the schemes' use in the international setting and draw conclusions as to its value as a teacher development 'tool' in the international arena.

Muller, Ross et al. Mentoring for Tomorrow's Teachers: New Roles and Partnerships, pp. 311-323

This paper initially reports on the trial of an internship programme for "Associate" teachers, conducted under a scheme of special "Mentor" teachers with overall supervision by academic staff of the Queensland Institute of Technology under the aegis of a Committee set up by the stakeholders. Surveys undertaken by the Committee to evaluate the programme indicated that the positive effects of such a scheme outweighed the negative impacts and they support the thrust of the research literature on the value of mentoring as a teaching and learning practice. This conclusion was reached having evaluated the effectiveness of the mentoring process from all perspectives. Consideration was given to the concerns of students and their parents that could have arisen when the responsibility for classroom instruction was passed from experienced teachers to less experienced "Associates". The success of the programme depended heavily on mentors still retaining accountability for the classes which interns were delegated to teach and on mentors, within firmly established parameters, adopting a nurturant, collaborative role rather than that of

strictly summative assessor. Principles of self-directed learning and critical friendship forms of professional development were thus prominent features of this programme. This paper contests any notion of internship as panacea to compensate for defects in stakeholders' contributions to pre-service teacher education. The significant outcome of the trial is that successful internships first require the creation of new, dynamic partnerships amongst all stakeholders. Its conclusions project the conception that all parties to an internship are intrinsically and dialectically connected with the instructional practices of the others, and that all are interrelated in an organizational matrix of shared responses, values and practices. In this sense, they are all mentors of each other in a shared learning environment for the promotion of teachers' professional development.

Patterson, Robert S, Collaborative Partnership between School Districts and Universities: The Need for Changing Structures, pp. 324-336

The Brigham Young University-Public School Partnership (BYU-PSP) is one of sixteen sites nationwide in the United States, which is a member of the National Network for Educational Renewal. The partnership sites in this network are committed to the simultaneous improvement of teacher preparation and the renewal of public schools. The BYU-PSP has been in existence for approximately 12 years, during which time it has achieved a high level of collaborative activity involving 25 partnership school sites in the five participating school districts in the Partnership. As this partnership organization has evolved and matured, it has developed strategies and made provision for (a) restructuring an elementary teacher education programme, (b) leadership education for senior administrators, as well as for classroom teachers and university professors, (c) curriculum revision in science, mathematics and English, and (d) extending a research emphasis throughout the schools and university departments of the Partnership. To facilitate the work of the BYU-PSP, a new organizational unit called a Center of Pedagogy has been established. Experience has shown that existing structures in the university and schools do not readily foster and sustain collaboration.

I propose to present a description of a new Center of Pedagogy as a critical element in the success of our partnership and, in so doing, highlight the extensive success we have enjoyed in collaborative partnership between school districts and university in transforming teacher education and public schooling (K- 12). As well, I propose to identify ways in which the BYU-PSP could connect to interested Asian institutions to assist them in establishing and extending partnership relations for the purpose of improving teacher education and public schooling.

Queis, Dietrich V. How to Improve Teaching by a Teaching Portfolio, pp. 337-343

There are many initiatives to improve teaching and to raise the profile of teaching. The teaching portfolio is a special instrument to collect materials documenting teaching performance. It brings together in one place a record of one's important teaching strengths and accomplishments. Teachers are forced to think about the effectiveness of their teaching. This alone is often a stimulus to improvement in teaching. It stimulates teachers to

reconsider personal teaching activities, to rethink teaching strategies, to rearrange priorities and to plan for the future.

Robson, Maurice et al. The Professional Doctorate as a Context for Partnership in Teacher Development, pp. 344-352

In Semester 2, 1994, Deakin University in Australia and Khon Kaen University in Thailand commenced the teaching of a joint doctoral programme - the Doctor of Education degree (Ed.D.). This partnership is a significant new development for both universities and represents an initiative in teacher development which has implications for the teaching of higher degree programmes in Asia, for teacher development in schools and for other partnerships of this kind. This paper provides a description of the key features of the Ed.D. programme as well as the nature of the partnership and the assumptions underlying it. It then identifies some of the outcomes from the first year of the programme, focusing both upon perceived strengths and recognized issues in such a partnership. Finally, the paper explores what might be learnt from partnerships of this kind for teacher development programmes in Asia.

Simmons, Thomas L. and Stanley Davies. Foreign Language Education in the Distance Learning Mode in Vietnam: Status, Potential and Limitations, pp. 353-367

Since the initiation of the Doi Moi Programme in 1986, the world has been watching Vietnam undergo a massive economic transition. This transition has been accompanied by attempts at education reform to prepare the Vietnamese to take a constructive part in these changes. This educational reform must update the content and the methodologies of fragmented education systems, develop independent education systems that can interact internationally and be self-perpetuating, and meet the financial restraints of a third world economy. One possible answer is 'distance learning'. The distance learning mode may offer a viable, low cost alternative to Traditional education systems because it can be employed with a low teacher student ratio (which can also accommodate the current teacher shortage), and operate without expensive permanent structures since it uses dispersed student residence. Beside the lowered cost there are two advantages to distance learning; it is primarily successful among the highly motivated - as the Vietnamese are - and it is a mode of learning that is currently utilized and developed in higher education worldwide. As such it can be maintained after the economic transition as a viable part of continuing education and graduate studies. A possible and important area of application for distance learning is language education. An impetus for language education reform has been observed in the unprecedented growth in the demand for foreign language teachers in industry and business, and the corresponding increase in foreign language students and instruction sites. This preliminary paper is part of an ongoing ethnographic study to ascertain the resources, perspectives and experience of faculty, administrators, students and community members, and to ascertain the potential of distance education in language education in Vietnam. It is hoped that it will provide basic information for future financial and technical aid by establishing an initial profile against which to measure future evaluations of the efficacy and viability of the distance learning mode.

Smedley, Lea & George Cooney The Concept of Partnership - the Macquarie Experience, pp. 368-384

The past ten years has seen a change in pre-service teacher education from the college-based model to a model which incorporates a more extensive school-based component. This movement has been a consequence of dissatisfaction with features of existing pre-service programmes including the practicum and the lack of clarity of the role of participating schools and supervising teachers. New models are arising, which are described in terms of partnerships, internships, school-based training and mentoring. At its founding in 1967, Macquarie University developed an innovative teacher education programme based on the work of Conant and others, which was predicated on the assumption that the pre-service education of teachers (for pre-school, primary and secondary schools in the case of Macquarie) should involve a genuine partnership between the university staff, selected staff in participating schools, the employers and the students themselves. At the time it broke new ground with university staff working closely with teachers in schools in relation to the practicum, the secondment of excellent classroom teachers to assist with the development of curriculum units and the joint appointment of staff with high qualifications in particular disciplines as well as education. During the 25 years of its existence, the programme has undergone changes because of funding constraints but has retained the concept that teacher education involves a genuine partnership between the various groups mentioned above. This paper discusses the characteristics of the programme in the light of current movements in teacher education in Australia and overseas.

Subbammal, K. Teacher Education Curriculum: Suggested Model. pp. 385-394

Teacher effectiveness does not merely depend on the utilization of methodological skills acquired during training. The influences and values which shape a teacher during training flow on to their pupils in the classroom on completion of their training. Teacher education programmes should address this matter as their systems may have ingrained value codes. Teacher education will be improved as attention is given to all aspects of professional preparation and development. A new model teacher education programme is proposed in this paper with the dominant motif being CONCERN: concern for pupils, concern for society, concern for self, concern for humanity.

Vu Van Thanh Partnerships for Improving the Relevance of Education and Training for the Needs of Social and Economic Development, pp. 395-399

This paper discusses the above topic as it concerns Viet Nam. It traces the change in education from earlier times in that country, through the reforms initiated in 1986 to the present. Examples of change to the education system are given and questions raised as to developments into the future. Finally consideration is given to the issues raised as Viet Nam becomes a member of ASEAN and relations with the U.S.A. are normalised.

Twigg, Eric. Technical Teaching Educational Networks: A Case Study of British Experience at the University of Huddersfield, pp. 400-408

The origin of technical teacher training in 1947 at three national centres (Bolton, London and Huddersfield) is described together with the expansion of national provisions through the creation of associate centre networks working closely with the national centres. The development of the network at Huddersfield is used as a case study in this paper to focus on the training programme curriculum, accreditation of centres to deliver the programme, quality assurance control, and the application of technology.

Wilkinson, Louise C. Partnership in Teacher Education: The Rutgers Experiment, pp. 409-420

This paper describes the collaboration between the Rutgers Graduate School of Education and the New Brunswick New Jersey School District to establish a joint Professional Development School for school improvement. This school is an important one for Rutgers students and the state, since it is the first effort of its kind for Rutgers to bring the best theoretical work in education to bear directly on educational practice in an urban school district. Creating a model programme for instructional improvement in an urban school district and establishing a successful collaborative programme to increase students' learning and achievement will make a significant contribution to the District and the State of New Jersey. Teacher education students need to learn about urban education, and to observe and to contribute to an excellent elementary school in an urban district that models exemplary practice. Additionally, the school will serve as an important site for clinical experiences for students. The school is at the elementary level (ages 5-14) and is designed to optimize students learning and development, particularly in the areas of language arts and mathematics, through enhancing the professional development of the New Brunswick school faculty. Rutgers teacher-in-training takes place at the school and there are collaborative research and development projects between Rutgers faculty and the New Brunswick school faculty. This paper details the specific plans and accomplishments of the school over the two years of planning and one semester of the school's operation.

Winter, Sam. Practicing What We Preach: Co-operative Learning in Teacher Education, pp. 421-430

Teachers in many parts of East and South-East Asia have traditionally been regarded as the fount of all wisdom within the classroom and as providers of knowledge for students. This conception of the teachers' role has been criticized as promoting passive approaches to learning among students. As elsewhere in the world, student-teachers in the region are commonly encouraged to employ other instructional approaches to their work. Yet they often find that their teacher-educators employ the same lecture-based techniques that they are being discouraged from using themselves. It may be argued that student-teachers are unlikely to adopt new and unfamiliar classroom instructional practices unless they first see teacher-educators using them in their own work. This paper describes work in progress at Hong Kong University, where a high value has long been placed on encouraging student-

teachers to use co-operative learning approaches with their pupils. The work involves the use of cooperative learning with large groups of student-teachers (around 95) with the dual aims of (a) ensuring mastery of curriculum content and (b) promoting positive attitudes towards the use of co-operative learning in the classroom. Data is presented regarding levels of mastery attained by student-teachers in these co-operative learning groups compared with those in more traditional lecture groups. Data is also presented on students' attitudes to co-operative learning. The implications for developing teacher-education programmes are addressed.

Khadijah Rohani Mohd. Yunus and Norai Mohd. Salleh. Collaborative Learning in Teacher Education: A Case for Greater School Participation, pp. 431-446

School involvement in teacher education in Malaysia continues to be small. This to be regretted given the ongoing public concern about the relationship between the school and the larger society. Schools, at best, provide the site for practical training and, occasionally, exercise a supervisory role. The bulk of the expertise, the curriculum, and organizing school experience for the students remains in the hands of the universities and colleges. However, against the backdrop of parental worry for their children's future, employers' uncertainty about having enough skilled workers and the intellectuals concern about sustaining a balance between economic growth and traditional values, there is now a willingness to forge greater collaboration between schools and institutions of higher learning. The view is that only by working together can there be qualified and competent teachers who can work in tandem with societal needs. Isolated activities by individual teachers or small groups of teachers suggest that school reform can be achieved, even if with only limited impact. But success none the less. Recognizing the importance of working with schools and teachers, the Faculty of Education at the University of Malaysia created an open-door policy which permitted greater collaborative work with government schools, and private and corporate agencies interested in improving teaching quality and competence. This paper highlights the experiences in managing collaborative work aimed primarily at providing the networking which would continue to sustain learning among teachers and increase the participation of schools in teacher education.

Part Three

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