Seattle Pacific University
Center for Global Curriculum Studies

2016 Symposium

Educational Innovations and Reform in Countries around the World

October 16 – 18, 2016
Welcome to the June 2016 Symposium on Educational Innovations and Reform, sponsored by the Center for Global Curriculum Studies and the School of Education of Seattle Pacific University. We welcome you as well to the city of Seattle and to Washington State, located on the Pacific Rim.

We appreciate your willingness to come from far and near to participate in the proceedings, and we look forward to spirited discussions on important matters of shared concern.

We hope that your time here is productive from a professional point of view, but we also hope that you will have time to enjoy the many recreational and cultural attractions of our city and region.

The goals of the Symposium are fourfold:

1. To share different perspectives on the phenomenon of innovation and its effects on educational systems around the world
2. To exchange insights and critical analyses regarding trends in the field of education and in related fields.
3. To stimulate thought and action for shared research efforts on topics related to the conference theme.
4. To form a community of scholars during our time together with the hope that we will remain connected in friendship and purpose.

List of Participants

Olaf Beuchling
John Bond
Robin Chen
Mina H. Chiang
Jeremy Delemarter
Rick Eigenbrood
Arthur Ellis
Valeriy Goloborodko
Ihor Kotsan
Anna Levchuk
Daniel Martin
Maki Montani
Yuki Montani
Welcoming Remarks:

Daniel J. Martin, President, Seattle Pacific University

Rick Eigenbrood, Dean, School of Education

Olexandr Motsyk, Abassador Extraordinary & Plenipotentiary of Ukraine to USA. Honorary Professor, Leska Eastern European National University
Keynote Speaker:

Robin Jung-Cheng Chen
Associate Professor, National Cheng Chi University
UNESCO Teacher Policy 2030 Consultant

Sophia Shi-Huei Ho
Associate Professor, University of Taipei

Yao-Ping Peng
Assistant Professor, Hsuang Chuang University

Comparative study on teaching profession: East Asia, North America, and North Europe

This paper investigates and compares three regions, East Asia, North Europe, and North America with teachers’ professional performance and development via Teaching and Learning International Survey (TALIS) data initiated by OECD. The main focuses will be, respectively, on teaching quality, teaching approach, and professional development. The research described in this paper explores the experiences of various countries participants in TALIS survey, in order to identify the advantages and limitations of each type of professional development model in supporting teacher development, and the different needs of teachers in relation to teaching efficiency and effectiveness. The findings from the standardized questionnaire, developed by OECD, show a range of differences in experiences and outcomes due to different culture and social context. These are used to suggest a developmental framework for conceptualizing teacher professional development needs.

John Bond
Assistant Professor, School of Education
Seattle Pacific University

How School Leaders Can Use Formative Assessment Strategies to Enhance School Climate

Formative assessment is widely implemented in the classroom to provide both teachers and students timely feedback about learning. A growing body of applications of formative practice has emerged over the last few decades that is based upon research. This is a highly successful model that has the potential to serve school leaders and enhance school climate and culture.

In this manuscript how school leaders can apply formative assessment concepts and strategies to assess and improve working relationships is examined. Specific strategies that principals, teacher leaders, and superintendents can use are reviewed. Discussed are the reflective practice that is facilitated by use of such strategies and how this experience is received by the constituencies a leader serves.

Mina H. Chiang
Teachers College, Columbia University
Using Thematically Structured Teaching to Improve Social Communication Skills of Children with Autism Spectrum Disorder

This study was conducted to examine the effectiveness of a thematically structured teaching (TST) program on communication and social interaction skills of children with autism spectrum disorder (ASD). A total of 56 children with ASD aged 3-12 years participated in this study. A quasi-experimental pre-test/post-test intervention group vs. waitlist control group design was used. Mann-Whitney U tests were used to determine if there were significant differences between the two groups in communication and socialization skills improvements. The results of this study showed that the children with ASD who received the TST program showed significantly higher improvements in communication skills and social interaction skills than did the children who were in the waitlist control group.

Jeremy Delamarter
Assistant Professor and Director of Field Experiences, College of Education
Northwest University

A Tale of Two Cities: A Chinese/American Teacher-Training Partnership

How can a small, liberal arts university in Seattle help train teachers in rural China? This question was the genesis for a new partnership between the College of Education at Northwest University (NU) in Kirkland and the 271 Educational Group in China, a rapidly growing private educational organization committed to enacting the philosophies of John Dewey and other progressives in a Chinese context. What began as a chance, one-time summer visit has grown into a bi-lateral exchange in which hundreds of Chinese teachers have traveled to the Northwest campus for extended training in American pedagogical techniques. This initial partnership has proven to be mutually beneficial in unanticipated ways. For example, the NU College of Education has created a specialized M.Ed. program for international teachers who wish to study American educational techniques, and NU’s undergraduate pre-service teachers now travel regularly to China to study Chinese pedagogy in 271 schools. The oldest of these programs began only three years ago, and the emerging data suggest that teachers and students from both countries are adopting more inclusive educational practices as a result.

Ihor Kotsan
Rector & Professor, Leska Ukrainka Eastern European National University, Lutsk, Ukraine
Anna Levchuk
Vice-Rector & Professor, Leska Ukrainka Eastern European University, Lutsk, Ukraine

European quality assurance standards in higher education: Main features and prospects of implementation in Ukraine

In the era of globalization when access to information is broad, knowledge quality assurance becomes very important for both those who study and those who provide educational services. Europe, which seeks to build dynamic and modern knowledge-based economy, aims to ensure that European higher educational establishments demonstrate top quality study programs and qualifications. This issue is reflected in joint Bologna Process documents signed by countries-participants including Ukraine. The
presented deals with main features and prospects of new quality assurance standards introduced during the process of educational reform in Ukraine.

Maki Montani  
Yuki Montani  
Hakuho University, Japan  

Research on Attitudes of College Students toward Studies (Classes) by Using a Motivation & Feedback Sheet

Most of students who study early childhood education are motivated to become a teacher. However, their level of willingness varies. Some try their best in everything, and some not at all. Therefore it is important for teachers to know characteristics of their students and understand their motivation levels to deliver meaningful lectures. The researchers used a Motivation & Feedback sheet to communicate with students in each class to investigate not only their level of willingness but also their level of understanding. Students are required to fill the sheet before and after classes. The research illustrates the present situation of the students’ attitudes toward studies and the positive effects in daily practice.

Johanna Pentikainen, PhD  
Visiting Professor, Cornell University  
Antti Pentikainen,  
Executive Director of the Secretariat and Convener of the Network for Religious and Traditional Peacemakers – and Special Envoy for the Prime Minister of Finland for the Migration Crisis.

Innovative attempts within Finnish educational system

In our presentation we discuss Finnish educational system briefly in general and then focus on certain aspects in the new National Core Curriculum (2016-2017 onwards) that seek to promote innovativeness and prepare today’s youth to the challenges of ever-changing future life. Our examples show how educational innovations can promote reading (Johanna), how educational skills and innovations can be applied to the developmental cooperation and eradication of poverty (Antti), and how student activism may promote project-based learning in terms of student-centered learning module in high school (our son Ohto).

Richard D. Scheuerman and Arthur K. Ellis (2016)  
Seattle Pacific University Center for Global Curriculum Studies
Imperial Letters on Education: Baron Friedrich von Grimm’s Correspondence with Catherine the Great on Schools in Germany, Austria, and Russia (1776-1796)

German scholar and diplomat Fredrich Melchior, Baron von Grimm (1723-1807) undertook extensive correspondence with Russian Empress Catherine the Great (1729-1796) on matters related to her interest in reforming education in Russia. Von Grimm, son of a Lutheran pastor from Regensburg, was closely associated with Enlightenment thinkers like Rousseau and Diderot, and became a member of the Russian Academy of Sciences during his first trip to St. Petersburg in 1773. He returned to Russia in 1776 as a diplomat from Saxe-Gotha and became an influential foreign advisor to Catherine and arranged for Russia’s procurement of Diderot’s and Voltaire’s libraries as well as great European works of art for the imperial collection. As the empress was interested in reforming Russia’s schools, she solicited von Grimm’s advice and he wrote a series of letters to her on European pedagogical approaches, peasant schools, and related matters. Near the end of her reign, Catherine appointed him Russian ambassador to Hamburg. Von Grimm’s Mémoire Historique sur l’origine et les suites de mon attachement pour l’impératrice Catherine II was published in Russian and French by the Russian Imperial Historical Society (Yakov Grot) in 1880 with an appendix containing his letters on education, which appear in this paper in their first English translation.

Key Words: European and Russian education history, Enlightenment philosophy, Catherine the Great, peasant schools

Sophia Shihuei Ho
Associate Professor, Graduate School of Educational Administration and Evaluation
University of Taipei, Taiwan
shihuei@utaipei.edu.tw

The Rise and Fall of Teacher Education Programs in Taiwan HEIs

Although in Taiwan several plans have been proposed as a panacea to improve the quality of education, the most fundamental concern has been expressed in respect to the form of teacher education. Since 1994, teacher education programs in HEIs were extensively launched, making K-12 teachers coming from more diverse disciplines and backgrounds. During the swelling phase, a critical policy-led change upgraded the number of student teachers. Teacher education reform unleashed the centralization on the teacher education programs controlled by the government. However, due to the low birthrate, the need for teachers of K-12 education in Taiwan has sharply decreased in recent years, resulting in 44 teacher education programs being withdrawn from HEIs within 5 years. Following the three stages of teacher education, namely pre-service education, introductory education and in-service education as the pipeline, this presentation aims to illustrate the current situations and challenges of teacher education programs encountered: by Taiwan HEIs.

Key words: higher education institution, professional development, teacher education program

Ji Y. Son
Associate Professor, Psychology, California State University, Los Angeles

James W. Stigler
Switching on Student Thinking in Mathematics: Cognitive and Cultural Challenges and Solutions

U.S. students often believe that learning mathematics requires memorization, not thinking. But if students don’t think, they will never understand mathematics. We know from cross-national comparisons that teaching and learning are cultural activities. Countries that achieve high levels of understanding in math do not share specific actions. Instead, they, each in their own way, create learning opportunities for students that allow time for practicing thinking. But, it turns out to be very hard to create such opportunities. So we will review the evidence on the role of thinking in mathematics learning: why it is important, why it is hard, and what it will take to engage students in deeper learning of mathematics.

Dr. Tatyana Tsyrlina-Spady

Adjunct Professor, School of Education, Seattle Pacific University, Seattle, WA
Editor-in-Chief, Russian-American Education Forum: An online Journal.

Dr. Alan Stoskopf
Visiting Scholar, Graduate College of Education
Project Director for MA Foundation for Humanities Grant, William Joiner Institute for the Study of War and Social Consequences
University of Massachusetts, Boston

Russian History Textbooks in the Putin Era: Recycling iconic heroes and casting faithful citizens

In this paper we examine the heroic representations of Joseph Stalin and Vladimir Putin in two recent (2016) and widely used Russia high school history textbooks. We argue that these representations aim to achieve an uncritical acceptance and allegiance to Putin’s political regime among Russian school age students. Employing a critical discourse analytic approach to the textbook representations of Stalin and Putin revealed how ideological messages were communicated to the reader through words and images. We drew upon critical theory and social semiotic perspectives to guide our analysis. The findings that emerged from this research demonstrated how the Russian concept of hero was discursively enacted in the two textbooks to accomplish socio-political purposes. While there were differences between the textbooks’ depictions of Stalin’s heroic stature, both accounts used these alternating depictions to enhance adulation of Putin’s heroic leadership in the present. Furthermore, the representations of Stalin’s crimes served to justify Putin’s policies today by portraying opposition to his leadership as unpatriotic and damaging to the welfare of the Russian nation. The significance of these findings underscores the importance of examining how the narratives of a nation’s past attempt to shape civic identities in the present. Our study also draws attention to the dangers of how officially sanctioned historical accounts in school settings around the world can be used to shape a compliant citizenry in the present.

Tomm Stewart
The Impacts of Multicultural Experiences on Young People and Their Attitudes Toward Others: Can Cultural Competencies Reduce Extremism and Radicalization?

Culture is a foundational focus of the educational process, life experience, and 'bridge-building' between and among peoples, whether intentional or not. Culture is a defining construct that shapes behaviors, values, and institutions. Conceptually, a culturally influenced curriculum and concomitant experiences may be strongly influenced by Paideian education that provides an interdependence and cyclical relationship; culture impacts education and education impacts culture. Greek philosophers often used a Paideian approach to facilitate learning. These methods can be used in contemporary society also and may be surprisingly effective in introducing and promoting cultural literacy and acceptance, and possibly reducing and preventing societal destructive and dangerous extremism and radicalization. Unfortunately, cultural conflict is rampant in society and the processes of acquiring cultural competencies are complex and not fully understood. The purpose of this research is to investigate the connections of culture and education in the development of attitudes toward others. We propose to present the results of earlier work and its resulting model that seems to demonstrate that multicultural experiences may positively affect attitudes toward others and suggests the effects may be enduring and long-term.

Dr. David Wicks
Assistant Professor
Seattle Pacific University

Cognitive presence in Inquiry-based learning

This presentation explores how SPU’s Digital Education Leadership program’s courses are designed to promote cognitive presence through inquiry-based learning using synchronous and asynchronous collaboration technologies. Cognitive presence is the extent to which participants in a community of inquiry are able to construct meaning through sustained communication.

Dr Dorota Zdybel
Institute of Pedagogy, University of Social Sciences
Łódź, Poland

Epistemological reflection in contemporary teachers’ training – innovation or cultural necessity?

Educational system of teachers training in Poland is focused on developing professional competencies, mainly didactic competencies directly involved in the process of teaching particular school subjects. The absent element is metacognitive awareness defined as an ability to critically reflect on the course and effectiveness of one’s own thinking – awareness which stands at the core of teachers’ professional development. The aim of this presentation is to examine the essence and dimensions of epistemological reflection, to explain its influence on teachers’ personal theories and hidden presumptions concerning knowledge and learning. The role of teachers’ personal epistemology in building classroom learning
culture will be explained. Theoretical considerations will be illustrated with examples of students’ drawings and statements, collected during pilot study on future teachers’ concepts of cognition.
Schedule