

Seminar E: “ASEM LLL Core Competences”

Venue: Room Thang Loi D

Time: 1300- 1630, 7 December, 2010

Chair: Coordinator of ASEM LLL Research Network 5, Professor, Dr. Lena Lindenskov,
 Danish School of Education, Aarhus University, Denmark.

Schedule

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| 13.00-13.15 | E1: <i>Enhanced Competence: A Need in a Risk Society</i>
Professor Dr. Kua Wongboonsin and Patcharawalai Wongboonsin,
Chulalongkorn University, Thailand |
| 13.15-13.30 | E2: <i>Dimensions of Counselling Older Adults for Employability</i>
Dr. Vaiva Zuzeviciute, PhD student Monika Miliusiene, Vytautas Magnus
University, Lithuania |
| 13.30-13.45 | E3: <i>Learning to use the Internet as a way to improve rural lives:
Findings
from the pilot project: “Improvement of Computer Usage and Public Internet
Access Ability in Vietnam” funded by the Bill & Melinda Gates Foundation.</i>
Mr. Phan Huu Phong, Project Director, Viet Nam Public-Utility
Telecommunication Service Fund, Ministry of Information and
Communications |
| 13.45-14.00 | E4: <i>A Global Study on the Changing Nature and Role of School
Curriculum:
From Transmitting Content Knowledge to Developing Students’ Key
Competencies</i>
Asst. Professor Dr. Won-Pyo Hong, Hankuk University of Foreign
Studies, Korea. |
| 14.00-14.30 | Discussion |
| 14.30-15.00 | Tea/coffee break |
| 15.00-15.20 | E5: <i>Examining the Development of Learning How to Learn Skills in
Malaysia</i>
Dr. Saemah Rahman, Assoc. Professor Dr. Ruhizan Mohd Yasin and Siti
Rahayah Ariffin, Malayisa National University, Malaysia. |

- 15.20-15.40 **E6:** *Analytical Competences and Beliefs - Experiences and Results from Latvia*
Professor Dr. Irina Maslo and PhD student Pauls Jurjans, University of Latvia, Latvia.
- 15.40-16.00 **E7:** *Traditional concepts of “study” and “learning” in Confucianism area and a possible theoretical scheme for further discussion*
Professor Dr. Sasagawa Koichi, Hosei University, Japan.
- 16.00-16.30 Discussion

Seminar E: “ASEM LLL Core Competences”

E1: Enhanced Competence: A Need in a Risk Society

E1 Abstract: This paper is based on the notion of the trend towards a second modernity, where there are a number of risks and challenges in the society, economy, politics, cultures, ecology, as well as sociological transformation of social institutions affecting the relationship between individuals and the society. Given such a trend, this paper argues that it is imperative at the first priority level for the stock and the flow of the workforce to have their competence enhanced so as to develop non-linearly towards appropriate reflexivity while contributing to the society. This paper firstly discusses the concept of a second modernity and the nature of a risk society, including a demographic onus, individualization, an economy where labour without strong competence (foundation) and competency (domain specific) is replaced by technology, etc. Then, it discusses the notion of individualization, the preferences, lifestyles and relationship of an individual with the society, through the lens of their life paths and their participation in the labour market, in which needs of human capital - - in terms of domain specific knowledge - - are fast changing.

E1 Presenter: Professor Kua Wongboonsin and Patcharawalai Wongboonsin



Professor Dr. Kua Wongboonsin obtained his A.M. and Ph.D. in Demography from the University of Pennsylvania. His fields of expertise include Demographic Analysis, Population and Development. He is Vice-President for Research Affairs, Chulalongkorn University. He is also a faculty member of the College of Population Studies, Chulalongkorn University. During 1990s, he took directorship at the Institute of Population Studies, a former name of the College of Population Studies. He has also participated in these professional societies: the Thai Population Association (Member, President 1995-2000); the Social

Science Association of Thailand; Population Association of America; the International Union for the Scientific Study of Population (IUSSP).

E2: Dimensions of Counselling Older Adults for Employability

E2 Abstract: In a constantly and rapidly changing world, everyone has to learn. We no longer have a privilege to learn when we have spare time, or when we feel learning is a useful way to spend our leisure time. Learning is a way to cope with tension caused by changes in one's professional life, social life, and even personal life. Social exclusion is a leading cause of conflict and insecurity in many parts of the world. It marginalizes community, encourages alienation and disrespect people with different socio-economic status or from other nations. Nowadays age becomes another factor which influenced the discrimination of older adults. Nobody knows what factor will influence our exclusion in the future, so nobody is safe from social exclusion. In order to provide older adults with meaningful and productive services, it is of crucial importance to constantly monitor at least two dimensions: (objective) changes in labour market (which are in their own cause conditioned by scientific and technological developments), and (subjective) changes in older person's life aspirations, which are conditioned by health status, educational and professional background and other variables, including gender. It is very important to attract the seniors to education, to raise their self-esteem, to equip them with the skills that they need in order to cope with change and inspire them to be the active members of today's ever changing society.

E2 Presenter: Professor **Vaiva Zuzeviciute** and Ph.D student **Monika Miliusiene**, Lithuania



Vaiva Zuzevičiūtė is a professor (PhD in Education in 2005, Habilitation procedure completed in 2008) at the Department of Education at Vytautas Magnus University (Kaunas, LITHUANIA). Her professional experience includes teaching of undergraduates, graduates and supervision of doctoral studies. She is a member of BARAE (Baltic Association for Research in Adult Education); member of the editorial Board of the journal "Studies for Learning Society", and member of ESREA (European Society for Research on the Education of Adults), also, national delegate of the LifeLong Learning Committee, World Committee of Education and LifeLong Learning. Main research themes include adult education, didactics of higher education,

development of e-learning and education towards social cohesion and citizenship. Relevant publications include Zuzevičiūtė V., Teresevičienė M. (2009). Towards the Professionalisation of Adult Educator's Activities: Challenges and Perspectives. More information: <http://www.vdu.lt/edukologija/?q=node/2>

E3: Learning to using the Internet as a way to improve rural lives: Findings from the pilot project: "Improvement of Computer Usage and Public Internet Access Ability in Vietnam" funded by the Bill & Melinda Gates Foundation.

E3 Abstract: Despite the rapid growth of Internet access in Viet Nam over the past 10 years, access in rural areas (14%) remains far below levels enjoyed by urban areas (50%-60%). The pilot project "Improvement of computer usage and public Internet access ability in Vietnam" funded by the Bill & Melinda Gates Foundation, aims to contribute to narrowing the digital divide. The project installs computers and broadband Internet access in public libraries and telecenters such as communal culture post offices (CPOs), and offers training to library and CPO staff as well as to local community members in the rural and remote areas of three provinces. One of the key roles of the involved libraries and CPOs is to act as a center for information and life-long learning. Based on the lessons learned and success stories of the pilot project, an expanded project proposal is being developed to replicate the models in rural and remote areas of 40 provinces in Viet Nam.

E3 Presenter: Mr. Phan Huu Phong currently serves as the Deputy Director of the Ministry of Information and Communication's Vietnam public-Utility Telecommunication Service Fund, where has lead the piloting of improved computer usage and public internet access in Viet Nam.

Previously, Dr. Phong served as the Deputy Director of the Ministry of Posts and Telematics's Posts and Telecom's Bureau No 1, and as Chief of the Posts and Telecoms No 1 Division under the Department General of Posts and Telecoms Office.

Dr. Phong received his Bachelor's degree from Posts and Telecom University and his Doctorate from the Posts and Telecommunications Institute of Technology with a specialization in Network and Telecommunications Channels

E3 Co-Presenter: Mr. Tran Ba Thai currently works for the Bill and Melinda Gates-funded project "Improvement of computer usage and public Internet access ability in Vietnam"

Previously, Mr Thai spent more than 30 years working for the Institut of Information Technology (IOIT), Vietnam Academy of Science and Technology, in the area of computer networking and internet technology. At IOIT, he worked on several major projects, including the joint Vietnam Research and Educational Network/ Trans Eurasia Information Network project, FOSSBridge with inWEnt, INRIA of France and IOIT of Vietnam, Global Internet Policy Initiatives in VietNam) jointly with Internews Europe, and Asian Internet Interconnection Initiatives & School On Internet Asia, a joint project by Keio University, NAIST of Japan and 14 Asian education and research institutions.

Mr. Thai Graduated in Electronics & Telecommunication from Budapest University of Technology, Hungary and retrained in microprocessor and computer networking in Research Centre in Informatics and Applied Mathematics of EDF (Electricite de France), CNAM University, Bull company, Paris, France.

E4: A Global Study on the Changing Nature and Role of School Curriculum: From Transmitting Content Knowledge to Developing Students' Key Competencies

E4 Abstract: This presentation investigates how key competencies can be incorporated into the school curriculum, what are relevant instructional methods for it, and what institutional supports are required to reform school curriculum to be competence-based. To address these questions, this study uses qualitative data from three schools in South Korea, Australia and New Zealand. Major findings show that a transformative approach rather than additive one is required; teachers in three schools were attempting to restructure the existing curriculum to develop students' key competencies instead of considering the latter as a new teaching component. In terms of instructional methods, the teachers believed that more diversified strategies are necessary for the students to practice and develop diverse aspects of their competencies. This study also shows that the principal's leadership to enhance communication and interaction among teachers is crucial in constructing local definitions of key competencies and shared visions on how to integrate them with their curriculum and instruction. Based on these findings, this study provides global implications for implementing a competence-based approach to the school curriculum.

E4 Presenter: Assistant Professor, **Dr. Won-Pyo Hong**, Korea



Won-Pyo Hong is an assistant professor, teacher education programme at Hankuk University of Foreign Studies, Imun-Dong, Dongdaemun-Gu, Seoul, Korea, 130-791; e-mail: eduhong@hufs.ac.kr. He received his B.A. and M.A. from Department of Education, Seoul National University, Seoul, Korea. He then earned his Ph. D from Michigan State University, Michigan, USA. He specializes in curriculum studies, and his scholarship includes theory and practice with regard to school curriculum, curriculum policy analysis, and global and multicultural education. Recently, he is interested in redirecting the nature and role of school curriculum from transmitting content knowledge in subject areas to developing students' core competencies.

E5: Examining the Development of Learning How to Learn Skills in Malaysia

E5 Abstract: Learning how to learn is one of the important core competences that need to be given attention in order to promote lifelong learning. By ensuring this, the individuals will have the skills to continue learning effectively in later life. The role of school system is very important in providing these basic skills. However review of literature showed that learning how to learn is not given enough attention in many classrooms today. The use of metacognitive approach is recommended by educational psychologists to provide opportunities for students to learn about their learning process thus helping them acquire the learning-to-learn skills. It is also suggested that learning how to learn skills can be developed simultaneously as they learn the content of subject matter. Using the metacognitive framework, this paper will focus on the status of the development of learning how to learn skills in Malaysia.

E5 Presenter: Associate Professor **Saemah Rahman, Ruhizan Mohd Yasin & Siti Rahayah Ariffin, Malaysia**



Dr. Saemah Rahman is associate professor in Educational Psychology. Currently she is a Deputy Dean for Undergraduate studies, Alumni and Industrial Relations at the Faculty of Education, Universiti kebangsaan Malaysia. Her research interests include learning and metacognition, thinking skills, learning to learn skills and integration of ICT in teaching and learning. Her current research projects are: 1) Using metacognitive approach to develop expert learner, and 2) Knowledge construction in mobile learning environment and 3) Developing competent learner for lifelong learning.

E6: Analytical Competences and Beliefs—Experiences and Results from Latvia

E6 Abstract: According to the international investigation framework developed by L. Lindenskov and V. Hetmar (Danish School of Education, Aarhus University, Denmark) we are making an investigation into the relationship between students' performances in mathematics and their beliefs and positioning as doers of mathematics in lower-secondary classrooms in Latvia as a starting

point for the future joint comparative study. Our investigation takes place in Latvia grade 9 including 346 pupils. According to the specific objectives and criteria of joint investigation the research includes three stages 1) the students were asked to write down their reflections on three questions *What is mathematics? What is mathematical thinking? How to solve a mathematical problem?*; 2) based on the teachers' information about high-, middle- and low-performing students, two students from each group were interviewed in semi-structured interviews; 3) finally, the students' statements about beliefs and positioning were related to the teacher-based division, with regard to the high-, middle- and low-performing students, and to the students' marks in the final exam, at the end of the school year. The paper presents main findings of the study.

E6 Presenters: Professor **Irina Maslo, Latvia**, and the colleagues (Ph.D. students Pauls Jurjans, Margarita Pukite and Ludmila Babajeva, Scientific assistant Manuel Fernandez, Dr. Rudite Andersone, Dr. Irina Maslo, Dr. Andra Fernate, University of Latvia, Latvia, and Dr. Lena Lindenskov, Danish School of Education, Aarhus University, Denmark)



Irina Maslo is Habilitated Doctor of Pedagogy (*Dr.habil.paed.*), a professor of the Faculty of Education, Psychology and Art of the University of Latvia. She is also the Head of the Scientific Institute of Pedagogy of the Faculty of Education, Psychology and Art of the University of Latvia. The directions of her scientific research are: social pedagogy, models of social and cultural studies, didactics and intercultural didactics, the theories of curriculum, methods of teaching foreign languages, integration and inclusion, institutional bilingual education, multilingual education, educational treatment of cultural diversity, mix-method design of educational research, new instrumentation of self-research and monitoring. She has important experience of organizing

conferences and managing international and local projects connected with international cooperation and international teacher training programmes, educational treatment of diversity in inclusive contexts, learning facilitating quality, lifelong learning, inclusive pedagogy within Latvia's and international context, the models for the development of future international cooperation projects in the common European education space



Pauls Jurjans is a doctoral student of the University of Latvia and lector of the School of Business Administration Turība. His research theme is: The role of critical thinking in specialist training at a higher education institution to self-regulate effective professional activity in crisis conditions.

He also studies human's survival problems in extreme situations and how to teach to solve these problems according to constructivism and pragmatism schools in

pedagogy

E7: The Japanese Situation related to the Issue of Core Competences

E7 Abstract: Traditional concepts on "study" and "learning" in Confucianism area and a possible theoretical scheme for further discussion

In East Asian "Confucianism Area" including current Vietnam, Korea, Japan, Taiwan, Hong Kong, Macau, Singapore and China, have had their own concepts on "study", "learning" and

“competency”. After 16th century the area started to accept western technology and studies to create a new type of East Asian concepts of them. However under strong influence of USA this area has started to put their own tradition aside to face some difficulties to develop appropriate theories to the area. In my presentation the tradition will be explained and some suggestion for our discussion will be proposed.

E7 Presenter: Professor Dr. Sasagawa Koichi, Japan.



Sasagawa Koichi is Professor at the Faculty of Lifelong Learning and Career Studies, Hosei University