Globalization, Localization and Individualization in Education: Pedagogic Implications for IBO Schools

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Congratulations & Thanks
In the New Century

Knowledge vs Intelligence

??
Aims of Presentation

New Paradigm of Education

Implications for IBO Schools

1. Implementation of New Education
2. Change in Teacher Roles and Teaching Approaches
3. Curriculum Reform
Challenges to New Generations in New Millennium

1. Tremendous Impacts of Information Technology
2. Rapid Multiple Globalizations
3. Transformation towards Knowledge-based Economy/ Intelligence-based Economy
4. International and Regional Competitions & Conflicts
5. Local Demands for Developments
Is Our Existing Education Still Effective and Relevant to the Future of Our Students?
How to reform education .....?

1. Develop New Education Aims relevant to the Future ?

2. Initiate Innovative Approach to Achieving them ?

3. Provide Unlimited Opportunities for Students’ Learning?
Paradigm Shift in Education in the New Century

Traditional Site-Bounded Paradigm

New Triplization Paradigm

Cheng (2000)
New Paradigm of Education:
Cheng (1999, 2000a)

Development of Students’ Intelligence

Triplization of Education
(= globalization + localization + individualization in education)
<table>
<thead>
<tr>
<th>Howard Gardner (1993)</th>
<th>Multiple Intelligences (Biological)</th>
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</thead>
<tbody>
<tr>
<td>• musical intelligence</td>
<td>• bodily-kinesthetic intelligence</td>
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<tr>
<td>• logical-mathematical intelligence</td>
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<tr>
<td>• linguistic intelligence</td>
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<td>• spatial intelligence</td>
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<td>• interpersonal intelligence</td>
<td></td>
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<td>• intrapersonal intelligence</td>
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</tbody>
</table>
Cheng’s (2000) Typology of Human Being and Intelligence

In new century

- Technological Person
- Economic Person
- Social Person
- Political Person
- Cultural Person
- Learning Person

- Technological Intelligence
- Economic Intelligence
- Social Intelligence
- Political Intelligence
- Cultural Intelligence
- Learning Intelligence
Pentagon Theory of CMI For Education

- Cultural Intelligence
- Political Intelligence
- Social Intelligence
- Technological Intelligence
- Economic Intelligence

Learning Intelligence
Challenges to Our Education:

How well we can facilitate:

1. Development of CMI?
2. Intelligence Transfer? → Creativity
3. Learning Intelligence as the Core?
Triplization in Education: Globalization + Localization + Individualization
A Globalized, Localized, & Individualized CMI Citizen Who will be engaged in life long learning and will creatively contribute to building up a CMI society and a CMI global village
Paradigm Shift in Learning

New

**Individualized Learning**

- Student is the Centre of Education
- Individualized Programs
- Self Learning
- Self Actualizing Process
- Focus on How to Learn
- Self Rewarding

Traditional

**Reproduced Learning**:

- Student is the Follower of Teacher
- Standard Programs
- Absorbing Knowledge
- Receiving Process
- Focus on How to Gain
- External Rewarding
## Paradigm Shift in Learning

### New

**Localized and Globalized Learning:**
- Multiple Sources of Learning
- Networked Learning
- Life-long and Everywhere
- Unlimited Opportunities
- World-Class Learning
- Local and International Outlook

### Traditional

**Site-Bounded Learning:**
- Teacher-Based Learning
- Separated Learning
- Fixed Period and Within Institution
- Limited Opportunities
- Site-Bounded Learning
- Mainly Institution-based Experiences
Challenge to Our Learning Theory

• How can we facilitate such a paradigm shift in learning?

→ We need to have deeper understanding of self-learning
Self Learning Cycle

1. Mind-set
2. Plan
3. Action
4. Monitor
5. Outcome
6. Feedback
7. Feedback

High Order Learning
Low Order Learning
Challenges to Our Educational Environment

• How can we effectively facilitate such a continuous self-learning cycle among our students?
To Build Up A Borderless Networked Human and Technological Environment

Re-define:

• Boundary and nature of the learning context
• Composition of players involved in the learning process
• Format, speed and nature of communication and feedback
• Knowledge generation, management, sharing and utilization
A community of networked self learners

Classroom

Learner

Teacher

A community of networked learning groups
Community of networked learning groups

Network of learning communities

Community of Networked Learning Societies
- Inspiring
- Sustaining
- Cognitive capacity building
- Engendering vision
- Stimulate
- Facilitate
- Information generation
- Supporting volition
- Motivation
- Meta-Cognition
- Volition
**Human Environment**

- Expert advice, benchmark
- Interaction, challenge, stimulation
- Emotional safety net

**IT Environment**

- Quick access
- Linkage of learners
- Bountiful & up-to-date resource
- Immediate feedback & positioning

**ACTION**

- Control learning
- Engage in learning
- Establish frame of reference
Given the New Paradigm in Learning, Implications for Paradigm Shift in Teaching?
New Vision of Teaching

- to facilitate paradigm shift towards the new triplized learning
- to provide a triplized learning environment, with the support of IT and local and global networking,
- for developing students’ triplized self learning ability & CMI.
What Teacher-Student Relationship for New Learning?
<table>
<thead>
<tr>
<th>Teacher’s Role</th>
<th>Teaching/ Learning Process</th>
<th>Student’s Role</th>
<th>Likely Student Quality as Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appreciator</td>
<td>As determined by student</td>
<td>Searcher</td>
<td>Self-determination</td>
</tr>
<tr>
<td>2. Partner</td>
<td>Participation</td>
<td>Partner</td>
<td>Responsibility</td>
</tr>
<tr>
<td>3. Patron</td>
<td>Making</td>
<td>Designer-creator</td>
<td>Creativeness</td>
</tr>
<tr>
<td>4. Guide</td>
<td>Searching, observing</td>
<td>Explorer</td>
<td>Adventurous-ness</td>
</tr>
<tr>
<td>5. Questioner</td>
<td>Experimentation</td>
<td>Searcher</td>
<td>Investigation skills</td>
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</tr>
<tr>
<td>Role</td>
<td>Reflection</td>
<td>Expression of feeling</td>
<td>Conditioning</td>
</tr>
<tr>
<td>Type</td>
<td>Thinker</td>
<td>Client</td>
<td>Subject</td>
</tr>
<tr>
<td>Skill</td>
<td>Understanding</td>
<td>Insight</td>
<td>Habits</td>
</tr>
</tbody>
</table>
To facilitate student self initiative....

How can we facilitate teachers and students to shift their roles from the higher end (8-10) towards the lower one (1-4)?

What implications for curriculum reforms?
Students-Centred Examination-Centred Teacher-Centred Subject Knowledge-based/Separated Multiple Intelligence-based/Integrative After 3-5 Years Curriculum & Instruction
My Dream......

All our students will become triplized CMI Citizens.

They fully enjoy life-long self-learning and actualization and contribute to a CMI society and a CMI global village.
My Dream.....

All our teachers will become triplized CMI teachers.

They share the joy of triplized learning and teaching with students and pursue life-long professional development.
My Dream......

All our schools will become triplized schools.

All educators are dedicated to create unlimited opportunities for all students’ learning and development