3rd International Symposium

Educational Policy and Reform in a Global Age
— Cross-Cultural Perspectives —

Seminar Program
11—12 December, 2004. Tokyo

Center for Research of Core Academic Competences
Graduate School of Education
THE UNIVERSITY OF TOKYO
Preamble

With the coming of the “knowledge society,” understanding and encouraging various aspects of human ability is becoming all the more critical for creating and maintaining a dynamic and vibrant society.

Though ability in the traditional sense still constitutes the core of education in most countries, there is a growing awareness in many parts of the world that this is not enough to meet the challenges of the 21st century. Many countries are struggling with new definitions of ability, as well as with the issue of how such a broad range of “core competences” might be supported in education.

The mission of educators, moreover, is not limited to the enhancement of academic quality in the narrow sense. There is also the democratic mission of assuring a quality education for all, and for creating schools that further the democratic promise.

What are the core academic competences, the “abilities,” that is necessary for children in the coming age? Why are schools facing difficulties, and what can teachers, schools, and policymakers do to help learning take place? What kinds of social support systems should be constructed and how?

These are some core questions that the Center for Research of Core Academic Competences, established in 2002, attempts to answer through intensive research and by collaborating with schools. The Center is supported by Japanese government funding, as one of the institutions designated as the “21st Century Center for Excellence (COE).” Its activities are carried out in three units: (1) Basic Research / Analysis of Academic Competences Unit, (2) Analysis of School Functions Unit, and (3) Evaluation of Alternative Educational Systems Unit. Center members and affiliated researchers jointly work together in these units. Academics in various disciplines, teachers, school administrators, and policymakers also participate in the activities through the advisory board system.

The Center also has a strong international component. Research projects link scholars in different countries and continents. Leading experts in the field are also invited to join as the international board, and the Center invites experts from the world as visiting research fellows for extended periods to work on projects with the Center. The Center also organizes international seminars and workshops to promote active dialogue on crucial educational issues.

This is the third international symposium of the Center, and this year the focus is on macro-level comparisons of educational reforms in key countries, as well as the implications for Japan. How are nations strategically responding to the challenges of our times? What are the consequences of these reforms for student learning? With the participation of leading scholars from various nations, the symposium will provide an opportunity to understand the global situation of school reform, and to analyze the implications this has for policy.
First Day: Saturday, December 11th

Chair: Ryoko Tsuneyoshi (The University of Tokyo)

9:30 – 10:00  Registration of participants

10:00 – 10:05  Opening remarks by the chair
   Ryoko Tsuneyoshi
   (University of Tokyo)

10:05 – 10:15  Welcome speech by the Head of the Center
   Motohisa Kaneko
   (University of Tokyo)

10:15 – 11:00  The Failure of High-stakes Testing to Improve America's Schools
   David Berliner
   (Arizona State University, U.S.A.)
   # 10:15-10:45  Presentation
   # 10:45-11:00  Question

11:00 – 11:45  Assuring a Quality Education for All: How the Finnish Education System Responds to the Challenge of Equity
   Jouni Valijarvi
   (Institute for Educational Research, University of Jyvaskyla, Finland)
   # 11:00-11:30  Presentation
   # 11:30-11:45  Question

11:45 – 12:30  Discussion

12:30 – 13:50  Lunch Break
13:50 – 14:00  Comments from the chair
   Ryoko Tsuneyoshi
   (University of Tokyo)

14:00 – 14:45  Defense of School Reform against Manufactured Crisis: Beyond Numbers Game of Achievement Test Scores
   Manabu Sato
   (University of Tokyo, Japan)
   # 14:00-14:30  Presentation
   # 14:30-14:45  Question

14:45 – 15:30  Extant Research and the Policy concerning Core Academic Competency: Korea's Preparation for the Knowledge-Based Society
   Yangboon Kim
   (Korean Educational Development Institute, Korea)
   # 14:45-15:15  Presentation
   # 15:15-15:30  Question

15:30 – 15:45  Coffee Break

15:45 – 16:00  Commentary
   Takehiko Kariya
   (University of Tokyo, Japan)

16:00 – 16:45  Discussion

16:45 – 17:00  Today's summary
   Motohisa Kaneko
   (University of Tokyo)

17:30 – 19:30  Reception
Second Day: Saturday, December 12th
Chair: Manabu Sato (The University of Tokyo)

9:30 – 10:00  Registration of participants

10:00 – 10:15  Opening remarks by the chair
   Manabu Sato
   (University of Tokyo)

10:15 – 11:00  Ability-Driven Education in Singapore: Recent Initiatives
   Christine Lee
   (National Institute of Education / Nanyang Technological University, Singapore)
   # 10:15-10:45  Presentation
   # 10:45-11:00  Question

11:00 – 11:45  The Role of Educational Monitoring, Assessments, and Standards in
   School Reform: New Policy Strategies in the German Speaking Countries
   Eckhard Klieme
   (German Institute for International Educational Research, Germany)
   # 11:00-11:30  Presentation
   # 11:30-11:45  Question

11:45 – 12:00  Presentation and Comments
   Motohisa Kaneko
   (University of Tokyo)

12:00 – 12:40  Free Discussion

12:40 – 12:45  Ending remarks by the chair
   Manabu Sato
   (University of Tokyo)
List of Participants

David Berliner
Regent Professor, Arizona State University, U.S.A.
Current work focuses on the competencies of Nationally Board Certified Teachers, teachers who enter teaching through alternative routes, expert teachers and the effects of high states testing on schooling in America.

Jouni Valijarvi
Professor and Director, Institute for Educational Research, University of Jyvaskyla, Finland.
Current work focuses on comparative analysis of learning outcomes, quality and equality in education, and improving education of teachers and trainers.

Yangboon Kim
Director, Office of Fundamental Educational Research, Korean Educational Development Institute, Korea
Current work focuses on effect studies and development of test instruments.

Christine Lee
Head, Humanities and Social Studies Education Academy Group, National Institute of Education / Nanyang Technological University, Singapore.
Current work focuses on ethnic relations in schools, pedagogical practices in social studies classrooms, and cooperative learning.

Eckhard Klieme
Director, German Institute for International Educational Research, Germany.
Current work focuses on basic research to school effectiveness and teaching quality, evaluation in the educational area, and internationally comparative educational research.

Hangu Ryu (Observer)
Associate Research Fellow, Office of Fundamental Educational Research, Research Division of School Education, Korean Educational Development Institute, Korea.
Current work focuses on model design for Korea educational longitudinal study and studied last year with Dr. Kim, Yangboon.
Motohisa Kaneko
Professor, Social Sciences in Education, Graduate School of Education, The University of Tokyo
Director of Center for Research of Core Academic Competences

Manabu Sato
Professor, Teaching Curriculum and Learning Environments, Graduate School of Education, The University of Tokyo
Dean of Graduate School of Education, The University of Tokyo
Head of General Unit, Center for Research of Core Academic Competences

Takehiko Kariya
Professor, Social Sciences in Education, Graduate School of Education, The University of Tokyo
Head of Evaluation of Alternative Educational Systems Unit, Center for Research of Core Academic Competences

Ryoko Tuneyoshi
Associate Professor, Social Sciences in Education, Graduate School of Education, The University of Tokyo
Head, International Unit, Center for Research of Core Academic Competences

Research Associates,
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Junko Hamanaka, General Unit
Miwa Inuzaka, Basic Research / Analysis of Academic Competences Unit
Takeshi Hori, Evaluation of Alternative Educational Systems Unit
Mikiko Seo, Research Scholar, Japan Society for Promotion of Science

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