

3rd International Symposium

Educational Policy and Reform in a Global Age

— Cross-Cultural Perspectives —



**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.

Program

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 Jyväskylä, 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.
Most recent books are *The Manufactured Crisis: Myths, Fraud, and the Attack on America's Public Schools* (With B.J. Biddle, Perseus Books, 1995), *Handbook of Educational Psychology* (Edited with R.C. Calfee, Macmillan Library Reference, 1996).

Jouni Valijarvi

Professor and Director, Institute for Educational Research, University of Jyväskylä, Finland.
Current work focuses on comparative analysis of learning outcomes, quality and equality in education, and improving education of teachers and trainers.
Most recent papers are 'The system and how does it work - Some curricular and pedagogical characteristics of the Finnish comprehensive school' in *Educational Journal* (The Chinese University of Hong Kong, 2004 in press), 'Implications of the modular curriculum in the secondary school in Finland' in *Curriculum Landscapes and Trends* (Edited by J. Van Den, Akker, W. Kuiper & U. Hameyer, Kluwer Academic Pub, 2004, pp.101-116).

Yangboon Kim

Director, Office of Fundamental Educational Research, Korean Educational Development Institute, Korea
Current work focuses on effect studies and development of test instruments.
Most recent books are *Reliability* (2003), *Statistical Method for the Social Science Study* (2002) and *Generalizability Theory* (2000).

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.
Most recent books and paper are *Primary Social Studies: Exploring Pedagogy and Content*. (Edited with Chang, C.H., Marshall Cavendish, in press), 'Children's Experiences of Multiracial Relationships in Informal Primary School Settings' in *Beyond Riots and Rituals*, (Edited by Lai, A. E., Eastern Universities Press and Marshall Cavendish, 2004, pp. 114-145.)

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.
Most recent paper is 'Problem Solving' in *Programme for International Student Assessment. The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills* (Dossey, J.; Csapo, B.; Klieme, E.; e.a.: PISA Problem Solving Group, Organization for Economic Cooperation and Development, 2003, pp. 153-198).

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

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Dean of Graduate School of Education, The University of Tokyo
Head of General Unit, Center for Research of Core Academic Competences

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Ryoko Tuneyoshi

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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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