

Notes on the Authors

Akira ARIMOTO is Director and Professor of the Research Institute for Higher Education, Graduate School of Education, Hiroshima University, Hiroshima, Japan, where he received his PhD in Education. He is an international expert in comparative and sociological studies of academic reform, the academic profession, and academic productivity. He has served as a visiting professor at the Research Institute for Faculty Development, Niigata University, Japan, and at the Research Institute for Higher Education, Xiamen University, China. Professor Arimoto is President of the Japanese Association of Higher Education Research (JAHER), Chair of the Regional Scientific Committee for Asia and the Pacific, and a member of the Global Scientific Committee. E-mail: arimoto@hiroshima-u.ac.jp

David W. CHAPMAN is the Birkmaier Professor of Educational Leadership in the Department of Organizational Leadership, Policy, and Development, in the College of Education and Human Development at the University of Minnesota. He has worked in more than 45 developing countries, assisting national governments and international organizations in the areas of educational policy and planning, program design and evaluation. The author of over 125 journal articles and book chapters, he was awarded a Fulbright New Century Scholars grant for the 2007-08 academic year. E-mail: chapm026@umn.edu

Sheena CHOI is an Associate Professor at Indiana University at Purdue. She was a Fulbright Senior Research Fellow in Korea (2008-2009), studying multicultural education in Korea and its policy implications. E-mail: chois@ipfw.edu

William K. CUMMINGS is Professor of International Education and International Affairs at George Washington University. He has been involved in development work for over 25 years, focusing on evaluation and monitoring, policy analysis, sector assessment, management analysis, and teacher training. He has written extensively on the challenges of development and on models of success-

ful development strategies. He has written or edited over 100 articles and 20 books or monographs. He is a past president of the Comparative and International Education Society. E-mail: wkcum@usa.net

Lili DONG is the Assistant Director of the University of Minnesota's China Center. She works closely with a range of units at the university to coordinate current activities with institutions in China, developing and implementing new academic and exchange programs. Before joining the University of Minnesota, Dr Dong has worked as Director of Georgetown University's Liaison Office in China and a Research Assistant at the University of Minnesota, and has served as a consultant for the Academy of Educational Development (AED) and CARE International. Dr Dong's research interests include Chinese higher education, higher education internationalization and international development. She received her PhD in Comparative and International Development Education from the University of Minnesota, her MS in Learning and Instruction from the University of Southern California, and a BA in English Language and Literature from Shanghai International Studies University. E-mail: dongx043@umn.edu

Ruth HAYHOE is Professor at the Ontario Institute for Studies in Education at the University of Toronto and President Emerita of the Hong Kong Institute of Education. Her recent books include *Comparative and International Education: Issues for Teachers*, co-edited with K. Mundy, K. Bickmore, M. Madden and K. Madjidi (Toronto: Canadian Scholars Press and New York: Teachers College Press, 2008), *Portraits of Influential Chinese Educators* (Comparative Education Research Centre (CERC), The University of Hong Kong and Springer, 2006) and *Full Circle: A Life with Hong Kong and China* (CERC, 2004). She is an Honorary Fellow of the University of London Institute of Education (1998), and holds the Silver Bauhinia Star of the Hong Kong SAR Government (2002), and the Commandeur dans l'ordre des Palmes Académiques of the Government of France (2002), and has an Honorary Doctorate in Education from the Hong Kong Institute of Education (2002). In 2009 she was given a Life-Time Contribution Award by the Higher Education SIG of the Comparative and International Education Society, USA. E-mail: ruth-hayhoe@sympatico.ca

Futao HUANG is a Professor in the Research Institute for Higher Education, Hiroshima University, Japan. He finished his PhD courses in both China and Japan. His major research fields include: (1) Theory, development and implementation of university curricula, with a focus on changes in university curricula in Chinese and Japanese higher education institutions; (2) Policy changes, organizations, structures and governance patterns relating to higher education in comparative perspective; and (3) Issues concerning internationalization of higher education, such as mobility of international students, transnational higher education, and internationalization of university curricula, especially in comparative perspective. He has published widely in three languages: Chinese, Japanese and English. Currently, he is also a guest professor of both Peking University and Shanghai Jiaotong University in China. E-mail: futao@hiroshima-u.ac.jp

Eun Young KIM is a PhD candidate in the Department of Educational Policy Studies at the University of Illinois at Urbana-Champaign. She has taught foundational and cultural studies at the university. Her work explores the intersection of political economy, cultural systems and educational policies. Her research interests include international higher education policy studies, globalization, institutionalism and organizational theory, higher education in East Asia, and comparative and international education. E-mail: eykim@illinois.edu

Michael H. LEE is an Instructor in the Department of History at the Chinese University of Hong Kong. He has been a Visiting Fellow in the Institute of Globalism at RMIT University in Melbourne, Australia, and Visiting Research Fellow in the Centre for Research in Pedagogy and Practice at the National Institute of Education, Nanyang Technological University, Singapore. Email: michaellee@cuhk.edu.hk Website: <http://www.michaellee.info>

LI Mei is an Associate Professor in the Institute of Higher Education, in the School of Education Sciences at East China Normal University. Dr Li earned a master's degree in the history of Chinese education from East China Normal University in 1996, and her doctorate in comparative education from the University of Hong Kong. She worked in the Shanghai Academy of Educational Sciences during 1996-2002. She has also received a certificate in the economics and

planning of education from Germany in 2000. She has published more than 30 papers in Chinese and foreign academic journals, and is the author of *International Markets for Higher Education: The Global Flows of Chinese Students*. E-mail: limeiwang@yahoo.com

Jian LIU is a PhD candidate in the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT), Canada. Her thesis examines equality in access to Chinese higher education in the process of massification. She is interested in the relationship between education and social stratification, student development in post-secondary education, globalization and internationalization of higher education, comparative and international education, and research methods. Ms Liu has worked as a research assistant for three projects, including "China's Move to Mass Higher Education: Implications for Civil Society and Global Cultural Dialogue" (sponsored by the Social Sciences and Humanities Research Council of Canada). She received her MEd from OISE/UT, and BA and BSc from Tsinghua University (China). E-mail: liujian1908@hotmail.com or lilium@oise.utoronto.ca

Kathryn MOHRMAN is the Director of the University Design Consortium and a faculty member in the School of Public Affairs at Arizona State University, USA. Her career highlights include roles as President of Colorado College; Dean of Undergraduate Studies at the University of Maryland-College Park; Associate Dean of the College, Brown University; and guest scholar at the Brookings Institution. Her international activities include the Executive Directorship of the Hopkins-Nanjing Center, Johns Hopkins University; being Fulbright Scholar in Japan, Korea, and Hong Kong; and membership of the New Century Scholars program (representing 20 nations) looking at higher education issues worldwide. Her research and teaching interests include higher education policy, world-class research universities, curriculum design, and international exchanges. Dr Mohrman received her BA from Grinnell College, her MA from the University of Wisconsin-Madison, and her PhD from George Washington University. She holds honorary doctorates from Grinnell College and Colorado College. E-mail: kmohrman@asu.edu

Gerard A. POSTIGLIONE is Professor and Head of the Division of Policy, Administration and Social Sciences Education, and Director of the

Wah Ching Centre of Research on Education in China, in the Faculty of Education at the University of Hong Kong. He has published 10 books and over 100 journal articles and book chapters. He has worked on higher education projects for the Asian Development Bank, the United Nations Development Programme, the World Bank, the Carnegie Foundation for the Advancement of Teaching, the Ford Foundation, and the Institute of International Education. E-mail: gerry@hku.hk

Andrey URODA earned his PhD in the Faculty of Education at the University of Hong Kong. He has lived in Vladivostok, Russia, and has studied and worked in different areas of China, especially its northeast region. He completed an EdM degree at SUNY-Buffalo (1998) as a US Department of State Muskie/FSA fellow. His interest in transnational education in Asia arises primarily from his involvement as an educational practitioner: he headed the Office of International Programs of the Far-Eastern National Technical University in Vladivostok for about 10 years. He received his first degree in Chinese Studies from Far-Eastern State University in 1994, and was awarded a grant to support the development and teaching of university level courses within the Civic Education Project (Open Society Institute – Budapest). *Correspondence:* E-mail: auroda@yandex.ru

David WATKINS is a retired professor in the Faculty of Education at the University of Hong Kong. He is the author of over 250 journal articles or book chapters. His main research interests are cross-cultural studies of self-esteem, conceptions of teaching and learning, and forgiveness. He is a former executive committee member of the International Association of Applied Psychology and the International Association of Cross-Cultural Psychology. His PhD was awarded by the Australian National University. E-mail: hrfewda@hkucc.hku.hk

Brian YODER serves as an Evaluation Manager for the Office of Education at NASA Headquarters. He provides guidance and overall strategy for ongoing evaluation of the portfolio of NASA education projects and tracks the performance of all NASA education projects. He has developed a culture of evaluation, data-driven decision-making, and organizational learning at the Office of Education and at the education offices located at the ten NASA centers throughout the

United States. He holds a doctorate from the University of Pittsburgh. He was awarded funding from the National Science Foundation, and was hosted by Peking University in Beijing, China, to collect data for his dissertation. He is a member of the American Evaluation Association (AEA), and of the Federal Evaluators, and is active in the Washington Evaluators (WE), a local affiliate of AEA, where he serves as chair of the WE Program Working Group.

Baohua YU obtained her PhD from the University of Hong Kong. She has been involved in teaching English as a foreign language for seven years in China, and in researching international students' adaptation and second language acquisition in both China and Australia. Currently she is a Post-doctoral research fellow at the University of New South Wales. Her major fields of research are applied linguistics, cross-cultural psychology, and research methodology. E-mail: baohuayu2009@gmail.com

Min ZENG is currently a postdoctoral fellow at the Centre for Enhancement of Teaching and Learning (CETL) at the University of Hong Kong. Her current research interests include research postgraduate education, intercultural learning, the well-being of international students, and cognitive outcomes of international students. Her experiences of studying in different cultural environments have motivated her passion for helping international students adjust to and thrive in their host environments. E-mail: zengmin@graduate.hku.hk or zmlxza@yahoo.com.cn

CERC Studies in Comparative Education (ctd)

10. William K. Cummings, Maria Teresa Tatto & John Hawkins (eds.) (2001): *Values Education for Dynamic Societies: Individualism or Collectivism*. ISBN 978-962-8093-71-7. 312pp. HK\$200/US\$32.
9. Gu Mingyuan (2001): *Education in China and Abroad: Perspectives from a Lifetime in Comparative Education*. ISBN 978-962-8093-70-0. 252pp. HK\$200/US\$32.
8. Thomas Clayton (2000): *Education and the Politics of Language: Hegemony and Pragmatism in Cambodia, 1979-1989*. ISBN 978-962-8093-83-0. 243pp. HK\$200/US\$32.
7. Mark Bray & Ramsey Koo (eds.) (2004): *Education and Society in Hong Kong and Macao: Comparative Perspectives on Continuity and Change*. Second edition. ISBN 978-962-8093-34-2. 323pp. HK\$200/US\$32.
6. T. Neville Postlethwaite (1999): *International Studies of Educational Achievement: Methodological Issues*. ISBN 978-962-8093-86-1. 86pp. HK\$100/US\$20.
5. Harold Noah & Max A. Eckstein (1998): *Doing Comparative Education: Three Decades of Collaboration*. ISBN 978-962-8093-87-8. 356pp. HK\$250/US\$38.
4. Zhang Weiyuan (1998): *Young People and Careers: A Comparative Study of Careers Guidance in Hong Kong, Shanghai and Edinburgh*. ISBN 978-962-8093-89-2. 160pp. HK\$180/US\$30.
3. Philip G. Altbach (1998): *Comparative Higher Education: Knowledge, the University, and Development*. ISBN 978-962-8093-88-5. 312pp. HK\$180/US\$30.
2. Mark Bray & W.O. Lee (eds.) (1997): *Education and Political Transition: Implications of Hong Kong's Change of Sovereignty*. ISBN 978-962-8093-90-8. 169pp. [Out of print]
1. Mark Bray & W.O. Lee (eds.) (2001): *Education and Political Transition: Themes and Experiences in East Asia*. Second edition. ISBN 978-962-8093-84-7. 228pp. HK\$200/US\$32.

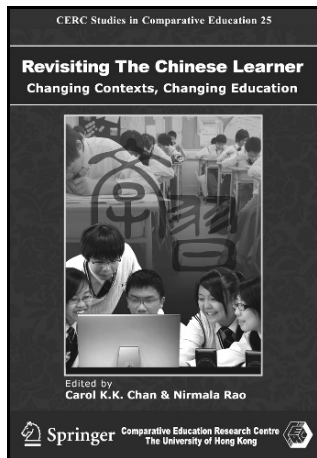
Order through bookstores or from:

Comparative Education Research Centre
Faculty of Education
The University of Hong Kong
Pokfulam Road, Hong Kong, China.
Fax: (852) 2517 4737
E-mail: cerc@hku.hk
Website: www.hku.hk/cerc

The list prices above are applicable for order from CERC, and include sea mail postage. For air mail postage costs, please contact CERC.

No. 7 in the series and Nos. 13-15 are co-published with Kluwer Academic Publishers and the Comparative Education Research Centre of the University of Hong Kong. Books from No. 16 onwards are co-published with Springer. Springer publishes hardback and electronic versions.

CERC Studies in Comparative Education 25



Revisiting The Chinese Learner Changing Contexts, Changing Education

Edited by
Carol K.K. Chan & Nirmala Rao

Publishers: Comparative Education Research
Centre and Springer
ISBN 978-962-8093-16-8
June 2009; 360 pages
Price: HK\$250 / US\$38

This book, which extends pioneering work on Chinese learners in two previous volumes, examines teaching and learning in Chinese societies and advances understanding of 'the Chinese learner' in changing global contexts. Given the burgeoning research in this area, pedagogical shifts from knowledge transmission to knowledge construction to knowledge creation, wide-ranging social, economic and technological advances, and changes in educational policy, *Revisiting the Chinese Learner* is a timely endeavor.

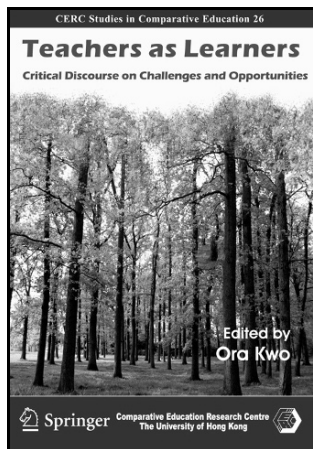
The book revisits the paradox of the Chinese learner against the background of these educational changes; considers how Chinese cultural beliefs and contemporary change influence learning; and examines how Chinese teachers and learners respond to new educational goals, interweaving new and old beliefs and practices. Contributors focus on both continuity and change in analyzing student learning, pedagogical practice, teacher learning and professional development in Chinese societies. Key emerging themes emphasize transcending dichotomies and transforming pedagogy in understanding and teaching Chinese learners. The book has implications for theories of learning, development and educational innovation and will therefore be of interest to scholars and educators around the world who are changing education in their changing contexts.

Carol K.K. Chan is an Associate Professor in the Faculty of Education at The University of Hong Kong. Her research areas include learning, cognition and instruction, computer-supported knowledge building and teacher communities for classroom innovation. She has published in leading journals in these areas and won international research awards on knowledge building conducted in Chinese classrooms. Dr Chan has received Outstanding Teaching Awards from both her Faculty and University. She is currently Co-Director of a Strategic Research Theme on Sciences of Learning at The University of Hong Kong.

Nirmala Rao is a Professor in the Faculty of Education at The University of Hong Kong. She is a Developmental and Educational Psychologist whose research focuses on early childhood development and education. She has published widely in these areas and has engaged in policy relevant child development research in several countries in the region. She has also been actively involved, at the international level, in several professional organizations concerned both with the well-being of young children and research on early child development.

More details: www.hku.hk/cerc/Publications/publications.htm

CERC Studies in Comparative Education 26



Teachers as Learners **Critical Discourse on Challenges** **and Opportunities**

Edited by
Ora Kwo

Publishers: Comparative Education Research
Centre and Springer
ISBN 978-962-8093-55-7
2010: 349 pages
Price: HK\$250 / US\$38

In movements of educational reform across the world, educators are forging new roles, identities and relationships. Leadership is of course vital, but needs to be rooted in a capacity for learning. This volume responds to some of the tensions and paradoxes typically associated with educational reform, presenting a critical discourse on teachers as learners. Contributing authors highlight a range of culturally related challenges that teachers should not face in isolation.

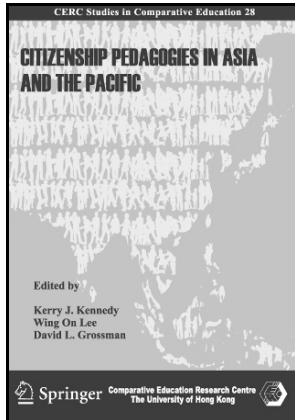
Sustainable teachers' learning ideally requires a collective engagement to turn challenges into opportunities in the quest for meaningful professional development. This book offers a vision of a new relationship among educational workers as a joint force of learners in a cross-boundary endeavour aimed at a renewed moral commitment to education.

Ora KWO is an Associate Professor in the Faculty of Education at the University of Hong Kong. As a university academic who has been involved in teacher education for three decades, she specializes in research on professional development and on the processes of learning to teach. In 1997 she was awarded a University Teaching Fellowship by the University of Hong Kong in recognition of her excellence in teaching. Since then, her research interests have extended to the quality of teaching and learning in higher education, and to the building of learning communities. In 1999-2000 she held a Universitas 21 Fellowship at the University of British Columbia in Vancouver. Since 2001, she has been an Honorary Professor at Hangzhou Normal University in China, where she initiated the building of a learning community under the theme, "Teachers and Teacher Educators in Action Learning" (TATEAL).

Cover: Photographed by Ora Kwo in Bois de Vincennes, Paris. The image of teachers as learners can be visually presented as a form of vital energy, like that coming from the budding and shooting of new leaves in the spring. The critical discourse presented in this book can be linked to an old Chinese expression in recognition of a long-term perspective for commitment to education: "It takes ten years for growing trees, but a hundred years for growing people." [十年樹木，百年樹人] 出自《管子·權修》：[一年之計，莫如樹穀；十年之計，莫如樹木，終身之計，莫如樹人]

More details: www.hku.hk/cerc/Publications/publications.htm

CERC Studies in Comparative Education 28



CITIZENSHIP PEDAGOGIES IN ASIA AND THE PACIFIC

Edited by

Kerry J. Kennedy, Wing On Lee & David L. Grossman

Publishers: Comparative Education Research Centre and Springer

ISBN 978-988-17852-2-0

2010; 400+ pages

Price: HK\$250 / US\$38

How are students in Asia and the Pacific taught to be effective citizens? Following two successful volumes previously published in this series, *Citizenship Education in Asia and the Pacific: Concepts and Issues* and *Citizenship Curriculum in Asia and the Pacific*, this volume focuses on citizenship pedagogies that are promoted by governments in the region, advocated by scholars, and adapted in the schools and classrooms where citizenship education takes place every day. Thirteen case studies from diverse societies in Asia and the Pacific highlight the ways in which teachers and students think about, experience or plan for citizenship teaching and learning. Different methods – vignettes, student surveys, case studies and literature reviews – are used to portray these experiences, from both macro- and micro-analytic perspectives. The wide array of case studies provides rich information and insights into the realities and possibilities of pedagogies for citizenship across the region.

What we discover from this volume is as diverse and complex as the region itself. Conservative teacher-dominated pedagogies are common in many places, but more progressive pedagogies can also be found. In some places teachers struggle to implement new methods, while in others, students seem to be more radical than their teachers in seeking more engaging pedagogies. Many cases highlight also the pressures of examination cultures that influence teachers' choices of and students' preferences for particular pedagogical approaches. From a comparative perspective, the volume shows how pedagogical approaches from other contexts are interpreted locally, and how government directives are adapted in classrooms. It describes how integrated and hybrid pedagogical approaches evolve when teachers in the region struggle to respond to national, global and person-oriented approaches to citizenship education. As curriculum gate-keepers, some teachers in these case studies seek an appropriate instructional space by judiciously choosing pedagogies to suit their own conceptions of citizenship education. For other teachers there are more limited choices, because of strong societal mandates, perceived community expectations, or simply because of a lack of skills to teach in any other way.

Collectively these chapters constitute a remarkable study of the delivery of citizenship education across the region and of the variety of pedagogies that influence the lives of teachers and students in this context.

Kerry J. KENNEDY is Chair Professor of Curriculum Studies at the Hong Kong Institute of Education (HKIEd), where he is Dean of the Faculty of Education Studies and Associate Vice-President (Quality Assurance). He is also a Senior Research Fellow in the Centre for Governance and Citizenship. **Wing On LEE** is currently Vice-President (Academic) and Deputy to the President at the HKIEd, where he is also Chair Professor of Comparative Education and Co-Director of the Centre for Governance and Citizenship. **David L. GROSSMAN** is currently Dean of the Division of Education at Chaminade University in Hawai'i and an Adjunct Senior Fellow of the Education Program of the East-West Center. Prior to that, he was Professor and Dean of the Faculty of Languages, Arts and Sciences at the HKIEd and Co-Head of the Centre for Citizenship Education.

More details: www.hku.hk/cerc/Publications/publications.htm