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International Learning:
Learning to be International
A world of Views

Presentation Abstract

Strand 3: Identity Formation/Reflection	
Presenter	Transformation or Confirmation of Timeless Notions? Abstract
<p>Mike Izzard Director, Littleone Creative Systems Littleone Creative Systems 6B Sun Fung Mansions 52-60 Lyndhurst Terrace Central, Hong Kong</p>	<p>Is Cultural Diversity being sacrificed on the altar of Internationalism (and, if so, does it need to be)?</p> <p>The question on the nature of internationalism has been discussed with great vigour over the last 30 years. The accommodation of national and cultural identities within an international society has been seen to be a vexed problem. Do we see the International Society and its overriding and competing goals as the reason for national and cultural prerogatives to operate in a certain way, or do we see the international space as the meeting place from multiplicity of tongues, visual grammars, styles and opinions?</p>



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International organisations such as the IBO offer such a space 'with conditions'. The purpose of this paper is to look at how the IB curriculum framework is used to further the goals of International education with-in cultural and national settings, with the goal of reducing misunderstandings, prejudices, and the effects of cultural bias. By providing an appropriate application of a framework that is viewed and used by all participants in the similar way, the nuts and bolts of education pedagogy: planning, assessment, reporting; can help provide IBO participants with a more level playing field in which to develop and accept international understandings within a particular cultural and national context that will be valued.

Until now, issues have flawed the IB's efforts to create such a playing field. Issues affecting communication have allowed fractured and flawed and inappropriate multiple misunderstandings. Areas of training, the validity of assessments, methods of reporting and planning; all have serious issues of effectiveness as the IBO grows out of its Eurocentric cultural base. Technology may provide an answer. Clear and unequivocal access to the information required in the IBO framework will reduce the multiplicity of misunderstandings and improved standards of assessment across all subjects. The rapid growth of technology offers solutions. It is the purpose of this paper to explore the conditions that exist and find some ways forward through the more appropriate use of technology.



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