Exploring Leadership & Learning Theories in Asia

ELLTA

Challenging Assumptions Creating Possibilities

UNIVERSITI SAINS MALAYSIA

ELLTA 2014

3rd International Conference on Leadership & Learning in the Asian Century

17-19 November 2014

Universiti Sains Malaysia

Penang, Malaysia

Conference Programme

ELLTA Conference 2014

Leadership and Learning in the Asian Century

November 17 – 19, 2014
Universiti Sains Malaysia,
Penang, Malaysia

Conference Programme

The Leadership and Learning in the Asian Century' (ELLTA 2014) Conference Programme mainly includes the conference programme/schedule for all the paper presentations and workshops. The abstracts for keynote addresses are also available in the book. The book also contains profiles of keynotes and panel speakers.

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Official Opening Ceremony
ELLTA 2014
by

His Excellency Tuan Yang Terutama Tun Dato' Seri Utama (Dr)
Haji Abdul Rahman Bin Haji Abbas
Yang di-Pertua Negeri Pulau Pinang

His Excellency Tuan Yang Terutama Tun Dato' Seri Utama (Dr) Haji Abdul Rahman bin Haji Abbas

Her Excellency YABhg. Toh Puan Dato' Seri Utama Hajah Majimor binti Shariff

Message from
The Honorable Professor DATO' DR. OMAR OSMAN
Vice Chancellor of Universiti Sains Malaysia

I am very honoured to welcome you, a distinguished body of academics, researchers, policy makers and stakeholders from an international community to the 3rd International ELLTA Conference. ELLTA 2014 Conference is jointly organized by Universiti Sains Malaysia in the ELLTA Association.

Asia's development in the 21st century has implications and impact across the world, especially in Higher Education. Asia is home to over 60% of the world population and four of the most populated countries in the world are in Asia (China, India and Indonesia). As such what happens in Asian Higher Education in the areas of leadership and learning is worth exploring and sharing, not only among Asians but also with the rest of the world since Asia is made up of diverse cultures and thus there is much to be learned from one another.

As the sole APEX University in Malaysia, at University Sains Malaysia we plot and chart future scenarios of leadership in various areas of concern at both national and international settings with our very own motto "We Lead". We underpin and undertake this by facing and forming regional dialogues and cooperation, employing innovative models of leadership and partnership and creating functional and sustainable modes and forms of governance. We embrace social media as a platform to encourage and facilitate emerging and powerful leadership talents and spaces, as well as propagating e-governance at all levels of the administration and development of the university.

Nevertheless, the key issues deliberated and analyzed at the ELLTA 2014 Conference should benefit the students and academics of USM in one way or another. Beyond the limits of our University, it will surely impact various tenets of Higher Education community in the Asian contexts. Last but not least, it will certainly urge the Higher Education community in other continents to take notice of the emerging trends and practices of the Asian Century.

It is indeed a great pleasure for me to have you here, to participate and share, in the 3rd International Conference on Leadership & Learning in the Asian Century, or ELLTA 2014, co-organised by the School of Educational Studies, Universiti Sains Malaysia.

Message from
Professor DATO' DR. ABDUL RASHID MOHAMED
Dean of the School of Educational Studies,
Universiti Sains Malaysia
and Chairperson of the ELLTA 2014 International (USM)

The idea of ELLTA exists as a reaction against the pre-dominant assumptions and the tendency to treat most of the theories as if they were universal. This idea has been instrumental in challenging the controlling presence of the West-inspired theories and their basic assumptions, and promoting understandings of Asian perspectives on leadership and learning.

Hence, we are here to lead an exploration into the future of higher education in Asia by the means of expanding learning spaces, emerging learning environment, being creative and innovative and, fostering learning beyond boundaries. These could be further encouraged through the nurturing of the entrepreneurial mindset of learners and engaging them in learning agendas and curricula that are based on and driven by the reality of the Asian Century.

As co-organisers of this international conference and active stakeholders in the Asian Century, at the School of Educational Studies, USM we enhance the significance and the sustainability of Asian Century learning ideas by analyzing the past and the present, and anticipating the future of leadership and learning in Asia through many meaningful flagship projects and initiatives such as the Africa-Asia University Dialogue for Educational Development Network. These are imprints for the Asian Century, as well as a platform for ELLTA to flourish and proliferate as a strong learning organisation.

Message from

The Honorable Professor DATO' DR. IBRAHIM AHMAD BAJUNID

Deputy Vice Chancellor, INTI -Laureate International Universities

and Patron, ELLTA Conference 2014

ELLTA (Exploring Leadership and Learning Theories in Asia) now has a record of accomplishment of dedicated and committed efforts to invite scholars from different domains to generate relevant knowledge and insights regarding robust leadership and effective learning. To date, hundreds of papers have been presented and published and thousands have benefitted from the insights shared. Knowledge generation and redefinition takes into account and creates new theories to understand realities of the past, present and future as perceived by different cultural minds and civilizations. The funded wisdom through the knowledge generation reframing perspectives will ensure greater and more profound insights regarding what we know from the external and internal world, as well as inner realities of the senses, rationality, emotional and spiritual intelligences.

ELLTA is about the leadership and teaching-learning challenges of the universal and parochial, the unique and the commonality in the transformation of societies. ELLTA builds the credibility of the community of scholars to confidently articulate their understanding of reality without fear or hesitancy when they do not adhere to the dominant definitions, theories of selected facts and evidence used by those in the dominant paradigms of mature knowledge. The sharing of knowledge by scholars from so many different societies nurtures refreshing core conceptualizations of understanding and sensitize all towards the obsolescence of some, time honoured assumptions, theories and conventions regarding the twin elements of leadership and learning.

ELLTA fosters the explorations of valid indigenous knowledge and how such indigenous wisdom can inform and guide people to better understand realities and societies. Local indigenous knowledge may have universal applicability and be in contrast to the scientific and impersonal knowledge system of the dominant western scientific paradigm. Indigenous knowledge creates profound meanings and vibrant relationships among various ecosystems of peoples and cultures.

ELLTA promotes and examines a wide range of settings of struggles, strengths, regeneration and renewal. Mainstream educational and leadership sciences picture the world as

reconstructed by influential scholars from Europe and North America. Often, in the reconstruction of such realities, the Wisdom of the Middle East, China and the Indian Sub-Continent, Africa and South America are missed out or omitted. Yet the world at the periphery of dominant power structures has relevance and power to enrich humanity.

ELLTA encourages scholars to articulate with clarity, the alternative or reinforcing, and tremendous sources of knowledge and perspectives which can no longer be disregarded. Such contributions can be conducted with verve, through conversations, discussions, discourses, debates and questions, including questions behind the questions. In sum, ELLTA invites the exploration and formulation of theories in the domains of the periphery and how such renewed perspectives should and could contribute to locally and globally connected systems of knowledge, relevant learning and responsible and vibrant leadership.

We look forward to ELLTA moving from institution to institution, nation to nation, and society to society, as we continue to seek more holistic, and comprehensive understanding of the truths of phenomena and realities in the East and West, North and South.

Message from

ROSHNI KUMARI

Chairperson, ELLTA Conference 2014 (ELLTA)

& MUHAMMAD BABUR

Co-chairperson, ELLTA Conference 2014 (ELLTA)

It is with great pleasure that we write this message to welcome you to this 3rd International ELLTA Conference, which is `international' in its spirit, essence and meaning – many countries are represented at the conference (with submissions received from more than 60 countries).

ELLTA is about leadership and learning in Asia. Its core purpose is to explore, recognize, strengthen, and promote theories in Asia in the broader domain of leadership and learning. It responds to the need to examine/ challenge generalizations related to learning and leadership across cultures and geographical boundaries, between East and West, but of course also between Eastern contexts.

The ELLTA Conference 2011 explored Leadership and Learning Theories in Asia more broadly, whereas, the ELLTA Conference 2012 looked more specifically at 'Creativity, Innovation and Entrepreneurship' as representative examples of leadership and learning. The current Conference, ELLTA 2014, invites perspectives and insights on Leadership and Learning in the ASIAN CENTURY – analyzing not only the past and present, but also anticipating the future of leadership and learning in/ for Asia.

ELLTA has been passionately engaged in developing knowledge and learning networks around its central mission through providing venue for research dissemination; strengthening networks of researchers and scholars, organisations, associations and institutions in Asia; identifying future directions for research and collaboration in Asia; and capacity building for leadership and learning and research in Asia.

The publications that follow the ELLTA Conferences provide an important venue for disseminating the Asian perspectives to a wider audience. The publications, for instance, include Special Issues in prominent journal (e.g. a Focus Issue on 'Learning in Asia' in Asia Pacific Journal of Education, Taylor & Francis, Vol. 32, No. 2, June 2012: http://www.tandfonline.com/doi/abs/10.1080/02188791.2012.684950) and edited books (e.g. 'Are Theories Universal?').

We are happy to announce that the latest ELLTA book, '*Educational Leadership and Leadership Education in Asia*', published by the University of Philippines (UP) Press and based on the contributions of an earlier conference will be inaugurated at this conference. We congratulate the Editors and Authors for their efforts and their significant knowledge contribution!

The ELLTA initiative, though started in 2009, has already received a very warm reception across the globe. The scholars, professors and researchers who have accepted to serve on the International Advisory Board, the journals who have offered to consider Special Issues, the universities that are willing to host the past, current and future ELLTA conferences, the large group of colleagues, fellow-researchers and community of scholars associated with ELLTA – these are just a few indicators.

We are glad for the recognition that the initiative has received in a short while, and thankful to all those who have contributed to making ELLTA what it is today. We are grateful to Universiti Sains Malaysia for co-hosting the conference a second time in Malaysia. And we are honored that you are ALL now part of the ELLTA Community and have contributed to making this conference an exciting venue for engagement and enrichment.

ELLTA attaches significant emphasis and importance to interactions and, therefore, the conference affords numerous exciting opportunities for extended interactions, sharing and learning – e.g. Knowledge Café, Interactive Panel Discussions, Collaborative Research Project-Workshops, Book-a-Talk, Cultural Dinner, City Tour, Keynotes and Parallel Paper sessions.
We hope you would take maximum advantage of these spaces and venues!

We extend a very warm WELCOME to you to the ELLTA Conference 2014 and wish that it becomes a mutually enlightening and enriching experience for ALL involved!

OPENING CEREMONY PROGRAMME

08:00am	Registration and Arrival of Guests & ELLTA Delegates
08:40am	Arrival of Y.Bhg. Professor Dato' Dr. Omar Osman Vice-Chancellor, Universiti Sains Malaysia
08:50am	Arrival of Tuan Yang Terutama Tun Dato' Seri Utama (Dr) Haji Abdul Rahman bin Haji Abbas, Yang di-Pertua Negeri Pulau Pinang and YABhg. Toh Puan Dato' Seri Utama Hajah Majimor binti Shariff
09:15am	National Anthem Menara Ilmu Song
	Doa Recitation
	Welcoming Speech by Y. Bhg Professor Dato' Dr. Omar Osman Vice-Chancellor, Universiti Sains Malaysia
	Official Opening Ceremony of 3rd International Conference on Leadership and Learning in the Asian Century (ELLTA 2014) by Tuan Yang Terutama Tun Dato' Seri Utama (Dr) Haji Abdul Rahman bin Haji Abbas, Yang di-Pertua Negeri Pulau Pinang
	Launching of Reading Evaluation and Decoding System (READS) by Tuan Yang Terutama Tun Dato' Seri Utama (Dr) Haji Abdul Rahman bin Haji Abbas, Yang di-Pertua Negeri Pulau Pinang
	ELLTA Conference Overview and Inauguration of ELLTA Book by Y. Bhg. Professor Dato' Ibrahim Bajunid
	The Birth of READS by Y. Bhg. Professor Dato' Dr. Abdul Rashid Mohamed Dean, School of Educational Studies, Universiti Sains Malaysia
	Keynote Address by Y. Bhg. Professor Dato' Dr. Omar Osman Vice-Chancellor, Universiti Sains Malaysia

Keynote Address

Distinguished Keynote Speakers

Profesor DATO' DR. OMAR OSMAN
D.P.S.J., B.C.N., Dip. Q.S. (U.T.M), B.Sc.Q.S. (C.N.A.A.),
M.Sc. Const.Mgmt., Ph.D. (Heriot-Watt), M.R.I.S.M.

Omar Osman, is currently the Vice-Chancellor, Universiti Sains Malaysia since 28 September 2011. Omar was also formerly the Deputy Vice-Chancellor (Student Affairs and Development) from Mac 2007 - 27 September 2011. He also served as the Director of Corporate and Sustainable Development Division, Universiti Sains Malaysia from 2005-2007. He is also currently a Professor in Project Management and sustainability at the School of Housing Building and Planning, USM and teaches and supervises students in construction project management at the postgraduate level.

Omar Osman began his career in USM in 1989, after graduating with Ph.D. in Project Management from Heriot-Watt University, United Kingdom. He also holds B.Sc. Degree in Quantity Surveying and M.Sc. in Construction Management. He became a Professor in October 2008. He has expertise in the fields of Education for Sustainable Development, Construction Project Management, Policy and Governance Management, Policy and Governance of Management & Development and last but not least he has expertise in Knowledge Transfer Management.

He was previously the Chairman of Malaysian University Sports Council (MASUM) [2008 - 2009], Chairman of ASEAN University Sports Council (AUSC) [2008 - 2010], Chairman on Holistic Student Development-Critical Agenda Project PSPTN of the Ministry of Higher Education, Chairman of the IMT-GT Student Carnival (2009-2011) and Deputy Chairman of the Deputy Vice Chancellors' Student Affairs Secretariat of the Malaysian Public Universities (2010-2011). Currently, he is a member of Malaysian Examination Council (2011 onwards), Chairman of MOE (formerly MOHE) on Knowledge Transfer Program (KTP) supported by EPU (2011 onwards), Chairman of ASIA PACIFIC Community Engagement Network (2011 onwards), Chairman of Global Higher Education Network (2011 onwards), Board of Directors Centre for Research in Engineering Science and Technology Bhd (2012 onwards), Board of Directors Usains Holding Sdn. Bhd (2013 onwards), Board of Trustees of Yayasan USM (2013 onwards), Founding Board of Trustees for Steinbess Malaysia Foundation (2013 onwards), Committee Member for Big Idea Governance and New University Structure (2015-2025), Committee Member of Federal Consultative Council for Penang, Implementation and Coordination Unit (Penang), Prime Minister Department (2008 onwards), Chairman of South East Asia Sustainability Networks (2013 onwards), and Chairman of Regional Sejahtera & Education Network (2014 onwards).

Professor DATO' DR. IBRAHIM AHMAD BAJUNID
INTI-Laureate International Universities, MALAYSIA

Dr Bajunid is Deputy Vice Chancellor, INTI-Laureate International Universities and Professor of Management, Education and the Social Sciences. He was formerly the Director of the Regional Center for Educational Planning (UNESCO-RCEP), Al Sharjah, United Arab Emirates; the Founding Dean, Faculty of Humanities and Social Sciences, University Tun Abdul Razak (UNITAR); and Director of the National Institute of Educational Management and Leadership. For more than three decades, he has been the key figure in the Field of Educational Management and Leadership in Malaysia.

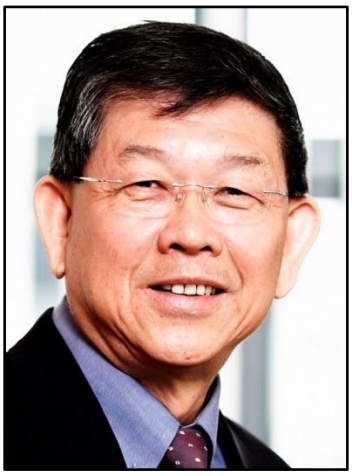
He is Editor and Editorial Advisor for several educational journals, locally and internationally. He is a Council Member of the Board of the Razak School of Government, a Member of the Board of Trustees Axiata, Board Member of Kolej Yayasan Saad and Yayasan Ilmuan, International Advisory Board Member of Exploring Learning and Leadership Theories Association (ELLTA), Editorial Board Member of the Journal of Educational Administration and the South African Journal of Education.

He is recipient of the Teachers Trade Union Leadership Award and a Special Award as Thought Leader and initiator of the National Professional Qualification for Head Teachers and Educational Leaders. He was Member of the National Committee on the Study, Review and Reform of Higher Education in Malaysia. He is also appointed Member of the National Advisory Council on Education. As a member of both these national committees, he has the opportunity to think through and contribute across all the levels and sectors of Education.

Professor Dr. Ibrahim Ahmad Bajunid is the recipient of the National Educational Leadership Award, the highest Educational Leadership Award in Malaysia awarded only to a few individuals who have demonstrated distinguished and exemplary leadership across institutional, national and international contexts. He was awarded the Honorary Doctorate in Education and Management by the Sultan Idris Education University and also an Honorary Doctorate from the University of Malaya.

Professor LIM CHER PING
Hong Kong Institute of Education, HONG KONG

Dr Lim is a Professor of Curriculum and Innovations, and the former Director of the Centre for Learning, Teaching and Technology at the Hong Kong Institute of Education. In the last 10 years, he has been the principal investigator of several major and high impact research projects in Australia, Hong Kong, Indonesia and Singapore. He has also been able to engage major stakeholders of teacher education and ICT in education at various levels; nationally and internationally, public and private, and government and non-government. Organisations including UNESCO, Microsoft, BHP Billiton, World Bank, Sampoerna Foundation, and government agencies have been tapped upon as partners for many of the research and development projects that he has led, especially in the Asia-Pacific region. To date, Professor Lim has provided technical consultancy services to UNESCO, Inter-American Development Bank, Asian Development Bank, World Bank, World Links, Microsoft, universities, schools and governments in the areas for teacher professional development, education policies and assessments. Professor Lim has published internationally in different areas of education technologies, namely learning engagement, emerging technologies and global citizenship, and evolving curriculum and assessment in teacher education.



Professor LEE SING KONG
Nanyang Technological University, SINGAPORE

Professor Lee Sing Kong is the Vice President (Education Strategies) anda Professor of Biological Sciences at Nanyang Technological University (NTU). He obtained a 1st Class Honours in Horticultural Science from the University of Canterbury, New Zealand in 1974, supported by the Colombo Plan Scholarship and awarded by the Public Service Commission of Singapore. He received his PhD in 1985 from the National University of Singapore (NUS) in Plant Biotechnology.

After an illustrious career in the civil service, Professor Lee joined National Institute of Education (NIE) in 1991 and was in various positions of leadership. He assumed the directorship of NIE in 2006. Under his stewardship, NIE took a systematic review of teacher education programmes in partnership with MOE and its schools, using the revised National Curriculum as key guides. The resulting 21st-century teacher education model was launched in 2009 to develop teachers with the key values, skills and knowledge necessary to function in the 21st-century classroom.

Building on his extensive knowledge and experience in education, Professor Lee was appointed as the Vice President (Education Strategies) on 1 July 2014 to lead the development of NTU's strategies and innovations in curricular, teaching methods and assessment. He will also lead the development of the Centre for Research and Development in Learning (CRADLE) at NTU which will focus on research into the best learning practices specific to Singapore's tertiary education sector.

Professor SHANTHA LIYANAGE
Department of Education and Communities, New South Wales, AUSTRALIA

Dr Liyanage is research coordinator at Department of Education and Communities, New South Wales Australia and a professorial fellow at the University of Technology Sydney. Shantha has extensive experience as a senior academic and worked senior research fellow at ARC Centre for Research Policy at the University of Wollongong, Technology Management Centre at the University of Queensland, Brisbane and Associate Professor at the University of Auckland New Zealand. He held recent appointments with the Macquarie University, University of Sydney and now at the University of Technology Sydney. Shantha's specialisation is in research, technology and innovation management and contributed to scholarly research and teaching for business subjects to undergraduate, post graduate and professional students.

Since 2008, at the invitation of the ATLAS project at CERN, Geneva Switzerland, he has conducted leadership research and has published "Leadership in the ATLAS Collaboration" in Oxford University published book Collisions and Collaboration edited by Max Boisot (2011). His has extensive industry consultancy experience in innovation, organisational management and creativity and has worked with the Asian Development Bank and World Bank projects. He has also undertaken research studies for the Australian Development Aid and New Zealand Trade and Industry on social responsibility and learning development projects.

Shantha held visiting professorial positions with the Business School of the Nihon University-Japan, Stockholm Economic School-Sweden, Copenhagen Business School-Denmark, Zeppelin University-Germany, Norwegian University of Technology (NUTU)-Norway, and the University of Teknologi-Malaysia.

Shantha's team building and networking capabilities were well demonstrated in the establishment of Science and Technology Policy Network (STEPAN) and knowledge management societies. He brings refreshing insights into organisations and individuals and has expertise in inquiry based learning to enhance personalised learning. As the program manager of Science and Technology Policy Network, He contributed to science and technology

development in many developing nations in Asia. Shantha has extensive experience in applied techniques for fostering technology and innovation through his consultancy experience with various Government and International development Agencies such The Asian Development Bank, the World Bank, IDRC, SAREC/SIDA and UNESCO. He is also Editor-in-Chief of the International Journal of Leaning and Change, Inderscience, UK.

Abstracts for Keynote Address

Steering A University Trying to do the Right Things Right

"Wisdom is knowing what to do next; Virtue is doing it"
(David Star Jordan)

By
Professor Dato' Dr. Omar Osman

University is an institution of higher learning providing facilities for teaching and research and authorized to grant academic degrees. The traditional university constrained itself mostly to some selected professors and students from the elites of society and isolated itself from the society it was supposed to serve in the first place, thus come the phrase "ivory tower". The traditional university produced the elite of the nation and society. However, more current idea of a university is not to simply convey information or expertise but also to cater to the needs of various stakeholders i.e. students, society, industry and at the same time keeping up with academic tradition. Due to university's expanded role, there is this tension between the issues of education and training. Subsequently, is it our responsibility one or the other or do our responsibility covers an amalgamation of both? Education is said to be about learning the theory and it is supposed to reinforce knowledge in which that you already have a foundation. Traditional professions like Accountancy, Law and Medicine require a period of additional applied training after the academic studies are completed. And this is where training differs from education. Training gives you the skills to do something rather than just know about something. So where does the responsibility of a modern university start and end? If it is just about training than we don't need universities anymore! Many other institutions other than universities can train people to cut up people very skillfully and train people to balance account sheets very well. So is it still about the issue of scholarship - the systematized knowledge of learned people that exhibits their accuracy, critical ability, and thoroughness? So what is scholarship today and will it remain scholarship tomorrow? In the light of this tension, USM through APEX Phases will be engaging, balancing and fulfilling the aspiration of the nation and society, ensuring the delivery of a talent repository equipped with a global mindset, replete with the necessary values and ethical stance, yet imbued with understanding of the requisites of fundamental knowledge as well as the demands and responsibilities expected of the being in a 'university'. USM acknowledges the huge expectations of the nation and its people, the trust provided by the Ministry, the demands of global and local competition and has crafted the necessary strategies and articulated decisive statements – as WE LEAD, so too will we deliver.

'Myths, Dilemmas and Promises: Asia at the Crossroads-Turning Points of Learning and Leadership'

By
Professor Ibrahim Ahmad Bajunid

The aim of the paper is to stimulate interest in the two areas so essential to development and global peace and order, leadership and learning. In broad analytic sweep, it explores leadership and learning in the Western world, in the Asian world, as well as the contributions of international agencies to educational development. In the western world, there are attempts to understand education in the universal perspectives of three thousand years of educational wisdom, or of 50 important thinkers, or, of 50 companies that changed the world, or, of local, national and global benchmarks. In the Asian world, there are contributions in the endeavours at understanding Asian minds: the Chinese, Indian, Japanese, Korean, Egyptian and Indonesian-Malay minds. The question 'Can Asians Think?' is a provocative question that challenges the educational and innovative efforts and mindsets of peoples in the region. International agencies, with their global reports, and, with such global agenda as the Millennium Development Goals and Education for All, do exercise influence on the contents and directions of contemporary education policies in the region. Futurists read the future of learning, educational institutions and leadership in sight, mindful of errors in predictions. Asian responses to the advent of the Standards of teaching-learning pedagogies, by introduction of normative policy of Outcome Based Education (OBE), or, to such technologies as Massive Open Online Courses (MOOCs), and domains of global skills, are critically examined. Understanding such a vast and diverse continent with long histories is never complete, neither accurate nor truthful. However, glimpses of trends may be noted. Asian diversity is not just demography, but encompasses beliefs, traditions, cultures, languages, laws, conventions, economics, politics and education systems. The paper searches for, and, delineates some unique aspects of what may be considered essentially Asian, for instance, the effort framed 'Southern Theory'. Within the global and regional level ecology of the redefinition of valid and relevant knowledge, the notions of 'national interest, national character, and national identity' as well as the development of knowledge corpus of any indigenous knowledge discipline, is explored. The nature of the traditions of learning in Asia, especially the notion of teaching for wisdom and with 'soul ', as well as the Asian notions of leadership as the Tao, Islamic or Indigenous Leadership is revisited. In sum, the paper invites deep, objective, and reflective conversations as it examines the myths and possibilities of Leadership and Learning in the Asian Century.

'Learning Spaces and Learning Technologies in the Asian Century'

By

Professor Lim Cher Ping

Asia's robust growth in the last two decades has been defining the 21st century – the Asian Century. In the ADB's publication Asia 2050, it predicts that another 3 billion Asians will enjoy similar living standards to those in Europe today, with Asia accounting for more than half of the global output by 2050. However, for countries in the region to sustain their growth and make the Asian Century a reality, they have to harness on the potential of the rapid advancement of technology, and make sense and manage the global level of economic, ecological, social, political and cultural integration across countries that are part of globalisation. Otherwise, countries may face a stagnation of productivity and growth for extended periods.

In such a new world order, education for global citizenship is essential to prepare our young people to be agents of change rather than passive observers of world events; and at the same time, to live together in an increasingly diverse and complex society and to reflect on and interpret fast changing information. This keynote draws upon case studies in the Asia-Pacific countries to show how schools and education institutions design learning spaces to take up the potential of learning technologies for the development of global citizenship competencies. These competencies include critical thinking, creative thinking, global perceptiveness, problem-solving, effective communication, and ethical decision making. By doing so, the keynote constructs a framework for the design of such learning spaces where students think global and act local as we work towards the realisation of the Asian Century.

'What Counts as a "University of Distinction" in the 21st Century?'

By

Professor Lee Sing Kong

Higher education in the 21st century is very different from the 20th century. The drivers for change in the 21st century are very different, to name a few – Interconnected world in all domains that include economics, research, communications and social media; Technological Advances that give rise to new demands and opportunities; a changing profile of learners who are often dubbed as EPIIC (Experiential, Participatory, Imagery, Inquiry, Connectedness) learners that demand a total reform to the way teaching and learning are to be conducted. In the light of these drivers, how a university will respond to these drivers and be relevant to the needs and opportunities in the new landscape will count for what a University of Distinction will be.

My keynote address will cover 5 areas of changes that a University of Distinction needs to respond to in this new landscape, namely Organisational Structure; Curricula Design and Pedagogies; Transformed Learning Environment; Re-examined Research; and Management Policies. For each of these areas of focus, specific examples will be shared based on my work/ interactions with many universities, both responsive as well as stagnant ones.

'Competing at the Edge – Leading with Research, Innovation and Learning for Asia Development'

By

Shantha Liyanage

Asian Century – the theme of this conference is a significant milestone in Asian development when Asia presents a challenge not only to Asia itself but to the entire world. With a nexus of valuable human resources, social networks, embracing new technologies, implementing major developments, Asia has surged ahead in social and economic development. With growing concerns on governance, equity, human rights and social justice, Asian Century is at a cross road. In this century, Asian countries use organisational competencies, people and competitive advantages to improve human conditions. Asia continues to invest in infrastructure, business systems and finance for capital growth to fuel its engines of growth to combat poverty, hunger and human dignity. Asia's scientific and social institutional structures present a significant social capital adding to core values of health and education for all. Asia's self-rejuvenating welfare systems based on social values and norms bind a close social system. Can these be sustained in the Asian Century? Success of the Asian story is millennium old way of life, culture and spiritual capital which moulds Asia's value systems in multi lingual and culturally diverse societies. Building a robust national innovation system with strong scientific and technological capabilities and cultivating scientific and technological culture are fundamental to sustainable and inclusive development. Whether it is private or public organisations, innovation is important to lead a country to continuously generate products, processes or services for economic and social transformation. Continuous innovation, research and learning must embed an organisational culture that is responsive, agile and efficient in dealing with global challenges in the 21st Century.

Leadership and Learning in the Asian Century

Conference Schedule Nov 17-19, 2014

ELLTA 2014

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Exploring Leadership and Learning Theories in Asia
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	Day 1	Day 2	Day 3
08:30 - 09:00	Registration & Connectovation	Registration	Registration
09:00 - 09:30		Keynote Address 2 'Learning Spaces and Learning Technologies in the Asian Century' by Prof. Cher Ping Lim	Keynote Address 4 'Competing at the Edge- Leading with Research, Innovation and Learning for Asia Development' by Prof. Shantha Liyanage
09:30 - 10:15	Opening Ceremony		
10:15 -11:00	Opening Keynote Steering A University – Trying to do the Right Things Right By Prof. Dato' Dr. Omar Osman	Breakout session (Papers/ Book a talk)	Collaborative Research Projects - Group Discussions/Parallel Paper
11:00 - 11:30	Knowledge Café		
11:30 - 01:00	Interactive Panel Discussions/ Workshops	Interactive Panel Discussions/ Workshops	Breakout session (Papers/ Book a talk)
01:00 - 02:00	Lunch		
02:00 - 03:00	Keynote Address 1 'Myths, Dilemmas and Promises: Asia at the Crossroads- Turning Point of Learning and Leadership' by Prof. Ibrahim Ahmed Bajunid	Keynote Address 3 'What Counts as a "University of Distinction" in the 21st Century' by Prof. Lee Sing Kong	Way Forward & Vote of Thanks
03:00 - 03:15	Refereshing TEA		City Tour
03:15 - 05:15	Breakout session (Papers/ Book a talk)	Breakout session (Papers/ Book a talk)	
04:45 - 07:00			
07:00 - 10:00		GALA Dinner & Cultural Night	

Leadership and Learning in the Asian Century

Conference Schedule Nov 17-19, 2014

ELLTA 2014

UNIVERSITI SAINS MALAYSIA

DAY 1

Exploring Leadership & Learning Theories in Asia
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Time/Room	Title of	Room/ Responsibility
08:30 - 09:00	Registration & Connectovation ~ a Welcome to Everyone by Everyone .	
09:00 - 09:30	The word is an integrated form of 'connection' and 'innovation', coined to underline the intention of the session – i.e. connecting with each other innovatively! This will be a welcome session (welcome by everyone to everyone) Get together of participants, Meeting & Greetings, Welcome tea, Registration on Day 1 process, Photo session	
09:30 - 10:015	Opening Ceremony	
10:15 - 11:00	 Opening Keynote Steering A University – Trying to do the Right Things Right By Prof. Dato' Dr. Omar Osman	
11:00 - 11:30	Knowledge Café	
	Parallel Sessions 1 (11:30 - 01:00)	
	Workshops	
11:30 - 01:00	Making Meaning On Screen Facilitator: Colin Schumacher	
11:30 - 01:00	Learner enhanced technology: understanding engagement as a measurable process Facilitator: James Ballard	
	Interactive Panel Discussion	
11:30 - 01:00	Strategic Repositioning for the Asian Century	
11:30 - 01:00	Consulting Business in Asia – Prospects and Challenges	
11:30 - 01:00	Asian Innovation Systems (AIS) in/ for the Asian Century	
01:00 - 02:00	Lunch	
02:00 - 03:00	 Keynote Address 1 'Myths, Dilemmas and Promises: Asia at the Crossroads- Turning Point of Learning and Leadership' by Ibrahim Ahmed Bajunid	
03:00 - 03:15	Refereshing TEA	
	Parallel Sessions 2 (03:15 - 05:15)	
	Workshops	

03:15 - 04:45	Storifying and Story Telling Facilitator: Rayed Afzal	
03:15 - 04:45	How to Become a Creative Writer Facilitator: Akhter Abbas	
03:15 - 04:45	21st Century Learning through Collaboration and Sharing Tools Facilitator: Li Kuan, Lai	
	Parallel Papers	
03:15 - 05:15	259 - Understanding Multi-cultural Awareness in Global Leadership Authors: Abu Daud Silong, Mina Abbasiyannejad, Ismi Arif Ismail, Jamilah Othman and Nor Wahiza Abd.Wahat 317 - Relational Leadership in a Global Multi-Stakeholder Group: An Ethnographic Study within the ISO 26000 Working Group on Social responsibility Authors: Ashly Pinnington & Yassir Yaghfouri 381 - Developing Effective Global Leadership Authors: Maryam Hassanzadeh & Abu Daud Silong 382 - Global Leadership Competencies Authors: Maryam Hassanzadeh, Abu Daud Silong, Azizan Asmuni and Nor Wahiza Abdul Wahad	
03:15 - 05:15	294 - Problematising the pre-Islamic past of Asian Muslim countries: The specific case of Pakistan's pre and early Islamic past Authors: Hasan Ali Khan 217 - ASIA PACIFIC: AWAITING THE NEXT LEADER Authors: Riant Nughoro 240 - Reflections on Repositioning Cyprus in Asian Century: Leadership and Learning Authors: Fahriye Altinay & Zehra Altinay 323 - The Role of Xinjiang in Asian Politics of 21st Century Authors: Kusum Saba	
03:15 - 05:15	7 - THE ROLE OF LOCAL LEADERS IN MAINTAINING THE SUSTAINABILITY OF MICROHYDRO PROJECT IN RURAL AREAS OF INDONESIA Authors: Wati Hermawati 63 - Role of Self-Help Group in Community Development - Impact on Empowering Women Authors: Mita Banerjee & Sridipa Sinha 267 - How to engage Generation Y to become 21st Century leaders Authors: Jan Bartscht 246 - Digital Volunteerism and Social Media Activism As Inducers of Social Cohesion Authors: Grace Baldoza	

03:15 - 05:15	309 - Paremia equivalence and its expressiveness in different-type languages Authors: Meruert Ibrayeva 319 - What They Learn in/for Internet Cafes: To Rethinking about the "Openness" of the Open Society Authors: Tomohisa Hirata 339 - Gender - Water Nexus in Rural Azerbaijan : Findings of a Field Research in Goychay and Agdash Rayons Authors: Senem Elcin Berber & Anar Valiyev 398 - Coalbed Methane Generation through Microbial Consortium Authors: Mehar Ali Kazi, Pir Roshan Shah Rashdi, and Syed Farman Ali Shah	
03:15 - 05:15	445 - ENVIRONMENTAL MANAGEMENT AND GREEN TECHNOLOGY IN MALAYSIA: CURRENT SITUATION, FUTURE PROSPECTS AND CHALLENGES Authors: Razali Shahul Hameed, Ahmad Othman, Rahmat Aidil Djubairi and Mohd Rafi Yaacob 296 - Using "holistic sustainability" to preserve unique cultural identity while participating in the contemporary global economic and social environment: the case of the United Arab Emirates Authors: Georgia Daleure, Dr. Patrick Kane, Mr. Humaid Abdalla, Mr. Mohamed Rashid, Mr. Salman Alaskar, Mr. Musab Ibrahim & Mr. Mohamed Anwar 293 - HIGHEST HUMAN VALUES: HIERARCHY PROBLEM Authors: Petr Simrnov & Phillip Simrnov	
03:15 - 05:15	72 - School-based learning and development: revisiting professional development for headteachers in India Authors: Eric Addae-Kyeremeh and Cristine Wise 90 - Education for Sustainability: Developing Students' Higher-Order Abilities to Resolve Ethical Dilemmas Impacting Their Society Authors: Elisabeth Taylor, Peter Charles Taylor & John Werth 105 - Structure of Physical Punishment in School Education and School Management: In the Case of Japan Authors: Yusuke Suzumura 169 - MAKE A PLACE FOR TEACHER'S VOICE—THE EFFECTIVNESS AND FEASIBILITY OF SHARED LEADERSHIP IN WESTERN-STYLE EARLY LEARNING CENTER IN HONG KONG Authors: Wang Xinxin & Dr. Ho, Choi Wa Dora	

03:15 - 05:15	336 - SCHOOL ADMINISTRATORS AND QUALITY SECONDARY SCHOOL EDUCATION IN NIGERIA Authors: Isa Yuguda Kotirde, Jailani MD Yunos & Suleiman Anaf Yahya 392 - MANAGING INSTRUCTION TO REFORM INDONESIAN SCHOOLS: LOCAL PERCEPTIONS AND PRACTICES OF LEADERSHIP Authors: Umiati Jawas 465 - SCHOOL CULTURE, LEADERSHIP AND TRUST : A COMPARATIVE STUDY IN MALAYSIAN, KAZAKHSTAN AND SOUTH AFRICAN SCHOOLS Authors: Sazali Yusoff, Thiyagarajan Annamalai, Maganat S., Mutshaeni H.N., Mashau T.S. and Aisham S. 210 - Examining the Relationship of Teachers' Demographic/Contextual Variables with Students' Performance in Secondary Schools of Sindh, Pakistan Authors: Dhani Bux Shah, Sadaf Shah Hussainy and Farhan Mehboob	
03:15 - 05:15	231 - Asian Engineering Students' Perception on Lecture Capture Technology Authors: Ee Von Lau 289 - Active Learning Across the Border of Classroom, involving all Stakeholders in the University - Advanced Communication through Trust and Consensus Building Authors: Tosh Yamamoto & Maki Okunuki, Chiaki Iwasaki and Masanori Tagami 432 - Project Approach Facilitates Moral Character Development Authors: SOOK GUN NG & Anna Cristina Abdullah 379 - Personal Moral Philosophy of Undergraduates towards Academic Dishonesty Authors: Dr. Jamilah Othman, Ling Meng Chan, Dr. Zoharah Omar & Dr. Jeffrey Lawrence D'Silva	
03:15 - 05:15	16 - Abstract E-Governance for Asia: Prospects and Problems for Developing Countries' Contexts Authors: Parvez Ahmed Seehar 35 - BEHAVIOUR PATTERNS OF LEADERSHIP IN PUBLIC AND PRIVATE SCHOOLS PRINCIPALS IN PAKISTAN Authors: Zahida Aziz Sial, Dr. Anees ul Husnain Shah and Abu Baker Shah 120 - Can Gen Y be the Future Public Servant Leaders in Indonesia? Authors: Yanki Hartijasti & Adi Budiarso 118 - Models of Leadership: Educational Management and Governance at Schooling Systems in Pakistan Authors: Romana Lalarukh, Arif Karedia, Tahira Firdous and Shehnila Javeed	

03:15 - 05:15	201 - Command, Leadership or Management - An Enigmatic Triad Authors: Iftikhar Ahmed Khan 426 - The Patterns of Trade in Malaysia towards the World Market Authors: Rahmat Aidil Djubairi & Razali Shahul Hameed 140 - THE DYNAMICS OF POLICY RELATION AT THE NATIONAL INNOVATION SYSTEM POLICY WITHIN THE FRAMEWORK OF THE REGIONAL DEVELOPMENT STRATEGY IN INDONESIA Authors: Muhammad Zulhamdani and Prakoso Bhairawa Putera 363 - Information and communication resources in the field of legal education and upbringing: from the experience of the UNESCO Chair in information technologies and law of the National Center of Legal Information of the Republic of Belarus Authors: Viktar Sharshun	
03:15 - 05:15	113 - SRI LANKA: NATURE OF POLITICAL LEADERSHIP IN A HIGHLY PERSONALISED AND CENTRALISED DEMOCRACY Authors: Sushila Ramaswamy 179 - Social media as emerging Leadership Space: How to use Facebook in study process and to create distance course Authors: Vilmante Kumpikaite-Valiuniene 200 - UNIVERSITY CAREER GUIDANCE MODEL IN PAKISTAN-CREATING HOPE Raza Abbas & Iqbal Panwar	
03:15 - 05:15	192 - Defining Successful Educational Leadership Practice Authors: Kishwar Hameed & Sannia Hassan 242 - CONTEXTUAL LEADERSHIP - MOVING TOWARDS A NEW PARADIGM IN EDUCATIONAL LEADERSHIP. Authors: Mohammad Noman & Rosna Awang Hashim 276 - Leadership in China: The Political Logic of Xi Jinping Authors: John Kane 391 - Evaluating the Role of Transformational Leadership style with Technology Adoption? Evidence from Bruneian Technical & Vocational Establishments (TVE) Authors: Afzaal H. Seyal	
03:15 - 05:15	459 - A Comparative Study on the Innovative Narrative Writing Platform in Urban and Sub-Urban Secondary Schools Authors: Amelia Abdullah, Nagaletchimee Annamalai and Tan Kok Eng 429 - TEACHER'S TEACHING AND LEARNING PRACTICE IN THE 21st CENTURY EARLY CHILDHOOD EDUCATION Authors: Noor Miza binti Abdul Rahman & Anna Christina Binti Abdullah 430 - DIMENSIONS IN AN ISLAMIC COUNSELING MODEL Authors: Nik Rosila Nik Yaacob, Abdul Ghani Kanesan, Najeemah Md. Yusof & Abdul Rashid Mohamad	

Leadership and Learning in the Asian Century

Conference Schedule Nov 17-19, 2014

ELLTA 2014

UNIVERSITI SAINS MALAYSIA

DAY 2

Time	Title	Authors
08:30 - 09:00	Registration	
09:00 - 10:00	Keynote Address 2 'Learning Spaces and Learning Technologies in the Asian Century' by Cher Ping Lim	
Parallel Sessions 3 (10:00 - 11:00)		
	Parallel Papers	
10:00 - 11:00	29 - The Malaysian 'no plastic bags' campaign: The related social learning challenges of changing consumer behavior with deep rather than surface 'corporate social responsibility' Authors: Cameron Richards & Irina Safitri 268 - SUSTAINABLE, SUPPLY CHAIN MODELS FOR ASIAN COMPANIES: LEADERSHIP STRATEGIES Authors: Jason Connor & Kristina Malihi	
10:00 - 11:00	103 - VOLITIONAL EXTRINSIC LEARNING MOTIVATION: AN EXPERIENCE FROM THAILAND Authors: Korn Sornlertlumvanich & Chanatip Chamnankit 415 - RESPONSES OF AN AUTISTIC CHILD TO A CULTURAL GAME: A CASE STUDY Authors: Azimah Abdullah & Aswati Hamzah	
10:00 - 11:00	226 - CONNECTED LEARNING: REFLECTIONS ON THE IMPLEMENTATION OF PERSONALISED LEARNING ENVIRONMENTS Authors: James Ballard 380 - Transforming the Consciousness of Future Teachers through Stories Authors: Kashi Raj Pandey & Peter Taylor	
10:00 - 11:00	342 - CREATING THE SEAMLESS SCREEN STORY Authors: Colin Schumacher 337 - E-Learning, V-Learning, M-Learning, D-Learning, O-Learning, P-Learning, U-Learning, F(lipped)-Learning: What are the implications for learning theories, learners and pedagogy? Authors: Wan Ng	

10:00 - 11:00	245 - A DIGITAL MISSION-GAME-BASED LEARNING SYSTEM TO ENHANCE HARMONIOUS COLOR COMBINATION RULES Authors: Chien-Hui Chen (Louise Chen) 421 - Integrating Mediated Learning Experience (MLE) and Creative Pedagogy Approach: A future form of pedagogy for values-based education in Asia Authors: Lai Yong Teo & Aswati Hamzah	
10:00 - 11:00	287 - Project/Problem-Based Active Learning Fostered by ePortfolio Authors: Tosh Yamamoto, Maki Okunuki, Chiaki Iwasaki and Masanori Tagami 417 - Cognitive Diagnostic Assessment (CDA) for Learning: Roles and Significance Authors: Carolyn SIA Jia Ling, Tan Phei Ling and Lim Chap Sam	
10:00 - 11:00	467 - LISTENING - AN ALMOST FORGETTEN SKILL Authors: DHANYA LAKSHMI & Suhartina MD Yusop 425 - TEACHING READING THROUGH FACEBOOK Authors: Sheela Nadarajan & Muhamad Kamarul Kabilan	
10:00 - 11:00	22 - The Influence of Leadership Roles and Team Building & Participation on Team Shared Mental Models: A Study of Project Managers in Malaysia Authors: Han Ping FUNG, Dr Ibrahim Ali and Dr Juhary Hj Ali 37 - Leadership and communication in the Digital Age: the challenge of social media Authors: Thea Bellou	
10:00 - 11:00	94 - Learning Leadership Theories and Skills through a Popular Old Hindi Film “Do Aankhein Barah Haath” Authors: Satish Pandey 110 - Changing Pattern of Political Leadership from an one party dominant system to the era of coalition: A case study of India Authors: Subrata Mukherjee	
10:00 - 11:00	438 - ROLE OF GOVERNMENT FOR THE DEVELOPMENT OF RURAL MALAY FAMILY-BASED HERBAL ENTREPRENEURSHIP IN MALAYSIA Authors: Kamal Chandra Paul, Jeffrey Lawrence D’silva, Ismi Arif Ismail, Bahaman Abu Samah and Azimi Hamzah 243 - THE RELATIONSHIP BETWEEN PRINCIPAL CHANGE LEADERSHIP COMPETENCIES AND TEAHCER CHANGE BELIEFS Authors: Tai Mei Kin, Omar Abdull Kareem, Mohamad Sahari Nordin and Khuan Wai Bing	
10:00 - 11:00	256 - Antecedents of Derailed Leadership in State Owned Construction Firms of Pakistan Authors: Areeb Masood, Beena Khurshid and Munawwar Naz Khokar 262 - A framework for understanding Chinese leadership: A cultural approach Authors: Liu Peng	

10:00 - 11:00	271 - LEADERSHIP DEVELOPMENT IN THE NOT-FOR-PROFIT SECTOR: BUILDING ADAPTIVE CAPACITY Authors: Keith Thomas & Nathalie Wilhelm 275 - A Community Controlled leadership model: an exemplar for future practice Authors: Tyson Murphy & Keith Thomas	
10:00 - 11:00	305 - Student learning and leadership in Asia: Exploration of student reflections on cultural competencies. Authors: Keith Thomas, Elisabeth Wilson-Evered and Romana Garma 24 - THE INTERCONNECTEDNESS OF CULTURAL VALUES AND ASIAN LEADERSHIP: A STUDY IN THE CONTEXT OF Authors: Nahidh Falih Sulaiman	
10:00 - 11:00	387 - The Leadership Skill of Student Aspiration in 21st Century Skills among Secondary Students at Johor Bahru Authors: Intan Bidayu & Aziz Bin Nordin 359 - The 7 Hats of Executive Coaching Authors: Gilbert Tan & Alan Tea	
10:00 - 11:00	301 - The Philosophical Foundations of Learning and Leadership in Asia Authors: Zaheer-ud-Din Asif 270 - Governance Model of Federal Training Institutions of Pakistan Authors: Madiha Farooqui & Zafar Iqbal Jadoon	
10:00 - 11:00	403 - THE NEED AND PROSPECTS OF ONLINE EDUCATION IN PAKISTAN Authors: Kashif Siddiqui 466 - HOW CAN KOTTER'S (1996) MODEL OF ORGANISATIONAL CHANGE SUPPORT FACULTY DEVELOPMENT IN EASTERN EUROPE? Authors: Dr Anne-Marie Reid	
11:00 - 11:30	Knowledge Café	
Parallel Sessions 4 (11:30 - 01:00)		
Interactive Panel Disscussion		
11:30 - 01:00	Higher Education in the Asian Century	
11:30 - 01:00	Asia-Pacific Indigenous Knowledge, Digital Heritage, and the Global Challenge of Future Sustainability	
11:30 - 01:00	Emerging Contexts of/ for Learning and Asian Century	
Workshops		
11:30 - 01:00	The "Beyond Bali" Education Package: An Educational Approach to Enhancing Community Resilience to Violent Extremism Facilitator: Elisabeth Taylor, Anne Aly, Saul Karnovsky and Nell Taylor	
11:30 - 01:00	Developing Strategic Knowledge and Skills of Financial Management Facilitator: Amer Qureshi	
11:30 - 01:00	Workshop on Leadership & Team-Building Simulation Facilitator: Satish Pandey	
01:00 - 02:00	Lunch	

02:00 - 03:00	Keynote Address 3 'What Counts as a "University of Distinction" in the 21st Century' by Lee Sing Kong	
03:00 - 03:15	Refereshing TEA	
Parallel Sessions 5 (03:15 - 05:15)		
Workshops/Symposium		
03:15 - 04:45	Emerging Technologies for Learning and their Contextual Relevance Facilitator: Talha Waheed & Muhammad Babur	
03:15 - 04:45	Enhancing TPACK and its Contextual Relevance Facilitator: Termit Kaur	
03:15 - 04:45	Interest free Microfinance - The Akhuwat Model Facilitator: Syed Hussain Haider	
03:15 - 04:45	Teaching and Learning in the 21st Century, the Asian Century Facilitator: Fong Soon Fook, Lay Wah Lee, Nor Hashimah Hashim, Tang Keow Ngang, Tan Kok Eng, Lim Chap Sam, Ahmad Nurulazam Md. Zain, Munirah Ghazali, Low Hui Min and Mageswary Karpudewan	
Parallel Papers		
03:15 - 05:15	123 - The Link between Transformational Leadership and Organizational Performance: Developing a Conceptual Framework for SME Organizations Authors: Mohmad Yazam Sharif & Abdul Rahman Jaafar 126 - The Link between Top Management Learning Perception and Organizational Effectiveness: A Conceptual Review Authors: Mohmad Yazam Sharif & Nuraishani Baharom 102 - UUM as an Accidental Learning Organization: A Consequence of Leadership Perceptions Authors: Mohmad Yazam Sharif 232 - Exploring the Product Integration on Hoe Model through Cooking Shows in Pakistan Female Insights Authors: Kiran Siddique, Saima Hussain and Sarah Arif	
03:15 - 05:15	114 - EFFECT OF LEADERSHIP FACTORS ON THE RELATIONSHIP BETWEEN WORK ENVIRONMENT AND ORGANIZATIONAL COMMITMENT AMONG MALAYSIAN PUBLIC SECTOR MEDICAL PRACTITIONER Authors: Abu Daud Silong, Pubadi Govindasamy and Khairuddin Idris 285 - ISSUES AND CHALLENGES AFFECTING VILLAGE DEVELOPMENT AND SECURITY COMMITTEE ORGANIZATION FOR RURAL COMMUNITY DEVELOPMENT IN MALAYSIA Authors: Abu Daud Silong, Ani Ahmad and Turiman Suandi 203 - THE PREDICTORS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR AT INDONESIAN PUBLIC EDUCATION SERVICE Authors: Monica Devina & Yanki Hartijasti 208 - The conceptual relationship between leadership, organisational commitment, and turnover in the banking sector in Saudi Arabia Authors: Fiyad Alenazi, King Khalid, Nuttawuth Muenjohnand, & Adela McMurray	

03:15 - 05:15	281 - Person-Organisation Fit Model: Virtual Workplace in Entrepreneurial Organisations for Highly-Skilled Expatriates Authors: Vilmante Kumpikaite-Valiuniene, Kestutis Duoba, Jurga Duobiene and Ineta Zickute 348 - The spiritual dimension to organizational commitment and wellbeing: some findings from USM Authors: James Campbell & Siew Hwa Yen 407 - The Impact of strategic human resource management (SHRM) impacting employee's performance through perceived Organisational Learning in the man power agencies of international airline at Chennai international airport, Tamil Nadu, India - An Empirical study Authors: Colin Crispin Chellaiah & A. Vasumathi 449 - Faculty Perception of ICT Integration in a Private University in Malaysia Authors: D. Loga Vijaindran & Termit Kaur Ranjit Singh	
03:15 - 05:15	255 - TOURISTS, SUSTAINABILITY AND HAPPINESS in Asian society Authors: Paolo Corvo 28 - Sustainable business and development? : From mere rhetoric to systemic models of authentic global change and local practice Authors: Cameron Richards 272 - Succession planning in family owned businesses: A comparative study of Vietnamese and Australian small to medium enterprises Authors: Keith Thomas, Gavin Nicholson and Joe Griffin 284 - The Myths and Realities of doing Business in Asia Authors: Jackelyne Yepez & Keith Thomas	
03:15 - 05:15	177 - Service Education - Key Success in Building a Powerful Culture and Employee Engagement Authors: Hussain Afeef 389 - Contemporary Malay Working Women Breaking Barrier and Enhancing Social Support Network and Well-Being Authors: Aqeel Khan, Roslee Ahmad, Mohamed Sharif Mustaffa and Abdul Rahim Hamdan 304 - Lean Leadership Model for Leader Standard Work in Asia Authors: Chin Yit Ooi & Joseph Chin Yew Chee 310 - The thematic and ideological peculiarities of the works of religious and enlightening poets in Kazakh literature Authors: Zhanar Abdigapbarova & Gultas Kurmanbay	

03:15 - 05:15	373 - New knowledge creation and Crisis Management Team`s performance Authors: Usman Mir & Dr. Rasheed Kosar 435 - The Signaling Power of the Investment Banks' Reputation on the Performance of IPOs on Bursa Malaysia. Authors: Yong Tong Lin & Dr. Rubi Ahmad 338 - The Effectiveness of Japan Grassroots Assistance Programme to Strengthen Women in Their Social and Economic Life: A Qualitative Study in Turkey Authors: Senem Elcin Berber 420 - Teaching Style Of Teacher Educator In Malaysia Authors: Halimatussaadiah Salleh & Prof Madya Dr Abdul Rahim Bin Hamdan	
03:15 - 05:15	406 - An Empirical Study on the Effective Utilization of Tacit Knowledge Authors: R. Subashini, Colin Crispin Chellaiah and A. Vasumathi 404 - HAS LEADERSHIP PLAY IMPORTANT ROLE IN LEADING COMMITMENT TO CHANGE? (STUDIES CONDUCTED IN VARIOUS STATE-OWNED COMPANIES IN INDONESIA) Authors: Wustari Mangundjaya 10 - Transformational versus transactional: Which leadership style is preferred in the public higher education institutions? Authors: Muhammad Shukri Bakar & Roosli Muhammad 143 - Role and impact of Quality assurance mechanism on higher education institutions of Pakistan for sustainable growth Authors: Syed Sohail Ahmed, Huma Rehman & Humaira Ashraf	
03:15 - 05:15	297 - Achieving the Asian Century through the Harmonization of Higher Education in South East Asia: A Comparative Analysis of Policy and Process in Thailand and Vietnam Authors: Stephen Wanger, Korn Sornlertlumvanich and Ky Le 299 - Global discourses and power/knowledge: Theoretical reflections on futures of higher education in the Asian Century Authors: Lennie Geerlings & Anita Lundberg 350 - Webometrics ranking in the context of accessibility of higher education Authors: Margarita Bershadskaya, Yulia and Karpenko Olga 237 - The Paradigm Shift: Leadership Challenges in the Public Sector Educational Institutions Authors: Zahida Mansoor	
03:15 - 05:15	171 - Education for Sustainability: A Case study on the Role of University of Calcutta , India Authors: Mita Banerjee, Marisha Chakrabarti and Dr.Madhumala Sengupta 442 - Leadership Styles and Organizational Commitment: A Study of a Top Private University in Malaysia Authors: Mohd Fairuz Abd Rahim, Arnifa Asmawi and Muhammad Nizam Zainuddin 440 - A Strategic Human Resource Management Framework for Learning Organizations in the Asian Century Authors: Mohd Fairuz Abd Rahim, Yin Teng Chew and Pervaiz K. Ahmed	

03:15 – 05:15	318 – K-SAM Graduates Authors: Sunil Nawaratne, Gominda Ponnamperuma, Vishaka Nanayakkara 437 – THE EFFECT OF COMMUNICATIVE TASKS AND SPEAKING PROFICIENCY ON THE CHOICE OF COMMUNICATION STRATEGIE Authors: Lamis Abdulrahman & Shaik Abdul Malik Mohamed Ismail 207 – Towards ensuring fainess and consistency in module outcome: A case study of grade calculation and management Authors: Ramalingam Dharmalingam & Kasi Viswanathan 433 – Moving beyond the stress threshold: The coping strategies of Performing ESL readers Authors: Mohamad Fadhili Yahaya, Abdul Rashid Mohamed, Shaik Abdul Malik Mohamed Isamail and Yusof Ede Petras	
03-15 – 0515	214 – Education a mean for solving social problems: Experts opinion Authors: Ibtasam Thakur 436 – Special Educations in Developing Countries: Malaysia and Saudi Arabia as case studies Authors: Lay Wah Lee & Ahmed A. Altamimi 388 – Long-term and short-term Cultural Factor5s affecting Educating and the present Economic Crises Authors: Sølve Sandaker 211 – Education in West Central Asia Author: Mah-E-Rukh Ahmed	
03-15 – 0515	419 - Nanotechnology: Another way to address education for sustainable Development Authors: Kah Heng Chua & Mageswary Karpudewan 447 - Integration of iPads in Education – A Literature Review Authors: Wong Shu Ling, Wong Sing Ie and Termit Kaur Ranjit Singh 42 - Including the Scheduled Tribe Girls in the Purview of Education - An Illusion or Reality? Authors: Sridipa Sinha & Madhumala Sengupta 277 - DESTINATION CHOICE IN ASIAN CONTEXTS: THE CASE OF MAINLAND CHINESE LEARNERS IN SINGAPORE Authors: Matt Thurston	

03:15 – 05:15	453 - The integration of new media in Malaysian schools: how does the policy compares to the actual practice? Authors: Nurzali Ismail 352 - (Inter)national church networking for the youth: lessons from Hungary? Authors: Eva Szontagh 190 - Teaching Human Rights in Schools: What are the possibilities in Pakistan? Authors: Parvez Pirzado 88 - Lessons for productive and sustainable global educational partnerships: The Viet Nam and Hawaii Social Work experience Authors: Lorraine Marais, Paul Tran and Bhi Xuan	
07:00 – 10:00	**GALA Dinner & Cultural Night**	

Leadership and Learning in the Asian Century

Conference Schedule Nov 17-19, 2014

ELLTA 2014

UNIVERSITI SAINS MALAYSIA

DAY 3

Exploring Leadership & Learning Theories in Asia
ELLTA
Challenging Assumptions Creating Possibilities

Time	Title	Authors
08:30 - 09:00	Registration	
09:00 - 10:00	Keynote Address 4 'Competing at the Edge- Leading with Research, Innovation and Learning for Asia Development' by Shantha Liyanage	
	Parallel Sessions 6 (10:00 - 11:00)	
	Collaborative Research Projects - Group Discussions	
10:00 - 11:00	Collaborative Research Projects - Group Discussions 1	
10:00 - 11:00	Collaborative Research Projects - Group Discussions 2	
10:00 - 11:00	Collaborative Research Projects - Group Discussions 3	
10:00 - 11:00	Collaborative Research Projects - Group Discussions 4	
10:00 - 11:00	Collaborative Research Projects - Group Discussions 5	
	Parallel Papers	
10:00 - 11:00	98 - The Emerging School Leadership in the underdeveloped part of the world Authors: Nazir Jogezai & Rehmat Tareen 101 - How to cultivate and maintain healthy relationships between children and caregivers in a school and home environment Authors: Anthony Maina Gioko & Obuya Naomi	
10:00 - 11:00	196 - Narrowing the digital divide: Introducing E-learning and MOOC in Pakistani Schools Authors: Maria Afzal & Rayed Afzal 401 - A Proposal for Self - organizing Professional Development of Teachers: Evidences from a Private School in Pakistan Authors: Amin Uddin	

10:00 - 11:00	427 - Elements of Creativity and Innovation in Science Teaching among Primary School Teachers in 21st Century Authors: Nooraida Yakob and Hashimah Mohd Yunus Presenter: Nurul Izzah 302 - EFFECT OF SUPERVISORY STYLES ON TALENT DEVELOPMENT AMONG JUNIOR PHYSICIANS IN MALAYSIA GOVERNMENT HOSPITALS Authors: ANUSUIYA SUBRAMANIAM, Abu Daud Silong, Jegak Uli and Ismi Arif Ismail	
10:00 - 11:00	446 - THE CONCEPTUAL LEARNING AND ITS EFFECT ON STUDENTS' ACHIEVEMENT: INSIGHT FROM PUBLIC AND PRIVATE SCHOOLS IN PAKISTAN. Authors: Lubna Khalid 464 - Learner-centered Instruction: SQU Experience Authors: Salma Al-Humaidi	
10:00 - 11:00	462 - Perceived Challenges to Effective ICT Integration in Teacher Education in South-Eastern Nigeria Authors: Bede Blasie Chukwunyere Onwuaboke, Termit Kaur and Joy Ngozika Onwuagboke 463 - IS RESILIENCE 4 U MEANT FOR CAREGIVERS OF DEMENTIA PATIENTS? Authors: Wah Tze Huey & Shahabudin Hahsim	
11:00 - 11:30	Knowledge Café	
Parallel Sessions 7 (11:30 - 01:00)		
Worshops/Symposium		
11:30 - 01:00	Lessons for productive and sustainable global educational partnerships: The Viet Nam and Hawaii Social Work experience Facilitator: Lorraine Marais, Paul Tuan Tran and Mai Bui Xuan	
11:30 - 01:00	Writing (and publishing) about Leadership and Learning in Asia: Theorising Context Facilitator: Muhammad Babur	
11:30 - 01:00	Business Incubation in Asia - Understanding 'what' works and 'why'? Facilitator: Amer Qureshi	
Parallel Papers		
11:30 - 01:00	49 - MEASURING THE EFFECTIVENESS OF ENTREPRENEURESHIP EDUCATION FOR JAPANESE HIGH SCHOOL STUDENTS Authors: Junko Ishiguro 57 - Looking at Learning from Students' Points of View: A Call for Transformative Teaching Authors: Mangaratua Simanjorang & Peter Taylor 68 - A review of Teacher Learning through Situated Learning Theory Authors: Suhaida Abdul Kadir & Roya Roustaee	

	122 - What Western students can learn from Asian placements: A case study and theorisation Authors: Jonathan Parker , Sara Ashencaen Crabtree and Azlinda Azman 128 - NEURO-IMAGING: A TOOL TO BRING REVOLUTION IN CLASSROOMS FOR JOYFUL LEARNING Authors: Dr Rajiv Gupta & Manju Gupta 129 - Indonesian Model of Successful Teacher Leadership in Green School Program Authors: Stien Matakupan	
11:30 - 01:00	199 - EXPLORING HEADTEACHERS' TRANSFER OF TRAINING SKILLS BARRIERS INTO SCHOOL GOVERNANCE IN A DEVELOPING COUNTRY Authors: Anthony Maina Gioko 212 - Student Centered Learning in USM: What Lecturers and Students think of this new approach? Authors: Siti Zuraidah Md Osman, Rozinah Jamaludin and Mohammad Iranmanesh 460 - RURAL SCHOOL TEACHERS AND ICT: A NEEDS ANALYSIS Authors: Nurhanim Saadah Abdullah, Thenmolli Gunasegaran, Azidah Abu Ziden, and Mohd Ismail Abd Aziz	
11:30 - 01:00	215 - Teacher Educators' Teaching Beliefs: Predictors of Classroom Practices an Example from Pakistan Authors: Rafaqat Ali Akbar 227 - Leadership for School-based Teacher Professional Development in Early Childhood Education ： A Study of Preschools in Hong Kong Authors: Pan He & Dora Ho 258 - Role of Secondary School teachers in promoting Peace Education Authors: Parama Kundu & Sridipa Sinha	
11:30 - 01:00	260 - Principals' Leadership towards Effective Academic Achievement of Students' in Nigerian Secondary Schools. Authors: Suleiman Anaf Yahya, Isa Yuguda Kotirde and Sulaiman Bin Yamin 265 - Instructional leadership and teacher efficacy: Findings from secondary schools in the state of Kedah, Malaysia Authors: Saw Lan Gu 288 - Transforming Practice through an Understanding of Socio-cultural Conditions in the Classroom Authors: Alison Abraham	
11:30 - 01:00	298 - A Study on the Socio-Emotional Health of Pre-teens in the State of Kerala Authors: Babu Mathew 322 - Construction of the School-Based Curriculum Leadership — A National Project in China Mainland Authors: Na Lucy Wei 341 - Consigned to victimhood: Narratives of resistance from children of Aberlour Orphanage Authors: David Divine	

	378 - Rethinking Education - Emerging roles for teachers Authors: Fatima Dar 454 - Leadership for Innovation in Science Teaching and Learning: Experiences from The Mobile Science Lab Program Authors: Mohd Ali Samsudin, Abdul Rashid Mohamed, Nooraida Yaakob and Maznah Ali 390 - Self Confidence and Self Doubt and their Effects on Leadership Attributes and Work Values of Malaysian Youths in Universities and Schools Authors: Jamaliah Abdul Hamid & Jeffrey D'Silva Lawrence	
11:30 - 01:00	395 - Relationship between School Climate, Job Satisfaction and Job Performance of Secondary School Teachers in Punjab Authors: Muhammad Saeed & Abdul Waheed 397 - Teachers' and Students' Perceptions of the Communicative Language Teaching Methodology in the CALL Environment: A Case Study Authors: Summaira Sarfraz & Zahida Mansoor 400 - SHORT TERM EFFECT OF NEUROFEEDBACK TREATMENT: A CASE STUDY IN MILD AUTISM SPECTRUM DISORDER Authors: WONG SIAO YEN & YEO KEE JIAR	
11:30 - 01:00	402 - Motivation Orientation and Learning Strategies among Accounting Students and Education Students : A Case study in Higher Education Institution Authors: Suhaida Abdul Kadir & Rosmila Senik and Rosnani Jusoh 414 - Accountability of Corruption Free School Leadership Role on Students and Consequences for Social System Authors: Awwalu Muhammad Inuwa & Najeemah Binti Mohammad Yusof 461 - The Effects of a Social Support Strategy on Academic Performance and Coping Abilities among Undergraduate Students in Thailand Authors: Linatda Kuncharin & Abdul Rashid bin Muhammad	
11:30 - 01:00	428 - Inquiry Patterns among Private Preschool Teachers in Penang Authors: Nooraida Yakob and Hashimah Mohd Yunus Presenters: Teh Kai Li 423 - Developing the writing tool WebQLM to Support Collaborative Writing in the ESL Classroom Authors: Tan Ooi Leng Choo & Tan Kok Eng 346 - Transformation of Leisure: An Analysis of Mass Media Presentations of Pre/ and Post Colonial African societies - Lessons for Asia? Authors: Aretha Asakitikpi	

11:30 - 01:00	434 - Empowering teachers in the process of providing quality education to young children with special needs: The case of Autism Spectrum Disorders (ASD) Authors: Low Hui Min, Lee Lay Wah & Aznan Che Ahmad 443 - THE RELATIONSHIP BETWEEN HEADMASTERS' PRACTICES OF EMPOWERMENT AND TEACHER' ORGANIZATIONAL COMMITMENT Authors: Nor Shahida Sulaiman & Rabiatul-Adawiah Bt Ahmad Rashid 444 - Physics Teachers' Instructional Practices: A Case Study on Two Suburban Schools Authors: Salmiza Salleh & Chong Poh Teng	
11:30 - 01:00	448 - THE EFFECTIVENESS A WEB-BASED TEACHING-LEARNING RESOURCE IN ENHANCINGYEAR SIX STUDENTS' SCIENCE UNDERSTANDING: A STUDY ON THE TOPIC OF ECLIPSES Authors: Sathiya Bharati Muti & Termit Kaur Ranjit Singh 455 - Emerging Teaching and Learning Techniques: A Video- Based Activities to Enhance Listening and Speaking Skills Among ESL Teacher Trainees of Teacher Education Institutes. Authors: Dayang Maheran Ahmad & Siti Nur Yusof 360 - DEVELOPING STANDARD FOR CHANGES AND INNOVATIONS IN THE EDUCATIONAL MANAGEMENT OF SECONDARY SCHOOLS IN MALAYSIA Authors: Jameela Bibi Abdullah & Jainabee Md Kassim	
11:30 - 01:00	6 - Remaking Citizenship Through Exposure to Dilemmatic Choices Authors: Purwo Santoso 458 - THE TEACHER AS QUESTIONER IN SOCRATIC QUESTIONING Authors: Huniah Sahamid	
01:00- 02:00	Lunch	
02:00 - 03:00	Way Forward & Vote of Thanks	
03:00 - 07:00	City Tour	

Interactive Panel Discussions

'Strategic Repositioning for the Asian Century'

With the unprecedented and continuous rise of Asia in the 21st century, the global dynamics have changed altogether. The impact of this phenomenal rise of Asia and Asian tigers is felt globally, in all fields and domains of life.

The phenomenon, of course, is intriguing, and invites a closer look and a deeper analysis of the reasons explaining it, its implications and impact. It has inspired countries within and outside of Asia to strategise and reposition in order to take maximum advantage of this huge opportunity that the 'Asian Century' presents – Australia's White Paper (2012) is but one example, followed by roundtable sessions and dialogues. Likewise, the ADB Report (2011) also focuses on 'Realising the Asian Century'. At the same time, however, there are some others who question it - Asian Century for them is more of myth than a reality.

No doubt, we are at a turning point, and the world is witnessing a historic phase. However, the Asian Century, as ADB Report also indicates, is not preordained – there could be various pits and falls, and the opportunities are intertwined with risks for this very dynamic but diverse region. Asia needs to continue to grow on the recent trajectory, however, not necessarily doing the same things that it has been doing: what has worked in past may not continue to lead to success in future also. Asian countries need to re-assess their strategies. Likewise, though the Asian Century offers immense potential and opportunities for all nations, it is important that the other countries are prepared to tap on this potential and make use of those opportunities.
To situate and contextualize 'Leadership and Learning in the Asian Century', the current panel analyses the phenomenon of 'Asian Century' at a deeper level; which is important for strategic repositioning. Some of the key questions/ themes that the current panel addresses, therefore, include:

1. 'Asian Century' – reality or a myth?
2. The Asian Century – Insights and Foresights?
3. Key debates and dilemmas of the 'Asian Century'
4. What counts as a "Competitive Edge" in the Asian Century?
5. Driving forces of the 'Asian Century' – Technology, Economy, Global Knowledge and/ or Asian Values? Entrepreneurship, Creativity and Innovation? Others?
6. Preferred Futures in the Asian Century
7. Strategic repositioning for Asian Century – the Way Forward?

Panel Experts (Speakers)

Professor Ibrahim Ahmad Bajunid is Deputy Vice Chancellor, INTI-Laureate International Universities and Professor of Management, Education and the Social Sciences. He was formerly the Director of the Regional Center for Educational Planning (UNESCO-RCEP), Al Sharjah, United Arab Emirates; the Founding Dean, Faculty of Humanities and Social Sciences, University Tun Abdul Razak (UNITAR); and Director of the National Institute of Educational Management and Leadership. For more than three decades, he has been the key figure in the Field of Educational Management and Leadership in Malaysia.

He is Editor and Editorial Advisor for several educational journals, locally and internationally. He is a Council Member of the Board of the Razak School of Government, a Member of the Board of Trustees Axiata, Board Member of Kolej Yayasan Saad and Yayasan Ilmuan, International Advisory Board Member of Exploring Learning and Leadership Theories Association (ELLTA), Editorial Board Member of the Journal of Educational Administration and the South African Journal of Education.

He is recipient of the Teachers Trade Union Leadership Award and a Special Award as Thought Leader and initiator of the National Professional Qualification for Head Teachers and Educational Leaders. He was Member of the National Committee on the Study, Review and Reform of Higher Education in Malaysia. He is also appointed Member of the National Advisory Council on Education. As a member of both these national committees, he has the opportunity to think through and contribute across all the levels and sectors of Education.

Professor Dr. Ibrahim Ahmad Bajunid is the recipient of the National Educational Leadership Award, the highest Educational Leadership Award in Malaysia awarded only to a few individuals who have demonstrated distinguished and exemplary leadership across institutional, national and international contexts. He was awarded the Honorary Doctorate in Education and Management by the Sultan Idris Education University and also an Honorary Doctorate from the University of Malaya.

Professor John Kane has a PhD from London School of Economics and is now Professor in the School of Government and International Relations, Griffith University. He teaches and researches in political theory, leadership and foreign policy and has several times been Visiting Professor to Yale University. His books include The Politics of Moral Capital (Cambridge UP, 2001), Between Virtue and Power: The Persistent Moral Dilemma of US Foreign Policy (Yale UP, 2008) and (with H. Patapan) The Democratic Leader: How Democracy Defines, Empowers and Limits its Leaders (Oxford UP, 2012). His

edited books include (with H. Patapan and B. Wong) Dissident Democrats: The Challenge of Democratic Leadership in Asia (Palgrave 2008) and (with H. Patapan and Loy Hui Chieh) Political Legitimacy in Asia: New Leadership Challenges (Palgrave 2011).

Dr. Norrizan Razali, Education Director, at Microsoft Malaysia, is best described as a strategist in education innovation. She received all her qualifications from the USA with a Ph.D in Education, from the University of Pennsylvania. After a short stint at the Faculty of Education, National University of Malaysia, she joined the government think tank, the Institute of Strategic and International Studies (ISIS) Malaysia where she was involved in planning and policy formulation for education. Her work at MDeC, has contributed to the revitalization and sustainability of the smart schools as well spawning other related programmes on ICT in education, such as driving the 21st Century Skills development and innovative content development approaches.

To date, Dr. Norrizan Razali has contributed to the development and transformation of education, at the national level and globally for nearly 20 years. She has served as a visiting scholar and education expert in institutions based in Korea, Germany, France, England and Scotland. Her international accolades include leading her previous organization, MDeC, in winning the United Nations South-South Cooperation Award for the Smart School Projects in Cambodia, Lao, Myanmar, and Vietnam and the China Wenhui-UNESCO Award for her Rural Benchmarked Smart School Programme in Malaysia.

At Microsoft Malaysia, she plays a lead role in strategizing the deployment of technology in education to improve learning outcomes across public and private education institutions from primary to higher education.

Professor Subrata Mukherjee is a retired professor in Political Science from the University of Delhi South Campus, New Delhi, India. He was the Head of the Department of Political Science from 1997 to 2000. He was the convenor of the University Grants Commission's Committee on Development of Curriculum for Political Science and Public Administration in 2001. He is on the editorial board of Korea Observer. He is the author of *Gandhian Thought: Marxist Interpretation, Essays in Marxist Theory and Practice and is the co-author of A History of Political Thought: Plato to Marx, A History of Socialist Thought: From the Predecessors to the Present, Democracy in Theory and Practice and A History of Socialism.*

Prof. Mukherjee's areas of Interest are Political Theory, Comparative Politics, Indian Thought with specific reference to Gandhi and Tagore.

Dr Théa Bellou B.A.Scs. (Honours), Dip. Ed., PhD (Melbourne) has taught in numerous universities in Australia and overseas. She has been a research fellow at the University of Melbourne and the University of Paris.

She is a lecturer at Victoria University, Melbourne, Australia, in the fields of Communication, Media and Culture. She teaches Organizational Communication focusing on leadership and communication, cross-cultural communication, and the impacts of new media on work, organizational structures, leadership and business models.

Dr Bellou's current research is interdisciplinary and focuses on the complex and multiple impacts of the digital communication revolution on diverse fields, ranging from leadership and communication, to social media, culture, identity and globalization. She has been invited to present her work to numerous fora, including conducting training workshops for Chinese government delegates on social media, globalization and media. Her recent publication include: Thea Bellou (2013), Derrida's Deconstruction of the Subject: Writing, Self and Other, Peter Lang, New York. Some others include: 'From Ethnicity to Transnational Identities: Diaspora and Virtual Cultural Spaces (forthcoming)', 'Virtual Leadership: The Challenges of Global Virtual Communication Environments', 'Globalization and Culture: From Global Culture to Digital Culture of Virtuality as States of Becoming', `Information and Communication Technologies (ICTS), Computer Mediated Communication (CMC), Globalization and Identity: The Cross Cultural Challenge', 'Global Culture or the Culture of Globalization?'.

Consulting Business in Asia – Prospects and Challenges

This panel takes up Consultancy Business in Asia as an important theme to a) consolidate experiences and insights of Consultants (both, local and foreign) working in Asia, b) generate innovative ideas and inspire future prospects, and c) enhance/ create synergy and integration between consultancy work and academia. Thus, the panel facilitates interactions among Consultants, and between Consultants and Academics (including the academic institutions developing the future consultants in Asia), so as to share experiences and insights, and to learn from each other. The term 'Consultancy' is being used here more broadly to also include Professional Service Firms.

Therefore, the key questions for the panel to address are:

1. What does the landscape of Consulting Business in Asia look like?

2. What are the unique/ significant opportunities that Asian context presents for Consultancy business?
3. What are the major challenges or constraints faced while working as Consultant in an Asian context?
4. What is the nature and strength of linkage between Consultants and academia? How can this linkage be further strengthened?
5. What are the emerging trends in Consulting Business in Asia? What insights can be drawn?

Panel Experts (Speakers)

Amer Qureshi, FCA (the Entrepreneurship, Finance and SME Expert) is a highly experienced, finance and management professional with an excellent track record in senior management across several industries and in many countries. Amer has recently completed a project for Enterprise Qatar, a semi government organization established to develop the SME sector and create a culture of Entrepreneurship in the Country. Amer was the CFO of the organisation and involved in all major projects at the strategic level. Amer has also been the Director of the Entrepreneurship and SME Centre at LUMS as well as being a faculty member of the Business School.

As a highly experienced consultant, Amer specializes in Strategic Planning, Strategic Management, Financial Planning and Leadership and has undertaken projects in Australia, Dubai, Kenya and Pakistan. Amer has extensive experience in the SME sector and has also been actively involved with new venture creation for many years. He is highly regarded for his excellent presentation and communication skills and prides himself on his ability to motivate and inspire people. A sought after speaker and presenter at events and conferences, he is highly respected for his unique presentation style.

He is also a successful published author in the areas of Leadership and Small Business Management, selling over 10,000 copies of his books worldwide. Amer's book The A to Z of Healthy Small Business has been published in Australia, India and Pakistan and is a highly regarded resource for small business owners. The most recent book, Leadership Insights – Success Strategies from Pakistani CEOs is the first leadership book written based on research with the leading CEOs of the country.

With significant experience in working with CEOs, Boards and Management Teams, Amer is able to work effectively with all of the stakeholders. Amer has also worked with the leading international firms including KPMG and Deloitte over a seven year period in the early stages of his career in Australia.

Amer is a highly motivated and committed person who excels in leadership positions and strives to make a difference in every aspect of life. He is the founder of My Biz Pakistan Foundation an enterprise platform established to help young people start a real business.

Professor Ashly Pinnington is Dean of Research at the British University in Dubai and Professor of Human Resource Management. Professor Pinnington is also an Honorary Fellow at the Manchester Business School, The University of Manchester; and a Visiting Professor, Faculty of Economics, University of Ljubljana, Slovenia.

He has worked mainly in the UK, Australia and the UAE, and co-edited and authored books for *Sage, McGraw-Hill and Oxford University Press.* Professor Pinnington's current research interests include: Social Responsibility, Ethics and IHRM, Leadership Development, and the Management and Internationalization of Professional Service Firms. He has published articles on these and other topics in numerous journals including: the *British Journal of Management, Journal of Management Studies, Organization Studies, Human Relations, Gender Work & Organization, Leadership, and the International Journal of Project Management.*

Muhammad Irfan Farid is a qualified Management Accountant and Management Consultant with around 18 years of professional advisory and capacity building experience. He is the fellow member of Institute of Cost and Management Accountants of Pakistan, holds a Post Graduate Certificate in Management Consulting from Grenoble Graduate School of Business, Grenoble, France and an MBA from Warwick Business School, UK.

He has undertaken various participatory diagnosis, capacity building, institutional strengthening and monitoring and evaluation assignments in Pakistan and Afghanistan for public and private sector organizations. He had been a visiting faculty member of CA and MBA classes in Pakistan. He has facilitated numerous financial reviews, development of standard operating procedures, strategic planning exercises and had designed and implemented financial models for various non-profit organizations. Over past, he has successfully managed general, financial and capacity building components of multimillion dollar medium term development projects, executed by CHIP and CTC, spread all over Pakistan.

As a serial entrepreneur, he has designed and successfully established three entrepreneurial setups in hospitality, management consulting and food processing sectors in Pakistan and currently he has initiating a construction and housing enterprise also.

Key Expertise areas of Mr. Irfan Farid are: a) a unique blend of programme and financial management expertise in development sector; b) ability to design and implement high impact and cost effective development sector initiatives in health, education, infrastructure, livelihood and entrepreneurship; c) ability to diagnose, evaluate and re-strategize financial and programmatic impacts of development sector initiatives; d) ability to prepare feasibilities and viable business plans for commercial and non-commercial enterprises; e) ability to conceive, design and successfully implement viable enterprises; and f) ability to turn around weak projects and medium scale organizations.

Mohsin Memon – a professional with a unique blend of business analysis and technology skills backed with team management and leadership skills. He has been successful in tackling considerable obstacles and delivering a broad range of high impact, high profile projects, including corroboration with multi-national, multi-vendor teams such as Wal-Mart Inc. and Delta Airlines where he worked as a Business Analyst and a Project Manager and completed several projects successfully.

Currently, he's the Director of Memcorp Learning and Performance Solutions. He's also a sought-after facilitator; travelling to various parts of America, Asia and Africa to train company employees to achieve their very utmost by teaching them how to bring out the best in themselves. Through the mentoring of individuals in group and one-on-one settings, Mohsin sees his profession as a labor of love finding great pleasure in enriching the lives of others by teaching them how to harness the power of thought.

Higher Education in the Asian Century

Higher Education is at the heart of economic and social development. Whether it is to develop 'knowledge economies', 'learning and thinking nations', 'responsible citizens', or 'intelligent workforce' – appropriate policy decisions and investment in the higher education sector is critical.

In case of Higher Education, I believe, we are at crossroads in many ways. The speed and nature of changes across the globe have transformed the very face of Higher Education to an extent that sometimes it gets difficult to grasp its nature and purpose. For instance, a major shift is the 'commercialisation' of higher education due to the influence of market forces, privatisation and globalisation. Many claim that the original purpose of higher education – as a knowledge enterprise and for public service/ good - has been compromised due to commercialization.

Whether Higher Education should have a commercial focus or it should be reclaimed as a "public service organisation" is an important question.

Similarly, another critical dimension of this debate is whether higher education should be standardized under the influence of internationalisation or it should be localized in order to respond to the local context/ needs.

The transformation of Higher Education has been caused by numerous forces, which will continue to influence it in future also – Technology and its impact on education represents a paradigm shift and it will continue to be a major influence shaping Higher Education in future also. MOOCS and the other learning pre-fixes (E-learning, M-learning, V-learning, D-learning, O-learning, Game-based learning etc.) for instance, have changed the learning spaces and context.

What does the ASIAN CENTURY hold further; what forces will remain influential in this era; and what the emerging trends predict about the FUTURE OF HIGHER EDUCATION in the ASIAN CENTURY – thus, it becomes critical to analyse and examine:

1. What are the forces shaping Higher Education in Asia/ in the Asian Century?
2. What should be the Learning/ Research Agenda for HE in the Asian Century?
3. Asian University of Future – Is that a 'brick' or 'click' model?
4. What would/ should be the shape and directions of International Education?
5. Would/ should there be a move towards fusion of Asian local knowledge into HE or towards standardization (internationalization)? Need for a balance between tradition and innovation?
6. Reclaiming universities role as public service organisation versus market driven organisations? Development priorities?
7. Issues facing Higher Education in Asia/ Asian Century

Panel Experts (Speakers)

Professor Dato' Dr. Abdul Rashid Mohamed is currently the Dean of the School of Educational Studies at UniversitiSains Malaysia as well as the Chairperson for the Malaysian Education Deans' Council. He is a consultant to the Malaysian Ministry of Education as well as the Ministry of Education of the Republic of Maldives and also advises the Sabah Foundation and Villa College of the Maldives. He is Chief Editor of the Asia Pacific Journal of Educators and Education and the Malaysian Education Deans' Council Journal. One of his major research activities is the InSPIRE Project on low performing Primary Schools in Sabah. Prof.Dr. Abdul Rashid holds a PhD in TESOL

from East Anglia University in the UK.

Stephen P. Wanger is an Associate Professor of Higher Education Administration at Oklahoma State University in Stillwater, Oklahoma, USA. He holds a Ph.D. in Higher Education Administration from Purdue University, a Master's degree from Duke University, and a Bachelor of Arts from Oral Roberts University. His research interests include the evolving missions of U.S. and international universities, public policy and higher education, the leadership of educational change, and academic program development. He has served as a faculty member and an administrator at both the post-secondary (university) and the secondary (K-12) levels. With research colleagues from Thailand and Vietnam, he is currently in the early stages of an extensive research study that examines the harmonization of higher education in South East Asia.

Dr Sunil Jayantha Nawaratne, is presently the Secretary of Ministry of Higher Education, Sri Lanka. Prior to been appointed the Secretary/Higher Education in May 2010, Dr Nawaratne has held the posts of Secretary/Ministry of Poverty Alleviation, Parliamentary Affairs and Rural Development, Chairman and Director General of National Youth Services Council, Director General of Sri Lanka Samurdhi Authority, etc. Dr Nawaratne holds a PhD from Keio University, Japan and his B.Sc. Management (Special) in Business Management is from University of Sri Jayawardenapura Sri Lanka. During the last few years he has been instrumental in introducing many novel and innovative programs with the guidance of the Hon Minister of Higher Education. Few of those are - Employability Survey for all the universities, World Ranking for Sri Lankan Universities, Leadership Training for all the new entrants to the national universities, "Kavitha" inter-university talent competition for universities, New Innovation Competition among universities under the name of "SIIIP" and Outcome Based Education and Student Centered Learning etc.

His latest publication was "Shifting Paradigms of Higher Education of Sri Lanka" and he came up with the concept of K-SAM Graduates for 21st Century and he will be presenting the outcome of that same concept which he has tested with his team in Sri Lankan context.

Dr James Campbell is a Lecturer at the Deakin University, Australia. His interests are in the relationship between political philosophy and social theory and education. He completed two PhD's – the first in Education at the University of Melbourne and the second in Politics at LaTrobe University. He has contributed several monographs for Universiti Sains Malaysia on their APEX transformation and regularly write for the Sunday New Straits Times in Malaysia. Currently, he is writing on the subject of the 'humaniversity' and regularly visits Malaysia for research and conferences.

Professor Margarita Bershadskaya is the Head of the Center for Development of Sociological Education: Research University–Higher School of Economics, Moscow, Russian Federation. She holds a PhD in Technical Sciences. Her field of interest includes sociology of education; development of higher education in Russia and other world countries; educational standards; mega-universities and distance education as one of the most important trends in higher education on a global scale; global higher education rankings; world educational statistics.

Emerging Contexts of/ for Learning and Asian Century

Theory of Learning, over the years, has moved from stimulus-response/ classical conditioning theories to context based theories such as actor network and cultural historical activity theories – a major shift from decontextualized to intensely context-oriented approaches. By implications, the conceptualization of context has also moved from an understanding of 'context as a container' to 'context as co-evolving' – context is not an impassive or detached container rather it is embedded, shaping and being shaped up simultaneously. This in a way is the point of departure for the current panel – not only learning is shaped by technology and tools but it is also vice versa. The boundaries of the so-called specialized and exclusive learning spaces (such as classrooms) are getting blurred, the distinction between content and context is getting diffused, and the traditional roles have come under tremendous pressure!

Given this backdrop, the panel deliberates upon the implications of the Asian Century for 'Learning' i.e. discussing the 'Future of Learning in/ for Asia' – in terms of, for instance, how learning would be defined; what the learning agenda would be and who would be leading it; what the learning context and spaces would be; which learning tools and technologies would

become more or less relevant for the Asian Century – these and similar other questions will steer the panel discussions.

To kick start conversations, some representative examples have been picked up – for instance, since the emerging trends indicate a very strong and emphatic recognition that technology will continue to play a -very critical role in creating, extending and expanding learning agenda, spaces, content and context, the panel will have a representation of experts from representative fields such as E-learning (the term is being used as an umbrella term for online/ virtual learning) – virtual or game-based learning, design of learning spaces and learning technologies. Additionally, some other learning spaces will also be represented – such as sports and play, music, drama and others.

Thus, the panel will engage in critical debate and discussions to explore and put forward perspectives on 'learning in/ for the Asian Century' – for example, some representative questions that will guide the deliberations are listed below (tentative list):

1. What would learning look like in the Asian Century? What is the future of learning in/ for Asia?
2. Which learning theories will remain more or less powerful in the Asian Century? Which learning theories will dominantly inform the future learning technologies?
3. Which learning spaces will remain more or less effective for Asia/ Asian learners?
4. How are Educational Apps, Educational Games and Software shaping learning, and what are their implications for teaching and learning in/ for Asia?
5. What tensions exist between pedagogies and learning technologies, and how to resolve these with specific reference to Asian contexts?
6. What will be the implications of the current/ future technologies for identification and design of the learning agenda?
7. How are the historical experiences of (Asian) students and/or their identity influencing their participation and usage of emerging learning technologies?
8. How would the context and culture of Asia influence and be influenced by emerging learning technologies?
9. How would local/ Asian values and local models of learning get integrated into technology-driven learning pedagogies/ environment?

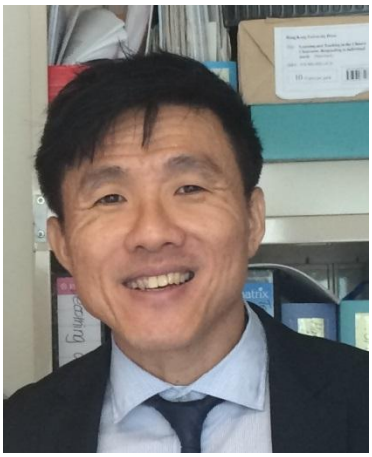
Panel Experts (Speakers)

Peter Charles Taylor (PhD, MEd, DipEd, B.Sc.) is the Director of the Transformative Education Research Group Australia, Curtin University, AUSTRALIA, and a Professor of STEAM Education, Murdoch University, Perth, Australia (from 1 February 2015).

For the past 3 decades I have been working in a graduate research centre at Curtin University providing postgraduate professional

development for teachers of science and mathematics and related fields. I have developed a transformative pedagogy that enables teachers to develop higher-order abilities, such as critical self-reflective thinking, political and ethical astuteness, and imaginative and creative thinking. These abilities are essential for the next generation of community leaders responsible for managing engagement with globalization while ensuring sustainable development of their cultural, linguistic and ecological heritage. As a doctoral research supervisor/advisor I have developed a multi-paradigmatic model of research for the social sciences that enables postgraduate researchers to become transformative learners and develop these higher-order abilities. Many of my graduates are making significant contributions to the transformation of education systems in Africa and Asia.

In 2015, I will take up the inaugural chair of Professor of Science, Technology, Engineering, Arts and Mathematics (STEAM) Education in the School of Education at Murdoch University, Perth, Australia. This interdisciplinary group involves researchers and teachers collaborating to develop innovative curricula and pedagogies that foster higher-order cognitive, social and emotional abilities in young people, preparing them to respond to the challenges of the complex, contested and rapidly evolving world of the 21st Century. To ensure that science, technology, engineering and mathematics graduates have developed these key abilities, we are investigating unique interdisciplinary relationships between the arts – language arts, visual arts, performing arts - and science, technology, engineering and mathematics.



Professor Lim Cher Ping is the former Director of the Centre for Learning, Teaching and Technology at the Hong Kong Institute of Education and a Professor of Curriculum and Innovations, and. In the last 10 years, he has been the principal investigator of several major and high impact research projects in Australia, Hong Kong, Indonesia and Singapore. He has also been able to engage major stakeholders of teacher education and ICT in education at various levels; nationally and internationally, public and private, and government and non-government. Organisations including UNESCO, Microsoft, BHP Billiton, World Bank, Sampoerna Foundation, and government agencies have been tapped upon as partners for many of the research and development projects that he has led, especially in the Asia-Pacific region. To date, Professor Lim has provided technical consultancy services to UNESCO, Inter-American Development Bank, Asian Development Bank, World Bank, World Links, Microsoft, universities, schools and governments in the areas for teacher professional development, education policies and assessments. Professor Lim has published internationally in different areas of education technologies, namely learning engagement, emerging technologies and global citizenship, and evolving curriculum and assessment in teacher education.

Professor Dr. Wan Mohd. Fauzy Wan Ismail is a senior lecturer who started work in 1981 at the Centre for Instructional Technology & Multimedia, Universiti Sains Malaysia (USM). He was the director of this centre from 2005-2009, and now is also the coordinator of the Global Higher Education Network at the National Higher Education Research Institute of Malaysia; he is also a panel auditor for the Malaysian Qualification Agency, Academic Program Auditor for USM. Prior to this he has held numerous administrative positions at USM and has been involved in various committees involving the use of technology for Instruction and Training. He was part of the team formulating the transformation plan (Nurturing and Learning) based on the Blue Ocean strategy to help USM be the current recipient for the Accelerated Program in Excellence (APEX), awarded in the last quarter of 2008. Besides administrative duties, he teaches graduate courses in Instructional Technology and has successfully supervised students for their Master and Doctoral degrees. His interest involves how to successfully engage students by integrating technology for nurturing and learning and now promoting Peer Instruction - something he picked up during his Sabbatical leave primarily at Harvard and Sometimes at MIT, Boston in 2013.

Kenneth Y T Lim is a Research Scientist at the Centre for Research in Pedagogy and Practice, National Institute of Education, Singapore. Prior to his appointment, he taught geography and social studies in several schools and junior colleges in Singapore, as well as served as a Curriculum Designer in the Ministry of Education. His doctoral research was on adolescent spatial cognition, and his present research interests lie in maker movements and the affordances for learning of fictive worlds and virtual environments. His work with schools has led him to conceptualise and develop the Six Learnings framework for curriculum design in immersive- and game-based-worlds, and Disciplinary Intuitions as a theory of learning; Disciplinary Intuitions is elaborated upon in a newly published book by Springer.

Ruzi Panjang-Adni – An engineer by background who has deep passion in the Human Resource Development (HRD) field, Ruzi Panjang-Adni, is a HRD professional with extensive experience in providing learning and performance solutions in both technical as well as leadership field. Her strength in conceptual thinking, talent management & development and project management has helped her to formulate and successfully implement frameworks, roadmaps and solutions for her (internal) clients.

She is currently attached to Motorola Solutions (Malaysia) Sdn Bhd, responsible to provide leadership, advocacy and consultancy in the learning and development field to the Asia-Pacific and Middle East employees of Motorola Solutions. Ruzi finds great pleasure in helping others to discover themselves, through fun and engaging learning sessions.

Among her key projects include: Next-Generation Leader development, Competency-based TNA and development, Front-line manager development, Relationship & Team Building series, Instructional-design work for Engineering curriculum.

Asian Innovation Systems (AIS) in/ for the Asian Century

National Innovation System (NIS) drives economic growth and development. Though the concept was originally put forward in the context of research focusing on more advanced economies, it was later extended to other economies also. If we look at the economic development and NIS in Asia, these have taken various paths that need to be discussed and explored, especially, in the context of the Asian Century. For instance, there is a need to understand what Asian Innovation Systems (AIS) can learn from each other, and what insights can be drawn for future. This question is particularly relevant for countries in transition/ lower levels of economic development and for those countries aiming to progress through the promotion of endogenous innovation and growth. Human capability and institutional infrastructure together with knowledge reservoirs and industry capability are among the key research interests relevant for the Asian contexts.

The phrase, 'Asian Innovation Systems' (i.e. 'systems' as plural) takes into account the diversity between and across Asian countries and, therefore, their innovation systems and capabilities.

The following questions become important:

1. What are the trajectories in Asian Innovation systems?
2. What are the unique/ significant dimensions of the Asian Innovation systems and systems characteristics in different Asian countries?
3. What good practices/ successful examples can be found in the Asian Innovation Systems? What lessons can be learnt?
4. What is the nature and strength of linkage between knowledge institutions and industry (research/ academia and industrial sector)? How can these linkages be cultivated?
5. What are the emerging trends in Asian Innovation Systems? What insights can be drawn from recent experience such as globalization, internationalization and international trade and finance?

Panel Experts (Speakers)

Professor Shantha Liyanage is a research coordinator at Department of Education and Communities, New South Wales AUSTRALIA and a professorial fellow at the University of Technology Sydney. Shantha has extensive experience as a senior academic and worked senior research fellow at ARC Centre for Research Policy at the University of Wollongong, Technology Management Centre at the University of Queensland, Brisbane and Associate Professor at the University of Auckland New Zealand. He held recent appointments with the Macquarie University, University of Sydney and now at the University of Technology Sydney. Shantha's specialisation is in research, technology and innovation management and contributed to scholarly research and teaching for business subjects to undergraduate, post graduate and professional students.

Since 2008, at the invitation of the ATLAS project at CERN, Geneva Switzerland, he has conducted leadership research and has published "Leadership in the ATLAS Collaboration" in Oxford University published book Collisions and Collaboration edited by Max Boisot (2011). His has extensive industry consultancy experience in innovation, organisational management and creativity and has worked with the Asian Development Bank and World Bank projects. He has also undertaken research studies for the Australian Development Aid and New Zealand Trade and Industry on social responsibility and learning development projects.

Shantha held visiting professorial positions with the Business School of the Nihon University-Japan, Stockholm Economic School-Sweden, Copenhagen Business School-Denmark, Zeppelin University-Germany, Norwegian University of Technology (NUTU)-Norway, and the University of Teknologi-Malaysia.

Shantha's team building and networking capabilities were well demonstrated in the establishment of Science and Technology Policy Network (STEPAN) and knowledge management societies. He brings refreshing insights into organisations and individuals and has expertise in inquiry based learning to enhance personalised learning. As the program manager of Science and Technology Policy Network, He contributed to science and technology development in many developing nations in Asia. Shantha has extensive experience in applied techniques for fostering technology and innovation through his consultancy experience with various Government and International development Agencies such The Asian Development Bank, the World Bank, IDRC, SAREC/SIDA and UNESCO. He is also Editor-in-Chief of the International Journal of Leaning and Change, Inderscience, UK.

Professor Anil K. Gupta (***Virtual Presentation),*** Ph.D. Management, M.Sc. Genetics - he is a Coordinator, SRISTI and Founder, Honey Bee Network and Executive Vice-chair, National Innovation Foundation. He is also a member, National Innovation Council (chaired by Adviser to Prime Minister); Fellow, National Academy of Agricultural Sciences and Fellow, The World Academy of Art and Science, California (2001). His mission is to demonstrate the potential of knowledge rich economically poor people in taking developing societies out of the morass of mediocrity and lead these on to a path of sustainable, democratic and diversified progress.

He has established Society for Research and Initiatives for Sustainable Technologies and Institutions (SRISTI, 1993, www.sristi.org) and Grassroots Innovation Augmentation Network (GIAN, 1997, www.gian.org), two voluntary organizations to support the Honey Bee Network and to scale up and convert grassroots innovations into viable products respectively. He also helped in setting up the National Innovation Foundation (NIF, 2000, www.nifindia.org) assisted by Department of Science and Technology, Government of India, to make India innovative and creative society and a global leader in sustainable technologies. NIF has mobilized more than 200,000 innovations and traditional knowledge practices from over 545 districts of India, the largest database of its kind anywhere. Recently through student volunteers and without much external support, established a portal of 204,315 tech student projects at www.techpedia.sristi.org or www.techpedia.in to link the needs of informal sector and small and cottage industry with the young technology students besides increasing Innovation Quotient of the country by preventing students do a repetitive project).Illustrative lists of problems in search of solution and innovation in search of augmentation are also listed here. Likewise sristi.org is creating a portal for street art Culturally Alive! India and another one for opens source educational software for children. Another multi-media multi language platform for collaborative product design for augmenting green innovations and social enterprises is also being developed. A twin centre for Grassroots innovation has been set up in collaboration with Tianjin University of Finance and Economics, China. Similar efforts are on with other developing countries to promote grassroots to Global (g2G) strategy for knowledge based approaches to poverty alleviation and employment generation.

Honours/ distinguished lectures: Hermes Award received by Honey Bee Network (May 2012), European Institute for Creative Strategies and Innovation, Paris; Priyadarshini Academy Award, 19 Sep 2010; Member, National e-Governance Advisory Group, Ministry of Communication and Information Technology, New Delhi, 2010; Member of the Expert Group on Innovation for mid-term appraisal of the 11th Five Year Plan [2009]; Invited to be founding member of the LAUNCH - A global initiative to identify and support the innovative work poised to contribute to a sustainable future and accelerate solutions to meet urgent challenges facing our society by NASA; Member, Jury of Asian Innovation Awards by Asian Wall Street Journal/FEER (2002-2008), Jury to select 12 most promising climate Friendly Innovations in Sweden by Global Focus (2007-08); Jury for Tata Innovations Award (2008); Advisory

Committee of World Economic Forum on Entrepreneurship Education; Thermax Innovation Council; Technical Advisory Group of Media Lab, Asia; Expert Committee for the schemes STARD, STAWS,YS, TSP and SCSP under the Advisory Board of Innovations, MIT Press; Editorial Advisory Board of International Journal of Sustainable Development, Editorial Board of International Journal of Commons, IASCP, USA; Advisory Board of the newsletter, Business.2010, published by Secretariat of the Convention on Biological Diversity, Canada and many others.

Professor Abd Karim Alias is a Professor of Food Technology at the School of Industrial Technology, UniversitiSains Malaysia (USM). He is currently teaching 3 courses at undergraduate level: Physical Properties of Foods, Food Ingredients and Chemistry & Technology of Starch, Fats/Oils. Apart from these courses, he has taught most of the food science/technology subjects in the curriculum the last 17 years.

On the research front, his research interests are mainly on the physicochemical properties and functionality of food biopolymer system (focus on starch and gelatin). He has published more than 70 papers in international citation-indexed journals, contributed a few book/ encyclopedia chapters and published/ presented more than 70 conference papers (5 of which as keynote speakers). He has received more than 30 publication awards from USM.
Professor Abd Karim Alias is also an editorial member of Journal of Physical Science (USM), Tropical Life Science Research (USM), International Journal of Food Research (UPM), and Food Hydrocolloids (Elsevier).

Syed Hussain Haider has been working as a management and legal consultant for the past 18 years with various private and public sector organizations. He has been a management consultant with the Government of the Punjab since 14 years and has been extensively involved with reengineering and restructuring organizational processes in more than 9 Government Departments.

He teaches Institutional Development to MS / MPhil classes in Imperial University, Lahore and Strategic Management/Organizational Behaviour at LUMS. He is currently a resource person for Asian Development Bank, DFID (U.K), CIDA and numerous International Financial Institutions. He was HRM Consultant for the ASP-LUMS Program at Lahore University of Management Sciences and is involved in their Executive Trainings. As team leader ASP-RSPN, he re-engineered the Training Modules/Management Programs of Secretariat Training Institute, Islamabad (Govt. of Pakistan) and as team leader restructured the curriculum of WAPDA Administrative Staff College, Islamabad.

Mr. Hussain Haider has been pivotal in the establishment of Akhuwat Community College, Lahore and Youth Development Centre, Punjab House, Murree (Government of Punjab). He has been Executive Director, CQS (Pakistan) for more than 10 years. He is also Group Head Akhuwat Education Services (the largest interest free Microfinance Institution in South Asia with more than 545,000 beneficiaries).In the capacity of Project Director, he is developing Akhuwat University in D.G Khan/Lahore and Akhuwat Institute of Social Enterprise and Management. As a Management Consultant to Punjab Educational Endowment Fund (PEEF), Government of Punjab and Punjab Welfare Trust for the Disabled (A consortium of 115 NGOs), he is catalyzing social change in society and facilitating the empowerment of the under privileged.

He is a Certified Productivity Consultant and Certified Advocacy Trainer by Bar Council of England and Wales. He is a Certified Management Consultant and an International Resource Person for Asian Productivity Organization (Japan), Colombo Plan (Sri Lanka), Bank Rakyat (Malaysia), Academia Urbanisma (Malaysia) and National Productivity Council (Indonesia). A United Nations University Alumni and an M.Phil in Corporate Governance, Masters in Public Policy, M.B.A, Masters in Political Science, LLB and PGD's in HRM, Labour Laws, Intellectual Property Rights Laws and International Leadership. He has also completed the Social Enterprise Management Program from LUMS. He is engaged in numerous developmental activities and is a Board Member of different NGO's and CSOs along with being the Deputy Counsel General of Pakistan Institute of Human Rights.

Asia-Pacific Indigenous Knowledge, Digital Heritage, and the Global Challenge of Future Sustainability

This panel session will focus on how and why modern developed societies still have much to learn from indigenous knowledge systems or traditions – especially, in terms of the global challenge of future sustainability.

It will look at particular case studies from the Asia-Pacific (Bangladesh, Thailand, Malaysian Borneo, and Fiji). Traditional societies in marginal rural and wilderness areas typically struggle with the economic (i.e. business, corporate and privatization) imperatives of future sustainability whilst representing an international 'last line of defense' against non-sustainable development. Yet, conversely, modern urban peoples and their institutions need to appreciate, to harness and to provide more supportive partnerships for how indigenous knowledge represents a crucial systemic key to achieving social and environmental (balancing modern economic) sustainability in the global context.

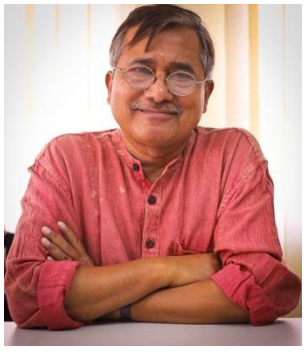
The session will also invoke how the concept of 'digital heritage' can be deployed in several related senses (e.g. linking to the world by the internet but also preserving and disseminating key aspects of indigenous knowledge for both traditional and modern societies in or as forms of lifelong learning, globally convergent communities of practice, and even formal education and training). Thus, for instance, one of the case studies to be discussed looks at how eco-tourism

provides a focus of one remote wilderness community's struggle for survival both economically or directly and also in terms of a proposed digital 'claims-book' strategy for defending traditional land rights and preserving local indigenous knowledge in the face of rampant destructive forces of blind progress.

The key questions for the panel to address are:

1. Are there important and relevant aspects of knowledge, future sustainability and/or 'local wisdom' which modern predominantly urban societies have much to learn from Asia-Pacific indigenous or local knowledge traditions? If so, then what are these more specifically?
2. Also, in particular, how does this relate to the global challenge of balancing economic sustainability with the kinds of social and environmental sustainability often given only lip-service by businesses, governments and related international policy or industry agencies?
3. In terms of recognizing how traditional societies in marginal rural and wilderness areas often represent a 'last line of defense' for defending important natural habitats of global sustainability against pressing and also typically destructive attacks of 'progress and profit': (a) what do such local communities need to do to ensure there 'resilience' to survive and continue their defense of local domains of the global commons, and (b) what is the most effectively strategic support 'we' can provide to help them?
4. With the internet increasingly providing a virtual and instantaneous linking of local nodes of the global community (especially for the ability of social media now to connect with satellite monitoring intelligence to potentially keep corporations and policy agencies more 'honest' in future) how can the notion of 'digital heritage' assist to preserve and defend yet also disseminate the enduring or sustainable knowledge and local wisdom also of global relevance – especially in or as forms of lifelong learning, globally convergent communities of practice, and even formal education and training ?

Panel Experts (Speakers)



Bijoy P. Barua (PhD, OISE/Toronto) is Professor of Sociology and Development Studies at East West University, Dhaka, Bangladesh. His research expertise and interests include international education, participatory research, indigenous knowledge, rural development, community management, ethnic communities, development organizations, and engaged Buddhism/ecology. He has published in academic journals such as Canadian Journal of Development Studies, International Education (USA), Alternative Journal in Social Sciences (USA), and Development Review (Bangladesh). He has also contributed to several edited collections. He is a member of international advisory board of Exploring Leadership and Learning Theories in Asia (ELLTA). Professor Barua is a Senior

Fellow of the Journal of Alternative Perspectives in the Social Sciences, USA and former Associate Fellow of the Centre for Developing Area Studies (CDAS), McGill University, Canada. He is a recipient of the 2002 Outstanding Graduate Student paper Award from the Canadian Association for the Study of Adult Education. He is the author of Western Education and Modernization in a Buddhist Village: A Case Study of the Barua Community in Bangladesh. He has also co-edited (with Dip Kapoor and Al-Karim Datoo) the book, Globalization, Culture, and Education in South Asia: Critical Excursions.

Professor Cameron Richards is an Australian professor of interdisciplinary studies with extensive experience of working in the Asia-Pacific region - including positions at Nanyang University Singapore, the Hong Kong Institute of Education, the University of Western Australia, and UTM in Malaysia. He has a multi-disciplinary background which includes specializations in sustainability studies, policy research, academic research and writing methodology, leadership and organizational learning, educational technologies, intercultural communication, curriculum innovation, and new literacies. He is currently an Adjunct Professor at Chulalongkorn University in Bangkok. He also continues to collaborate with NGOs and other agencies (including Raintrust, the Indonesian Rainforest Foundation, and Arbonaut) on 'sustainable policy' projects and proposals in South-East Asia focused on the global and local challenges of better reconciling economic, social and environmental sustainability. His alternate professional goals are to continue to assist with the academic capacity and policy studies professional development of colleagues (and PhD students) with universities in the region on one hand, and on the other to demonstrate both conceptually and practically how future academic and universities (e.g. in terms of the complex problem-solving applications of interdisciplinary frameworks) can better work with governments, industries/business, and local community contexts of convergent future sustainability.

Dr. Archanya Ratana-Ubol is Head of the Non-formal Education Division, Department of Lifelong Education, Faculty of Education, Chulalongkorn University. Dr. Archanya received her doctorate degree in Adult Education from the University of Missouri – St. Louis, USA. She has held the position of Associate Professor, as part of the Non-formal Education Division, Department of Lifelong Education, Faculty of Education, Chulalongkorn University since 1992. She has been involved in the administrative positions such as a former Associate Dean in Research and Academic Services, Faculty of Education, Chulalongkorn University. She has published extensively on topics such as enhancing capacities of the elderly, non-formal and informal education, lifelong learning management, staff empowerment and experiential learning. Her research interests are in adult and aging education, non-formal education, continuing education, and human resource development and training.

Suwithida Charungkaittikul is a professor in Non-formal Education, Department of Lifelong Education, Faculty of Education, Chulalongkorn University, Thailand. She received her doctoral degree in Non-Formal Education and a Research fellowship in Andragogy Doctoral Emphasis Specialty, Instructional Leadership, School of Education, Lindenwood University, St. Charles, Missouri, USA (Chulalongkorn University Scholarship). She received a Certificate in Systemic Change for Student Success from Harvard Graduate School of Education, Programs in Professional Education, Harvard University, as well as a Certificate in Building Communities Community Development Academy, from the Grassroots, Community Development University of Missouri, Extension Program, University of Missouri, Columbia, MO, U.S.A. Her main interests are in the adult education (Andragogy), non-formal education, lifelong education, learning society, human resource development, learning leadership, community development, women education, disadvantaged children and youth education, and etc. Dr. Suwithida has been actively involved in many academic and volunteer activities both at the national and international levels. She has served as an Assistant Secretary of the Comparative Education Society of Asia (CESA) and a Board Member of ELA Journal of Educational Leadership in Action, Lindenwood University.

Symposia

Symposium ONE
Business Incubation in Asia – Understanding 'what' works and 'why'?

Entrepreneurship, especially among the youth is being seen as the solution to the many challenges being faced in Asia. With an increasing population which includes a large proportion of youth, Asian countries need to find creative ways to harness the talents, creativity and innovation of the younger generation. Entrepreneurship offers the Asian countries the opportunity to leverage the skills and talents of the youth in order to effectively compete in the knowledge based world economy.

Business Incubation is seen as key component of an entrepreneurial eco system required to develop new enterprises, and has proved to be very successful in many countries with the United States leading the way.

The purpose of this symposium is to explore and understand what works in business incubation in the Asian context by identifying and analyzing the critical success factors. We will explore what needs to be done differently in Asia and what has proved to be successful in some of the Asian countries.

As Business Incubation in some parts of Asia is a relatively new concept and the guidelines and advice available in the Asian context are limited and, therefore, need to be strengthened and enriched. This is where the symposium will contribute as follows:

- Provide an understanding of the components of an entrepreneurial ecosystem
- Look at Business Incubation practices in some of the Asian countries

- Case studies of successful incubation practices from Pakistan

Presentation One – Nabeel Qadeer: Plan 9 – A Case Study

Plan 9 is the largest Business Incubation Centre in Pakistan with a focus on technology. In a relatively short time Plan 9 has helped to create a number of successful enterprises in the country and contributed extensively to creating an entrepreneurial culture in Pakistan. One of the keys to its success has been the localization of the methodology and approach towards incubation.

Presentation Two – Syed Hussain Haider: AKHUWAT – My Biz Incubation Centre: A Case Study

The mission of Akhuwat is to 'alleviate poverty by empowering socially and economically marginalized families through interest free microfinance and by harnessing entrepreneurial potential, capacity building and social guidance'.

To date Akhuwat has provided financing to 600,000 people in the various regions of Pakistan. The current borrower base is in excess of, 200,000 and continues to grow. Akhuwat has helped to create a large number of micro entrepreneurs who have been successful in improving their household economies through entrepreneurship. Akhuwat has now decided that in order to enable these micro entrepreneurs to transform their firms into thriving and sustainable small businesses, more assistance and support would be required. This led to the creation of Akhuwat's My Biz Incubation centre in Lahore, Pakistan.

The incubation centre leverages the potential of a select group of entrepreneurs in the Akhuwat network as well as the organization's current social capital and ethical orientation to build ongoing capacity to grow their enterprises and contribute to the alleviation of poverty.

The presentation will cover:

- Akhuwat model for micro finance
- Akhuwat's My Biz Incubation Centre model – unique aspects and the need for it
- The need for incubation amongst micro enterprises
- Case studies

Symposium Presenters

Amer Qureshi (**Symposium Chair)** brings in extensive experience as a Management Consultant and Business Advisor. He worked within the Big Four environment for many years, prior to starting his own Accounting and Consulting Firm in Australia. He has worked in the Middle East as a C Level executive and as a Trainer and Workshop Facilitator in the Gulf Region. A chartered accountant from Australia, Amer has also completed an Executive Education Programme in relation to the Leadership of Professional Service Firms at the Harvard Business School. He has extensive experience not only as a Management Consultant but has also been an active user of consulting services. Amer is also the author of several books on Small Business Management, Leadership and Financial Planning, www.amerq.com.

Nabeel Qadeer is part of the founding team that started Plan 9 and will provide a presentation on the success factors and the lessons learnt so far. His presentation will also showcase some of the success stories from Plan9

Syed Hussain Haider is a United Nations University Alumni and an M.Phil in Corporate Governance, Masters in Public Policy, M.B.A, Masters in Political Science, LLB and PGD's in HRM, Labour Laws, Intellectual Property Rights Laws and International Leadership. He has also completed the Social Enterprise Management Program from LUMS. He is engaged in numerous developmental activities and is a Board Member of different NGO's and CSOs along with being the Deputy Counsel General of Pakistan Institute of Human Rights. He is the currently the Project Director of Akhuwat – My Biz Incubation Centre as well as the Director of Akhuwat Institute of Social Enterprise and Management.

Symposium TWO
Teaching and Learning in the 21st Century, the Asian Century

The Asian Century is the projected 21st century dominance of Asian politics, culture and economic trends. Our children's future will be shaped by the economic, political and educational emergence of Asia as the world's dominant region. In transforming the quality of education to reflect on the unprecedented and continuous rise of Asian Century, teaching at all levels is perceived as one of the most important factors that needs to be given due concern.

For this purpose, the current symposium will share and disseminate the idea and knowledge on the pedagogical approaches that reflects on the 21st Asian Century classrooms. These approaches are exemplary of pedagogies on how to transform the existing classrooms towards classrooms that can be the stage or platform for the students to engage and participate in developing skills relevant to knowledge-based society which is the requirement of 21st century or the Asian Century.

These pedagogical approaches centered around understanding about instructional leadership specific to each aspects of teaching and learning to transform the education to be relevant with the contemporary knowledge-based society; integrating research into teaching of undergraduate curriculum to achieve the status of world class university in the 21st century; calling the preschool teachers to reflect on the learning environment that they have created in their own preschools to be corroborated with 21st century; towards transformation using the power Of Epronounce for non-native English speakers; developing web-based lessons to teach writing In the ESL context; transforming mathematics teaching practice through lesson study collaboration: sustainable pedagogy in mathematics education for young children; science education in the globalized era; closing the gap on inclusive education and empowering teachers in the process of providing quality education to young children with special needs: the case of Autism Spectrum Disorders (ASD).

Ultimately, pedagogical approaches of the Asian Century discussed in this symposium will be complied and published as chapters in a book entitled 'Teaching and Learning in the 21st

Century, the Asian Century'. The symposium on the 'Teaching and Learning in the 21st Century, the Asian Century' will be a platform for the authors to present and share their suggested and proposed pedagogies to the diversified audience with the intention to obtain valuable feedbacks. These feedbacks expected to assist the authors to improve the writing of their chapters.

Symposium Presenters

- **Dr. Mageswary Karpudewan** (**Symposium Chair)**, School of Educational Studies, Universiti Sains Malaysia
- **Prof. Dr. Fong Soon Fook** (School of Educational Studies, Universiti Sains Malaysia)
- **Associate Prof. Dr. Lay Wah Lee** (School of Educational Studies, Universiti Sains Malaysia)
- **Prof. Dr. Nor Hashimah Hashim** (School of Educational Studies, Universiti Sains Malaysia)
- **Associate Prof. Dr. Tang Keow Ngang** (School of Educational Studies, Universiti Sains Malaysia)
- **Associate Prof. Dr. Tan Kok Eng,** School of Educational Studies, Universiti Sains Malaysia
- **Prof. Dr. Lim Chap Sam**, School of Educational Studies, Universiti Sains Malaysia
- **Prof. Dr. Ahmad Nurulazam Md. Zain,** School of Educational Studies, Universiti Sains Malaysia
- **Prof. Dr. Munirah Ghazali**, School of Educational Studies, Universiti Sains Malaysia
- **Dr. Low Hui Min**, School of Educational Studies, Universiti Sains Malaysia

Workshops

Overview of Workshops

	Workshop Title	**Facilitators**
1	Learner enhanced technology: understanding engagement as a measurable process	James Ballard
2	Making Meaning On Screen	Colin Schumacher
3	Storifying and Story Telling	Rayed Afzal
4	How to Become a Creative Writer	Akhter Abbas
5	21st Century Learning through Collaboration and Sharing Tools	Li Kuan, Lai
6	The "Beyond Bali" Education Package: An Educational Approach to Enhancing Community Resilience to Violent Extremism	Elisabeth Taylor, Anne Aly, Saul Karnovsky and Nell Taylor
7	Developing Strategic Knowledge and Skills of Financial Management	Amer Qureshi
8	Workshop on Leadership & Team-Building Simulation	Satish Pandey
9	Emerging Technologies for Learning and their Contextual Relevance	Talha Waheed & Muhammad Babur
10	Enhancing TPACK and its Contextual Relevance	Termit Kaur
11	Interest free Microfinance – The Akhuwat Model	Syed Hussain Haider
12	Lessons for productive and sustainable global educational partnerships: The Viet Nam and Hawaii Social Work experience	Lorraine Marais, Paul Tuan Tran and Mai Bui Xuan
13	Writing (and publishing) about Leadership and Learning in Asia: Theorising Context	Muhammad Babur

Workshops Details

LEARNER ENHANCED TECHNOLOGY: UNDERSTANDING ENGAGEMENT AS A MEASURABLE PROCESS

James Ballard, Independent Researcher, AUSTRALIA

Engagement has emerged as an alternative view of the learner experience that can enrich the often reductionist language of performance, skills and competence. Recent literature reviews identify a well-established positive correlation pattern between aspects of engagement, such as involvement, time on task, and quality of effort and favourable learning outcomes. Furthermore particular activities supporting community involvement and interactions with diverse peers are shown to have substantial improvements on engagement. This workshop will introduce a conceptual model of engagement, appropriated from social media marketing, as a sense-making framework and explore its potential application to education. Furthermore Martin, Yu and Hau (2013) find that the kinds of motivation and engagement factors are salient for most students in different countries, however the degrees of experience vary by sociocultural contexts and within similar ethnic groups. As such although the framework has been developed in Western global contexts the framework is hoped to be transferable to Asian contexts. The workshop will be discussion driven across three key themes: (1) what is engagement; (2) can we measure it; and (3) what would it look like?

Aims, Objectives and Outcomes:

- Understand engagement as a process and discuss its relevance within Asian contexts;
- Use a sense-making framework to recognise types of engagement in local communities;
- Discuss ways of measuring engagement that can be adopted in a range of community contexts;

Intended Audience: There will be specific appeal to those involved in e-learning leadership or research, curriculum or assessment design, and learner engagement, however the concepts being discussed have much broader applications and anyone involved with social technologies should enjoy the workshop. It is expected that participants will work in smaller groups of 3-4. 30 people is probably the maximum to give a chance for some shared feedback.

Content:

(1) What is engagement – adopting a sociocultural position, influenced by the ideas of Freire and Vygotsky;
(2) How can we measure it – utilising touch-point based analytics;
(3) What would this look like – how can this information be fed back into the learning process.

Details of Activities and Timelines:

0 – 10 min: Introduction
10 – 25 min: Activity 1 – Small group discussion: what is engagement?

25 – 30 min: Framework presentation
30 – 55 min: Activity 2 – Small group discussion: How can we measure engagement?
55 – 60 min: Dashboards presentation
60 – 80 min: Activity 3 – Small group discussion: What might engagement look like?
80 – 90 min: Activity 4 – Whole group feedback: relevance to Asian contexts.

MAKING MEANING ON SCREEN – AN INTRODUCTION TO TEACHING/ LEARNING SCREEN PRODUCTION AND SCREEN LITERACY

Colin Schumacher, Queensland University of Technology, THAILAND

Primary and secondary students are consumers of vast quantities of television product. 'It is estimated that by the end of high school, the average student will have spent 15,000 hours watching TV and only 11,000 hours in the classroom' (Davison, 2010). Students are increasingly becoming creators of screen narratives. With the ubiquitous expansion of screen technologies in students/ teachers' mobile phone use across Asia, the K-12 and tertiary students are applying screen production and literacies to their social space, with slowly increasing application to the classroom space and practice.

'Now more than ever, technology plays a crucial role in the way that students learn and prepare for careers in a global economy' (Devaney, 2009). Many teachers are playing catch-up-technology, 'where more than 80 percent of technology funds are spent on hardware and wiring, leaving less than 20 percent for software and training. The rule of thumb in business is 1/3 hardware, 1/3 software, 1/3 training and support' (Bower, 2010). As teaching strategies develop across the ASEAN community, embracing flipped and hybridised classrooms a clearer understanding of screen production techniques and processes are needed. 'Digitally-rich learning: Students see the use of relevancy-based digital tools, content, and resources as a key to driving learning productivity, and not just about engaging students in learning' (Devaney, 2010).

Teacher graduates of the two-day Making Meaning On Screen Professional Development workshop report that the workshop has enhanced their teaching of 'Film as Text' –taught in stages 4-6 English (or mother-tongue programs). The teaching of critical assessment of film/ TV is now enhanced by the creating of screen narratives, particularly in understanding how a writer/director 'positions' the audience in a screen narrative.

The Making Meaning On Screen workshop will introduce ELLTA conference delegates, to pedagogies for introducing screen production and screen literacies that stem from Colin's television and film industry practice with specific application to idea generation, screen narrative construction, and collaborative learning in education. Colin will address tools, skills and techniques for practical classroom application of Concept, Development and Pre-production phases of the screen production process. Drawing on his extensive teacher-training in Asia and Australia and referring to his text Making Meaning On Screen – A Student Handbook (2007). Multimedia can be used to represent the content knowledge in ways that

mesh with different learning styles that may appeal to different modal preferences (Birch & Sankey, 2008; Moreno & Mayer, 2007).

Colin will refer to examples of his Professional Development screen workshops for pre-service and in-service teachers, providing valuable training in screen-literacies across Asia and Australia in both narrative and documentary formats. This PD training has enabled students and teachers to initiate and create their own screen narratives with educational outcomes. Colin will show examples of his corporate education Professional Development workshops:

- Our School=Our Community: Thailand;
- Digital Self Portrait: New Delhi / Burgenwasher Slum communities, India;
- Create and Animate: Addressing numeracy, literacy and student involvement in NAPLAN student testing Australia and Thailand.

The Making Meaning On Screen - Professional Development Workshop in teachers provides a participatory overview of the seventeen step process examining Concept, Development, Pre-Production, of screen literacy and screen production for cross-curricula study by primary and secondary school teachers and students. This screen workshop program has trained over 2,200 practicing K-12 teachers in Australia, Singapore, Malaysia, Thailand and Portugal since 2004.

Graduates of the Making Meaning On Screen workshop program report on their student's successes:
in detailed analysis of screen literacy; in community, regional and state-wide video competitions/festivals; in formal examinations requiring film and video projects to the university level; in understanding literacy and numeracy that the Making Meaning On Screen approach provides through its pedagogies and scaffolding; with academically or behaviorally challenged students by providing a practical hands-on, collaborative approach to teaching and learning; in cross-cultural learning environments; in hybridised classrooms and teaching environments.

Colin will refer to his recent successful publication Making Meaning On Screen – A Student Handbook that is now considered preferred reading in many Australian and Asian primary and secondary schools. Participants will experience these practical exercises scaffolded inside screen pedagogies:

Workshop Structure:

1. Camera Awareness: Camera Technicals, Framing Exercises, Coverage Exercises
2. Concept: Story Prompts, Brainstorming, Images, Sounds, Symbols, Atmosphere
3. Development: Protagonist Need, Antagonist Need, Action and Movement
4. Pre-Production: Visualising and Framing, Shot size, Storyboarding, Objective/Subjective camera, Whose story is it? Actor Blocking, Camera Blocking, Shot-listing and Timing.

Time permitting, Colin will be screening exemplars of film sequences demonstrating his research/ practice in the Making Meaning On Screen - mentoring teachers in Asia to advance their screen skill-sets.

HOW TO BECOME A CREATIVE WRITER
Akhter Abbas, High Potential Ideas, PAKISTAN

This workshop focuses on practical approaches for becoming a creative writer. It will help participants in sharpening their knowledge and skills about creative writing skills. The workshop will also help in developing concrete suggestions for the use of creative writing skills in the professional life.

The workshop will cover the following contents:

- Overview of the processes of creative writing
- 15 key questions that need to be answered by a creative writer.
- Skills set for becoming a creative writer
- Use of creative writing skills in professional life

Participants will be engaged through practical exercises, including peer review of the creative work produced in the workshop.

21ST CENTURY LEARNING THROUGH COLLABORATION AND SHARING TOOLS
Li Kuan Lai, Microsoft, MALAYSIA

In today's mobile and cloud era, whether you are delivering instructions or conducting/ supervising research, collaboration and sharing tools play an increasingly important role in learning. This workshop shares the integration of ICT tools for enhancing collaboration and sharing to instill 21st Century learning approaches.

THE "BEYOND BALI" EDUCATION PACKAGE: AN EDUCATIONAL APPROACH TO ENHANCING COMMUNITY RESILIENCE TO VIOLENT EXTREMISM
Elisabeth Taylor, Curtin University, AUSTRALIA
Anne Aly, Curtin University, AUSTRALIA
Saul Karnovsky, Curtin University, AUSTRALIA
Nell Taylor, Terra Rosa, AUSTRALIA

War, violence and violent extremism have become embedded in popular culture so that children now find it difficult to conceptualise peace other than negative peace (absence of war or violence) and not positive peace such as cooperation, respect, love and tolerance (Finley 2011). Education has been identified as "the central pillar of strategies to promote [peace] values" (UN Decade for Education for Sustainable Development, cited in Pigozzi 2006, p. 3) - suggestions as to what such an education could look like are vague.

The Bali Bombings of 2002 and 2005 confronted Australia and its neighbours with the dangers of terrorism and its tragic consequences for victims, their families, including all the indirect victims, such as local people dependent on tourism. Following the bombings, the so-called Bali Peace Park Association (BPPA) has been lobbying for the creation of a peace-park on the site of the former Sari Club – one of the bombings sites. The planned Bali Peace Park has been conceptualised as a community-driven project against violent extremism.

In 2012, BPPA initiated "Beyond Bali" - an ambitious curriculum development project funded by the Australian Attorney General's Office that explored possibilities for employing education as a means of countering terrorism. Anne Aly (author 2), a counter-terrorism expert and BPPA board member approached two educators, Elisabeth and Saul (authors 1 & 3) specialising in curriculum development, ethical dilemma story pedagogy and social science studies to develop educational materials suitable for Year 8/9/10 students. The main goal of the project was to educate students about Bali, the Australia-Asia connection (geography), the Bali bombings and their consequences (history), as well as to deeply engage students in thinking about value dilemmas, such as, revenge versus non-revenge, violence versus non-violence, peaceful co-existence versus violent extremism (ethical dilemma pedagogy. Furthermore, the materials explore the concept of 'peace parks' – what purposes do they serve? What do they look like? Where do they already exist? How can one design and build a peace park?

The final curriculum package consisted of five modules drawing on a variety of teaching strategies including on-line learning. The package was trialled and evaluated in two Western Australian schools: an Islamic College and a government secondary school. A small-scale, mixed-methods pilot study was conducted for evaluation purposes. In this workshop, I will present a brief overview of the curriculum package and the findings of the pilot study before engaging participants in a practical sense.

The practical aspect of the workshop focuses specifically on ethical dilemma story pedagogy and its role within the "Beyond Bali" Project. Module 3 - "An Eye For An Eye Makes The whole World Blind" (Mahatma Gandhi) uses a 'classic' set-up for ethical dilemma-stories: participants are guided through a story requested to identify with a story-character and to make decisions on behalf of that person when the story is interrupted in strategic places and ethical dilemma questions are asked. These questions require the participant to engage in critical thinking and critical reflection on their values that guide their decision-making. The ethical reflection process is conducted individually at first followed by an opportunity to compare and discuss one's decisions with others. The role of the teacher is that a facilitator who does not volunteer his/her own values but instead guides discussion and participant engagement. Usually the most difficult, most perplexing and challenging dilemma questions are positioned at the end of the story. Ethical dilemmas remain open-ended - meaning there are no final or absolutely 'correct' answers.

Feedback from teachers and students has been highly encouraging and positive. We believe that the Beyond Bali Project has the potential to serve as a model for similar community-driven education projects wanting to tackle violent extremism in the future.

1. Provide an overview of "Beyond Bali" curriculum package and dilemma story pedagogy; (20 min)
2. Guide participants through a hands-on experience of Module 3 - "An Eye For An Eye Makes The whole World Blind "(Mahatma Gandhi) (45 minutes)
3. Present selected findings of a small-scale pilot study of the trial and evaluation the curriculum materials (10 minutes)
4. Invite discussion and feedback from participants (15 minutes)

DEVELOPING STRATEGIC KNOWLEDGE AND SKILLS OF FINANCIAL MANAGEMENT

Amer Qureshi, My Biz, AUSTRALIA

Achieving financial security is not about winning the lottery or 'good luck'. It's about careful planning, putting an appropriate strategy in place and sticking with it. Financial planning is about systemising your finances and developing a strategy to help you create, grow, protect and distribute your wealth – in a style that suits you. As a professional you face many challenges, as you strive to get ahead in your life and career. Managing your financial affairs in a proactive way requires that you are familiar with the wealth creation strategies that can be used to maximize your after tax income and set you on course for financial security.

How do you leverage your expertise and knowledge to ensure financial security for yourself? Everything wealth creation process and investments strategies and how to leverage your ideas and knowledge will be covered in this session.

LEADERSHIP AND TEAM-BUILDING SIMULATION

Satish Pandey, Pandit Deendayal Petroleum University, INDIA

Behavioral simulations are very popular amongst management trainers and academicians for teaching concepts motivation, interpersonal communication, negotiation, stress management, team-building and leadership and develop behavioral skills related to these theoretical concepts. The proposed workshop is focused on the simulation designed by me for developing team-building and leadership skills. This simulation is an extended version of the simulation "My Work…" which was originally designed to impart stress management skills in students who opted for Stress Management course in their second year of MBA program. I conducted experiments of this simulation in my courses on stress management, organizational behavior and executive training programs. The research work based on this simulation experiments was presented in the AHRD Conference 2013.

The Simulation: My Team, My Work

Designed by: Satish Pandey

Type of Simulation: Paper-pencil tasks to be completed individually and in groups within limited time period (30-45 minutes). However, one needs 90-120 minutes to conduct this simulation in the classroom.

Utility: This simulation can be used as a learning tool to impart creativity, motivation, team-building and leadership skills in participants by management trainers and teachers. Researchers can also use this simulation as a research tool if it fits in their experimental framework.

Objective of the Workshop: To demonstrate the simulation before management trainers and researchers, communicate them about the research done on this simulation and prepare them for effective usage of this simulation in their training programs on motivation, creativity, stress management, performance management, team-building and leadership skills. In this workshop, I intend to share my experience of using this simulation in executive training modules focused on leadership and team-building skills.

Enhancing TPACK and its Contextual Relevance
Termit Kaur, Universiti Sains Malaysia, UNIVERSITI SAINS MALAYSIA

In this workshop, we will explore the TPACK approach which considers the interaction between the three elements in classroom activities: Content, Pedagogy and Technology. To understand this process of interaction, a key activity in this workshop would be the TPACK game, helping participants to acquire the skills of selecting appropriate pedagogy and technological tools that can facilitates the teaching and learning of subject content. Participants will be led through to see what happens when content, pedagogy and technology is combined in a classroom activity, exploring the possibilities of technology integration.

LESSONS FOR PRODUCTIVE/SUSTAINABLE EDUCATIONAL PARTNERSHIPS: VIETNAM AND HAWAII SOCIAL WORK EXPERIENCE
Lorraine C. Marais, Hawaii Pacific University, USA
Bui Thi Xuan Mai, University of Labor and Social Affairs, VIET NAM
Paul Tran, Hawaii Pacific University, USA

Learn about "how to" develop productive and sustainable educational global partnerships by exploring the lessons learned by two social work departments: one in Viet Nam and one in Hawaii. Come and share your experience as we develop together practice models that can be applied at your home institution.

Attendees: Anyone who is interested to establish a global educational partnership

Group size: 15 to 20

Outcomes of the workshop:

Participants will:

- develop a basic understanding of the challenges and opportunities global educational partnerships provide in enriching, empowering and developing the next generation's leadership capacity
- develop basic skills to create and maintain a productive and sustainable cross national educational partnership
- develop an understanding of cultural competent practice in relationship to building equitable and culturally sensitive global partnerships
- develop an individual draft experimental contextual practice educational partnership model to implement at their home institution.

Outline of the Workshop:

1. Short overview of lessons, challenges and opportunities in building productive and sustainable global partnerships framed by the partnership between of ULSA/ HPU (30 minutes)
2. Open discussion on experiences of participants in building partnerships across borders within their specific contexts (20 minutes)
3. Small group and individual exercise: "How to" develop global partnerships: Each participant develops a contextual practice model for implementation at their home institution. (40 minutes)

WRITING (AND PUBLISHING) ABOUT LEADERSHIP AND LEARNING IN ASIA: THEORISING CONTEXT

Muhammad Babur, Exploring Leadership & Learning Theories in Asia, ELLTA
Roshni Kumari, Exploring Leadership & Learning Theories in Asia, ELLTA

The significance of 'context' is widely and growingly being recognized, acknowledged and celebrated. Universalistic claims are under pressure and a-contextual approaches and theories are being challenged – the growing participation at the ELLTA Conference is a representative and thriving example of it. Despite its significance, however, there does not seem sufficient preparation (capacity building) for it – for instance, to research and write about a phenomenon (in this case, leadership and learning) as being context embedded. Part of the difficulty may be the elusive nature of the concept – 'context'. This is where the workshop makes a relevant contribution.

The focus of this workshop is to discuss writing and publishing with reference to 'context'. This workshop is based on our extensive editorial experience as part of ELLTA Conference publications and review in particular. The purpose is to generate insights through exchange of ideas and working through examples of context-based writing. The workshop will highlight the nature of issues evident in existing examples of writings based on which, some strategies will also be discussed.

This workshop is intended for beginning/ novice researchers and writers as well as experienced writers, reviewers, editors, facilitators (writing workshops).

Content (themes and topics to be covered):

- Significance of 'context' – context-driven/ embedded writing and publishing
- Synthesis of editorial experience – common insights/ key trends
- Writing about context – some insights and examples

Details of Activities and Timelines:

- Ice-breaking/ warm up 05 min
- Introductions – sharing of insights re context related writings 10 min
- Significance of 'context', context driven/ embedded writing and publishing Brainstorming, exchange of ideas and discussion 15 min
- Synthesis of editorial experience – presenting common insights/ key trends – 15 min
- Writing about context – some insights and examples – 40 min
- Conclusion – 05 min

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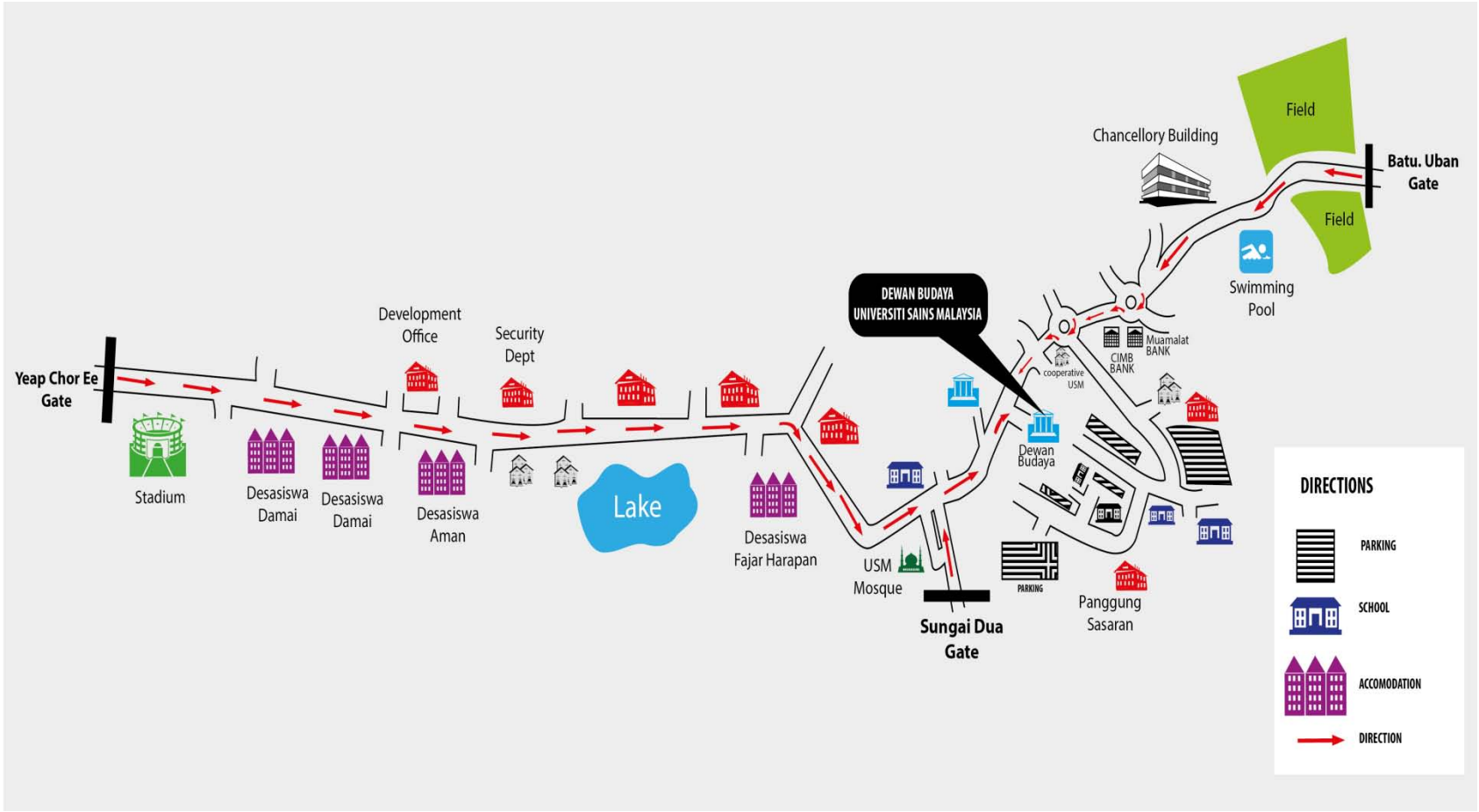

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