



the learning conference

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Sam Sharpe Teachers College & Montego Bay Community College
MONTEGO BAY, JAMAICA 22-25 JUNE 2006

www.LearningConference.com

The Learning Conference, 2006



The Thirteenth International Conference on Learning is to be held at the Montego Bay Community College and in association with the Sam Sharpe Teachers' College in Montego Bay, Jamaica, from 22 to 25 June 2006. The conference will address a range of critically important themes relating to education today. Main speakers will include some of the world's leading thinkers and in the field of education, as well as numerous paper, colloquium and workshop presentations by researchers and practitioners.

This is a conference for any person with an interest in, and concern for, education at any of its levels and in any of its forms, from early childhood, to schools, to higher education and lifelong learning — and in any of its sites, from home to school to university to workplace. All are encouraged to register and attend this significant and timely conference. A range of tour and accommodation options is also available.

Participants are also welcome to submit presentation proposals, either as 30 minute papers or 60 minute workshop or jointly presented 90 minute colloquium sessions. Parallel sessions are loosely grouped into streams reflecting different perspectives or disciplines. Each stream also has its own talking circle, a forum for focused discussion of issues.

Presenters may choose to submit written papers for publication before or after the conference in the International Journal of Learning, a fully refereed academic journal. Virtual participants can also submit papers for refereeing and publication in the Journal.

If you would like to know more about this conference, visit the Learning Conference site—this site is regularly updated. You might also wish to subscribe to the Learning Conference Newsletter through this site.

BACKGROUND

The Thirteenth International Conference on Learning

The Learning Conferences is held annually in different locations around the world, each selected for the particular role education is playing in social, cultural and economic change. In recent years, the conference has been held with the Universiti Sains Malaysia in Penang, Malaysia (1999), with RMIT University in Melbourne, Australia (2000), with the University of Athens in Spetses, Greece (2001), with Beijing Normal University in Beijing, China (2002), the Institute of Education, London University (2003), the Institute of Pedagogical Sciences, Havana, Cuba (2004) and the University of Granada, Spain (2005).

The Learning Conference is a participants' conference, including numerous parallel sessions. The conference organising committee is inviting proposals to present 30 minute papers, or 60 minute workshops or 90 minute colloquium sessions. These can be:

- Academic or research papers, or
- Presentations describing educational initiatives.



ADVISORY BOARD:

Learning Conference International Advisory Committee, and Editorial Advisory Board of the International Journal of Learning

- Mary Kalantzis, RMIT University, Australia.
- Bill Cope, Centre for Workplace Communication and Culture, and Common Ground, Australia.
- Cecile Walden, Principal, Sam Sharpe Teachers College, Montego Bay, Jamaica.
- Angela Samuels, Principal, Montego Bay Community College, Montego Bay, Jamaica.
- Michael Apple, University of Wisconsin-Madison, USA.
- David Barton, Lancaster University, UK.
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- Wang Yingjie, School of Education, Beijing Normal University, China.
- Olga Lidia Miranda, Researcher, Institute of Philosophy, Central Institute of Pedagogical Sciences, Cuba.
- Mario Bello, University of Science, Technology and Environment, Cuba.
- Miguel A. Pereyra, University of Granada, Spain.
- Jose-Luis Ortega, University of Granada, Spain.
- Daniel Madrid Fernandez, University of Granada, Spain.

Who Should Attend

- Academics and researchers
- Teachers
- Educational managers
- Higher degree students
- Educators or educational administrators working in areas ranging from early childhood, to school, to vocational and higher education, to workplace and lifelong learning

Location

The 2006 Learning Conference will be held at the Montego Bay Community College, Montego Bay, Jamaica. The College is near the bay itself, not far from where cruise liners berth. It is a short walk from the town of Montego Bay, and a 15 minute walk from the 'hip strip' of hotels and restaurants near Doctor's Beach on Gloucester Road. Those choosing to stay at Montego Bay's beach resorts will have a 15-20 minute (but quite inexpensive) taxi ride to the conference venue. The conference will also include a number of optional school visits, details of which will be announced later.

Address of Conference Venue
Alice Eldemire Drive
Montego Bay
St James, Jamaica

Supported and Sponsored by

- The Sam Sharpe Teachers College, Montego Bay, Jamaica.
- The Montego Bay Teachers College.



- Globalism Institute, RMIT University, Melbourne, Australia.

Conference Organisers



- Common Ground

OVERALL THEME 2006: Living Issues in Education

THEME 1: Educational Values and Values in Education

- What kinds of people? Reviewing the fundamentals of education.
- Education's role in responding to social challenges.
- Developing people in a world of technology.
- Maintaining culture and identity in the face of global pressures.
- Creating community in educational settings.
- When minorities add up to majorities: the new mainstream.
- The changing purposes of education: shaping new kinds of worker, citizen and personal identities.
- Learning in and about cultural environments: identity, belonging and the cultural conditions of learning.
- Values in education and values education.
- The costs and benefits of freedom: citizenship, responsibility and community.
- Roles for learning: equity, social justice and social change.
- Special education, learning difficulties, disability.
- Diversity in the classroom: cultural, gender, (dis)ability.
- International, global, multicultural and cross-cultural education.
- Education for first nations or indigenous peoples.
- Knowing the world in order to transform the world: education for personal and contextual transformation.

THEME 2: Transforming Literacies

- Languages of Power: literacy's role in social access.
- Literacy and literacies: new perspectives and approaches.
- Reading and writing since the computer: the screen and connectivity.
- The visual and the verbal: multiliteracies and multimodal communications.
- Literacy in learning: language in learning across the subject areas.
- Libraries in the digital age.
- Assessing literacies in a meaningful way.
- Languages education and second language learning.
- Multilingual learning for a multicultural world.
- Girls, boys and literacy.
- The arts and design.
- Academic literacies.
- Adult, community and workplace literacies.

THEME 2: Humanising Science and Technology

- Crossing the digital divide: access to learning in, and about, the digital world.
- Multimedia, the internet and today's media: educational challenges and responses.
- New tools for learning: online, multimedia and digitally mediated learning.
- Virtual worlds, virtual classrooms: interactive, self-paced and autonomous learning.
- Technology and human values.
- Apprenticeship and other models of technical and further education.
- Mathematics, science and technology learning.
- Learning in and about the natural environment: learning about science, nature and the human presence.

THEME 4: Sites of Learning

- Learning environments: the changing shape of educational institutions, and changing sites of learning.
- Curriculum and pedagogy revisited.
- Formal and informal learning.
- Lifelong learning for the society of constant change.
- Learning in local communities: community consultation as an educational process.
- Popular and community education.
- Adult, vocational, tertiary and professional learning.
- The learning organisation.
- Equity, participation and opportunity: addressing disadvantage in education.
- Pedagogies for a world in flux.
- Intelligence or ability, competence or capacity: what are the ends of education?
- Creating learning pathways: between the real world and places of learning.
- Teachers' work: how is it changing?
- Educational leadership and management: how to create institutional change.
- Educational reform and curriculum redesign for a changing world.
- Challenges for teacher training and professional development.
- Distance learning: reducing the distance.
- The future of the university: its links to work, citizenship and identity.
- Vocational education and training for the future.
- Educational leadership, management, and organisational change.
- New teachers and new teaching: the role of pre-service and inservice professional training.

SCOPE AND CONCERNS

The Learning Conference and The International Journal of Learning set out to foster inquiry, invite dialogue and build a body of knowledge on the nature and future of learning.

NEW LEARNING

We might have heard the recent talk of a 'new economy' and listened with a great deal of scepticism, as we did to earlier talk of a new society. As educators, however, we need to grasp what is rhetorically or genuinely new in our times. We must seize the drift of contemporary public discourse, and position ourselves centrally. And how more appropriately than in a 'new economy' that also styles itself as a 'knowledge economy'? Or even a 'knowledge society' which speaks more broadly of future possibilities? Either way, the stuff of knowledge is no more and no less than the stuff of learning.

And so we may come to consider a 'new learning', and the imagination of a possible society - a possible economy even - which locates education at the heart of things. This heart may well be economic in the sense that it is bound to personal ambition or corporate purposes. But this must surely also be a place of open possibilities, for personal growth, for social transformation and for the deepening of democracy. Such is the agenda of 'new learning', explicitly or implicitly. This agenda holds whether our work and thinking is expansive and philosophical or local and finely grained.

LEARNERS

No learning exists, however, without learners, in all their diversity. It is a distinctive feature of the new learning to recognise the enormous variability of lifeworld circumstances that learners bring to learning. The demographics are insistent: socio-economic group, locale (global and regional), gender, ethnicity/race, (dis)ability. Here begins the by now familiar list, and the telling patterns of educational and social outcomes.

Behind the demographics are real people, who have always already learned and whose range of learning possibilities are both boundless and circumscribed by what they have learned already and what they have become through that learning. Here we encounter the raw material diversity - of human experiences, dispositions, sensibilities, epistemologies and world views. These are always far more varied and complex than the immediate sight of the demographics would suggest. Learning succeeds or fails to the extent that it engages the varied subjectivities of learners. Engagement produces opportunity, equity and participation. Failure to engage produces failure, disadvantage and inequality.

PEDAGOGY

And what makes for engagement? Learning is a process of knowing, and knowing is a form of action. In learning, a knower positions themselves in relation to the knowable, and engages (by experiencing, conceptualising, analysing or applying, for instance). A learner brings their own person to the knowing, their subjectivity. When engagement occurs, they become a more or less transformed person. Their horizons of knowing and acting have been expanded. Pedagogy is the science and practice of the dynamics of knowing. And assessment is the measure of pedagogy: telling of the shape and extent of the knower's transformation.

CURRICULUM

In places of formal and systematic teaching and learning, pedagogy occurs within larger frameworks in which the processes of engagement are given structure and order, often defined by content and methodology, hence the distinctive 'disciplines'. And well might we ask, what is the nature and future of 'literacy', 'numeracy', 'science', 'history', 'social studies', 'economics', 'physical education' and the like? And how do we evaluate the effectiveness of curriculum?

EDUCATION

Learning happens in community settings, sometimes specially designed as such (institutions of early childhood, school, technical/vocational, university and adult learning), and sometimes takes informal or semiformal forms within settings whose primary rationale is commercial or communal (such as workplaces, community groups, households or public places as locations of learning). And research tells us how and how well education works in a particular setting.

KNOWLEDGE

Knowledge is the result of knowing, and learning is the business of extending the breadth of knowing. The Learning Conference creates a forum for dialogue about the nature and future of learning and the International Journal of Learning captures knowledge about learning. They are places for presenting research and reflections on education both in general terms and through the minutiae of practice. They attempt to build an agenda for a new learning, and more ambitiously an agenda for a knowledge society which is as good as the promise of its name.

STREAMS

The conference is divided into streams. These are very loosely grouped, approximating perspectives, knowledge-bases, professional practices or disciplines. As much as possible, we try to program parallel sessions relating to each stream into the same room. This means that it would be possible, if one wished, to follow the same stream for the whole conference. Each stream also has its own talking circle, a forum for focused discussion of issues.

You will be asked to select one or more streams when you submit a presentation proposal. If you select more than one stream or 'other', the conference organisers will choose a stream based on a reading of your title and abstract, or which seems to fit best with other presentation proposals that have been submitted.

LEARNING CONFERENCE STREAMS

- Curriculum and Pedagogy
- Student Learning, Learner Experiences, Learner Diversity
- Educational Leadership and Management
- Equity, Social Justice and Social Change
- Technology in Learning
- Community, Culture, Globalisation
- Adult, Vocational, Tertiary and Professional Learning
- Literacy, Language, Multiliteracies
- Languages Education and Second Language Learning
- Special Education, Learning Difficulties, Disability
- Maths, Science and Technology Learning
- Arts, Drama and Design
- Organisational Learning, Organisational Change
- Teacher Training and Development
- Other





The International Journal of Learning

Registration in the Learning Conference allows participants the opportunity to publish in an academic journal. Presenters have the option to submit their papers for refereeing and publication in the International Journal of Learning, before the conference and up to one month after the conference. Papers submitted for publication will be fully refereed. To submit, at least one author of each paper must be registered to attend the Learning Conference (to a maximum of one paper per registered author - which means, for instance, that two registered authors may submit two jointly authored papers).

For those unable to attend the conference in person, virtual registrations are available. This provides participants access to the electronic version of the Journal, and also the option to submit papers for refereeing and publication in the International Journal of Learning.

All registered participants will be given access to the full electronic version of that year's International Journal of Learning.

Papers are published continuously to the Journal's online bookstore, as soon as the publication process is completed for each paper (and that can be any time before the conference, and continues after the conference as papers are refereed). The full volume of the Journal is published annually.

If full refereeing of your final paper is required before the conference in order to attend in-person, papers should be submitted more than three calendar months before the opening date of the conference.

It is possible to attend and present at the conference without submitting or publishing a formal written paper if you choose not to do so.

ABOUT MONTEGO BAY AND JAMAICA

Montego Bay

Montego Bay is the second largest city in Jamaica, after the capital, Kingston. Located on the northern shore of the island-country, it is one of the most popular tourist destinations in the Caribbean. The original resort area is around 'Doctor's Beach' - a stretch of hotels, restaurants and tourist shops known as the 'hip strip'. More recently, large resorts have been built both to the east and the west of the town of Montego Bay. An international airport links Montego Bay to major air routes.

The main town of Montego Bay is built around a quaint colonial square, Sam Sharpe Square, named after one of Jamaica's heroes, the leader of a nineteenth century slave rebellion. Jamaica's historical legacy of slavery and colonial rule is more visible in the town of Montego Bay than it is in the tourist parts of town, in a positive sense in the form of its charming central square, museum and markets. However, the visitor cannot help being struck by the incongruity of two Montego Bays, the upmarket tourist Montego Bay and the Montego Bay of the locals with its evident poverty and social problems. Although Learning Conference participants will be staying in the 'hip strip' or resort accommodation available to international visitors, the conference will be held in the town itself, at the Montego Bay Community College. The juxtaposition of tourist affluence and local poverty is something which is tragically replicated in many places in today's world. The disjuncture of affluence and poverty is something that, as educators, we have to address as a fundamental issue where-ever we are.

As in many such situations, tourism provides an essential economic base for the people in the town. Visitors to Montego Bay can enjoy beautiful beaches and the warm spectacularly blue-green colours of the Caribbean. Glass bottom boat tours are available of the nearby Marine Park. Visits can also tour local historical sites including the Great House of the former Rose Hall plantation (built in 1770, and with some haunting stories from the slave era), and the Greenwood Great House, once owned by the family of the English poet, Robert Browning. On a more contemporary note, there's a Bob Marley centre containing an exhibition and showing films of the great reggae singer and songwriter.



About Jamaica

With a population of 2.5 million and a land mass of 4,400 square miles, Jamaica is the third largest country in the Caribbean. Its largest industry is tourism - more than 1.2 million visitors travel to Jamaica each year. As well as pristine beaches, Jamaica has high mountain ranges in which its famous Jamaican coffee is grown. The Blue Mountains rise to 7,400 feet and abound in trails for hiking and rivers for rafting.

As well as tourism, Jamaica still exports sugar (once, it was the world's largest producer). Its other main export products are bananas and bauxite.

The original inhabitants of Jamaica were the Taino indigenous people. They practiced a form of agriculture based on growing conuco tubas. They also fished and hunted.

The lives of the Tainos were forever disrupted by the arrival of explorer Christopher Columbus in 1494, who proclaimed that the island now known as Jamaica was 'the fairest isle mine eyes ever beheld'. Columbus himself lived in Jamaica for a year in 1503, near a Taino village called Maima, while his crew repaired their damaged ships.

In 1508, Columbus' son became the Governor of the Indies. So began the period of Spanish colonial rule, with the first permanent Spanish settlement being established in 1510 at Sevilla la Nueva. The Spanish forced the Tainos into servitude. Many died of introduced diseases to which they had no resistance. By the end of the sixteenth century, less than half of the Taino population at the beginning of the century, had survived.

The Spanish were driven from Jamaica by the English in 1655. As they left, they freed their slaves who fled to the hills and became a force of rebellion and resistance against the English. After Ireland, Jamaica was the British Empire's second colony. In fact, the English establishment of a colony in Jamaica marked the beginning of the first large scale slavery since classical Europe.

English immigrants began to settle in Jamaica from the second half of the sixteenth century. Some made their fortunes from buccaneering, plundering Spanish ships taking gold from Central and South America. Others became rich from the hard labour of slaves brought from West Africa to work in the sugar plantations.

The British slave trade lasted for several hundred years and was finally abolished in 1807. Slavery was abolished in the West Indies in 1833. However, social and economic conditions for ex-slaves in Jamaica did not change a great deal in the decades immediately following abolition.

In the twentieth century, demands for independence grew, along with a sense of racial pride led by prominent Jamaican intellectual, Marcus Garvey. Adults were granted the right to vote by the right by the British colonial government, and Jamaica became independent in 1962.

Internationally, Jamaica is known as the home of reggae. Its most famous son was Bob Marley, regarded as the first global music superstar to come from the third world. With a career that spanned over twenty years until his untimely death in 1981, his songs of justice and peace made a mark on the whole world.

For additional information and links, visit the Learning Conference website.



REGISTRATION OPTIONS

Early Registration Discount
(by 20 December 2005)
\$AU750.00 (\$US583.43 | €474.82)

Full Conference Registration
\$AU850.00 (\$US661.22 | €538.13)

One-Day Registration
\$AU500.00 (\$US388.95 | €316.55)

Student Registration
\$AU500.00 (\$US388.95 | €316.55)

Virtual Registration
\$AU300.00 (\$US233.37 | €189.93)

Registration Fee Waiver
(For further information,
visit the conference website)

CONTACT

WEBSITE
www.LearningConference.com

EMAIL ENQUIRIES
info-L06@commongroundconferences.com

SYDNEY
Registration, Program & General Enquiries

PO Box K481, Haymarket
NSW 2000 Australia
Ph: +61 (0)2 9519 0303
Fax: +61 (0)2 9519 2203
Office: Level 3, 6A Nelson Street, Annandale,
New South Wales, Australia

MELBOURNE
Publication, Journal and Referee Enquiries

PO Box 463, Altona
Victoria 3018 Australia
Ph: +61 (0)3 9398 8000
Fax: +61 (0)3 9398 8088
Office: Cnr Millers Rd & Esplanade, Altona,
Victoria, Australia

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