

***LEARNING ISLANDS***  
***Islands of Globalization Workshop Report***  
***Nov 9—11 2004, Honolulu, East-West Center***

Workshop conveners: Katerina Teaiwa (UHM), Terence Wesley-Smith (UHM), Gerard Finin (EWC)

The following constitutes a summary of the 3 days of discussion and resulting group work.

**EMERGING CROSS-REGIONAL THEMES**

A call for new thinking or new conceptual frameworks for learning at the infrastructural/institutional level

A call for new or reorganized content at the course or classroom level

A call for linking strategies and collaborations between diverse learning groups within and beyond island regions

Thinking about universities, students and class content in new, integrated ways and finding the technology and management strategy for handling this

Thinking about changing learning style and content horizontally and vertically—across universities and from kindergarten through 12th grade and college

Developing curriculum for diverse island students

Thinking regionally, developing pedagogy through a multisited imaginary rather than a big island—small island mentality

Designing innovative teaching styles, resources and course content

Maintaining an awareness of who represents the Pacific or Caribbean in research

**CURRICULUM CONTENT ISSUES**

Attention to the histories that get told and those that don't get told

Consciousness of the use of dominant paradigms to frame course content and delivery style

How do we communicate an effective comparative approach to students that doesn't reduce our analysis to exploring similarities on one hand and differences on the other

Developing course content collaboratively to gain the expertise needed in areas lecturer isn't familiar with

## **WORKSHOP SESSION REPORTS**

Guide: key points

Short-term collaborative opportunities

Long-term goals and possibilities

### **I. Developing Shared Curriculum**

Steven Winduo (UPNG)

Hamid Ghany (UWI St. Augustine)

Terence Wesley-Smith (UHM)

#### **A. KEY POINTS**

1. Recognize institutional constraints, a diversity of learning environments, differential access to resources, students' visions, motivation, and goals.
2. Enhancing Web access in order to facilitate interaction specifically through WebCT.
3. Course content has to take account of the issue of space, both physical and psychological and proximity to continents.
4. Course content should emphasize connections, networks, flows of people, ideas, materials.
5. Developing shorter modules rather than whole courses.
  - a. The subject matter of the modules should resonate in each of the locations to be connected.
  - b. Medium through which interaction can be facilitated, includes WebCT, Video, email, etc.
  - c. Use interdisciplinary strategies or methods of engagement.
6. Develop strategies to avoid administrative complications and maximize flexibility.
7. Need to establish compatible semester timetable in order to facilitate the delivery of modules, especially if they are interactive.
8. Decide on the level of the course or module. For example senior undergraduate or postgraduate level.
9. Justified as a means of better understanding globalization, broadening students' perspectives, recognizing commonalities and differences between regions.
10. Resource allocation may involve some form of formal agreement.

#### **B. SHORT TERM OPPORTUNITIES**

1. Identify collaborative partners
  - a. Establish an agenda, schedule, work plan immediately
  - b. Identify the audience for the course or module.
2. Identify resource issues, commitment, and work assignments.
3. Establish feasibility of interactive technology at each institutions.

4. Identify appropriate themes for the module or course.
5. Plan student and/or faculty exchanges.

### **C. LONG TERM POSSIBILITIES**

1. Courses and modules should become part of the regular offerings.
2. Sustain the process of collaborative curriculum development.
3. Facilitate increased inter-regional dialogue between the Caribbean, the Pacific and Indian Ocean islands.
4. Develop a professional association around the Caribbean and Pacific islands issues and perspectives.
5. Promote indigenous voices and perspectives with regard to globalization.

## **II. Creating Interactive Learning Communities**

Patsy Lewis (UWI Mona)

Asenati Liki Chan Tung (USP Alafua)

April Henderson (VIC)

Tarcisius Kabutaulaka (EWC)

### **A. KEY POINTS: LEARNING COMMUNITIES**

1. Giving 'learning communities' a more expansive interpretation to cover three broad levels: academic – students and lecturers/researchers; policy – government, regional organizations etc.; non-academic communities including NGOs.
2. Possible ways of engaging these communities

#### **Student exchanges**

- Making better usage of physical exchange programs that already exist, such as between the USP and UWI Mona. E.g. having students give presentations on their home countries/regions, experiences etc. (short term)
- Broadening student exchanges to embrace more universities. E.g., there is already an exchange program between UWI (Mona) and USP. May want to create more such program bringing in participating universities.
- Maximize usage of multi-media opportunities such as sharing course materials via web ct, exchange of resource materials – films, music, journals, bibliographies, etc.
- Establish website which students can access to facilitate informal student exchanges (short term)
- Radio linkages – community and university radio (short to long)
- Field trips and study-abroad programs

## **Faculty**

- Guest lecturers (short term – financing a challenge)
- Use to web ct to facilitate participation of guest lecturers in courses
- Collaborative research (short, medium to long-term)
- Attendance at conferences – circulating conference calls for papers widely
- Special issues of journals providing comparative treatment of both regions
- Sharing of courses or modules
- Share of grant-writing strategies and/or sources of funding

## **Non-academic communities**

- Policy
- Workshops targeted at policy makers
- Circulation of relevant research findings

## **General Public**

- Including community engagement element in courses
- Public film series and festivals
- Public symposia
- Encouragement of artistic exchanges (short term to long term)
- Encouragement of development of cultural communities and collaborations

## **B. SHORT TERM**

Attachment of artist to CPTC (Hopeton Dunn, Jamaica)

Radio Mona exposure – music, interviews etc. (short term)

SES special collection exploring issues of commonality to both regions (short term – June deadline for call for papers?)

Attendance at Mona conferences in March and June

## **III. Developing Multimedia Resources**

Susan Mains (UWI Mona)

Peter Britos (UHM)

Erin Weston (KCC)

## **A. KEY POINTS**

In the course of discussions the availability of several multi-media resources and opportunities became apparent. Some key issues related to these are:

1. What kind of media and mechanisms are available for collaboration?
2. What kind of media are relevant, useful, and desirable for various teaching contexts?

3. How might these collaborative teaching resources link into research and funding opportunities?

## **1. Mechanisms and Media for Distance Collaboration**

Below is a preliminary list of media delivery mechanisms and resources that could be integrated into the Learning Islands program. There is also a recognition that the availability of these resources varies according to institution, and procedures for addressing the asymmetrical communications will need to be addressed.

### WebCT

- A web-based program institutions use in order to manage relationships between students and faculty and their working relationships

### Banner

- Web-based administrative management system

### World Wide Web

### Building websites

- Course or research project related
- Central repository for learning resources, e.g., bibliographies, film lists, exercises, music

### Instant messaging

Public and private chat rooms (e.g., open and password protected)

Email, Videos (fictional, documentary, promotional, etc)

### Literature, Music, Dance

Radio and television (broadcast, cable, and satellite):

- 2006-FCC will require televisions stations to encompass a digital format, which will facilitate cross-platform media distribution (e.g., TV programs can be streamed via the internet)

### Streaming media

An interactive map could be developed through which participants (students, faculty, community organizations) have access to related media, pedagogical and funding resources, and via which users can navigate and submit contributions.

## **2. Content and Format**

Following the workshop, future discussion about the types of media, delivery options, and their usefulness in different locales could enable the development of a more robust and context-sensitive use of resources. This is important for engaging with the possibilities and limitations that different institutions face, e.g., in terms of technology available, financial support, class size, physical access to materials, and academic requirements, amongst others.

The diversity of representations in media shared—e.g., in terms of topic, location, perspective, medium specificity—is a crucial component in a development of an inclusive resource bank. This bank could include synopses, bibliographies, accompanying exercises and syllabi.

### **3. Teaching, Research, and Funding Linkages**

The development of a Learning Islands pedagogical program necessitates a central repository for the facilitation of relationships, resources, funding opportunities, and other collaborative processes. This affords an opportunity to utilize new research in the ‘classroom’ and in the ‘field’, while also developing research about transregional teaching. Such collaborative teaching and research provides an ideal opportunity for international financial support from a range of organizations and institutions, e.g., the Ford Foundation, UNESCO, Freeman Foundation, Indymedia, National Geographic.

A central repository, such as a media and data rich website, can encourage participants to identify and share multi-media resources and applications, while tracking evolving methods, information and communications tools. In addition, modular multi-media literacy and training workshops should be developed for faculty and students. Such workshops should include training in: radio, film and video production, media related software (e.g., digital editing, Aftereffects, Photoshop, Dreamweaver), qualitative methods (e.g., art and landscape interpretation, fieldtrip development, global and local media markets, media analysis), and human-environmental community development (e.g., participatory conservation, activist research, biodiversity, ecotourism).

Activities such as collaborative fieldtrips, the development of documentation centers (e.g. several sites in the Pacific and Caribbean), and websites, enables the targeting of different funding agencies for distinct components of the Learning Islands project (e.g., student oriented projects, data collection development, archive development, and research/faculty exchanges).

### **IV. Creating Innovative Teaching Strategies**

Alice Te Punga Somerville (VIC)

Richard Rath (UHM)

Jennifer Holder-Dolly (UWI St. Augustine)

#### **A. KEY POINTS**

1. Transnationalism and interdisciplinarity and locating that within the institutions
2. Creolization as a way of bridging the gap; creolization as reverse diaspora
3. Music and Language
4. Histories: differences and similarities
5. Considering the politics of visibility within and between island regions and the impact of this on relationships/collaboration; the politics of location; considering power differentials and the question of agency
6. Paying attention to building internal bases while simultaneously engaging collaboratively. Internal relevance even as we seek to collaborate.

7. Comparative study not needing to be exhaustive but to engage an openness to difference and having broad information. Exploring the notion of studies being integral vs. tangential
8. Creation of personhood and the notion of space in that creation.
9. World of work as a lens for bigger ideological discourses which takes into account Steven's point about relationship between this kind of learning and the vocational aspirations of students.
10. Increasing our technological literacy.
11. Interrogation of our institutions and ourselves as institutions. And the ways in which the systems construct the possibilities of collaborative endeavor.
12. Making students central in the process of learning and reframing research within that context.
13. Identifying and sharing the different innovative teaching strategies (calendars, music, using literature in social sciences, material culture, films, images, new media, both consumption and production of; broad interpretation of "text;" course construction, student presentations, art, theatre, community work).

## **B. SHORT TERM**

1. Establish collegial engagements through campus exchanges focusing on a common experimental course.
2. Create an archive available to all for contributions and teaching uses:
  - Discussion board on pedagogy to keep it centered in the discourse
  - Syllabus
  - Bibliography
  - Music
  - Images
  - Maps
  - Newspapers
  - Journals
  - Conference information
  - Directory of people
3. Exploring distance learning ex. Web CT or less complicated things ex.. Bulletin boards

## **C. MEDIUM TO LONG TERM**

1. Joint research and textbooks
2. Anthologies
3. Establishing Networks across disciplines; regions using the workshop as the base ex. Linguistics, Geography, Music, Pacific Studies, Social Work, History, Literature; Media Studies; Anthropology, Sociology, Religion, Interdisciplinary Studies, Caribbean Studies, Women's Studies, Ethnic Studies, Asian Studies, Hawaiian Studies.

4. Specific collection looking at Pedagogy in the Pacific and the Caribbean ex. Books – with CD/ video

## **PLENARY POINTS**

### **A. MAIN IOG AREAS**

#### **Pedagogy**

Considering diverse teaching and learning communities and directing our IOG reports to as broad as possible an audience.

Developing regional themes in a module format that can be taught in courses across diverse institutions. For example: developing a module on the South Asian Diaspora in Fiji, Trinidad, UK and US, a module on the production and consumption of island music and dance across the regions, a module on the impact of IMF and World Bank policies on island economies, a module on regional integration, a module on botanical exchanges and metaphors, a module on literary regional imaginaries.

Teaching Islands of Globalization at UH from Jan-May 2005, link ups with other classrooms in the Pacific and Caribbean.

Organizing a follow up workshop in Santo Domingo, Dominican Republic, May-June 2005 at the Caribbean Studies Association Conference.

#### **Policy**

Establishing a link with policy makers and making our research and reports available to them. The Pacific Islands Development Program in Honolulu and Sir Arthur Lewis Institute in Jamaica already have these links. For example in 2005 there will be a meeting of island leaders who constitute the standing committee of PIDP.

Creating a forum similar to SPICOL for Caribbean and Pacific students to represent their nations as political ambassadors. Developing a report from this gathering that is available to Pacific and Caribbean leaders.

How to connect islands that have experienced similar things like, for example, a hurricane.

#### **Popular culture**

Designing a region-wide art, poetry, music and essay competition on globalization that is open to many age groups. The resulting entries would contribute towards a publication. Organizing a music or other popular festival.

## **B. POSSIBLE IOG LEARNING COMMUNITIES**

The following constitutes the areas around which learning communities might be built. Each learning community may have several different elements including research, teaching modules, pedagogical strategies, multimedia products and networks of communication (web, TV, radio, video, paper). Anyone of these elements may be directed towards the university, policy makers and public audiences.

### TOPICS

- South Asian Diaspora (Fiji, Trinidad, USA, New Zealand, Australia)
- Regional integration (political and economic)
- Regional Imaginaries
- Tropical medicine
- Reggae music, dance and visual art
- Spiritual beliefs and practices
- Popular media, form and content
- Creolization, language and colloquial expression (including humor and play)
- Gender relations
- Tourism
- Multimedia and conventional literacy
- Innovative approaches to teaching, researching and learning islands (for example, reading landscapes and seascapes)
- Global Environmental Change
- Meteorological phenomena
- Biodiversity Issues
- Sports

Researching ourselves as universities – effects of globalization on our ability to deliver quality, relevant education in the peculiarity of multi-island university contexts – USP, UWI, UH.

Power, visibility, access, participation and voice between and within island regions, for example,

Transnationalism and activism

### **C. QUESTIONS TO CONSIDER**

Reconvene for sessions in Santo Domingo at the CSA in 2005—make a proposition for a professional association for Pacific and Caribbean scholars.

What other conferences can we target for participation from both regions? (CSA, CPIS, PSA, HICSS, SALISES, CCT, PHA, PAA, UWI-Alberta Conference, St. Augustine)?

Identify specific courses and lecturers to work on developing collaborative modules.

Develop a document that outlines semester timetables at UH, UWI, USP, VIC and UPNG.

Start planning special issues of journals (TCP, SMALL ACTS, SES, SAVANNAH FLAMES, WAN PISIN).

Commit to book chapters for the IOG publication we want to produce in 2006.

Develop specific memoranda of understanding or letters of intent between institutions and get the structural backing for our projects.

Commit to working on writing grants to add to the Ford support we currently have (UNESCO, EU, Ruckerfellar foundation)?

Consider the inclusion of Francophone or Hispanophone institutions within our regions.

Allocate specific responsibilities to workshop participants to expand ownership of the project. Organize subcommittees to handle specific tasks.

Increase our awareness of other island based or globalization projects and be aware of their successes and failures.

What can participants commit to in their own universities at the end of this workshop?

Work on Hopeton's offer to host an intern at the CPTC.

Can we get a discussion forum on the IOG website going, yes, Richard Rath has committed to getting the web list going.

Can people send us the photos they took in Honolulu?