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Jan Visser

GENERAL PROFILE

Accomplished scientist with eclectic academic background (Ir./M.Eng., M.Sc., Ph.D.) and professional experience, notably in theoretical physics and in the conceptualization of learning environments and the design of learning systems. Wide international and intercultural experience. Recognized achievements in international development. Established record of achievements in generating innovative practice and new ways of thinking about learning. Documentary filmmaker, prolific writer in a variety of fields, frequent keynoter at international conferences, architect of various significant international development projects and programs, and broad managerial experience, including in the area of organizational change and organizational learning. Also a musician (who builds his own instruments) and an avid walker.

PROFESSIONAL ACTIVITIES

Activities as founding president and senior researcher at the Learning Development Institute (LDI)

Responsible for overall conceptualization of the Institute and its various focus areas. Provide leadership regarding the development of programs and activities, in line with LDI's vision and mission, internationally. Build and develop the network of associated institutions and collaborating scientists. Represent the Institute, lead debate and participate in process development in associated contexts. Principal Investigator for the Meaning of Learning (MOL) and The Scientific Mind (TSM) focus areas. Carry out, on behalf of the Institute, research, advisory, developmental, authoring, teaching and training tasks, advancing the cause of the development of human learning in multiple international contexts. The Learning Development Institute (<http://www.learndev.org>) is conceived to consolidate, continue and expand the work initiated in the framework of UNESCO's Learning Without Frontiers program referred to below.

Consultancy and advisory services

Provided consultancy, training and advisory services since 1976 till the present, initially somewhat sporadically, but later increasingly on a more regular basis. Worked for or on behalf of, among other organizations, UNESCO; UNICEF; the World Bank; Commonwealth of Learning; European Commission; (Dutch) DGIS; Ecorys; the Education Development Center in Washington, DC; the Netherlands Organisation for Cooperation in Higher Education (NUFFIC); the Flemish Interuniversity Council (VLIR); the Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES), the Universidad the Guadalajara, the ITESO-Universidad Jesuita de Guadalajara, and the Universidad Autonoma de San Luis Potosi in Mexico; and Nova Southeastern University in the USA. Consultancy work has intensified since the year 2000, even though such services are provided selectively, depending on the nature of the task at hand, its relevance, and how it fits the mission and vision of the Learning Development Institute. Fortunately, there is enough that meets the latter criteria.

A major focus over the past ten years has been on the evaluative study of societal impact and sustainability of programs and projects, particularly in the

context of international development cooperation; needs assessment, context analysis, and identification of opportunities; the appraisal of (competitive) technical and research proposals; and review of work in progress. Africa, Asia and Latin America have figured prominently in the above work, considering my long-term career in the developing world, and thus my thorough familiarity with its problems and challenges.

Content wise, main interest served is the development of human learning in the broad sense of the word, i.e. learning in both formal and informal contexts, serving diverse societal goals as well as the pursuits of individual learners. The facilitation of learning—which naturally includes the preparation of and support to teachers; the development of innovative pedagogies; and the effective use of technologies—is part of these concerns, at levels that range from basic to higher education.

Most reports produced in connection with the above work are of a proprietary nature. However, a number of them are publicly available. Below are links to five reports of studies for which I was the principal consultant/researcher. The first two of these reports concern the development of innovative pedagogical approaches for elementary education in rural schools in the Democratic Republic of Congo; the third one is about the feasibility of Sesame Street programs for the countries of West Africa; and the last two ones concern the development of higher education in the framework of global programs of the Netherlands and Flemish/Belgian governments, respectively. Both of the latter reports focus on Vietnam as a case in point for the analysis of the global programs in question.

- <http://www.learndev.org/dl/DRC-LearningNeedsAssessment.pdf>;
- <http://www.learndev.org/dl/DRC-ProgressRpt2004.pdf>;
- http://pdf.usaid.gov/pdf_docs/PNADD971.pdf;
- <http://www.minbuza.nl/dsresource?objectid=buzabeheer:28738&type=pdf>;
- http://www.vliuos.be/downloads/Country_evaluation_Vietnam_VLIR_UOS_2011.pdf.

The proceeds of current consultancy work benefit entirely the Learning Development Institute. They are thus reinvested in the development of learning around the world.

Activities undertaken as senior official in the United Nations Educational, Scientific and Cultural Organization (UNESCO)

As UNESCO Director, responsible, from 1994 to 2000, for creating, developing and administering UNESCO's Learning Without Frontiers (LWF) initiative (<http://www.unesco.org/education/lwf/>), a global transdisciplinary program inspired by the recognition that the world of learning is one, that learning needs are lifelong and life-wide, that many learning needs remain unmet and many learners unreached, thus calling for a fundamental change of perceptions about learning and equally fundamental changes in the ways learning needs are being met. Moved into the position of Director for Learning Without Frontiers from previous position at UNESCO Headquarters in Paris, France, as Senior Program Specialist in Learning Technologies and Educational Communication. Prior to that, headed for four years (1990-1993) UNESCO's subregional office in Harare, Zimbabwe, with overall responsibility for the development and implementation of UNESCO's program in Southern Africa.

International development work in Mozambique

Lived and worked in Mozambique from early 1977 till the end of 1989, assisting the Mozambican government in key areas of educational development at different levels. Did so in the framework of the Netherlands technical cooperation with Mozambique as well as, for a shorter period, as a UNICEF consultant. Is the architect of a comprehensive multidisciplinary interuniversity

cooperation scheme (now well in its second decade), involving Mozambique's Eduardo Mondlane University and five universities in The Netherlands. In this context, served as General Coordinator of Interuniversity Cooperation. During the same period, served as dean of faculty at the largest school of the Eduardo Mondlane University (1000 students, 80 faculty and 25 support staff), was advisor to the Academic Pro-Vice Chancellor, permanent external advisor on behalf of the University to the Ministry of Education (in which capacity, *inter alia*, responsible for the design of Mozambique's first post-independence distance education system). Trained Mozambique's first post-independence generation of physics and mathematics teachers in the area of teaching methods and classroom skills. In the process, developed an innovative low-cost and effective microteaching practice. During the same period, carried out consultancies for the Netherlands Government in Africa and Latin America. Was awarded, in 1985, the Honors Diploma of Mozambique's Ministry of Education for his contributions to educational development in Mozambique.

Artistic and literary activities

Worked as independent filmmaker from mid-1974 till late 1976. In prize-winning production, 'The Dream', documented the perceptions of the Palestinian people about their condition, based on drawings and narratives of refugee children, in combination with poetry of resistance. The experience inspired an essayistic work in Dutch, entitled "Voorbij mijn woorden ligt het land . . . Palestina" ('Beyond my words lies the land . . . Palestine').

Science education

In 1971, joined the UNESCO team that developed and executed in the late 1960's and early 1970's the 'Francistown In-Service Teacher Up-grading Program' in Botswana, an early and successful teacher up-grading scheme, using distance education approaches in combination with short residential training courses and field guidance, which was subsequently replicated in Swaziland. During a five-year period, it succeeded to provide qualification to almost the entire unqualified primary teacher population in Botswana. In conjunction with the above, also trained secondary teachers in both physics and mathematics and developed the Science Education In-service Field Work project. Before 1971, combined work in theoretical physical research with teaching tasks. Participated actively and took on leading roles in the educational reform movement in Europe during that period.

Theoretical physics

Prior to 1971, engaged in theoretical physical research at the Delft University of Technology, The Netherlands; the Technion in Haifa, Israel; and the University of Leiden, The Netherlands. As winner of the 1966/67 Government of Israel Exchange Scholarship, was involved in the quantum theoretical study of molecular biological phenomena at the Technion in Haifa. Was awarded a fellowship by the European Molecular Biology Organization to carry out research on photosynthetic processes at the University of Leiden.

LEARNING

Introduction

Academic development in two distinct major fields at different times, i.e. theoretical physics during the 1960's and instructional systems design during the 1980's. In addition, studied philosophy, took courses in management and undertook language studies. While no longer active as a physicist, continues to look upon his training and experience as a physicist as a particularly valuable influence on his later activities. Following are highlights of relevant events.

Physics

Undergraduate and graduate studies in physics at the Delft University of Technology in The Netherlands (1959-65) with final specialization in theoretical physics: *cum laude* preliminary thesis; final degree of 'Natuurkundig Ingenieur.' Concurrent studies in areas of special interest - astrophysics and group theory - at the University of Leiden (1963-64). Additionally, post-graduate specialized studies at the University of Uppsala, Sweden (Summer, 1966), the Free University of Brussels (Fall, 1966), the Weizmann Institute of Science, Rehovoth, Israel (Spring, 1967), concentrating on applications of quantum physics and quantum chemistry in the area of molecular biology. For these studies, grants were received from the Department for the Advancement of Scientific Research, the Ministry of Education and Science, The Netherlands (1966); the University of Uppsala (1966); EURATOM (1966); the Weizmann Institute of Science, Rehovoth, and the Laboratoire de Biochimie Physique, Paris (1967).

Instructional Systems Design

Graduate studies in instructional systems design at the Florida State University, Tallahassee, Florida, USA (1985-89): Master of Science degree (1987); Doctoral degree (1990). Thesis work in area of human motivation to learn. Previous studies in education at the Delft University of Technology, specializing in teaching methodology of physics and mathematics. Recipient of the 1987 Award for Outstanding Practice as a Graduate Student in Instructional Development of the Association for Educational Communications and Technology; finalist Gagné/Briggs Outstanding Graduate Student Award, Florida State University 1986/87; elected member Scholastic Honor Society PHI KAPPA PHI, 1988; recipient 1988/89 Florida State University College of Education Alumni Association Scholarship.

Philosophy

Study of philosophy of science while at Universities of Delft and Leiden (see above). Additionally, selected topics courses (Frankfurt School; logic; philosophy of symbolic forms) at University of Amsterdam, The Netherlands (1970/71).

Management

Postgraduate management training (Spring, 1984) at International Institute for Aerial Survey and Earth Sciences (ITC), Enschede, and Royal Tropical Institute (KIT), Amsterdam, The Netherlands. Intensive management training for senior UN officials by Management of Development Associates, Maryland, USA (1993).

INTERNATIONAL AND INTERCULTURAL EXPERIENCE

Actively involved in human development issues at an international level for four decades. Has lived and worked internationally for 25 years. Is widely traveled in Africa, Latin America and the Caribbean, Asia, North America and Europe. Is frequent keynoter at international conferences and takes part actively in digital intellectual exchanges worldwide.

LANGUAGES

Fluency in Dutch (mother tongue), English and Portuguese. Proficient mastery of French, Spanish and German. Learned, but does no longer master at operational level, Hebrew, Arabic and Setswana.

PROFESSIONAL MEMBERSHIPS, BOARD RESPONSIBILITIES, AND SERVICE TO PROFESSIONAL COMMUNITIES

Organizations:

- American Association for the Advancement of Science – AAAS
- American Educational Research Association – AERA
- Association for Educational Communications and Technology – AECT
- Centre International de Recherches et d'Études Transdisciplinaires – CIRET
- Fellows Network of the European Molecular Biology Organization – EMBO
- Federation of American Scientists
- International Communications Association - ICA
- Netherlands Physical Society – NNV

Board/Commission Member of:

- Consejo Asesor de la Revista Argos, Caracas, Venezuela.
- Editorial Advisory Board of the Encyclopedia of the Sciences of Learning.
- International Advisory Board of the Centre for Research in Distance & Adult Learning at the Open University of Hong Kong.
- International Advisory Board of Swaraj University, Udaipur, Rajasthan, India.
- International Advisory Council of the Contemplative Education Center (CEC) at Mahidol University-Salaya, Thailand.
- International Board of Standards for Training, Performance and Instruction – Member of Board of Directors January 2002 till December 2007.
- International Council for Distance Education -ICDE (Member President's Advisory Council – 1992-1995).
- International Multi-Channel Action Group for Education - IMAGE (Member Steering Committee – 1991-1994).
- Learning Development Institute (Founding Board Member and President).
- Scientific Commission, Second International Colloquium on the Virtual University of the Université de la Formation Continue (UFC) du Ministère de l'Enseignement Supérieur et de la Recherche Scientifique d'Algérie.
- World Initiative for Lifelong Learning – WILL (Founding Board Member).

Rapporteur-General, UNESCO Workshop on Distance Education, Karlsruhe, Germany, January 30 to February 2, 2001.

Rapporteur-General for the combination of three UNESCO-organized events, held from February 4 to 8, 2002, in Karlsruhe, Germany, namely the UNESCO-LEARNTEC Asia Forum; the Global Forum on Learning Technology: "To Reach the Unreached;" and the Workshop on Distance Learning.

SELECT PUBLICATIONS, PAPERS, CONFERENCE PRESENTATIONS AND PRODUCTIONS

Reflections on a definition: Revisiting the meaning of learning. Invited chapter for inclusion in Aspin, D., Chapman, J. Evans, K., & Bagnall, R. (Eds), *International Handbook of Lifelong Learning*, 2nd Edition. Dordrecht, Netherlands: Springer (in press).

The difficult route to developing distance education in Mozambique (Visser-Valfrey, M., Visser, J., & Moos, C). Chapter for inclusion in L. Visser, Y. Visser, R. Amirault, & M. Simonson (Eds.), *Trends and issues in distance education: International Perspectives*, 2nd Edition. Greenwich, CT: Information Age Publishing (in press).

Experiences from establishing structured inter- and transdisciplinary doctoral programs in sustainability (Muhar, A., Van Breda, J., & Visser, J). *Sustainability Science* (in review).

Why don't we simply call it 'environmental design for the provision and use of

distributed learning resources?’ Invited chapter for inclusion in L. Visser, Y. Visser, R. Amirault, & M. Simonson (Eds.), *Trends and issues in distance education: International Perspectives*, 2nd Edition. Greenwich, CT: Information Age Publishing (in press).

Developing learning to meet complex challenges for an undivided world. Invited chapter for inclusion in R. A. Reiser, & J. V. Dempsey (Eds.), *Trends and issues in instructional design and technology*, 3rd Edition. Upper Saddle River, NJ: Pearson Education (in press).

Not by philosophy, science and theology alone: Making sense of ourselves and our world from diverse vantage points. Opening keynote presentation at the 6th International Philosophy, Science and Theology Festival, Grafton, Northern Rivers, NSW, Australia, June 27 – July 1, 2009.

Where are you based? In B. Nicolescu (Ed.), *Transdisciplinarity: Theory and practice*. 2008. Cresskill, NJ: Hampton Press.

Learners in a changing learning landscape: Reflections from a dialogue on new roles and expectations. (Edited volume. Together with Muriel Visser-Valfrey. 2008. Dordrecht, The Netherlands: Springer. This book received one of the two James W. Brown Publication Awards for 2009.)

Let the dialogue begin: An introduction. In J. Visser & R. M. Visser-Valfrey (Eds.), *Learners in a changing learning landscape: Reflections from a dialogue on new roles and expectations*. 2008. Dordrecht, The Netherlands: Springer. (The book “*Learners in a changing learning landscape: Reflections from a dialogue on new roles and expectations*” received one of the two James W. Brown Publication Awards for 2009.)

Constructive interaction with change: Implications for learners and the environment in which they learn. In J. Visser & R. M. Visser-Valfrey (Eds.), *Learners in a changing learning landscape: Reflections from a dialogue on new roles and expectations*. 2008. Dordrecht, The Netherlands: Springer. (The book “*Learners in a changing learning landscape: Reflections from a dialogue on new roles and expectations*” received one of the two James W. Brown Publication Awards for 2009.)

Learning in a global society. In M. G. Moore (Ed.), *Handbook of distance education* - 2nd edition. 2007. Mahwah, NJ: Lawrence Erlbaum Associates.

Online learning: For better or for worse? A reflective view. In J. M. Spector (Ed.), *Finding your online voice: Stories told by experienced online educators*. 2007. Mahwah, NJ: Lawrence Erlbaum Associates.

Overcoming dichotomies: The transdisciplinary development of human learning to meet the challenge of creating a peaceful and non-violent world. In R. Welter (Ed.), *Actes du 3^e Congrès Science & Conscience, Strasbourg 2003*. Strasbourg, France : Éditions F.B.V. pour le C.N.R.S. (2005).

Universities, wisdom, transdisciplinarity and the challenges and opportunities of

technology. In M. Beaudoin (Ed.), *Perspectives on Higher Education in the Digital Age*. 2006. New York: Nova Science Publishers.

Designing for the world at large: A tale of two settings (Visser, J., & Suzuki, K). In R.A. Reiser, & J.V. Dempsey (Eds.), *Trends and issues in instructional design and technology, 2nd Edition* (pp. 234-244). Upper Saddle River, NJ: Pearson Education. (The book *Trends and issues in instructional design and technology, 2nd Edition*, received the 2006 Outstanding Book Award from the Design and Development Division of the Association for Educational Communications and Technology as well as the 2007 Outstanding Human Performance Communication Award from the International Society for Performance Improvement.)

The long and short of distance education: Trends and issues from a planetary human development perspective. In Y. Visser, L. Visser, M. Simonson, & R. Amirault (Eds.) *Trends and Issues in Distance Education: International Perspectives* (pp. 35-50). Greenwich, CT: Information Age Publishing. 2005. (The book "*Trends and issues in distance education: International perspectives*" received one of the two James W. Brown Publication Awards for 2006.)

"Thank you for (not) forgetting us." — A reflection on the trials, tribulations, and take-off of distance education in Mozambique (Visser-Valfrey, M., Visser, J., & Buendia, M.). In Y. Visser, L. Visser, M. Simonson, & R. Amirault (Eds.) *Trends and Issues in Distance Education: International Perspectives* (pp. 217-241). Greenwich, CT: Information Age Publishing. 2005. (The book "*Trends and issues in distance education: International perspectives*" received one of the two James W. Brown Publication Awards for 2006.)

Nurturing the scientific mind in school: Transdisciplinary experiences *avant la date*. In L. Bot (Ed.), *Expériences d'éducation transdisciplinaires. Rencontres Transdisciplinaires, 18, 77-80* (février 2005).

Religion, science and mind. Paper contributed to the Pari roundtable on The Next Horizon: Re-examining Deep Values in Religion & Science, Pari Center for New Learning, Pari, Italy, September 10-14, 2004.

Paix, non-violence et transdisciplinarité : Implications pour le développement de l'apprentissage humain. Invited presentation at the 3^e Rencontres Internationales Science et Conscience – Transdisciplinarité, un chemin vers la paix? Strasbourg, France, May 16-18, 2003.

Sense and Nonsense of the McDonaldization of Education: A Response to John Daniel's "Higher Education for Sale." Contribution to <http://www.swaraj.org/shikshantar> (2003, April).

What's in a definition? A response to Clifton Chadwick. (J. Visser & Y. L. Visser). *Educational Technology Magazine*, March-April, 2003, Volume 43, Number 2, p. 58.

Talking about the unknown. (J. Visser and M. Visser). *TechTrends*, 47(1), 5-8.

De l'idée d'apprendre sans frontières à la notion du développement de

l'apprentissage: L'histoire d'une croissance conceptuelle et d'une transformation institutionnelle. Présentation tenu au Laboratoire en informatique cognitive et environnements de formation (LICEF) dans le cadre des "Ateliers du Vendredi" du Centre interuniversitaire de recherche sur le téléapprentissage (CIRTA) à Montréal, Québec, Canada, 6 décembre 2002.

Developing and validating competencies for classroom and online teachers (J. M. Spector, J. D. Klein, D. Fields, I. de la Teja, B. Grabowski, R. Sims, & J. Visser), presented at the International Conference of the Association for Educational Communications and Technology, Dallas, TX, November 12-16, 2002.

The idea of mind. Paper presented in the framework of *Mind over competency: A three-pronged inquiry into the importance of mind – The scientific mind, a case in point* (J. Visser, Chair & Organizer). International Conference of the Association for Educational Communications and Technology, Dallas, TX, November 12-16, 2002.

The Book of Problems (or what we don't know about learning). Presidential Session at the International Conference of the Association for Educational Communications and Technology, Dallas, TX, November 12-16, 2002. (J. Visser, Organizer, Chair and Key Presenter).

Can we see the puzzle, rather than the pieces? Contribution to *Inputs into a collaborative dialogue*, a Web-based compilation of thought pieces of leading scientists for the launching dialogue on the *Book of Problems (or what we don't know about learning)* (J. Visser, Ed.).

"We closed our books and put them away." Learning stories from Mozambique – A critical reflection on communicating about the reality and future of learning. (Visser, M. & Visser, J.). Paper submitted for presentation at the annual conference of the International Communication Association in San Diego, CA, May 2003.

The Role of Human Learning in the Information Age: Challenges and Opportunities for Latin America and the Rest of Us. Book chapter for: V. Almeida, R. Baeza-Yates, & M. I. Camarena (Eds.), *The role of humanity in the information age: An Ibero-American perspective* (in press).

Por un aprendizaje sin fronteras: Historia de una problematización. Invited address delivered on August 26, 2002, in the Auditorio Pedro Arrupe of the Instituto Tecnológico y de Estudios Superiores de Occidente (ITESO) in Guadalajara, Mexico.

Technology, Learning and Corruption: Opportunities and Hurdles in the Search for the Development of Mind in an International Development Context. *Educational Technology Research and Development* 50(2) 85-94. (2002).

A preliminary consideration and eleven theses about what can go wrong in distance education. Paper presented on June 13, 2002, at the workshop on "Bringing space down to earth: The impact of new technology on distance learning" in the framework of the 45th Session of the United Nations Committee on the Peaceful Uses of Outer Space (COPUOS),

Vienna, Austria.

The promise of technology: Did we hear it right? Keynote presented on June 12, 2002, at the workshop on “Bringing space down to earth: The impact of new technology on distance learning” in the framework of the 45th Session of the United Nations Committee on the Peaceful Uses of Outer Space (COPUOS), Vienna, Austria.

La innovación: Necesidad científica, opción artística (Innovation: Scientific necessity and artistic choice). Keynote presented on May 23, 2002, to inaugurate the "Cátedras de Innovación Educativa" of the Coordinación General del Sistema para la Innovación del Aprendizaje, Universidad de Guadalajara, Mexico.

Points de vue divers sur l'apprentissage humain au niveau universitaire dans un environnement d'information et de communications digitalisées (Alternate perspectives on human learning at the university level in an environment of digitized information and communication). Paper presented at the Deuxième Colloque International sur l'Université Virtuelle, held in Algiers, Algeria, May 15-17, 2002.

Second order learning stories. Paper presented by Visser, J., Visser, Y. L., Amirault, R. J., Genge, C. D. & Miller, V. at the Annual Meeting of the American Educational Research Association (AERA), New Orleans, Louisiana, April 1–5, 2002.

Thought objects about learning objects. Paper contributed to the panel on *Learning objects technology: Implications for educational research and practice* (Y. L. Visser & R. J. Amirault, session coordinators). Annual Meeting of the American Educational Research Association (AERA), New Orleans, Louisiana, April 1–5, 2002.

Educational Technology: Special issue examining the implications of a broader view of learning. Volume XLII, Issue No. 2, March/April 2002. Guest editors: Yusra Laila Visser, Gordon Rowland and Jan Visser)

Undefining learning: Implications for instructional designers and educational technologists (J. Visser & Y. L. Visser). *Educational Technology Magazine*, March-April, 2002, Volume 42, Number 2, pp. 15-20.

La educación y el aprendizaje en el tiempo de las nuevas tecnologías de información y de comunicación: Diálogo entre Federico Mayor y Jan Visser. In P. Mayor Menéndez & J. M. Areilza Carvajal (Eds.), *Internet, una profecía*. Barcelona, Spain: Editorial Ariel. (2002.)

L'Apprentissage dans le creuset/Learning in the crucible. Special issue (No. 16) of “Rencontres Transdisciplinaires,” co-edited with Basarab Nicolescu, published by the Centre International de Recherches et d'Études Transdisciplinaires (CIRET), Paris, France (2002).

Beauty, the scientific mind, and September 11. In *Rencontres Transdisciplinaires, Bulletin Interactif du Centre International de Recherches et d'Études Transdisciplinaires, No. 16* (Feb 2002).

La universidad en la ecología del aprendizaje: Consideraciones curriculares y transcurriculares para la universidad de la sabiduría. Invited paper

for the V Reunión Nacional de Currículo: Escenarios para la Universidad del Siglo XXI, Universidad Central de Venezuela, Caracas, Venezuela, 19-22 de Febrero de 2002.

Technology, learning, corruption, and the development of mind. Invited paper for the Global Forum on Learning Technology, organized by UNESCO in the framework of Learntec, Karlsruhe, Germany, February 4-8, 2002.

Designing in a melting pot. Guest article published in the December 2001 issue of *The Link*, the newsletter of the Online Learning Laboratory of the University of South Alabama (<http://www.southalabama.edu/oll/newsletters/newsletter12-12.htm>).

Learning communities: Wholeness and partness, autonomy and dependence in the learning ecology. In Proceedings of the International Symposium on Learning Communities. Barcelona, October 5-6, 2001. Barcelona, Spain: Universal Forum of Cultures – Barcelona 2004.

The conditions of learning in the world of the 21st century. Paper presented at the “Rencontres de Versailles - 2001,” Versailles, France, June 14-16, 2001.

Integrity, completeness and comprehensiveness of the learning environment: Meeting the basic learning needs of all throughout life. In D. N. Aspin, J. D. Chapman, M. J. Hatton and Y. Sawano (Eds.), *International Handbook of Lifelong Learning* (pp. 447-472). Dordrecht, The Netherlands: Kluwer Academic Publishers. 2001.

The Challenge of Walking Without a Road Map, Yet Finding One’s Way. In M. Jain, V. Miller & S. Jain (Eds.), *Unfolding Learning Societies: Deepening the Dialogues* (Special Issue of *Vimukt Shiksha*, April 2001). Rajasthan, Udaipur, India: Shikshantar.

Landscaping the learning environment: Creating a home for the complex mind. 2001 David Kinsey Lecture. Paper presented at the University of Massachusetts at Amherst, MA, on April 27, 2001.

Ethics in distance education and open learning. Concept paper presented at Special Presidential Session at the 20th World Conference on Open Learning and Distance Education, Düsseldorf, Germany, April 1-5, 2001.

The virtual university: The challenge of the third millennium? Yes, but... Paper presented at the International Seminar on “The Virtual University: The Challenge of the Third Millennium,” held in Algiers, Algeria, March 28-30, 2001.

Distance education in the perspective of global issues and concerns. In M. G. Moore and B. Anderson (Eds.), *Handbook of distance education*. Mahwah, NJ: Lawrence Erlbaum. 2003. (The Handbook of Distance Education was awarded the Charles E. Wedemeyer Award for the outstanding book of 2003 by the Distance Learning Community of Practice of the University Continuing Education Association as well as the 2004 Best Book Award of the Division of Instructional Development of the Association for Educational Communications and

Technology).

Factors that Foster the Evolution of a Learning Society. LDI Working Paper # 2 (Available at <http://www.learndev.org/dl/FactorsThatFoster.PDF>; February 2001).

Distance Learning as Seen from the North and the West: Points to Ponder for the World at Large. Resource document for the UNESCO Learning Workshop held at LEARNTEC 2001, Karlsruhe, Germany, January 29 – February 2, 2001.

El Aprendizaje: La Problemática Fundamental de su Desarrollo. Paper presented at the IX Encuentro Internacional de Educación a Distancia, Guadalajara, México, November 27 – 30, 2000.

On the Difficulty of Changing Our Perceptions About Such Things as Learning (J. Visser & Y.L. Visser). Paper presented at the International Conference of the Association for Educational Communications and Technology, Denver, CO, October 25-28, 2000.

The Learning Stories Project (Y.L. Visser & J. Visser). Paper presented at the International Conference of the Association for Educational Communications and Technology, Denver, CO, October 25-28, 2000.

Vers une écologie de l'apprentissage. *Revue de la Psychologie de la Motivation*. No. 29, Juin 2000, 75-83.

Comunidades de Aprendizaje en Red (en la construcción de ambientes de aprendizaje para que sean integrales, completos e incluyentes). Keynote presented at the University of Guadalajara in Mexico at the opening of the Learning Development Network on May 27, 2000.

War, peace and the minds of men. Paper presented at the Annual Meeting of the American Educational Research Association as part of the International Symposium *Multiple Perspectives of International Peace Education and Peace Studies*. New Orleans, 24-28 April, 2000.

In search of the meaning of learning. (J. Visser & Y. L. Visser, 2000). *TechTrends* 44(3) 18-21

Rethinking learning. *Vimukt Shiksha* (special issue on “Building a Learning Society for the 21st Century: Challenges and Opportunities”). April 2000.

Learning without frontiers: Building integrated responses to diverse learning needs (J. Visser & D. Berg). *Educational Technology Research and Development*, 47(3) 101-114. 1999. This article received the 2000 Award for Outstanding International Journal Article. The article was republished in 2007 by ICFAI University Press (ISBN: 81-314-0416-1), Kolkata, India, as a chapter in the book “*Organizational Learning - Perspectives and Practices*” edited by Bhaskar Basu.

El papel de la educación a distancia en la transformación de la panorámica del aprendizaje para el siglo XXI. Keynote paper presented at the *VIII Encuentro Internacional de Educación a Distancia*, Guadalajara, Mexico,

December 1-4, 1999.

Learning without frontiers: Learners and learning communities as complex adaptive systems. Paper presented at the *International Symposium of Lifelong Learning*, Espoo, Finland, September 23-25, 1999.

Learning communities: The dynamic constituents of the learning environment. *Community Education International*, July 1999.

Science, an opportunity to change the learning environment. Paper presented at the Program for Capacity Building in Science (PCBS) Conference, Budapest, Hungary, June 24-25, 1999

Lifelong learning in an environment of distributed resources. In: D. Wagner (Chair), Panel on *Lifelong Learning and New Technologies*. World Conference of the International Council for Open and Distance Education, Vienna, Austria, June 20-24, 1999.

Pervasive learning and respect for cultural diversity. First of two keynote papers presented at the Tercer Simposio Internacional de Educación a Distancia - La educación a distancia y el aprendizaje abierto: Aportes para la construcción de un nuevo paradigma educativo. Universidad Javeriana, Santa Fe de Bogota, Colombia, May 19-21, 1999.

Towards a new learning ethics. Second of two keynote papers presented at the Tercer Simposio Internacional de Educación a Distancia - La educación a distancia y el aprendizaje abierto: Aportes para la construcción de un nuevo paradigma educativo. Universidad Javeriana, Santa Fe de Bogota, Colombia, May 19-21, 1999.

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Learning for change: Rethinking the school. Paper presented at the international colloquium of the Forum International des Sciences Humaines on *New roles of the school in a changing learning environment*, held in Brescia, Italy, 17–20 March 1999.

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Learning to learn in the knowledge society: What role for science centers? Paper presented at the 2nd Science Centre World Conference, Science City, Calcutta, India, January 11-15, 1999.

Education, transdisciplinarité et politique de civilisation. Paper presented at the Journée de la Transdisciplinarité, organized by the Centre International de

Recherches et Etudes Transdisciplinaires, Paris, France, October 13, 1998.

Learning communities and their communication environment. J. Visser & M. Jain. Paper presented at the panel session on *Communicating across gender, age and spatial boundaries: Lessons from the Middle East and other regions* (J. K. Mayo, chair) at the 48th Annual Conference of the International Communications Association, Jerusalem, Israel, July 21, 1998.

Cities that learn, Cities that care. Keynote address presented at the European Conference on Learning Cities, Southampton, UK, June 20-23, 1998.

Multilingualism in a pervasive learning environment. In *Le plurilinguisme dans la société de l'information*, Conference proceedings of the Colloque International sur 'Le Plurilinguisme dans la Société de l'Information,' held at UNESCO, Paris, December 4-6, 1997, Forum International des Sciences Humaines, Paris, France, pp133-148. Also Online. Available <http://www.unesco.int/education/educprog/lwf/doc/multi.html>.

Learning without frontiers: Beyond open and distance learning. J. Visser, M. Jain, S. Anzalone & G. Naidoo. Collection of papers presented at the 18th ICDE World Conference, Pennsylvania State University, June 2-6, 1997, published in *The new learning environment: A global perspective*, The Pennsylvania State University, University Park, PA. Also Online. Available <http://www.unesco.int/education/educprog/lwf/doc/icde/icde.html>.

Facilitating the evolution of cultures of learning: Implications at the global and national level. Invited address presented at the Second Global Conference of Lifelong Learning, Ottawa, Canada, March 23-26, 1997.

Towards building open learning communities: recontextualising teachers and learners. J. Visser & M. Jain. In D. Passey and B. Samways (eds.) *Information Technology: Supporting change through teacher education. IFIP TC3 WG 3.1 and 3.5 Joint Working Group Conference Proceedings.* London, UK: Chapman & Hall. 1997.

Learning without frontiers in the information age. Paper presented at CERN, Geneva, Switzerland, June 26, 1996.

Education and the Information Society. Invited paper presented at the Information Society and Development (ISAD) conference. Midrand, South Africa, May 13-15, 1996.

Learning, not education. In: *Proceedings of the Colloque Internationale sur la Formation tout au long de la vie dans la Société de l'Information: Les nouvelles technologies et la lutte contre les exclusions*, Valladolid, Spain, 26 - 28 September 1996. Paris, France: Forum International des Sciences Humaines.

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Can new technologies lower the barriers to quality education for all? In S. Anzalone (Ed.) *Multichannel learning: Connecting all to education.* Washington, DC: Education Development Center. 1995.

Performance improvement in the developing world. Paper presented during the 1994 Spring Seminar Series of the Instructional Systems Program, Florida State University, Tallahassee, Florida, January 19, 1994.

Multi-Channel Learning Base (MCLB) for Eastern and Southern Africa: How can the MCLB serve the IMAGE objectives. Paper presented at the steering committee meeting of the International Multi-Channel Action Group for Education (IMAGE), World Bank and Institute for International Research, Washington, DC, May 25-26, 1993.

Interactive Radio Instruction: A cost-effective means to improve learning outcomes at the basic level. Paper presented at the Technical Conference on Education for All, Ministry of Education and UNICEF, Maputo, Mozambique, October 19-24, 1992.

O papel dos meios de comunicação social nos programas da educação. Keynote paper presented at the International Seminar on Communication for Development, Maputo, Mozambique, February 5-8, 1991.

The clinical use of motivational messages: An inquiry into the validity of the ARCS model of motivational design. J. Visser & J. M. Keller, *Instructional Science*, 19, 467-500 (1990).

The usefulness of case study research in the study of a motivational intervention. In: R. K. Yin (Chair), *Symposium on case studies in instructional systems*. Annual Meeting of the American Educational Research Association, Boston, MA, April 16-20, 1990.

The application of instructional technology in 'impossible' circumstances: The case of Mozambique. J. Visser & M. Buendia Gomez. Paper presented at the Annual Convention of the Association for Educational Communications and Technology, Dallas, Texas, February 1-5, 1989.

Enhancing learner motivation in an instructor-facilitated learning context. Doctoral dissertation, Florida State University, Tallahassee, FL. 1989.

The role of education in the process of cultural and socio-economical integration of children and teachers in the war zones of Mozambique. J. Visser & L. F. Pereira. Paper presented at the International CESO Symposium on Culture, Education and Productive Life in Developing Countries, The Hague, The Netherlands: Centre for the Study of Education in Developing Countries, December, 9-21, 1988.

The clinical use of motivational messages: A case study of a motivational design innovation developed in Mozambique. In J. M. Keller (chair) *Current trends in research on motivation and instruction*, Annual Convention of the Association for Educational Communications and Technology, New Orleans, LA, January 15-18, 1988.

The systematic design of an instructional module in elementary science education for a Mozambican audience. Tallahassee, FL.: Instructional Systems Program, Florida State University, and Maputo, Mozambique: Departamento de Educação a Distância, Instituto Nacional do Desenvolvimento da Educação, 1985. This paper won the 1987 Award

for Outstanding Practice as a Graduate Student in Instructional Development of the Association for Educational Communications and Technology, Division of Instructional Development.

Arte na rua, as crianças brincam. M. Buendia Gomez, J. Cardoso. J. Visser & A. Zalzman. Maputo, Mozambique: Departamento de Produção Audio-Visual, Instituto Nacional do Desenvolvimento da Educação, 1985.

Notes sur la conception du programme de didactique de la physique. Paris, France: Compte rendu au fonds documentaire de l'Ecole Normale de Paris, Auteuil, 1981.

Ensino a distância: Uma primeira abordagem. J. Visser & M. Buendia Gomez (Eds). Maputo, Mozambique: Instituto Nacional do Desenvolvimento da Educação, 1980.

O papel dos meios didáticos no ensino das ciências naturais. Maputo, Mozambique: Centro de Estudos da Comunicação, Instituto de Investigação Científica de Moçambique, Universidade Eduardo Mondlane, 1979.

Voorbij mijn woorden ligt het land . . . Palestina. Amsterdam, The Netherlands: De Populier, 1975.

The dream. Hilversum, The Netherlands: IKON-TV, 1975. Documentary film production. The film received an award at the Third International Festival of Films and TV-programmes on Palestine, Baghdad, Iraq, 1978. Its broadcast on national TV was followed by public showings in The Netherlands and abroad.

The role of science education in the Francistown elementary teacher's upgrading programme. *UNESCO Science Education Newsletter.* Nairobi, Kenya: UNESCO Field Science Office for Africa, 1973.

A rigorous solution of Dirac's equation. R. Kronig & J. Visser, *Proceedings of the Royal Netherlands Academy*, 69B, 332. Amsterdam, The Netherlands, 1966.

Strengte oplossingen voor het gedrag van een geladen deeltje in een vlakke elektromagnetische golf. Thesis to obtain the degree of Natuurkundig Ingenieur. Delft, The Netherlands: Delft University of Technology, 1965.

Nuclear magnetic resonance in rare earth salts at low temperatures. Thesis on experimental research undertaken to qualify for pursuing the degree of Natuurkundig Ingenieur. Delft, The Netherlands: Delft University of Technology, 1963. This work received the mention *cum laude*.

AWARDS/HONORS

Recipient, together with Muriel Visser-Valfrey, of one of two of the 2009 James W. Brown Publication Awards for Visser, J., & Visser-Valfrey, M. (Eds.) (2008). *Learners in a changing learning landscape: Reflections from a dialogue on new roles and expectations.* Dordrecht, The Netherlands: Springer.

Named 'Fellow of the International Board of Standards for Training, Performance and Instruction' (ibstpi) after serving on the Board as one of its Directors and Membership Chair from 2002 to 2007. Fellows are selected from among the

professional communities active in areas relevant to ibstpi to provide recognition to individuals who have a reputation and visibility in the field and who have contributed a long term commitment to advancing the vision and mission of ibstpi.

Recipient of the 2007 Gagne/Briggs Outstanding Alumnus award of the Instructional Systems program, College of Education, Florida State University.

Contributing lead author of a chapter on *Designing for the world at large: A tale of two settings* (Visser, J., & Suzuki, K.) to the book *Trends and issues in instructional design and technology, 2nd Edition*, by R. A. Reiser, & J. V. Dempsey (Eds.), published by Pearson Education, which received the 2006 Outstanding Book Award from the Design and Development Division of the Association for Educational Communications and Technology, the 2007 Outstanding Human Performance Communication Award from the International Society for Performance Improvement, and the 2008 James W. Brown Publication Award presented by the Association for Educational Communications and Technology.

Author of two chapters—one of them as co-author—contributed to the book “*Trends and issues in distance education: International perspectives*” by Y. L. Visser, L. Visser, M. Simonson and R. Amirault (Eds.), published by Information Age Publishers, which received one of the two James W. Brown Publication Awards for 2006.

Contributing author to the *Handbook of Distance Education* by M. G. Moore and B. Anderson (Eds.), published by Lawrence Erlbaum Associates in 2003, which was awarded the Charles E. Wedemeyer Award for the outstanding book of 2003 by the Distance Learning Community of Practice of the University Continuing Education Association as well as the 2004 Best Book Award of the Division of Instructional Development of the Association for Educational Communications and Technology.

Elected member (since 2002) of the International Board of Standards for Training, Performance and Instruction (a standard setting select group of 15 individuals of international repute in the fields of instructional design; training and instruction; performance improvement; and evaluation).

2001 lecturer for the the David C. Kinsey Dialogue Series, Center for International Education, University of Massachusetts, Amherst.

Invited Researcher in Residence at Santa Fe Institute, Santa Fe, New Mexico, October-November 2000 (<http://www.learndev.org/SantaFe.html>).

Recipient 2000 Award for Outstanding International Journal Article in the Educational Technology Research & Development journal.

Nominee for the 1991 Robert M. Gagné Research Award.

Nominee for the 1990 Dean and Sibyl McClusky Research Award.

Recipient of the 1988/89 Florida State University College of Education Alumni Association Scholarship.

Elected member of the Scholastic Honor Society PHI KAPPA PHI, Florida State University Chapter, 1988.

Finalist Gagné/Briggs Outstanding Graduate Student Award, Instructional Systems Program, Florida State University, 1986/87.

Recipient of the 1987 Award for Outstanding Practice as a Graduate Student in Instructional Development of the Association for Educational Communications and Technology, Division of Instructional Development.

Recipient in 1985 of Honors Diploma, awarded by the Ministry of Education of Mozambique, for contributions in the fields of the implementation of the educational system, literacy, and educational administration during the first ten years of national independence.

Third International Festival of Films and TV-programs on Palestine, Baghdad, Iraq: Award for the film "The Dream" (1978).

Recipient of a Rotterdam Arts Council grant for the production of the film "The Dream" (1975).

Recipient of grants for studies in molecular biophysics from:

Weizmann Institute of Science, Rehovoth, Israel, and Laboratoire de Biochimie Physique, Paris, France (1967)

Netherlands Ministry of Education and Science, Department for the Advancement of Scientific Research (1966)

University of Uppsala, Sweden (1966)

EURATOM, Brussels, Belgium (1966).

Winner of the 1966/67 Government of Israel Exchange Scholarship for research in molecular biophysics at the Technion, Haifa, Israel.

Recipient of the distinction *cum laude* for research and studies undertaken to qualify for entry into the research program leading to the degree of 'Natuurkundig Ingenieur' at the Delft University of Technology (1963).