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CAMPUS Asia in Teacher Education between China, Korea and Japan

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Introduction

The beginnings of the CAMPUS Asia initiative trace back directly to the second Japan-China-South Korea Trilateral Summit held in Beijing in October 2009, where Yukio Hatoyama, the then prime minister, proposed to foster high-quality exchange among the universities. Following the agreement in the third Summit in 2011, the three countries established the Trilateral Cooperation Secretariat (TCS) to realize peace and prosperity in East Asia. In the area of education, TCS promotes the CAMPUS Asia project.

In tandem, in 2011, the leaders of the three countries adopted Trilateral Cooperation VISION 2020 as a joint declaration to invigorate exchange programs that offers credit transfers and joint degrees, support these programs in a package as a government policy, and create guidelines in collaboration with quality assurance agencies.¹ In 2011, a public call for CAMPUS Asia's pilot program was made, which resulted in the selection of 10 programs. These programs were implemented for five years between 2011 and 2015. During that time, the programs were monitored twice.² In this way, the three countries took discrete and specific steps to design and operate a high-quality program to foster exchange among the universities.

In January 2016, the first Japan-China-South Korea Trilateral Education Ministers' Meeting was held in South Korea. The Seoul Declaration for Trilateral Education Cooperation called for efforts to promote a regional development of higher education in Asia through the expansion of the CAMPUS Asia program. In April 2016, a public call was made to select 17 consortiums, including those that previously participated, for mode 2. During this mode, unique programs that focus on various specializations, including local comprehensive universities and those colleges in Tokyo that have selected the government's priority support program for national universities for the creation of first-rate educational research hubs and networks, became new members of CAMPUS Asia.

This paper is a case study of the International Graduate Program for Teacher Education in East Asia (IGPTE) among Beijing Normal University, Seoul National University of Education, and Tokyo Gakugei University, all of which promote CAMPUS Asia for teacher education endeavors during mode 2. Specifically, the paper looks at the organizational operation of IGPTE, student exchange programs among the three universities, and their internal quality assurance systems. Although documents and reports about CAMPUS Asia are disclosed on the websites of Japan Society for the Promotion of Science (JSPS), National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE), and the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT), only a few case studies seem to have been publicized as far as we know.³ This paper seeks to study the teacher education initiatives of CAMPUS Asia in the light of such circumstances.

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1. Objectives of the Initiative and Personnel Sought

The objectives of the initiative have already been made public in the proposal. Below is an excerpt⁴:

Improvement of education for the children of the next generation is a major issue among Japan, China, and South Korea.

Due to globalization, it is inevitable for all citizens to focus on developing borderless human relationships. School faculty plays a significant role in promoting mutual understanding among the next generation. Over the last decade, colleges and universities in Japan, China, and South Korea that are at the forefront of teacher education in East Asia, formed the International Consortium for Universities of Education in East Asia (ICUE) to spearhead such efforts as international collaboration in the research on quality assurance in teacher education.

Today, the leaders of teacher education in Japan, China, and South Korea, namely Tokyo Gakugei University, Beijing Normal University, and Seoul National University of Education, have come together to collaborate on fostering CAMPUS Asia through a graduate program in teacher education.

IGPTE is based on the initiatives taken by its predecessor, ICUE. This paper will not cover the details, but it must be noted here that the collaborative project under study is founded on activities that have taken place over a decade through collaboration among over 40 universities and departments in East Asia that specialize in education.⁵

The characteristics of personnel that the project seeks to develop have been determined in reference to common qualities described in various projects implemented at Tokyo Gakugei University. These include: (1) the ability to address increasingly diverse and complex educational issues that the East Asian region as a whole confronts; (2) practical and instructional skills grounded in expert knowledge and a breadth of learning; (3) thorough knowledge of the pedagogies of “lesson study” and “practical study” boasted by the three countries, and the ability to promote them; and (4) trilingual ability in English and two East Asian languages expected in East Asian professionals who can take the lead on the worldwide scale.

Equipped with these skills, the professionals are expected to take the following career paths: (1) general teachers in elementary and secondary schools, and educational support staff in charge of “a school as a team”; (2) principals, supervisors, and other educational leaderships who bring together and manifest the educational abilities of those general teachers at each school or in each region; and (3) university faculty who are responsible for the education of those general teachers, educational support staff, and educational leaderships.⁶

By offering a variety of short- and long-term exchange programs among the universities in Japan, China, and South Korea, as discussed below, IGPTE seeks to promote internationalization of the three universities.

Inevitably, educational practice tends to manifest the domestic characteristics of the country. For this reason, mastery of the local language is vital in attaining a deep understanding of the country. IGPTE seeks to develop professionals who can recognize this special educational need.

2. Organizational Operation

Upon adopting the CAMPUS Asia program at the end of October 2016, Tokyo Gakugei University underwent an organizational overhaul. Normally, the university’s international projects would fall under the purview of the Office of Promoting International Strategies, which is placed under the Board of Directors. However, since the project seeks to offer double-degree master’s programs, priority is given to collaboration with the Executive Committee for Graduate School of Education. For this reason, a promotion office was established under the university that links the international office and the graduate school. In addition, the CAMPUS Asia Committee was established within the CAMPUS Asia Office. The CAMPUS Asia Office and the CAMPUS Asia Committee were delegated with the separate roles of providing student support and developing master’s programs that include double degrees, respectively. The members of the office

comprises a Director, who assumes the ultimate responsibility of the project (a member of the Board of Directors and Executive Vice President in charge of master's degree and international affairs), one Deputy Director that oversees the student exchange program, three faculty members consisting of full-time and specially appointed members who communicate with the Chinese and Korean secretariats, and the Head of the International Division. The committee includes four members from the Curriculum Subcommittee of the Executive Committee for Graduate School of Education, in addition to the above office members.

Framework for Promoting IGPE

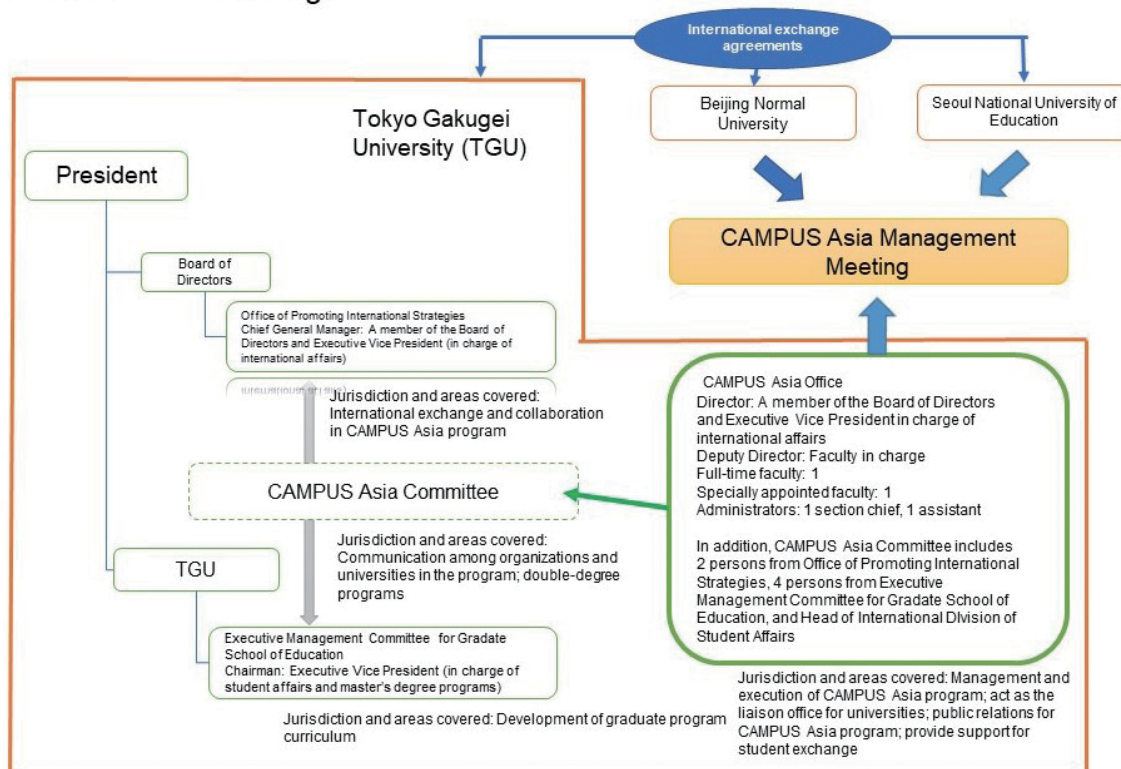


Fig. 1: Framework for Promoting IGPE

In the 2016 academic year, the university made a public international notice to recruit a CAMPUS Asia coordinator who would specialize in student support and advising. It has appointed one such staff member since the 2017 academic year. Moreover, the International Division has established a unit for the CAMPUS Asia program. This unit is manned with one full-time staff and one part-time staff members and oversees tasks related to scholarships, enrollment, and dispatch of students.

To run the various aspects of the CAMPUS Asia program, the members of Tokyo Gakugei University's CAMPUS Asia Office have held regular meetings almost every week since the early months of 2017, where many discussions have been held and actions taken to support the project's activities.

At the start of the project, the three universities envisioned the establishment of an Executive Committee for IGPE (Fig. 1), which would oversee their CAMPUS Asia Committees. During 2016, various efforts were made. However, in light of differences in the support given by each country's government and in the organizational framework of each university, the idea of establishing a permanent IGPE organization to operate the project was postponed. This decision was based on reviewing the way other programs had operated in the past. We believe that this was a realistic measure. Instead, the faculty and staff involved in the project at the three universities met once every two months by leveraging occasions such as when the short- and long-term programs were in operation, and have taken steps to resolve difficult issues such as credit transfers and double-degree programs.

3. Student Exchange Program

Tokyo Gakugei University, Beijing Normal University, and Seoul National University of Education are schools dedicated to training teachers that lead the education field in Japan, China, and South Korea. The three universities formed a consortium and have implemented the International Graduate Program for Teacher Education in East Asia (IGPTE). By the end of the 2017 academic year, the three universities had successfully established a program that draws on the academic resources of each school from undergraduate to graduate-level programs (master's and doctoral degrees), as well as short- and long-term enrollment and dispatch of students. The project's student exchange program consists roughly of exchange programs that offer long-term enrollment of students from other universities and dispatch of their own students to host universities, as well as overseas experience programs which last anywhere between a few days to three weeks, short-term overseas training sessions that focus on language training, and double-degree programs under development (Table 1).

Table 2 outlines the program offered to students of partner schools for half year to one full year at Tokyo Gakugei University. This program is based on the previously offered Japan Student Services Organization (JASSO) program and readapted to fit the requirements of the CAMPUS Asia program. Each semester, the program offers one required mandatory course. The students take seven or more courses as mandated by the student visa requirements (the mandatory course can count toward among the seven). The program seeks to develop professionals who are envisioned by IGPTE. In addition, the university holds seminar camps to offer the students the opportunity to experience Japan's nature and culture. In tandem with fostering friendship among the students participating in the CAMPUS Asia program, the program also

Table 1: Characteristics of CAMPUS Asia Program

	Feature1	Feature2	Feature3
Inbound: Long-term	Offer one program-specific course per one semester, such as "Japanese Education and Culture," "Learning Educational Structures and Teacher's Views in East Asia," and "Exercise on Education in Asia"	Enroll in courses designed for exchange students and regular students (7 courses or above per one semester)	Plan spring and summer seminar camps organized by the students themselves (the students decide the destination and activities)
Outbound: Long-term	Take a required undergraduate course, "Gakugei Frontier B (Guidelines for studying abroad)" and give close guidance	Aim to receive credits in one subject or more in languages and one subject or more in the field of liberal arts and student's own specialization at the dispatched school. Upon returning from overseas programs, aim for approval of credit transfer in student's own university	Upon returning to his or her own country, the student will take a follow-up course to reflect on their learning or provide support as a TA or a tutor for courses taken by foreign exchange students
Inbound: Short-term	Chinese and South Korean students from the target schools learn about school education and culture in Japan	Exchange activities with children and students at an affiliate school	An intensive eight-day program: make a presentation on the experience gained and share
Outbound: Short-term	Make exchange with students from teacher's colleges from the target schools in China and South Korea	Visit affiliate and local schools; historical and cultural learning activities	Improve language during a language training session ranging from 10 days to 3 weeks
Double degrees	Conclude a memorandum and implementation guidelines for credit transfers for master's programs among the three universities in Japan, China, and South Korea	Designate common courses that leverages the uniqueness of CAMPUS Asia among the three universities	Dispatch talents equipped with two East Asian languages and English language abilities to educational institutions, universities, and research institutions
Ph.D	Match the students with supervisors in the field of specialization and offer high-level training	Offer opportunities to make academic presentations during enrollment as an exchange student	

organizes various other exchange activities. These activities are intended not simply for social gathering, but to position them within the internal quality assurance cycle, as discussed later.

“Japanese Education and Culture,” a course designed for foreign exchange students enrolled in October, includes a visit to an affiliate school. Moreover, “Learning Educational Structures and Teacher’s Views in East Asia,” a course designed for those enrolled in April, asks students to interview their own teachers who taught them in elementary or middle school through Skype, SNSs, or email to contextualize the educational system of each country in multiple ways. These are some of the ways in which the courses focus on the teacher education itself.

For students to be dispatched to partner schools in long-term programs, selection is made every year in October (Table 3). The participating students are asked to submit a study proposal by around January of the following year. Normally, students are dispatched in September or later of the year following the selection (there are many cases in which students start programs in March for South Korea). These students are required to take a mandatory undergraduate course, “Gakugei Frontier B (Guidelines for studying abroad),” from the new semester that begins in April. The course started to be offered in the 2017 academic year. It is a general introduction to studying abroad, not only China and South Korea under the CAMPUS Asia program, but also to any school around the world that partners with Tokyo Gakugei University. The course is led by faculty with substantial overseas experience and builds on the experiences of students who have returned from studying abroad. The students enrolled in the course give midterm and final presentations, and are required to submit a report to be graded. The course is intended to help the students gain greater awareness of what to expect in terms of everyday living, academics, crisis management, and safety when studying abroad. Equipped with this knowledge, the students study in China or South Korea for half to full year. Upon return, a course is offered to follow up on their overseas experience. During their study in China or South Korea, the students are expected to earn two credits or more for both languages and their fields of specialization. The students who participate dedicate themselves wholeheartedly to their studies while abroad. When they return, they not only focus on their coursework, but also provide support to foreign exchange students by acting as TAs and tutors, realizing a productive cycle for the CAMPUS Asia program.

Table 2: CAMPUS Asia Program (Long-Term Exchange and Enrollment)

Month	Item	Month	Item
Oct.	October enrollment: Program begins	Apr.	April enrollment: Program begins
Oct. – Feb. (fol. year)	“Japanese Education and Culture” (fall semester) Variety of activities led by six faculty members, including an affiliate school visit, farming experience, calligraphy, playing with children, Japanese cultural study, and Japanese pedagogy	Apr. – Jul.	“Learning Educational Structures and Teacher’s Views in East Asia” (spring semester) The first half asks students to report on school and educational systems as well as teacher training in East Asian countries and regions. The second half asks students to interview their own teachers who taught them and make a class report
Mar.	Spring seminar camp	Sep.	Summer seminar camp
Apr. – Jul.	“Exercise on Education in Asia” (spring semester) Students make a midterm report under guidance by a supervisor, etc. based on their own research theme	Oct. – Feb.	“Introduction to Human Sciences Research” (fall semester) Students make a midterm report under guidance by a supervisor, based on their own research theme
Jul.	Final presentations (late Jul.)	Feb.	Final presentations (early Feb.)
Aug.	Final report submission	Feb.	Final report submission
Aug.	Program ends	Feb.	Program ends

Table 3: CAMPUS Asia Program (Long-Term Exchange and Dispatch)

Month	Item
Oct.	Oct. dispatch: Selection of students for dispatch to partner schools
Next Jan.	Submission of study proposal
Apr. – Jul.	<p>“Gakugei Frontier” (spring semester) Reports by faculty with substantial overseas experience and students who have returned from studying abroad, covering everyday living, academics, crisis management, etc.</p> <p>This course is intended for students scheduled to be sent to partner schools around the world. Students present their study abroad plans at the conclusion of the course.</p>
Sep. – June (fol. year)	Enrollment at the partner schools in China or South Korea
Oct. – Feb. (fol. year)	Enrollment in a follow-up course for returnees Act as TAs and tutors for exchange students from abroad Final report submission
Mar.	Program ends

This study cannot cover all the details for the short-term program. Here, we will just discuss CAMPUS Asia Summer Program for Trilateral Cooperation (SPTC), which was newly developed in the 2017 academic year (Table 2). In this initiative, five master’s students each from Beijing Normal University and Seoul National University of Education, enrolled at Tokyo Gakugei University.

Table 4: SPTC Activities

Day 1: Arrival and orientation
Day 2: Lecture on education in Japan (English); How to write your name using calligraphy (hiragana); preparation for school exchange activities; welcome party
Day 3: Class visit to TGU Setagaya Elementary School; exchange with the students; Japanese cultural experience (tea ceremony, kimono fitting)
Day 4: Visit to Edo-Tokyo Open Air Architectural Museum; lecture on lesson study (English)
Day 5: Visit to Tokyo National Museum and International Library of Children’s Literature
Day 6: Visit to Bunka Gakuen University
Day 7: Tour of Kokubunji; final presentations; follow-up activities; farewell party
Day 8: Goodbye ceremony and departure

Table 5: Campus Asia Common Classes (2017)



December 11, 2017

CAMPUS Asia Common Classes for the graduate students' exchange (master's level)

(1) Beijing Normal University

Department /Major	Subject	Number of credits	Semester	remark
教育学部	中国古代教师史	2	1	Chinese
	东亚文化教育	2	2	Chinese
	国际理解教育的理论与实践	2	1	Chinese
	中国教育概况	2	1	English
汉语文化学院	跨文化交际案例分析 -Case Study of Intercultural Communication	2	1 / 2	Chinese
外文学院	外语教学与研究方法论	2	1	English

(2) Seoul National University of Education

Department /Major	Subject	Number of credits	Semester	remark
Global & Cultural Studies Education Multi-cultural Education	Understanding Global Studies Education	3		
	Global Culture and International Relations	3		
	Introduction of Multi-cultural Education Program/Curriculum	3		
	Intercultural Communication Studies	3		
Global & Cultural Studies Education	Understanding Global Studies Education	3		
	Global Culture and International Relations	3		

(3) Tokyo Gakugei University (only for 2018)

Department /Major	Subject	Number of credits	Semester	remark
学校教育専攻 School Education	教育制度論演習 Seminar in Educational System I	3	春 Spring	Japanese
学校教育専攻 School Education	教育社会学研究法 Sociological Research in Education	3	春 Spring	Japanese
国際理解教育 International Understanding Education	多言語多文化教育実践論演習 Theory and Practice of Multilingual / Multicultural Education	3	春 Spring	Japanese
学校教育専攻 School Education	教師教育論演習 Seminar of Teacher Education	3	秋 Fall	Japanese
学校教育専攻 School Education	国際教育演習 B Seminar of International Education B	3	秋 Fall	Japanese
国際理解教育 International Understanding Education	多言語多文化教育学特論 Advanced Multilingual / Multicultural Education	3	秋 Fall	Japanese

Table. 6: CAMPUS Asia Curriculum Map

**CAMPUS Asia Common Classes for Graduate Students (Master’s Course)
Mapping of Acquirable Competences For Academic Year 2018**



	Department/Major	Class	Unit is	Semester	Practical skills and teaching ability		Solution for educational issues				Ideas for the new classroom teaching
					School Education /Teacher	International/cross-cultural Understanding	International /Global Education	Educational Disparity	School Curriculum	Learning Material	
Beijing Normal University	教育学部	中国古代教师史	2	2	●	●					
		东亚文化教育	2	2	●	●					
		国际理解教育的理论与实践	2	2			●				●
	汉语文化学院	中国文化专题	2	2		●					
Seoul National University of Education	Global & Cultural Studies Education	Understanding Global Studies Education	3				●				
		Global Culture and International Relations	3			●					
	Multi-cultural Education	Introduction of Multi-cultural Education Program/Curriculum Intercultural Communication Studies	3				●		●		●
Tokyo Gakugei University	School Education	Seminar in Educational System I	2	Spring	●						
	School Education	Sociological Research in Education	2	Spring	●			●			
	International Understanding Education	Theory and Practice of Multilingual / Multicultural Education D	2	Spring						●	●
	School Education	Seminar of Teacher Education	2	Fall	●						
	School Education	Seminar of International Education B	2	Fall			●				
	International Understanding Education	Advanced Multilingual / Multicultural Education	2	Fall		●					

In addition, a summer school is offered at Beijing Normal University and Seoul National University of Education, which boasts a decade-old history. The program focuses on language training over a period of one to three weeks. Upon return from Beijing Normal University’s program, Tokyo Gakugei University approves credit transfer.

The public call for CAMPUS Asia’s mode 2 required giving double degrees or show plans to develop such programs. Since Tokyo Gakugei University has never offered a double degree, the school took time to study the precedents and made preparations. As initially planned, the framework is now almost in place to call for applications for the 2018 academic year so that the program can be started in the 2019 academic year.

As a step forward in this endeavor, in the 2017 academic year, the three universities established Campus Asia Common Classes, which are intended to provide the foundation for a shared curriculum that leverages on the uniqueness of IGPTE (Table. 5). In the beginning, the initiative explained that it intends to realize a program that draws on the three-university collaboration with contents that cannot be offered by a single graduate program alone. This is to leverage the uniqueness of majors and courses offered by each of the three universities. The curriculum map that builds on the four characteristics of the future teaching professional that the program envisions reflects the strengths of the inter-university collaboration (Table. 6).

Furthermore, in preparing for double-degree programs, it is vital to establish the maximum number of credits that can be transferred from courses already taken or those taken at a partner school, and methods to authorize the transfer itself. In compliance with standards to establish a graduate program, Tokyo Gakugei University can accept up to 10 credits out of 30 required to complete a master’s program. Beijing Normal University is making preparations to cap this maximum at 10 credits, while Seoul National University of Education is aiming 12. On April 17, 2018, the presidents and vice presidents of the three universities signed a memorandum and an action plan on credit transfers so that the titles of the courses taken and the number of credits earned at a partner school could be used to fulfill the degree requirements at the student’s home institution within the allowable limit. Efforts to implement the double-degree program has made enough progress to reach a point where the end of the tunnel is almost there.

Table 7: Assessment Criteria for Foreign Exchange Students (Rubric)

Assessment Criteria		Check
1. Foreign language ability (Japanese)	Highly effective	Demonstrates mastery of N1-level reading, listening, and writing skills, as well as vocabulary. <input type="checkbox"/> 3 pts.
	Moderately effective	Demonstrates mastery of N2-level reading, listening, and writing skills, as well as vocabulary. <input type="checkbox"/> 2 pts.
	Requires improvement	Not enough to pass the N2-level exam, but demonstrates mastery of about 50% of N2-level reading, listening, and writing skills, as well as vocabulary. <input type="checkbox"/> 1 pts.
2. Understanding of educational issues	Highly effective	Demonstrates the ability to scientifically and systematically understand issues on school education and related matters in his or her own country in comparison with multiple countries or regions in Asia, and to express his or her own thoughts on how to make improvements. <input type="checkbox"/> 3 pts.
	Moderately effective	Demonstrates the ability to scientifically and systematically understand issues on school education and related matters in his or her own country in comparison with a particular country or region in Asia, and to express his or her own thoughts on how to make improvements. <input type="checkbox"/> 2 pts.
	Requires improvement	Demonstrates the ability to understand issues on school education and related matters in his or her own country, and to express his or her own thoughts on how to make improvements <input type="checkbox"/> 1 pts.
3. Practical and instructional skills	Highly effective	Demonstrates the ability to teach and supervise in specific hands-on scenarios (e.g., group class presentations, school activities) that is grounded in expert knowledge and a breadth of learning. <input type="checkbox"/> 3 pts.
	Moderately effective	Demonstrates the ability to teach and supervise in specific hands-on scenarios (e.g., group class presentations, school activities) that is grounded in basic knowledge and a breadth of learning. <input type="checkbox"/> 2 pts.
	Requires improvement	Is yet to acquire enough knowledge and learning, nor the ability to teach and supervise, that could be applied to specific hands-on scenarios. <input type="checkbox"/> 1 pts.
4. Understanding of lesson and practical study	Highly effective	Understands the pedagogy of lesson and practical studies that are accumulated in Asian countries and regions, can make improvements to his or her own classes or practice, and contributes to resolving issues faced by the school or organization to which he or she belongs. <input type="checkbox"/> 3 pts.
	Moderately effective	Understands the pedagogy of lesson and practical studies that are accumulated in Asian countries and regions, and can make improvements to his or her own classes or practice. <input type="checkbox"/> 2 pts.
	Requires improvement	Touches on the pedagogy of lesson and practical studies that are accumulated in Asian countries and regions, but has yet to make improvements to his or her own classes or practice. <input type="checkbox"/> 1 pts.

4. Internal Quality Assurance System

Learning from the previous programs, since its inception, IGPTe has focused its efforts on building an internal quality assurance system. By using a PDCA cycle with the CAMPUS Asia Office at its core, the program has made improvements to sustain its operation. In fulfilling its social responsibility, the program disseminates its information to the public via the CAMPUS Asia website and leaflets. Also, the program has organized CAMPUS Asia Associates and CAMPUS Asia Alumni networks to facilitate contact among the past participants. The CAMPUS Asia email magazine serves this purpose.

To assess the effectiveness of the curriculum, a rubric was developed in the 2017 academic year to cover the four major criteria based on the characteristics of personnel that the program seeks to develop (Table 7). Using this rubric, students from partner universities are assessed upon their arrival and before departure. Fig. 2 shows the level of effectiveness achieved during the time covered.

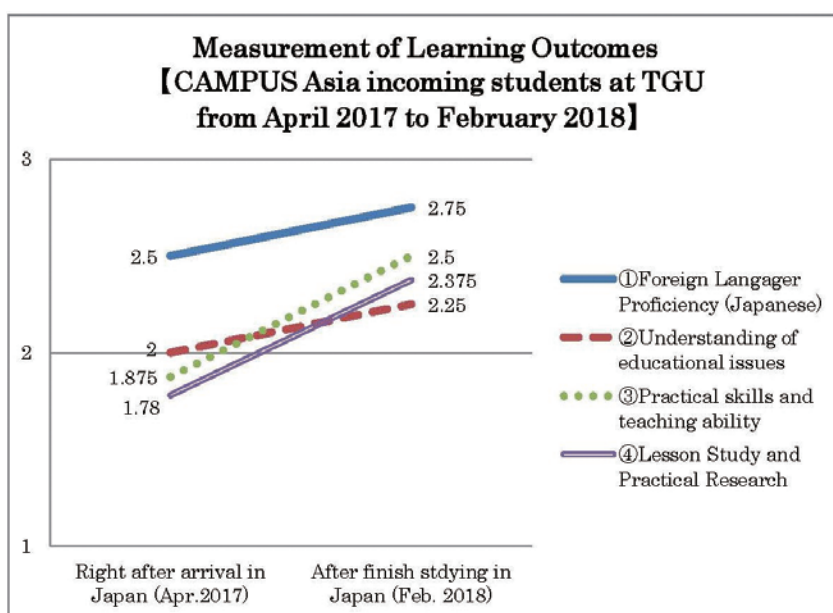


Fig. 2: Effectiveness Assessment of CAMPUS Asia Participants

Conclusion

From the beginning, teacher training is faced with structural difficulties against adopting international standards. This is because, as it is particularly the case in Japan, teachers often need to complete their schooling within their countries and acquire a license before practice. However, this model falls short of addressing future educational needs if the universities that specialize in training educational professionals of the next generation remain inward-looking.

The Asian version of the ERASMUS plan is still halfway down the road.⁷ However, CAMPUS Asia's mode 2 (although the case under study is still in midst of the first phase) is believed to position itself at a point where it can make its contribution to each field by assuring quality of university education and encouraging mobility of young talents within the region. With mode 3 ahead, IGPTe will take steps to expand its horizon and is poised to continue its efforts to realize the goal of fostering promising teaching professionals that CAMPUS Asia envisions.

Acknowledgements

This paper is compiled as a paper based on the presentation at the Campus Asia in China, Japan, and Korea: Symposium on Regional Education Cooperation, September 14th – 17th, 2018, Beijing, China.

- 1 The guidelines by a quality assurance organization can be found in such documents as “Guidelines on Educational Quality Assurance” (March 2017), Research Committee on the Current Quality Assurance System and Its Future of the National Institution for Academic Degrees and Quality Enhancement of Higher Education, as well as “Joint Guidelines for Monitoring International Cooperative Academic Programs in CAMPUS Asia” (June 2017), China’s Higher Education Evaluation Center of the Ministry of Education (HEEC) and Korean Council for University Education (KCUE).
- 2 Refer to ‘CAMPUS Asia’ Monitoring Committee of the National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE), “‘CAMPUS Asia’ Monitoring on Quality Assurance—Collaboration among Japan, China, and Korea—Overview of the First Monitoring in Japan” (November 2014); ‘CAMPUS Asia’ Monitoring Committee of NIAD-QE, “‘CAMPUS Asia’ Programs in Light of Quality Assurance: A Collection of Good Practices” (November 2014); CAMPUS Asia Joint Monitoring Committee, “CAMPUS Asia Pilot Program Joint Monitoring Report” (October 2016).
- 3 Refer to such studies as Yuka Anzako, “Attempt to Construct East Asian Cooperative Higher Education Program: A Case of Ritsumeikan CAMPUS Asia Program,” *Ritsumeikan Higher Educational Studies* (18), 2018; Tetsuo Tanabe, Yasutake Teraoka, Hideharu Nakashima, Dong Wang, Joo-Il Park, and Akira Harada, “Cooperational Graduate Education Program for the Development of Global Human Resources in Energy and Environmental Science and Technology,” *Journal of JSEE* 64(5), 2016; Naoko Sato, Michiko Takagaki, Hitoko Sasaki, and Toshitaka Yamaguchi, “Japanese Language Teaching Materials for Successful Internship in the Plant Environment Design Program of the MEXT Campus Asia Project,” *International Education* (9), 2016; and Jincong Liu, Duoyou Chen, and Guoqi Ding, “Study on Construction of China-Japan-Korea CAMPUS Asia Bachelor and Master Joint Development Model,” *Kobe College Studies* 62(2), 2015.
- 4 The proposals drafted by colleges and universities are published in JSPS’s website under “Inter-University Exchange Project” The proposal drafted for IGPE by the consortium of Beijing Normal University, Seoul National University of Education, and Tokyo Gakugei University can be downloaded at the following: http://www.jsps.go.jp/j/tenkairyoku/data/shinsa/h28/h28tenkai_chousho_A2-3.pdf (Japanese only).
- 5 For more on ICUE, refer to Yoshimi Tanaka and Shimoda Makoto, “Initiatives Taken by International Consortium for Universities of Education in East Asia,” in Collaborative Research Project on Training East Asian Teachers, ed. *East Asian Teachers Now* (Tokyo Gakugei University Press, 2015).
- 6 The career paths discussed here are based on “Promotion of International Collaborative Research Project on Quality Assurance for University-based Teacher Education in East Asia and Preparation of International Graduate Programs: Second Phase of International Consortium for Universities of Education in East Asia” (2011–14), for which Tokyo Gakugei University has received special funding from the Ministry of Education, Culture, Sports, Science and Technology.
- 7 Studies on the progress on the development of collaborative degrees within Asia have been released in the report on the five-year special expenses project (academic years 2011–15) of the Graduate School of Education of Tohoku University.

教員養成をめぐる日中韓のキャンパス・アジア

CAMPUS Asia in Teacher Education between China, Korea and Japan

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次世代教育研究センター

Abstract

There has been open recruitment and promotion of Campus Asia as part of the Inter-University Exchange Project by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and the Japan Society for the Promotion of Science (JSPS) since FY2011 in Japan. Following on from the first mode in FY2011, the second mode started in FY2016. Currently, all 17 consortiums operate a distinctive Campus Asia Program.

This paper follows the policy trends for Campus Asia in China, Korea and Japan. While confirming the expansion of this program, we report on the implementation of the Campus Asia Program by three universities in China, Korea and Japan – Beijing Normal University, Seoul National University of Education and Tokyo Gakugei University – as a new initiative of Campus Asia in universities and faculties involved in teacher education.

This consortium of three universities was selected for the Campus Asia project in October 2016 based on the International Consortium for Universities of Education in East Asia's (ICUE) experience of inter-university collaboration over 10 years. Currently, an exchange project for undergraduate, master and doctoral students is being promoted with a focus on short term exchanges of one week to two or three weeks and exchange students of half a year or one year. The three universities signed a memorandum of understanding for the compatibility of their credits in April 2018 and a double degree agreement in November of the same year. This consortium of three universities also started a double degree program in FY2019. We will discuss the efforts of the three universities as a case study to lead to future research in terms of how Campus Asia for teacher education has been constructed.

Keywords: CAMPUS Asia, IGPTE (Inter Graduate Program for Teacher Education in East Asia), ICUE (International Consortium for Universities of Education in East Asia), Inter University Exchange Project

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要旨: 日本においては、2011年度以降、文部科学省と日本学術振興会により「大学の世界展開力強化事業」の一つとして、キャンパス・アジアは公募され、推進されている。2011年度の第1モードに続き、2016年度より

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第2モードが開始し、現在全17コンソーシアムが特色あるキャンパス・アジア・プログラムを運営している。

本稿は中国・韓国・日本のキャンパス・アジアをめぐる政策動向を追い、その展開を確認しつつ、教員養成に携わる大学・学部のカンパス・アジアの新たな取組みとして、北京師範大学・ソウル教育大学・東京学芸大学の日中韓3大学によるキャンパス・アジア・プログラムの実践を報告する。

3大学のコンソーシアムは、10年間をこえるICUE(東アジア教員養成国際コンソーシアム)の大学間連携の経験を基礎に、2016年10月にキャンパス・アジア事業に採択された。現在、1週間～2・3週間の短期交流、半年・1年の交換留学を中心に、学部・修士・博士の学生の交流事業を進めている。2018年4月に3大学は単位互換の覚書に調印し、11月にはダブル・ディグリーの調印も実現している。2019年度より3大学のコンソーシアムはダブル・ディグリー・プログラムもスタートさせている。教員養成をめぐるキャンパス・アジアはどのように構築されているのか、今後の研究を導く一事例研究として、3大学の取組みを論ずる。

キーワード: キャンパス・アジア, IGPT (東アジア教員養成国際大学院プログラム), ICUE (東アジア教員養成国際コンソーシアム), 大学の世界展開力強化事業