

A Progress Study of the ‘Second Phase’
of the International Consortium for
Universities of Education in East Asia
(From 2011-2014)

東アジア教員養成国際コンソーシアム事業の展開と今後の展望に関する一考察

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Preamble

This report looks back on the progress of the International Consortium for Universities of Education in East Asia (ICUE). Above all, this report introduces the origin of activities and the record of these activities focused on international collaborative research called the “second phase” by us on the Japanese side and is expected to play a role as the opening of the presentations by the research group (RG).

The International Symposium on the Teacher Education in East Asia

Originally, the ICUE came about from the opportunity of the International Symposium on the Teacher Education in East Asia held under the leadership of President Washiyama Yasuhiko in Tokyo Gakugei University in December 2006. At that time, this event was not yet called the “1st” International Symposium on the Teacher Education in East Asia.





First Phase

The formation of the consortium was done with the purpose of further strengthening the cooperation of teacher training departments and universities in the East Asia region from the start of the symposium. Tokyo Gakugei University promoted the “Formation of the International Consortium for Universities of Education in East Asia: Strategic Quest for Teacher Education in the Age of Globalization” in a three-year plan after receiving the support of special expenses from the Ministry of Education, Culture, Sports, Science and Technology (MEXT) from FY2008.



2014

**The 9th East Asia
International Symposium on
Teacher Education**

SMART Education and Teacher Education in Digital Era

Nevertheless, the university presidents who gathered there saw this as a precious opportunity to discuss the various challenges in teacher training in East Asia and so the decision was later made to hold this symposium once a year on an annual basis rotating between Japan, China and South Korea. This year will be the ninth of this event. The 9th International Symposium on the Teacher Education in East Asia will be held through organization by the Korea National University of Education.

The International Consortium for Universities of Education in East Asia



The Formation of International Consortium for Universities of Education in East Asia on December 18th, 2009.

<http://www.u-gakugei.ac.jp/~icue2009/history/data/prepa200912-2.xdw>



There are 43 member universities in the East Asia region.

This consortium has set up four main pillars: (1) Promotion of international collaborative research on teacher education, (2) promotion of international exchanges between students aspiring to the teaching profession, (3) mutual dispatch of teacher training university teachers and (4) promotion of projects that will contribute to the development of education in East Asia. In addition, the aim of implementing international joint training and teacher education is listed as one of the ambitious challenges according to the convention of the consortium.



Second Phase

Therein, the Executive Vice President Yoshimi Tanaka became the center from April 2011 under President Yasuko Muramatsu who was replaced when her term of office expired in March 2010 and the “Promotion of International collaborative Research and Development of International Graduate School Program relating to Quality Assurance in Teacher Education in Universities in East Asia: Second Phase of the International Consortium for Universities of Education in East Asia” started after again receiving the support of special expenses.



International Collaborative Research Project

Specifically, this phase has been divided into three groups with the challenge of this being the quality assurance of teacher education in these three layers: (RG1) Program designs and quality assurance systems in education for general teachers in primary and secondary schools, (RG2) program designs and quality assurance systems in education for educational leaderships, such as principals and supervisors and (RG3) program designs and quality assurance systems in education for teacher educators in charge of general teacher and educational leadership education at universities.



The advancement and quality assurance of education in the East Asia

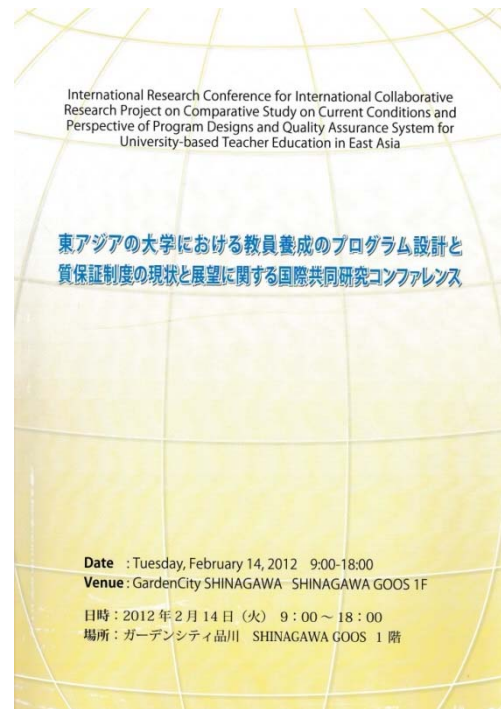
While this international collaborative research is watching over the quality assurance systems at the national level, it is also directly attempting to be useful in the advancement and quality assurance of education in the East Asia region by running teacher education program design and quality assurance systems in individual universities in each region, as well as then accumulating and analyzing the actual conditions of this to build this up as case studies.



Japanese Context

Why is the quality assurance of teacher education in the East Asia region a problem in the first place? When considered in the context of Japan, problems such as classroom disruption, truancy and bullying are connected with the lack of leadership by school teachers in the eyes of society, so securing and training high quality teachers has become a topic of discussion on the agenda.

Progress of Second Phase Focusing on International Collaborative Research (2011-2014)



Left: 14th February, 2012

Right: 3rd November, 2012



East Asian peculiar concept

When addressing these challenges, attempts have occasionally been made in Japan to promote education reforms with reference to Europe and America. However, the consortium has deepened an understanding over the past three years in regards to the image of teachers in East Asia, the outlook of teachers and the teacher education systems in various regions in East Asia that are considered to be shared across the East Asia region, and especially in Japan, South Korea and China. The influence of Confucian culture on this has also occasionally been identified.



The current year is the final year of the four-year international collaborative research

Currently, preparations are proceeding aimed at publishing the “East-Asian Style Teachers’ Today - Efforts of International Consortium for Universities of Education (provisional title)” which will correspond to the final report under the initiative of the Editorial Committee.

It will be good if this report introduces the background, aims and development of activities of the international collaborative research and is able to give an outlook on the future of the International Consortium for Universities of Education in East Asia.