



The Ups and Downs of International Collaboration Six Years Running an Erasmus Mundus Programme

I had not even heard of the European Union's Erasmus Mundus programme when, one day in late 2005, I was informed that my MA classes would begin receiving Erasmus Mundus scholarship students from the autumn of the following year. London's Institute of Education (IOE) had joined a bid to the European Union for Erasmus Mundus funding for 'The European MA in Lifelong Learning: Quality and Management' (MALLL). The bid was led by the Danish University of Education in Copenhagen (DPU), and they now officially became the coordinators of the new MALLL consortium, which also included the University of Deusto in Bilbao, Spain.

The opportunity to work with students from all sorts of countries, to travel to new places, and collaborate with new colleagues was initially very attractive. However, none of us – certainly at the IOE – had really imagined how much time and effort setting up this new course would involve. The early excitement we derived from travelling to different European cities, and from receiving applications from exotic places such as Bhutan, Ethiopia, Armenia and Kirghizstan, was soon overtaken by the complex practicalities of administering a multinational, EU-sponsored programme.

The EU's Erasmus Mundus regulations at least gave us a set framework within which to work. Amongst other things, these stipulated that the programme would last two years, that students must study at a minimum of two different institutions in different European countries, and that they should acquire a given number of 'credits' under the European Credit Transfer System (ECTS).

However, although this scheme was intended to promote European higher education to a wider world, no EU funding was provided specifically for marketing Erasmus Mundus programmes. The EU's bureaucratic procedures, and sudden regulatory changes, also made forward planning – crucial for activities such as marketing – rather difficult, at least in the early years.

For example, during the first three years of the Erasmus Mundus scheme, about a quarter of the scholarships were targeted at Indian students. Facing difficulties in recruiting sufficient numbers of qualified Indian applicants, the MALLL consortium decided to invest in an intensive two-week India 'roadshow', featuring talks in five different cities delivered by a Danish colleague and me. Two weeks after returning to Europe, we were informed that the EU was going to cease targeting scholarships at Indian students with immediate effect.

Although finding sufficient numbers of qualified scholarship candidates was a struggle during the first two years, thereafter the

number and quality of applications improved considerably – largely as a result of former and current students spreading the word. Nevertheless, tensions emerged among the partners regarding the criteria for assessing applications – especially relating to the importance of setting a minimum level of English proficiency as an entry requirement. The Danish consortium coordinator appeared to interpret the IOE's insistence on English language proficiency as a symptom of British cultural imperialism. He was also particularly anxious to maximize recruitment of international students to DPU, which had no international students apart from those on the MALLL programme.



After three years, we discovered that several students had been allowed to start the programme at DPU despite having failed to obtain the required IELTS test score. Since they therefore failed to meet the IOE's entry criteria, I was obliged to refuse to allow them to come to London to work on their MA dissertations. The resulting arguments contributed to a critical breakdown of trust between IOE and DPU colleagues – that was ultimately resolved when DPU replaced the consortium coordinator.

It is hard for those who have never run an international, collaborative programme to appreciate what it involves. Managers are often reluctant to face up to the demands that such a complex programme places on staff – until they absolutely have to. When I left London last year, it was decided – after two months of internal debate – that my duties as MALLL course leader would henceforth be shared between two colleagues.

Reflecting with colleagues on the huge amount of our time and energy that running the MALLL consortium has consumed, we have often asked ourselves, 'Has it been worth it?' Ultimately, we tend to agree that it has been, if only because of the students. Many of these have been extremely talented, have treated the award of an Erasmus Mundus scholarship as the opportunity of a lifetime, and have produced really outstanding work – while also forming lasting friendships with other students from all over the world. Several have gone on to pursue PhDs. I have no doubt that, in coming years, some of our graduates will go on to assume important positions of educational leadership. Contemplating that prospect is a source of considerable satisfaction.



Eight Asian Top Universities gathered for The International Symposium New Possibility for Development Human Resources Development through International Joint-Degree Program

How do you address the issue of developing the global awareness of your students?

Beijing Normal University: The ability to communicate in a foreign language is vital. Globalization does not mean just learning international relations; it means studying the latest achievements in the world. Also it is necessary to send many of our students to study abroad, so that they develop a broad global point of view.

East China Normal University: When considering a collaborative degree, the culture and educational subjects in each country are different. If we have clinical classes of case studies and experimentation, we can harness that diversity and turn it into a merit.

Nanjing Normal University: Our teachers should first have a proper understanding of the culture and educational situation of their own countries, before they are able to gain a global mind set. For international collaborative degrees, within the two years of fundamental training for a master's degree, we would like to have our students gain more than one year of practical experience in different educational situations.

Korea University: In order to train our students to be leaders in the world, we have been aggressively promoting globalization. We have built attractive facilities, cut tuition in half for international students, and provide student

care in order to promote international exchanges. Consequently, the number of students who have studied abroad and the number of international students who want to receive degrees from Korea University have increased.

Seoul National University: Education is both a local problem and a global subject. Our aim is "GLOBAL" (Global Leadership with Open & Balanced Appreciation of Local need). We would like to train international leaders who have a well-balanced appreciation for global issues and can think of solutions to educational problems and needs in each country.

National Taiwan Normal University: Many students who have studied abroad come back to our university with a good understanding of the local culture of their host country. We have held various international exchange events and programs. Students come from Malaysia to study and be qualified as counselors, since there are few counselor schools in Malaysia. Our goal is for international exchange.

National Chengchi University: We focus on summer seminars. We have not adopted a collaborative degree program. We take groups of students to summer seminars.

What is your philosophy for preparing your curricula?

Beijing Normal University: We have introduced an APIC model which serves as the core of our education. (1) A - academic theory, (2) P - practical capability, I - international view, C - creative that means mental investigation, critical thinking power, etc.

East China Normal University: Our goal when developing curricula is: First, scientific knowledge, which is the most important base; second, interdisciplinary and transdisciplinary lessons; third, introduction of new scientific discoveries; fourth, development of curricula that have international characteristics and are unique to the East China Normal University in Shanghai.

Nanjing Normal University: In order to grasp educational issues and understand educational ideas, students (1) receive necessary basic training, study the fore-most achievements in their fields, and acquire research methodology. Besides that, they (2) gain a global point of view.

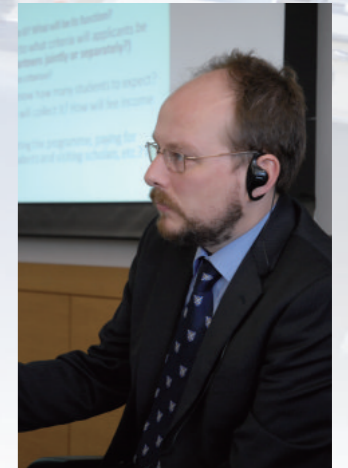
Korea University: Thirty-five per cent of our classes are taught in English. We promote various international exchange programs. On that basis our slogans are (1) Global Standards: based on TOEIC exam and other test scores, (2) Global Network: building dormitories for Korea University students at overseas universities and hosting various international exchange events

with international students, and (3) Global Scope: within the College of Education we have a program for sending students abroad for internships of 4 weeks or longer.

Seoul National University: We have created a Global Education Vision, and LEARNing (Literacy, Experience, Aptitude, Research and Networking for Global Education). Based on this, our students are acquiring knowledge and training through volunteer work, international exchange, and communication in English.

National Taiwan Normal University: (As mentioned below) we have three dual degree systems. We have not developed any specific curriculum. Instead, we have designed the dual degree system based on our existing mutual curriculum. We think it is realistic.

National Chengchi University: Centered around the 12 core competencies required for becoming a teacher, we have developed a holistic education. We have changed our classes from focusing on rote memory to focusing on using a variety of teaching methods, such as debate and problem solving. Students thereby gain the ability to use diverse lessons as teachers in the future. Also by encouraging them to volunteer and write blogs, we provide a holistic education.



What kind of talents are you trying to instill in your students?

Beijing Normal University: Since we are the most traditional teachers' college in China, we demand a higher level of talent from our students. We prepare courses, such as the "Contemporary Development of China," that deal with current issues in China.

East China Normal University: We have shifted from elite education to specialist training. In the field of psychology, "Application" has become a keyword. We send our students out to regional communities and have opened a "Science Shop." Our students counsel residents and tackle problems such as truancy in elementary and middle schools.

Nanjing Normal University: In fact, students need applied skills based on their ability to conduct professional work and to respond to diverse requirements. This is why we need our students to perform proper practical training. It is necessary for them to spend more than one year performing orderly fundamental training. We would also like to support students who are doing practical training. And we plan to assign two supervisors to each student. One supervisor would be a member of the university's teaching staff, and the other would be a practicing school teacher.

Korea University: We nurture our students to have world-class knowledge and a global view. For example, Nobel Prize winners are invited to lecture at our university. We aim to raise global

leaders. We prepare many exchange programs, daily exchange events, and practical training at foreign schools.

Seoul National University: First of all, since our university is research-oriented, we hope our students will play an active part all over the world. Our Faculty of Education established a "Global Education Vision." Our aim in "GLOBAL" is to raise international leaders who have open-minded thinking and well-balanced views based on the local needs of each country.

National Taiwan Normal University: Many students want to experience the local culture of their overseas study destination. Students gain a global viewpoint in addition to learning a foreign language, experiencing a foreign culture, and improving their expertise. Furthermore, by studying abroad, it is important to understand teaching methods that differ from one's own country, and at the same time gain a better understanding of one's own culture.

National Chengchi University: Our goal is not only to nurture our students' expertise as teachers, we also aim to educate "future intellectuals." We need to think of the campus as a "study," and use all aspects of life on campus to train our students to be teachers.

What are your notable activities related to globalization and dual degree systems?

Beijing Normal University: In our university there are courses that are taught in English, and our students prepare their Masters' theses in English. The College of Education provides the course, "Educational Management and Leadership."

East China Normal University: We do not offer a collaborative degree. Instead, in collaboration with New York University, we have established China's first "joint university" in Shanghai.

Nanjing Normal University: Recently, our Master's thesis oral examinations contain not only academic questions, but also questions related to practical educational training. Although yet at the conceptual stage, we plan to ask researchers and teachers from other countries to participate in the oral examination, because we want our students to be able to argue practical educational issues from different points of view.

Korea University: Our students practice-teach at universities and colleges throughout the world. We plan to have our students practice-teach at Utah State University and acquire a teacher's license in the United States.

Seoul National University: We have already established double degree programs with the University of Alberta in Canada. The

students study at their alma mater for one year or more, after which degree guidance is provided by supervisors from both schools. In one recently established interdisciplinary course, "Global Education Cooperation," students gain practical lessons in educational development. We also cooperate with international organizations, such as UNESCO, to create various opportunities for educational development.

National Taiwan Normal University: We have three dual degree systems: (1) "associate's degree + bachelor's degree" earned by studying two years at a junior college in Malaysia and transferring to our undergraduate school for the third years, (2) "bachelor's degree + master's degree" earned by studying for 3 years at our undergraduate school and then entering (upon our recommendation) a master's degree program at the University of Missouri, and (3) "master's degree + master's degree" earned by graduate students who study one year at our graduate school and one year at the University of Missouri.

National Chengchi University: We do not highly value any dual degree system. We send our students to overseas universities and want them to, as much as possible, experience first-hand different teaching methods. (December.2011)



Symposium & Seminar

- **International Symposium: "The Possibilities for Development of New Human Resources through Establishing Joint-Degree Program"** at Tohoku University, Japan, Dec. 09th -10th, 2011. Keynote Speech by HONGO Kazuo (Tohoku University). Lecturers; Prof. HU Jianhua (Nanjing Normal University), Prof. FU Hong (Nanjing Normal University), Administrative Chief XU Haining (Nanjing Normal University), Prof. XU Guangxing (East China Normal University), Prof. LIANG Ningjian (East China Normal University), Administrative Chief WANG Jie (East China Normal University), Associate Prof. LI Jiayong (Beijing Normal University), Associate Prof. GAO Yimin (Beijing Normal University), Researcher HUANG Xin (Beijing Normal University), Prof. LIN Chia Hsin (National Taiwan Normal University), Prof. CHIANG I-Chyun (National Taiwan Normal University), Prof. CHAN Jason Chihyu (National Chengchi University), Prof. FONG Tsao Lin (National Chengchi University), Prof. LEE Yonsuk (Korea University), Prof. HAHN Yongjin (Korea University), Prof. LEE Byungmin (Seoul National University), Prof. SONG Jinwoong (Seoul National University)
- **International Seminar: "Internationalization of Higher Education #1"** lectured by SHIN Jung Cheol, Associate Professor, Seoul National University, Korea, at Tohoku University, Jan. 24th, 2012.
- **International Seminar: "Internationalization of Higher Education #2"** lectured by PARK Innwoo, Professor, Korea University, Korea, at Tohoku University, Feb. 24th, 2012.
- **International Symposium. "Internationalization of Higher Education in East Asia"** at Tohoku University, Japan, Mar. 28 - 29th, 2012. Keynote Speech by HONGO Kazuo (Tohoku University). Lecturers; Prof. LI Xuguang (Dalian Institute of Science and Technology), Prof. LI Xiaoping (Dalian University of Technology), Lecturer CHEN Xi (East China Normal University), Associate Prof. DONG Cunmei (Hebei Normal University), Assistant Prof. BAOLICHAOLU (Inner Mongolia Normal University), Prof. LIANG Chungming (National Taitung University), Associate Prof. CHEEH Pai-Hua (Tam Kang University), Assistant Prof. KANG Youngbae (Daegu Haany University), Prof. JUNG Hyunkyung (Kyung Hee University)

Collaboration Arrangement

- Memorandum of Understanding : Tohoku University – Korea University, Dec. 10th, 2011.

Overseas Investigation

- National Taiwan Normal University (Taipei, Taiwan), National Chengchi University (Taipei, Taiwan) & National Chi Nan University (Puli Township, Nantou County Taiwan), Sep. 15th - 20th, 2011.
- East China Normal University (Shanghai, China), Beijing Normal University (Beijing, China) & Nanjin Normal University (Nanjing, China), Oct. 24th - 28th, 2011.
- Korea University (Seoul, Korea) & Seoul National University (Seoul, Korea), Oct. 26th - 29th, 2011.
- Chonbuk National University (Chonbuk, Korea), Nov. 17th - 22nd, 2011.
- Northeast Normal University (Changchun, China), Dec. 22nd - 26th, 2011.
- ACA(Academic Cooperation Association), Brussels, Belgium, Jan. 19th - 20th, 2012.
- Korea University (Seoul, Korea) & Seoul National University (Seoul, Korea), Feb. 20th - 23th, 2012.

Domestic Investigation

- Ritsumeikan University (Kyoto, Japan), Nov. 22nd - 23rd, 2011.
- Ritsumeikan University (Kyoto, Japan), Jan. 22nd - 23rd, 2012.

Visiting Professor

- Edward VICKERS, Professor (IOE, University of London, UK), Oct. 15th, 2011- Mar. 31st, 2012.
- SHIN Jungcheol, Associate Professor (Seoul National University, Korea), Jan. 11th – Feb. 10th, 2012.
- PARK Innwoo, Professor (Korea University, Korea), Feb. 6th – Mar. 5th, 2012.
- SONG Jinwoong, Professor (Seoul National University, Korea), Feb. 6th - Mar. 5th, 2012
- YE Lin, Associate Professor (Hangzhou Normal University, China), Feb. 13th – Sep. 30th, 2012.
- DONG Cunmei, Associate Professor (Hebei Normal University, China), Feb. 14th - Mar. 31st, 2012.
- HAHN Yongjin, Professor (Korea University, Korea), Feb. 22nd - Mar. 21st, 2012.

