



Asia Education Leader Course Launched

In the academic year of 2014, the Asia Joint-Degree Project of the Graduate School of Education at Tohoku University (AJP) launched a new course, the Asia Education Leader Course (AEL Course) with the aim of nurturing leaders in international education who have global perspectives. Openings for the course were then announced for application. The AEL Course is jointly operated by six departments of five universities including the College of Education, National Chengchi University, Taiwan; the College of Education, National Taiwan Normal University, Taiwan; the School of Psychology and the School of Education Science, Nanjing Normal University, China; Korea University, South Korea; and the Graduate School of Education, Tohoku University. These departments and universities take turns to run intensive seminars during long break periods in summer and winter. Participating students from the said universities travel to attend seminars held in Asian countries.

Although the AJP had held short-time intensive seminars thus far, it has also prepared for the creation of the AEL Course in order to provide students with more systematic learning by utilizing the know-how that the AJP has accumulated.

Subjects provided in the AEL Course are comprised of "KASP" clusters that the AJP has proposed. "KASP" is the acronym of

Knowledge, Attitude, Skill and Practice, and specifically means ① highly technical knowledge on education (Knowledge), ② understanding of, and empathic attitude towards East Asia (Attitude), ③ acquired skills of educational research and languages used in East Asia (Skill), and ④ formation of networks of people open to the world and provision of information (Practice). As shown in the Table 1, each partner university provides course subjects unique to itself in accordance with the structure of the KASP clusters.

The AEL course requires students to choose one or more subject from each of the K, A, S, and P clusters and to earn 12 or more credits in total. In particular, they are required to study P cluster subjects at least in two nations. Therefore, participating students have to travel to at least two countries. They study there with local students as well as their compatriots. Students who have completed the course by satisfying the above-mentioned requirements are awarded an AEL Course Certificate. As indicated on an inside page of this news letter, Tohoku University served as the venue for the 2014 AEL Summer Course (the course accepted the maximum of five students from each member university).

The AEL Course has been designed not only to provide educational contents set in its curriculum but to offer an environment for

students to study in collaboration with those from different countries. The course thus intends to help them nurture attitudes that respect cultures other than their own while cherishing their own culture, and to develop expertise required for global educational leaders. The AJP has advocated this as producing Internationally-Minded Educational Professionals (IMEP).

It is needless to say that collaboration across national borders is not easy. A number of issues need to be addressed such as academic assessment standards, credit exchange, expense incurred for students' travel, and students' safety overseas. However, it is important to seek solutions, not just through armchair discussion, but through the actual implementation of the course. We will continue practicing the course and reviewing it in search of optimum solutions. Please visit the AEL Course website for our brochure, applicant's guidelines, and the course syllabus.

www.sed.tohoku.ac.jp/~ajp/aelc/top.html



AEL Course Brochure 2014-2016 ▶

| AEL Course Curriculum |

	Cluster	Subject (2 or 3 Credits)	Japan Tohoku Uni.	Taiwan Chengchi Uni/ Taiwan Normal Uni.	China NanJing Uni	Korea Korea Uni.
Choose one course from each cluster. 8 Credits	K "Knowledge" High Professional Knowledge	① Contemporary Education Issues in Asia	●			
		② Educational Policy in Asia		●		
		③ Values and Innovation in China's Educational Policies			●	
		④ TEchnology-Enhanced Classroom Environments				●
	A "Attitude" Empathic Attitude toward Asia	① Global Citizenship	●			
		② Right to Education		●		
		③ Moral Education of Children in China			●	
		④ Comparative Study of Education				●
	S "Skill" Research Skills	① Data Analysis for Educational Research	●			
		② Field Study		●		
		③ Advanced Data Analysis (3 credits)			●	
		④ Case Management and Conceptualization				●
Choose two course from cluster P. 4 Credits	P "Practice" Experience in the Field	① Research Study I (Japan): Supports to Japanese Children and Youth	●			
		② Research Study II (Taiwan):		●		
		③ Research Study III (China): Children and Schools in China			●	
		④ Research Study IV (Korea): Quantitative Methods in Educational Research				●

Asia Joint-Degree Project Held AEL Summer Course



The Graduate School of Education at Tohoku University held the Asia Education Leader Course (AEL Course) as part of the Asia Joint-Degree Project for 11 days, from July 19 to 29, at the Humanities Building, Tohoku University.

This year, 18 students from partner universities in China, Taiwan, and South Korea as well as from the Graduate School of Tohoku University participated in the course and attended lectures including "Contemporary Education Issues in Asia," "Global Citizenship," "Data Analysis for Educational Research," and "Support for Japanese Children and Youth." These lectures were all conducted in English. Participating students had lively group discussions on topics such as problems in education and recent movements concerning educational reforms in each member country.

This AEL Summer Course was held as a part of the Asia Education Leader Course (AEL Course), which was created by Tohoku University jointly with its partner universities in East Asia in 2014. The purpose of the course is to develop educational leaders with a global perspective who are capable of addressing educational issues in this Asian region. Participants of the AEL Course have to visit at least two countries to complete the course and will be awarded a certificate if they obtain 12 credits or more from the subjects classified among "KASP"; i.e., Knowledge, Attitude, Skill, and Practice. AEL Summer/Winter Courses offer one subject from each of the "KASP" clusters and students are required to take three such subjects.

On July 19, the first day of the course, an opening ceremony and orientation session were held. At the opening ceremony, Professor Takashi Ueno, Vice Dean of the Graduate School of Education at Tohoku University, made a speech to welcome participants. Participating students then introduced themselves. At the orientation, Associate Professor Kazuya Taniguchi explained about course details and introduced Tohoku University. Points for participants to note about staying in Japan for the course were also explained to them.

Professor Yoshikazu Ogawa of Tohoku University delivered a lecture, "Contemporary Education Issues in Asia" (a K cluster subject) jointly with Professor Jung-Cheng Robin Chen from National Chengchi University, Taiwan. The lecture was intended to enable students to realize the diversity of educational systems in Asian nations, from the viewpoint of comparative education. The lecturers discussed a wide range of themes covering alternative schools, globalization and curricula, and educational reforms proceeding in each nation. Students learned the state of affairs in other nations directly from the students coming from those nations and compared it with their own country. They thus rediscovered differences and similarities among countries to grasp a global viewpoint.

The schedule of this AEL Course was designed for students to be able to take K and P subjects as common subjects and to select the A subject, "Global Citizenship" or the S subject, "Data Analysis for Educational Research" as an elective.

Students who took the subject of "Global Citizenship" attended a lecture delivered by Associate Professor Kazuya Taniguchi and Assistant Professor Sicong Chen and exchanged opinions about citizenship in the East Asia. The lecture included an observation trip, and the students jointly visited Sendai Shirayuri Gakuen Junior High School and High School. This first-hand experience of observing a secondary educational site in Japan seemed to contribute to more reality-based discussion in the class.

The attendees of "Data Analysis for Educational Research," a lecture by Associate Professor Satoshi Miwa, learned methods of data analysis used in sociometry as well as the theoretical foundations of the discipline by actually using statistics analysis software. The outcomes gained through the analysis following the presentations helped students deepen their understanding.



Research Study, as a P subject, provided students with a fieldwork-style session entitled "Supports to Japanese Children and Youth." Students who attended this class studied at Japanese educational sites or international exchange sites outside the university. Students who participated in fieldwork at youth support facilities visited places such as the Social Welfare Corporation Watage Fukushi-kai, Sendai City Child Consultation Center, Miyagi Psychiatric Center, and Tohoku Fukushi University Sendan Hospital. They asked many questions regarding details of these facilities' operations and the content of education they gave. Through this fieldwork, not only did they learn about advanced efforts made by Japan but they also discovered the commonality of issues that different nations face.

Students who joined the intern program of the Miyagi International Association (MIA) and the Sendai International Relation Association (SIRA) directly experienced the sites of international exchange and global understanding education that are organized by Miyagi Prefecture and Sendai City. While helping with events or other activities run by these authorities, students gained many insights from international exchange programs or support systems for foreigners implemented in Japan. These experience programs were highly rated by participating students on questionnaires.

Starting from Tohoku University, Japan, students of this AEL Course will also learn at National Chengchi University in Taiwan, Nanjing Normal University in China, and Korea University in South Korea in order to broaden their perspectives and to develop international ways of thinking. With the goal of gaining an AEL certificate in mind, students who have joined this AEL Summer Course are expected to attend other AEL courses, in particular, the AEL Winter Course to be held at National Chengchi University, Taiwan in January, 2015.

Schedule of Summer Course 2014

Graduate School of Education, Tohoku University
July 19th (Sat) – 29th (Tue), 2014

19th (Sat)	08:30 ↓	Opening Ceremony & Orientation (chaired by Assoc. Prof. Taniguchi, Deputy Director of Asia Joint-Degree Project)	Large Meeting Room (11F)
19th (Sat) ↓ 21st (Mon)	08:50 ↓ 17:50	K: Contemporary Education Issues in Asia Principal instructor: Prof. Ogawa Other instructors: Assoc. Prof. Jung-Cheng Robin Chen (National Chengchi University, Taiwan), Asst. Prof. Sicong Chen	306
22nd (Tue) ↓ 24th (Thu)	08:50 ↓ 17:50	A: Global Citizenship Principal instructor: Assoc. Prof. Taniguchi Other instructor: Asst. Prof. Sicong Chen Observation Trip	306
22nd (Tue) ↓ 24th (Thu)	08:50 ↓ 17:50	S: Data Analysis for Educational Research Principal instructor: Assoc. Prof. Miwa	204
25th (Fri) ↓ 29th (Tue)	08:50 ↓ 17:50	P: Research Study I: Supports for Japanese Children and Youth Principal instructor: Assoc. Prof. Ambo, Other instructors: Prof. Ueno, Assoc. Prof. Wakashima Asst. Prof. Park, Asst. Prof. Tanaka	
		Intern at SIRA Intern at MIA Field Trip	
		Presentation (306)	
29th (Tue)	12:00 ↓ 15:00	Closing Ceremony and Closing Party (Remarks by Prof. Hongo, Dean of Graduate School of Education, Tohoku University)	Large Meeting Room (11F)

Event (K)nowledge (A)ttitude (S)kill (P)ractice Free time

Participating in AEL Course

After lectures on subjects of the AEL Course

One of the challenges of giving lectures to participants coming from different societies and academic backgrounds and joining together only for a less-than-two-week period was how to work out in a short time a common knowledge and understanding ground for deep engagement and discussion. But gratefully the participants' open-minded and active attitude helped significantly overcome the challenge. It was a pleasant and productive experience of sharing ideas with the participants and learning something new from them in Summer Course 2014 of AEL Course.

Dr Sicong Chen, Tohoku University

Being a guest lecturer for 2014 AEL summer course in Sendai was one of my best memories in life. My gratitude, firstly, goes to Dean Hongo for his excellent academic and administration leadership showing me the way of Japanese conscientiousness. As a facilitator of this innovative program, Prof. Ogawa arranged each detail incredibly seamless, which I highly appreciate. Thanks to Prof. Ueno, Prof. Ambo, Prof. Taniguchi, Prof. Tanaka, Dr. Park, Dr. Chen, Ms. Park, Ms. Kuroda for their touched hospitality that I shall cherish it all the time. I also could feel the connection and friendship among the participant universities and students are growing via this program. Having a chance teaching in Tohoku University with foregoing splendid components, 2014 AELC summer course was an academic feast to me. Best regards.

Professor Robin J. Chen, National Cheng-Chi University

After attending the AEL Course

The first time when I got to know about the AEL course, where the students from different Asian countries were designed to exchange their ideas and points of view, I was very intrigued and became eager to participate in it. The 10 days of the course passed very quickly and smoothly with efforts of the organizing committee of Tohoku University. The widened vision I obtained during the course would benefit immensely throughout my academic life. If somebody is wondering whether they should join the program, I highly recommend it.

Master Course, Hyunok Ryu, Korea University





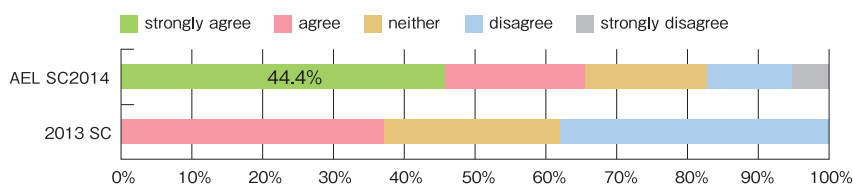
Results of a questionnaire survey of students who participated in 2014 AEL Summer Course

The Asia Joint-Degree Project of the Graduate School of Education at Tohoku University conducted a questionnaire survey of students who participated in the 2014 AEL Summer Course. The questionnaire asked them to evaluate the lectures they took as well as the entire course. The questionnaire consisted of ratings according to a five-point scale and free descriptions.

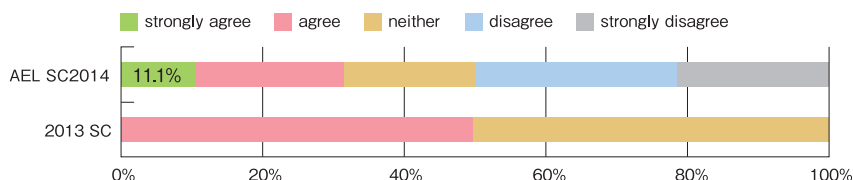
The results showed high evaluations in general. There are, however, some distinctive tendencies in the responses to questions about the course schedule and the meaning of visiting facilities and schools. The same tendencies had been found in the results of the questionnaires for the previous intensive seminars. We will hereby introduce these and other features.

◆ Do you agree that the number of lecture hours (450 minutes per day) was appropriate?

AEL SC2014(N=18)



◆ Do you agree that the number of lectures (five per day) was appropriate?



◆ How many days do you think are appropriate for the period of the AEL Intensive Course?

- Shorter than 10 days / 4 persons
- 10 days / three persons
- 10 to 15 days / six persons
- not applicable / five persons

◆ On fieldwork subject (free description)

<Do you think the fieldwork activities were effective?>

- It's really meaningful for me to understand welfare facilities in Japan. We should learn a lot from Japan.
- I want to talk to the staff or students (patients) to have enough knowledge. And we can stay for a while (more than 1 hours), not just look ppt only.
- I like the internship. But it should be more organized.
- It really expanded my horizon.



<Are there any other places that you wish to visit?>

- The ministry of education or local educational authority.
- Elementary school.
- Traditional culture of education in Japan.
- Join school activities or classes.

Similar to the results of the previous seminars' questionnaires, some mentioned the tightness of the course schedule as a response to the questions regarding the course as a whole. Considering the disparity of school terms among the member universities and the cost of stay incurred to students, schedule overload is inevitable. However, if possible, we would like to introduce a more flexible schedule, instead of

sticking to the current system of 90 minute lectures, while securing the prescribed number of lectures.

The internship program, introduced for the first time, also received a high evaluation from the respondents. However, some pointed out the need for further collaboration not only within the host university but also with outside organizations.



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PROJECT

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