

グローバル化と大学の役割 —日本の教師教育に関する—考察—

Globalization and the Role of the University: The Case of Teacher Education in Japan

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Keywords

グローバル化, 情報化, 知識基盤社会, 教師教育, 大学及び大学院教員養成プログラム
globalization, information technology, knowledge-based society, teacher education, GP
program for enhancing teacher training at university and graduate school

ABSTRACT

21世紀は、情報化及び技術革新に伴うグローバル化の進展によって、新しい知識の重要性が基盤となる「知識基盤社会」とされている。グローバル化を理解し、それに伴う社会変化に適応するためには、高度で幅広い専門知識と実践力を高めることが必須である。日本における近年の教育改革は、1949年の教育改革以来の主要構造変化であるが、この改革は、高等教育において教授された学術的知識と、変容する社会に求められる科学技術の知識のギャップを埋めることを目指している。本研究では、日本の大学が高度で幅広い専門知識と実践力を高めるためにどのような役割を担っているかを検証する。さらに、教師教育によって、グローバル社会における将来のリーダーとして、教員養成課程にある学生の能力をどのように高めていくかを検証する。文部科学省の資金援助により2005 - 2006年度に行われた大学及び大学院教員養成プログラムを研究対象とし、プログラムの研究内容及び方法の開発を分析する。

The 21st Century is an age of knowledge-based society due to globalization, together with information technology and innovation. There is a need to enhance students' competence in order to produce an understanding of globalization and to effectively respond to social change. Recent university reform in Japan, the first major structural change since the postwar reform of 1949, aims at filling the gap between the abstract knowledge taught in higher education and the applied market knowledge needed in this changing

world. This paper will examine Japanese universities' role in increasing the competence of students in applied knowledge and skills. Furthermore, it examines the role that teacher education plays in increasing the competence of student teachers, as future education leaders in a global society. The two-year, government-funded GP program for enhancing teacher training at university and graduate school was employed as a research method. Research content, method development, and results were examined.

1. Introduction

The 21st century is an age of the “knowledge-based society” (Chishiki kiban shakai) due to globalization together with information technology and innovation. The term, “Knowledge-based society” was created in 2005 in the statement of “Vision of higher education in Japan” compiled by the Central Education Council in Japan. The idea behind the term is that there is a need for enhancement of applied knowledge on the basis of life to effectively function in a rapidly changing world. Today, our globalized world is becoming more complex and unpredictable. Thus, there is a need for enhancing competence in order to demonstrate an understanding of globalization and to effectively respond to social change. We need to prepare students to be equipped with education to function in this changing world. Moreover, there is a need for understanding of and respect for others from different cultures for mutual trust and coexistence. The combination of applied knowledge, information, and technology would become a force to help communicate with others from different cultures. The revision of the Basic Education Law enacted in 2007 was a positive, immediate response to that need. The three main points of the revision are 1) the enhancement of Japanese people who live in the 21st century; 2) respect for and development of Japanese cultural tradition; and 3) statements of practical policies as well as the theoretical framework in order to actualize education which is a response to a new age.

Wiggins and McTighe (2005) state that “We

should determine what it is we want students to know and be able to do before we start short-sighted activity writing for the classroom.” Thus, our education agenda is to first identify 21st century knowledge and skills and then incorporate them into our curriculum, instruction, and assessment.

Sheppard and Larson (2010) disagree with a focus on only the development of knowledge and skills. They point out that student engagement should move beyond knowledge and skills and into the area of dispositions or “habits of mind”. They determine that “a global society is marked by diversity and controversy on a global scale.” They reinforce the fact that “responsible citizens in a global society should be willing and able to engage in discussions of controversial issues.” Furthermore, they propose a new approach to character education in which intrinsic value is focused on the engagement of learning and that teachers need to help students develop, recognize, and appreciate the intrinsic value of the desirable dispositions in discussions of controversial issues. Jacobs (2009) further states that “This change (the social change due to globalization) will require a curriculum that provides individuals with the dispositions necessary to engage in lifelong learning. Simultaneously, our vision of the teacher’s role needs to shift from that of the information provider to one of a catalyst, model, coach, innovator, researcher, and collaborator with the learner throughout the learning process. (p.226)”. It implies that teachers need to help students think by themselves instead of relying on authority and develop self-control.

Looking at Japanese education, globalization and

social change, and the needs of 21st century knowledge and skills are well-recognized by the educators. Furthermore student's character education and its intrinsic value have been developed in moral education since 1958. However, in Japan, the Ministry of Education and Culture, Sports, Science and Technology (MEXT) is the central authority. It is the decision making body for primary and secondary education plus higher education, especially public university. The Japanese constitution which was enacted in 1947 provided for the ideas of "freedom of study" and "autonomy of university". However, in reality, the current universities are not completely autonomous. In this sense, the development of higher education for enhancing the intrinsic value as well as 21st century knowledge and skills is still under control of the MEXT. This is considered as a top-down structure. Then, how do the Japanese universities play a role in building solid foundations of higher education and furthermore in developing teacher education in response to a changing world?

2. The Purpose of the Paper

This paper will examine how the Japanese universities play a role in increasing competence of students regarding applied knowledge and skills plus intrinsic values. Furthermore, it will examine how teacher education plays a role in increasing competence of student teachers as future education leaders in a global society in which diversity and controversy on a global scale are marked as the key factors.

3. Research Design

This paper will first examine the government vision on higher education along with the university reform in Japan. Secondly, it will identify the purpose of the Japanese government-funded,

competitive programs called GP (Good Practice) projects, specifically in regards to the advancement of teacher education and analyze those programs conducted in 2005 and 2006. Lastly, it will search for the new role of teacher education for the 21st century based on the analysis of those programs. All the data was collected via internet and literature review in both English and Japanese.

4. Government Vision on Higher Education and University Reform in Japan

4.1 The Government Vision on Higher Education

"The 1990s is called an age of the quality and the guarantee of the quality of education has become a significant theme of the higher education policies in each country." (Frazer, 1992) One of the reasons for this trend is universalization of university. Today more than 50% of high school graduates go to college and university in Japan. This may cause to instability, confusion, and inefficiency and result in lowering the level of student competence. Thus, it is significant to guarantee the quality of higher education, in order to enhance innovation and global competitiveness as a knowledge-based society. This can be called "innovation of higher education".

The marketization in the Japanese higher education has influenced both the Japanese government and universities such as the corporatization of the national universities and diversification of their education system. Guaranteeing the quality of education can be attained by raising the level of applied knowledge to the global level in order to compete and cooperate in the 21st century.

The government vision on higher education is one of the contributing to the activation and autonomy of the university by guaranteeing the quality of higher education by opening the government-created education market, reducing its strict control,

and providing capable colleges and universities with competitive funding project support.

4.2 University Reform in Japan

Recent university reform in Japan is the first major structural change since the postwar reform of 1949. It aims to fill a gap between the abstract knowledge taught in higher education and applied market knowledge (scientific knowledge) needed in a changing world. Hamada (2000) states that “a crisis of higher education is a crisis of the society. (p.4)”. He warns that lack of accurate concepts of the universities and lack of economic basis of higher education has caused to a crisis of higher education in Japan. Traditionally, the national universities under the strict control of MEXT also had the power to control the acquisition of traditional knowledge in their curriculum, instruction, and assessment. This top-down structure has created the rigidity and distortion in higher education. It does not respond to globalization and its social change.

Hamada stresses that the university should educate students with knowledge drawn from both historical time and global space. Acquisition of traditional knowledge in higher education requires critical thinking, research, and development. It takes time to internalize content knowledge, but it might merely remain in our minds as the abstract knowledge or theoretical framework and it might not be fully utilized in a society. In comparison, scientific knowledge by means of information technology requires immediate application to a rapidly changing society. Today, the Japanese government and universities tend to focus on only the development of scientific knowledge due to the advancement of information technology and tend to overlook traditional knowledge. This idea of university reform is to integrate traditional knowledge and the scientific knowledge into one, that is, applied knowledge.

“Today, under the pressure of globalization, massification and technological development, marketization of higher education, which enhances universities’ autonomy and promotes competition among them for resources, students and prestige, is a worldwide policy trend” (Oba, 2009). It is certain that globalization has created a highly competitive, but interdependent market-oriented business world in which we need to compete and cooperate with others with the highest level of knowledge and skills. Determining an individual’s intellectual activities and creativity as the best resources in Japan, Hamada stresses the enhancement of excellent talents and advancement of science and technology as a key to success in a changing world.

4.3 The Role of the University in Japan

Now, we need to rethink the university’s current stance and role in a changing world. First, the university should be more autonomous. In other words, the university should have freedom of study and freedom of speech, being independent of the Japanese government’s control. Under the autonomous educational environment, the university can help students freely cultivate applied knowledge by themselves instead of relying on authority and develop self-control and problem-solving skills to deal with challenging situations. In this sense, the university can be a place of cultivating philosophical thought.

Moreover, due to the marketization of the university, the idea of community at both global and local levels is becoming important. Our local community should link with our global community through social network by means of both direct communication and information technology. This relates to an idea of citizenship education. Ross and Bondy (1993) states that “We have advocated the aim of responsible citizenship, which entails the development of community values and communication and social skills. (p.328)” Thus, the

university should provide students with a democratic environment where they can freely discuss with others from diverse cultures topics like diversity and other controversial issues on a global scale and enhance their own intrinsic values necessary for making the right decisions. Under the democratic environment, students would be able to develop the community values and skills of responsible citizenship by socialization strategies. Furthermore, Ross and Bondy also stress that “Decisions about what is best and effective must be based on the teacher’s (or school’s) vision. (p.328)” Thus, there is a need for teacher education which enhances teacher’s leadership for covering the areas of human relations, organization, decision making, problem solving, and working in the community.

We, as educators, need to shift our mind set from a traditional teaching mode to a more productive one. In other words, we need to change our teaching mode from conveying knowledge acquisition to that of knowledge production and need to teach students in class and also beyond class in the world. Knowledge gained through education needs to be effectively and consistently utilized in a global society. Furthermore, certain skills also need to be taught for the maximum use of the knowledge provided. Collaboration, partnerships, and information technology skills are essential to a complex, interdependent, global society.

5. GP Projects Funded from the MEXT for the Year 2005 and 2006

In response to globalization and marketization of higher education plus a need to guarantee the quality of higher education, MEXT adopted an idea of competition and partnerships and created the GP (good practice) program for advancement of teacher training. It is a highly competitive government-funding, performance-based program for higher

education initiated in 2005. MEXT also reinforced an idea of partnerships between academia and business sectors. The purpose of this program was to vitalize Japanese universities and to bring more diversification of values and creativity. A good example is a requirement of self-evaluation and third-party evaluation to include more diversified perspectives and values. Furthermore, the MEXT advised individual universities to create their own special programs and curricula for enhancement of institutional autonomy. It also initiated new graduate school teacher education programs which were designed to advance specialized knowledge and to strengthen professionalism in teaching.

5.1 The Competitiveness of GP Projects

The GP program for advancement of teacher training in university and graduate school provided funding for capable projects submitted by two-year and four-year universities plus graduate schools in 2005 and 2006. 34 projects (2 joint and 32 individual projects) were funded in 2005 as shown in Table 1, and 24 projects (3 joint and 21 individual projects), in 2006 as shown in Table 2.

5.2 12 Common Factors of the Selected GP Projects

12 common factors were chosen from the narrative statement of each GP project selected. Those factors were 1) partnerships, 2) participation, 3) communication, 4) leaderships, 5) problem-solving, 6) community development, 7) Human development, 8) specialty development, 9) curriculum development, 10) instruction development, 11) assessment development, and 12) Counseling. Then, the number of the factors that each GP project contains was counted based on the description of the project. Lastly, the score of each factor was compared between 2005 and 2006 to investigate if there are significant differences in the emphasis of the GP projects.

Table 1
The Number of Applications and Selected GP Projects in 2005
 (Unit: case)

Type		4-Year University		2-Year University		Total	
		Applied	Selected	Applied	Selected	Applied	Selected
Joint Projects		3	2	1	0	4	2
Individual Projects	National	55	20	0	0	55	20
	Public	3	0	0	0	3	0
	Private	38	11	1	1	39	12
Total		99	33	2	1	101	34

Table 2
The Number of Applications and Selected GP Projects in 2006
 (Unit: case)

Type		4-Year University		2-Year University		Total	
		Applied	Selected	Applied	Selected	Applied	Selected
Joint Projects		7	3	0	0	7	3
Individual Projects	National	51	12	0	0	51	12
	Public	1	1	0	0	1	1
	Private	21	6	12	2	33	8
Total		80	22	12	2	92	24

5.3 Results

As shown in Tables 3 and 4, the results have proven that all the successfully selected GP projects through competition achieved high performance. The average score of the GP projects in 2005 was 70.8%, and 82.6% in 2006. The number of the selected GP projects has decreased by 10 cases. This shows that the Government provided more competition among the universities in the selection process to raise the quality of the GP projects. An increase in the percentage (11.8%) has shown that there has been a n increase of quality in the projects.

The results of the score of 12 factors and of each project are shown in Tables 3 and 4.

As shown in Table 3, the score of each university ranged from 7 through 11 out of 12, the maximum score in 2005, while it was ranged from 8 through 11 out of 12 in 2006. The increase in the average score has proven that the quality of individual projects has improved due to high competition.

Table 5 shows the total score of 12 factors and its

percentage in 2005 and 2006. It is recognized that partnerships, participation, communication, human development, and specialty (knowledge) development scored 100% in both years. In addition, problem-solving achieved 100% in 2006. Instruction, curriculum, problem-solving and leaderships were in the similar score group in 2005, however, the score of community development, assessment development and counseling was significantly lower. In 2006, curriculum development, leaderships, instruction development, assessment development, and counseling were in the same group which scored high. However, the score of community development was significantly lower.

5.4 Discussion

The identified 12 common factors were prioritized based on 2005 and 2006 in order to investigate the degrees to which factor might be more significant than others among all of the projects.

Partnerships, participation, communication,

Table 3

GP Projects in 2005 (N = 34)

Project Type: J = Joint; I = Individual University Type: 1 = National & Public; 2 = Private

No.	Proj. Type	Univ. Type	Partnerships	Participation	Communication	Leaderships	Problem-Solving	Community Dev.	Human Dev.	Specialty Dev.	Curriculum Dev.	Instruction Dev.	Assessment Dev.	Counseling	Total
1	J	1&2	x	x	x	x	x	x	x	x	x	x	x		11
2	J	2	x	x	x	x		x	x	x					7
3	I	1	x	x	x		x		x	x		x	x		8
4	I	1	x	x	x	x	x		x	x	x	x			9
5	I	1	x	x	x	x			x	x		x	x		8
6	I	1	x	x	x		x	x	x	x	x	x			9
7	I	1	x	x	x				x	x		x			8
8	I	1	x	x	x	x	x	x	x	x	x	x	x		10
9	I	1	x	x	x	x		x	x	x	x	x	x		9
10	I	1	x	x	x		x		x	x	x	x			8
11	I	1	x	x	x	x	x		x	x	x	x			9
12	I	1	x	x	x	x		x	x	x	x	x	x		10
13	I	1	x	x	x	x		x	x	x					7
14	I	1	x	x	x	x	x		x	x		x			8
15	I	1	x	x	x				x	x	x	x			7
16	I	1	x	x	x	x	x		x	x	x	x	x		10
17	I	1	x	x	x	x	x		x	x	x				8
18	I	1	x	x	x				x	x	x	x			7
19	I	1	x	x	x	x	x		x	x		x	x		9
20	I	1	x	x	x	x	x	x	x	x					8
21	I	1	x	x	x		x		x	x	x	x			8
22	I	1	x	x	x	x	x		x	x	x	x			9
23	I	2	x	x	x	x	x	x	x	x	x	x			9
24	I	2	x	x	x	x	x	x	x	x	x	x			10
25	I	2	x	x	x	x	x		x	x		x	x		9
26	I	2	x	x	x	x	x		x	x	x	x	x		9
27	I	2	x	x	x	x	x	x	x	x		x	x		9
28	I	2	x	x	x	x			x	x	x	x	x		9
29	I	2	x	x	x				x	x	x	x			7
30	I	2	x	x	x		x		x	x	x	x			8
31	I	2	x	x	x		x		x	x	x	x			8
32	I	2	x	x	x		x	x	x	x	x	x			8
33	I	2	x	x	x		x		x	x	x	x			8
34	I	2	x	x	x	x	x		x	x	x	x			8
	Total		34	34	34	21	23	11	34	34	23	30	7	4	289

Table 4

GP Projects in 2006 (N = 24)

Project Type: J = Joint; I = Individual University Type: 1 = National & Public; 2 = Private

No.	Proj. Type	Univ. Type	Partnerships	Participation	Communication	Leaderships	Problem-Solving	Community Dev.	Human Dev.	Specialty Dev.	Curriculum Dev.	Instruction Dev.	Assessment Dev.	Counseling	Total
1	J	1&2	x	x	x	x	x		x	x	x	x	x	x	11
2	J	1&2	x	x	x	x	x	x	x	x	x	x			10
3	I	1&2	x	x	x	x	x		x	x	x	x	x	x	11
4	I	1	x	x	x	x	x	x	x	x	x		x	x	11
5	I	1	x	x	x	x	x		x	x	x		x	x	10
6	I	2	x	x	x	x	x	x	x	x			x	x	10
7	I	2	x	x	x	x	x		x	x	x		x	x	9
8	I	2	x	x	x	x	x		x	x	x	x	x		9
9	I	1	x	x	x	x	x		x	x	x	x	x	x	10
10	I	1	x	x	x	x	x	x	x	x	x	x			10
11	I	1	x	x	x	x	x		x	x	x	x			9
12	I	2	x	x	x	x	x		x	x	x	x	x		10
13	I	2	x	x	x	x	x		x	x	x	x	x	x	11
14	I	2	x	x	x	x	x		x	x	x	x	x	x	10
15	I	2	x	x	x	x	x		x	x	x	x	x	x	10
16	I	1	x	x	x	x	x		x	x	x	x			9
17	I	1	x	x	x	x	x		x	x	x	x			9
18	I	1	x	x	x	x	x		x	x	x	x	x	x	11
19	I	1	x	x	x	x	x		x	x	x	x		x	10
20	I	1	x	x	x	x	x	x	x	x	x		x		10
21	I	1	x	x	x	x	x		x	x	x	x		x	10
22	I	1	x	x	x	x	x	x	x	x	x		x		10
23	I	1	x	x	x	x	x		x	x	x	x	x	x	10
24	I	2	x	x	x	x	x		x	x	x	x	x		8
		Total	24	24	24	20	24	6	24	24	24	17	16	14	238

Table 5
The Score of 12 Factors

No.	Factors	2005 (N=34)		2006 (N=24)	
		Score	%	Score	%
1	Partnerships	34	100	24	100
2	Participation	34	100	24	100
3	Communication	34	100	24	100
4	Leaderships	21	61.80	20	83.30
5	Problem-solving	23	67.60	24	100
6	Community Devevelopment	11	32.40	6	25.00
7	Human Development	34	100	24	100
8	Specialty Development	34	100	24	100
9	Curriculum Development	23	67.60	21	87.50
10	Instruction Development	30	88.20	17	70.80
11	Assessment Development	7	20.60	16	66.70
12	Counseling	4	11.80	14	58.30

Table 6
Prioritizd 12 Factors in 2005

No.	Factors	2005 (N=34)	
		Score	%
1	Partnerships	34	100
1	Participation	34	100
1	Communication	34	100
1	Human Development	34	100
1	Specialty Development	34	100
6	Instruction Development	30	88.00
7	Curriculum Development	23	67.60
8	Problem-solving	23	62.60
9	Leaderhips	21	61.80
10	Community Development	11	32.40
11	Assessment Development	7	20.60
12	Counseling	4	11.80

Table 7
Prioritizd 12 Factors in 2006

No.	Factors	2006 (N=24)	
		Score	%
1	Partnerships	24	100
1	Participation	24	100
1	Communication	24	100
1	Problem-solving	24	100
1	Human Development	24	100
1	Specialty Development	24	100
7	Curriculum Development	21	88.00
8	Leaderhips	20	83.30
9	Instruction Development	17	70.80
10	Assessment Development	16	66.70
11	Counseling	14	58.30
12	Community Development	6	25.00

human development, and specialty development had a highest score among 12 factors in both years. This shows that collaboration and partnerships among schools, university, and community through effective communication and human relationships is significant to raise the quality of teachers. The results also support the new Basic Education Law that emphasizes the enhancement of Japanese people and their applied knowledge and skills response to a changing world. In other words, human development and gaining abstract knowledge would not be in effect unless it would be applied to a changing world.

In 2005, curriculum and instruction development and problem-solving skills were ranked high. This means that these pedagogical skills were seen as essential to raising the quality of teachers, as well as raising teachers' professional knowledge (specialty). Leadership development is especially considered important to enhance teacher's professionalism.

It was recognized that raising teacher's competence (applied knowledge, communication and problem-solving skills, and leadership) is essential to guaranteeing the quality of education for the 21st century. Moreover, collaboration and partnerships among school, university, and community are essential to raising the quality of teacher's competence. Thus, there is an urgent need for conducting teacher education at the more flexible, and higher level. The purpose of the GP projects for advancement of teacher education is to level up teacher's competence in solving the educational and social problems that students are facing in a changing world. The GP projects focused on promoting higher education were solicited from colleges and universities nationwide, and were highly selected, government-funded projects, and contained very clear guidelines, purpose, and feasibility.

In 2006, the results show improvements of

assessment development and counseling along with the recognition of the importance of leaderships and problem-solving skills. Workshops regarding each project planning, practice, feedback on content and process were conducted, followed by assessment. Assessment was conducted in 2006 by the administrators of both internal and external organizations to include a more diversified perspective. Planning, practice, feedback on content and process of the workshops and system of consortium were assessed. Furthermore, counseling development in several projects conducted in 2006 was aimed at improving the human relationships with school children. This new trend supports the Basic Education Law - the enhancement of Japanese people who live in the 21st century.

Those GP projects had two effects: 1) the change of faculty's perspective; and 2) the change of the university's perspective. In addition, four merits of the GP projects were determined. Those were 1) An increase in internal network among faculty developed on campus resulting in the broadening and deepening of their educational research; 2) Faculty were able to share various data and know-how with colleagues and to mutually develop their own subject-knowledge; 3) Faculty were able to conduct educational research which reflected on the real situations and to integrate theory and practice; and 4) Graduate students were able to increase the opportunities to deal with the issues of schools and research conducted in other universities.

Those GP projects which involved multiple faculty and school teachers along with discussions contributed to not only raising the quality of teacher's competence but also to the teacher education reform of each college and university. Multiple participations of faculty and school teachers increased the awareness of collaboration, partnerships, and community.

However, there still remain the issues of lack of community development in teacher education. As

shown in Table 7, the concept of community development was not emphasized in many GP projects. Thus, there is a need to enhance the awareness of community as we educate student teachers.

6. The New Role of Teacher Education for the 21st Century

A number of graduate school's teacher education programs were initiated as part of the innovation of higher education in 2007. Those programs were designed for increasing both future teachers' academic competence in their disciplines and enhancing their pedagogical competence as a theoretical framework in order to vitalize teacher education and to foster more capable future teacher leaders in response to a new age. GP projects were also developed by the new teacher education programs in graduate schools. This was the integration of academism and professionalism as educators. Historically, normal schools or colleges were designed to cultivate a teacher's academic competence. Today, a focus of teacher education has been shifted away from academism to professionalism in the development of pedagogical skills. There is a gap between the two. There is a need for creating a balance between academism and professionalism in teacher education. In addition, there is a need for linking university with our community as well as schools so that student teachers can gain a sense of citizenship and can educate students for responsible global and local citizenship.

7. Conclusion

In response to globalization and social change, there is an urgent need for innovation in higher education. The concept of the "knowledge-based society" is a starting point. With a stress on applied

knowledge, the role of the university is identified as a place for students to produce their knowledge by themselves instead of relying on authority and to freely cultivate it as the "habits of mind" based on the idea of democracy. Furthermore, with the awareness of both global and local communities, the role of the university is identified as a place for responsive citizenship education by which students are required to engage in discussions on diversity and controversy on a global scale to actualize themselves in their communities at both local and global levels. Sustaining this university's stance as a philosophical and societal institution would guarantee the quality of higher education.

Marketization of higher education contains both positive and negative effects. A global scale competition based on democracy might have positive effects on revitalizing universities and raising the level of applied knowledge. However, this might also have negative effects if there would be no collaboration or partnerships among colleges, universities, schools, and community. The ideas of conducting workshops and the system of consortium in the GP projects would be a best solution to overcome a gap between competition and cooperation for excellence of applied knowledge.

Finally, the role of teacher education was identified important to the development of future teacher's leadership in raising both their academic competence in their disciplines and their pedagogical competence as educators. Creating a balance between academism and professionalism would be a key to success in future teacher education. Furthermore, there is a need for enhancing teacher's awareness and ownership at both global and local community levels to educate their students for responsible citizenship.

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