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ASSOCIATION OF INTERNATIONAL EDUCATION ADMINISTRATORS
ANNUAL CONFERENCE

**Internationalization and Quality
Assurance in Liberal Arts Education:
The Perspective of East Asian Institutions**

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Trends and features of liberal arts education in East Asia

- What is distinctive about liberal arts education?
- How do East Asian HEIs interpret liberal arts education?
- What are the key values and roles embedded in liberal arts programs in East Asia?
- What are the challenges and potentials?



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Liberal Arts Education and Colleges in East Asia

Possibilities and Challenges
in the Global Age

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What is distinctive about liberal arts education?

- Critical thinking
 - The importance of small group discussions and debates and study in the broad interdisciplinary contexts
- Moral and civil character
 - Extra-curricular and community-based activities, student-student and faculty-student interaction, and on-campus residential experiences
- Using knowledge to improve the world
 - Moral purpose (overcoming moral emptiness of modern sciences and humanizing sciences), large-visioned ideals, service to the world, international and multicultural experiences, service learning, etc.



How do East Asian HEIs interpret liberal arts education?

- Specialized studies in humanities
- Liberal Arts Colleges with the local needs
- General education as an introductory undergraduate education
- Some forms of undergraduate education based on concepts and values in East Asia



Key values and roles of liberal arts education in East Asia

- Intellectual bureaucrats and examinations
- Preparation for specialized university studies
- Integration of Christianity education into the secular system
- Transformation to a democratic society
- Skill development fit to the knowledge society
- International liberal arts education as a new concept



Challenges

- Discrepancy between principles and pedagogy
 - Dialogical learning and critical thinking vs Lecture-style large class and mass education
 - Interdisciplinarity vs dichotomy between general knowledge and specialized knowledge (at best multidisciplinary) in curriculum
 - Living and learning community vs partial dorm system
- Vocational aspect of liberal arts education
 - Trends of complex knowledge economy
 - English as a popular language of instruction for 'global leadership'
- Less emphasis on moral and critical perspectives



Potentials: Some innovations

- Increase of international programs and exchange of faculty and students in Asia and beyond (e.g. international service learning)
- More opportunities to share ideas and visions of liberal arts education and to identify pedagogical values and strategies in the contemporary Asian context (e.g. language exchange program, original core courses)
- ICU's research project on future private higher education system in Japan with a special focus on improving international competitiveness and sustainability of small-sized liberal arts colleges (e.g. dialogues and joint research in Asia)

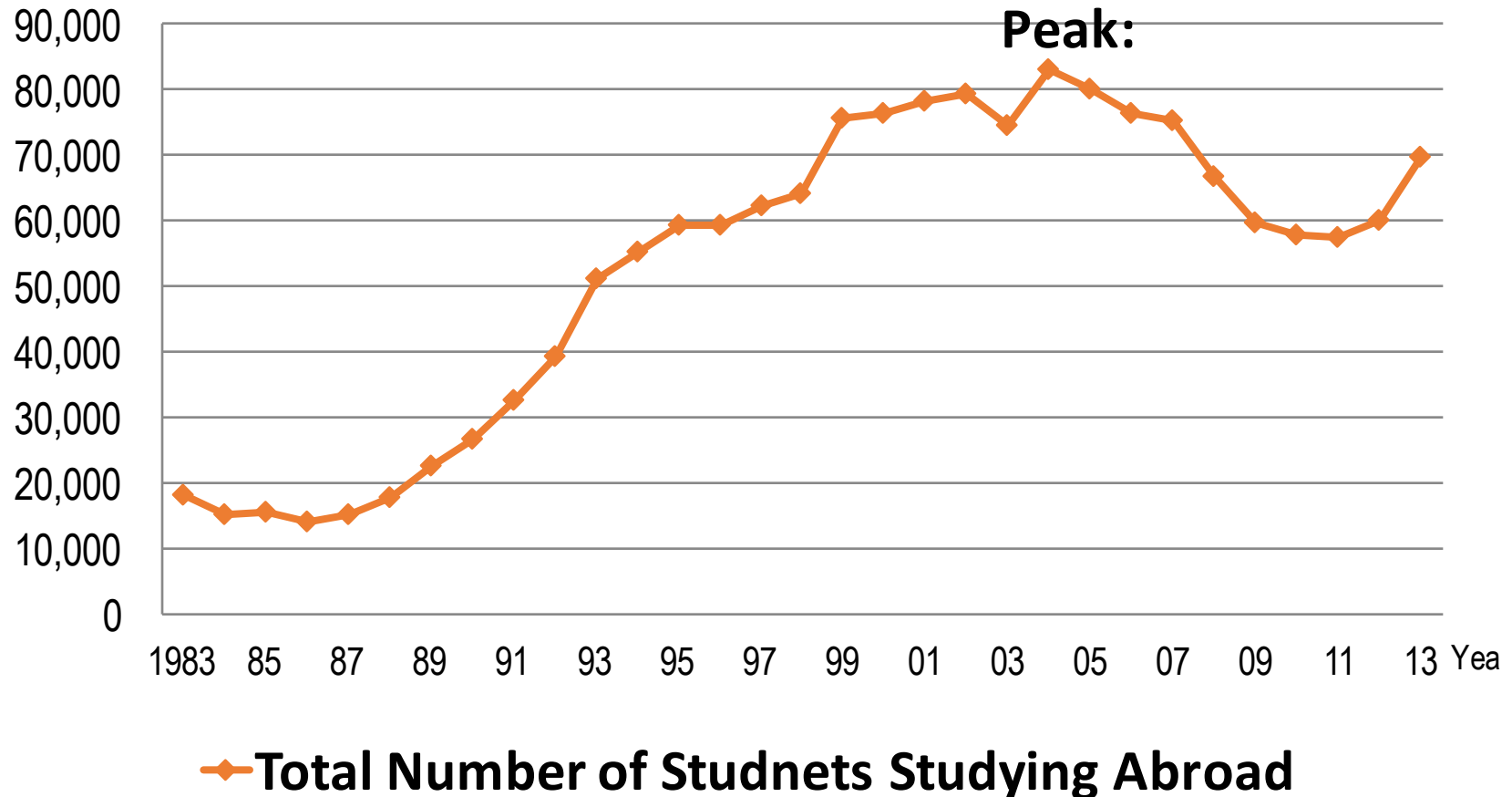
International liberal arts education as a unique concept of liberal arts education in Japan

Formation of "Global 5"

- International Christian University
 - Sophia University
 - Akita International University
 - Ritsumeikan Asia Pacific University
 - School of International Liberal Studies, Waseda University
- All promote students' study abroad as a part of their liberal arts education.
- Can study abroad really achieve the purpose of liberal arts education?



Japanese Students Studying Abroad



Source: JASSO "Annual Survey of International Students in Japan" (dated May26, 2016)



Survey of Global Personnel Development and Long-term Impact of Study Abroad

- **Survey period and respondents**

People with study abroad experience

Period: January-May, 2015

Number of respondents: 4,489

People without study abroad experience

Period: August-September, 2015

Number of respondents: 1,298

- **Survey method**

Online survey: As well as making direct requests for participants, the researchers also obtained the participation of monitors from a research company

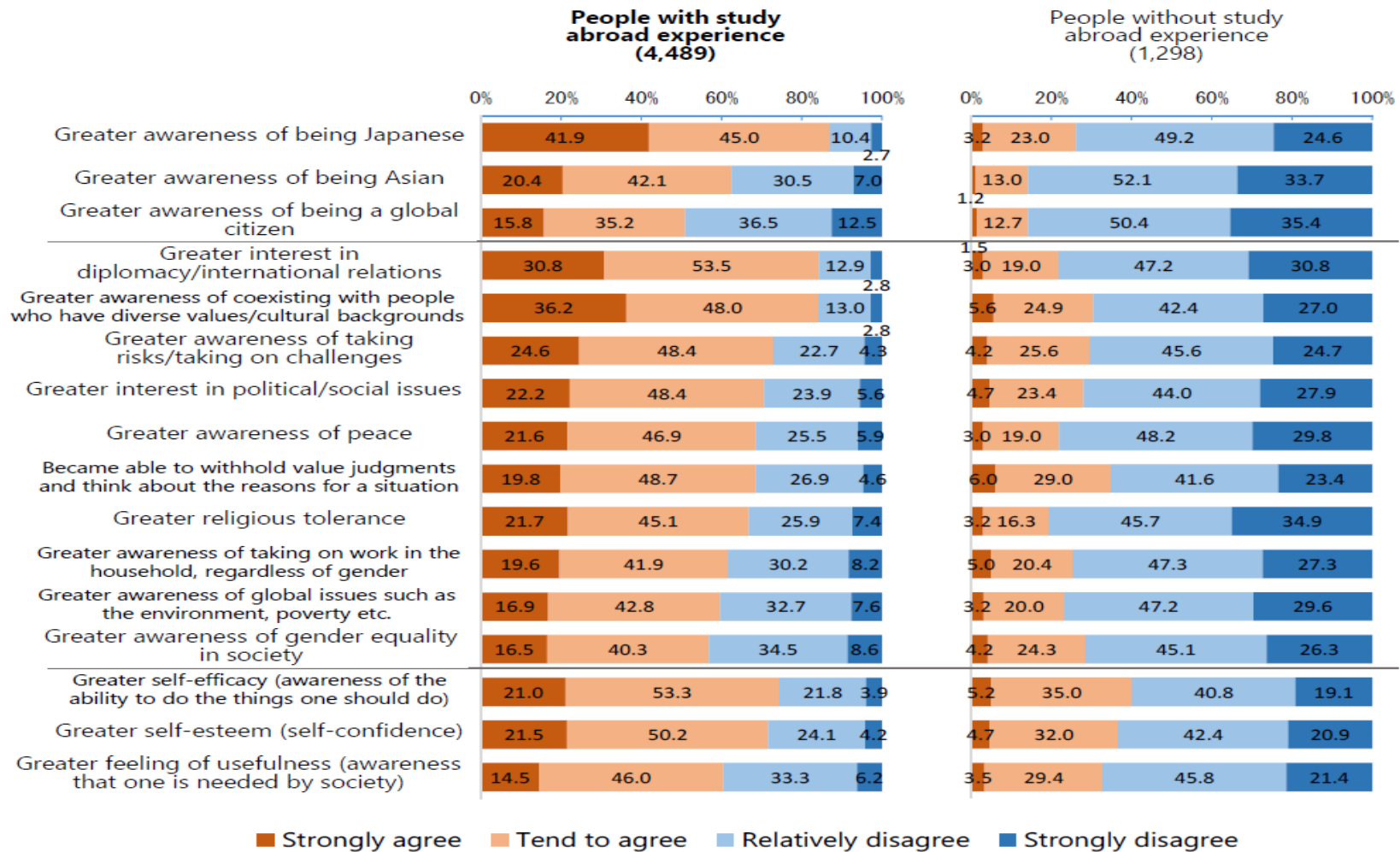
- **JSPS Grants-in-Aid for Scientific Research Scientific Research (A),
Research Project Number 25245078**

- **Principle Investigator: Prof. Masahiro Yokota, Meiji University**

- **Members: Prof. Hiroshi Ota (Hitotsubashi Univ.), Prof. Shingo Ashizawa (Toyo Univ.), Prof. Kazuo Kuroda (Waseda Univ.) and others.**



To what extent do you feel that your awareness of the following increased as a result of your study abroad [study in Japan]?



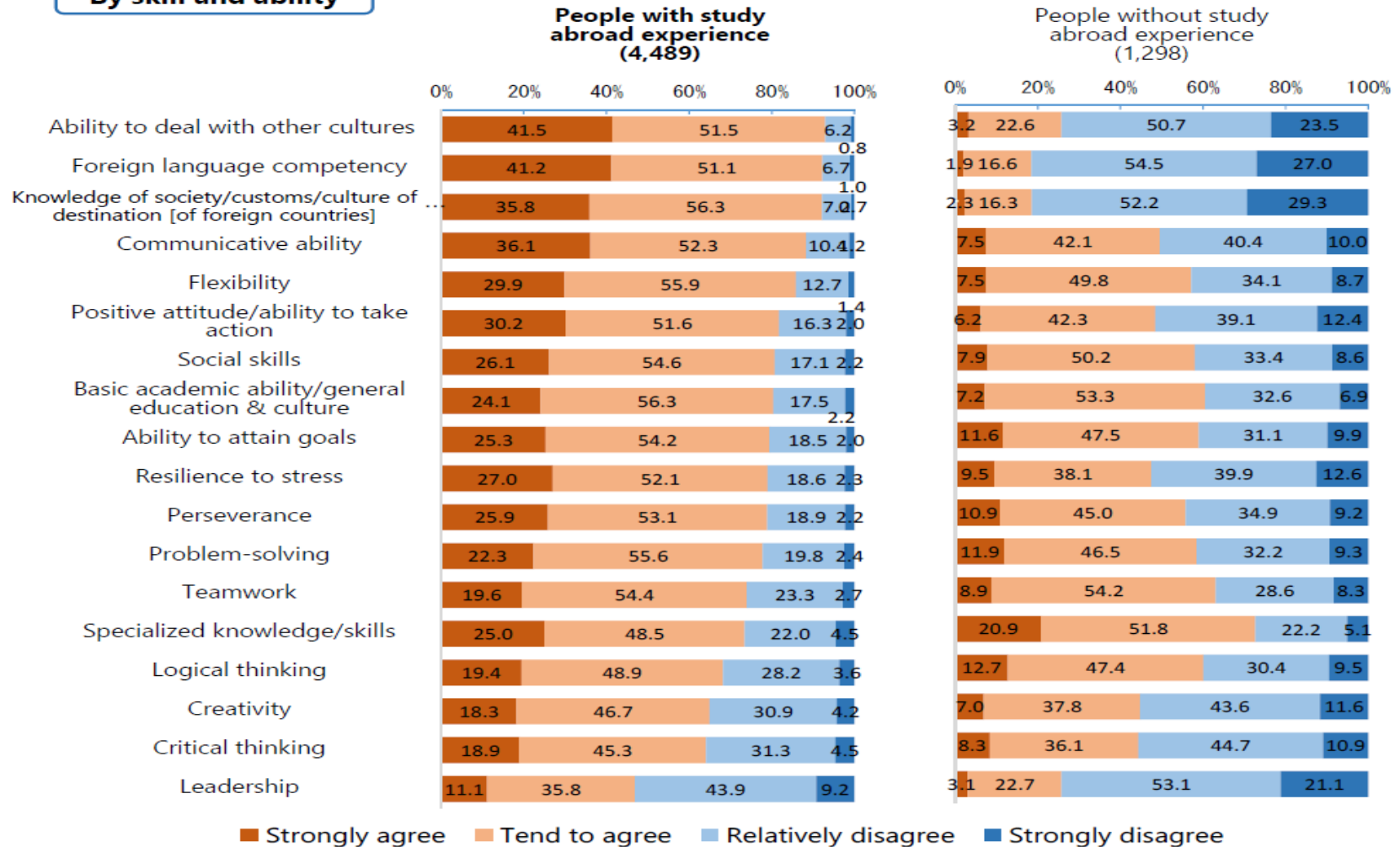
Experience of study abroad leads to the development of a positive set of values

- The values engendered include a readiness to take on new challenges without fear of risks and an openness to people with diverse sets of values.
- Marked differences between those with and without study abroad experience are apparent in terms of “awareness of being an Asian/a global citizen”, which are important in a global society. Those who have studied abroad are also proactive about interacting with people who have diverse sets of values and cultural backgrounds, and their study abroad experience also contributes to the development of self-esteem, self-efficacy, and a feeling of being useful.



As a result of your study abroad [study in Japan], which of the following abilities do you consider improved?

By skill and ability



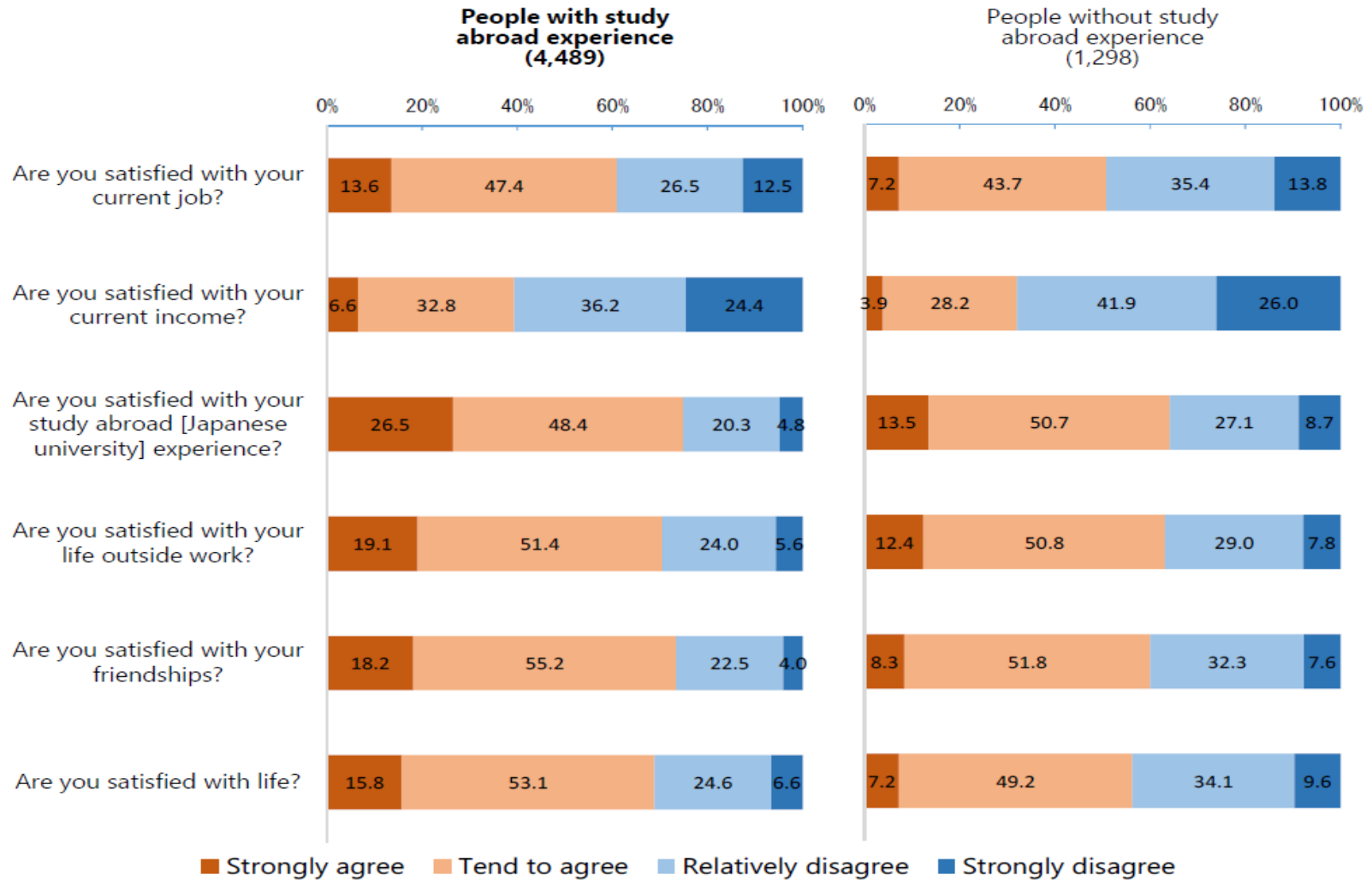
Study abroad contributes to improvements not only in language ability and specialized skills, but also in the fundamental skills required in the workplace

- It goes without saying that study abroad allows students to improve foreign language ability and to obtain specialized knowledge and international knowledge; it also leads to the acquisition of attributes which are important once they enter the world of work, such as “resilience to stress”, “flexibility”, and “leadership”. Those who studied abroad also showed a greater degree of improvement in “teamwork”, which tends to be valued in Japanese society, than did their peers without study abroad experience.



How satisfied are you with each of the following items?

By item



Satisfaction with Life and Work

- Even though there is a difference between the careers of those with study abroad experience and those without, no significant difference was observed between their levels of satisfaction with work and income.
- However, those with study abroad experience had a higher level of satisfaction with life than those without. It can be inferred that study abroad encourages interaction and friendship with people who have diverse values, and interest in and engagement with social issues, bringing an improved quality of life.



Study abroad as a part of liberal arts education

- This study showed that study abroad experience promotes international citizenship, competency and it makes people happier.
- Promoting study abroad as a part of “international liberal arts education” is a way to achieve its objective.



Quality assurance and liberal arts

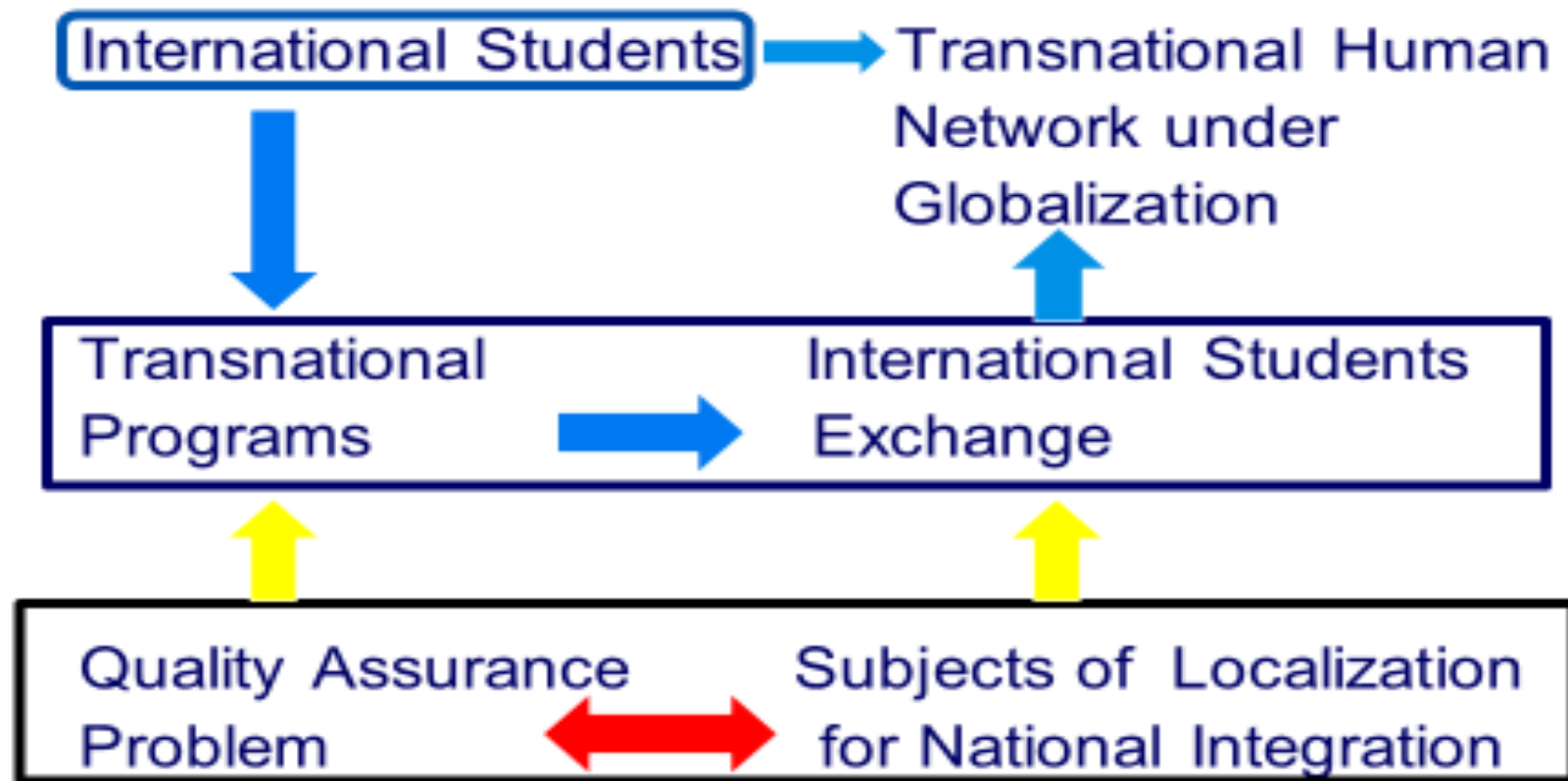
« discussion points »

- program evaluation on critical thinking and analysis from trans-disciplinary perspectives
- internal and external quality assurance scheme

« subjects »

- What is a debate of making a common framework of quality assurance in the East Asian region where there are several higher education framework for international programs as a background of multidisciplinary study?
- How is liberal arts related to global citizenship education?
- How can we evaluate programs by assessment of learning outcome in liberal arts in higher education?

Transnational programs and Quality Assurance Problem



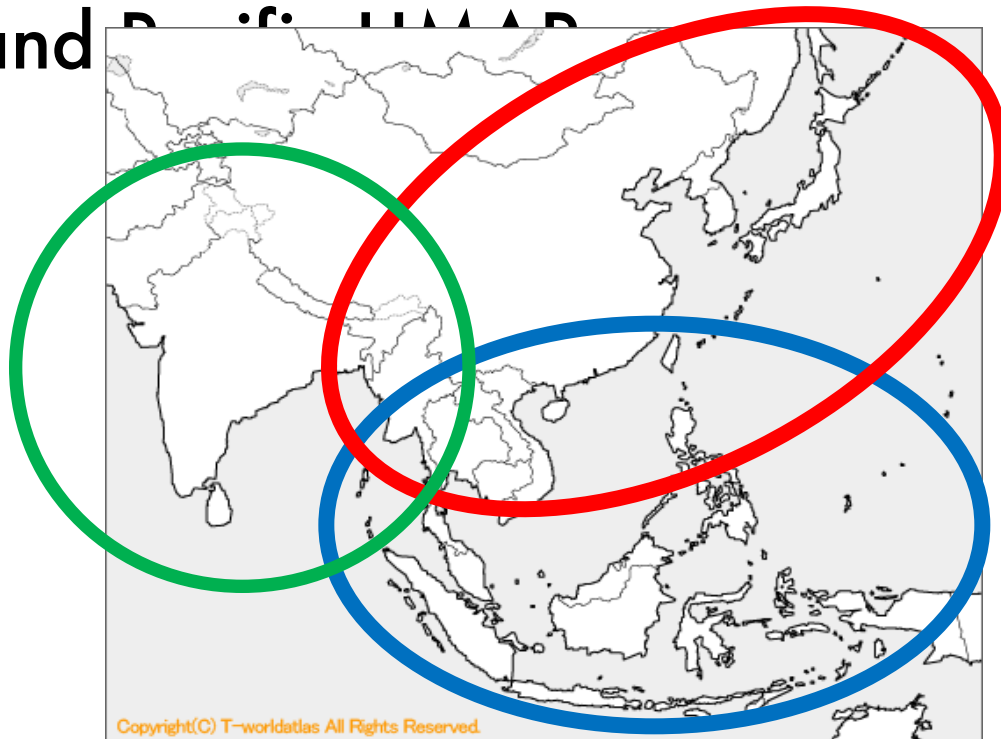
Background of development of international program with multidisciplinary approach

SE Asia: AIMS by SEAMEO-RIHED, AUN

South Korea, China, Japan: CAMPUS ASIA,

South Asia: SAARC

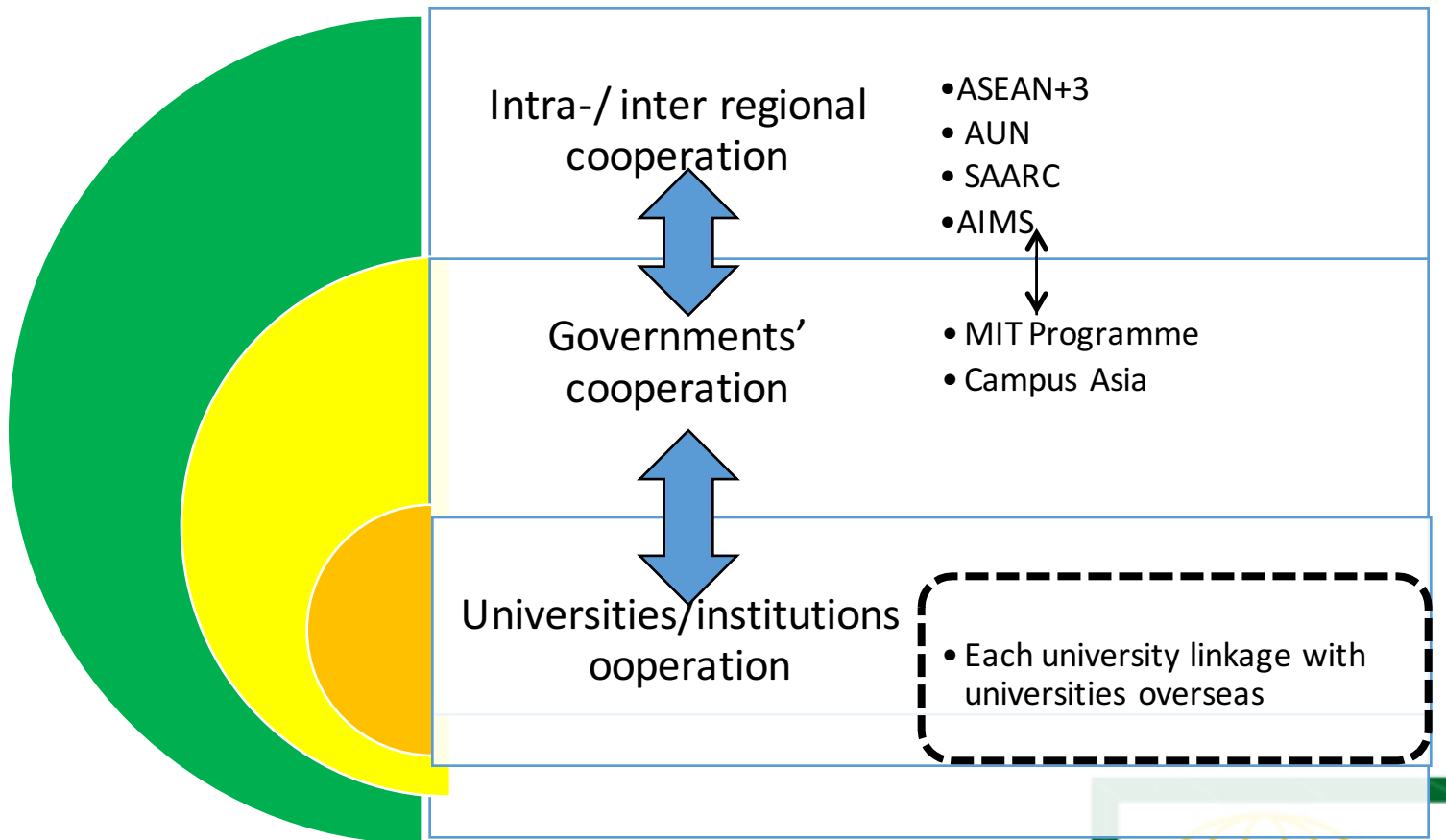
Asia and Pacific: UMAP



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Multilayered Aspects of International Higher Education Network

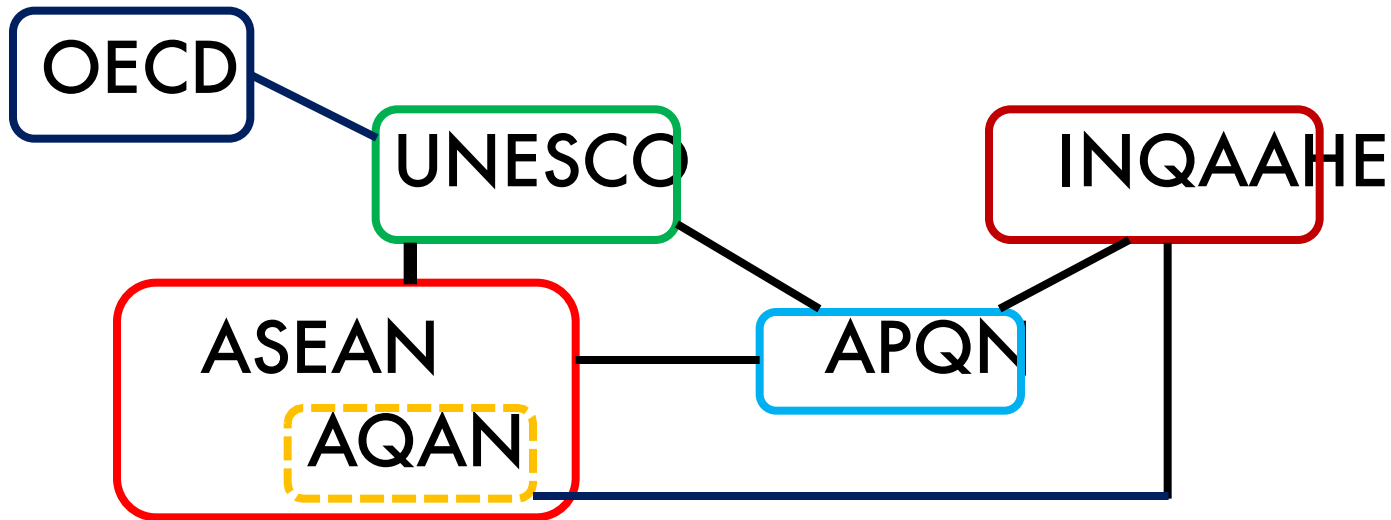


Function of Regional Higher Education Network

- To provide mobility among students and faculty members over the boundaries and outside the region
- To give students, faculty members and even people in general good opportunities to learn and discuss regional issues beyond national boundaries
- To share ideas for a regional community with people who have different cultures
- To create of new academic fields and subjects of international higher education



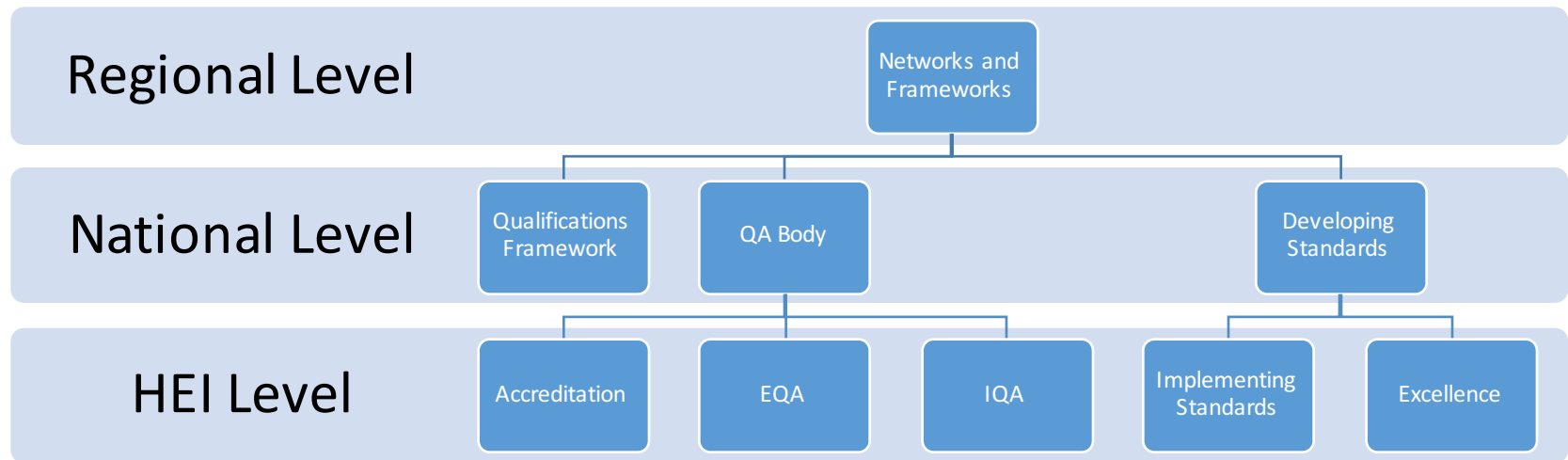
Quality Assurance Network in Asia



APQN=Asia Pacific Quality Network

AQAN=ASEAN Quality Assurance Network

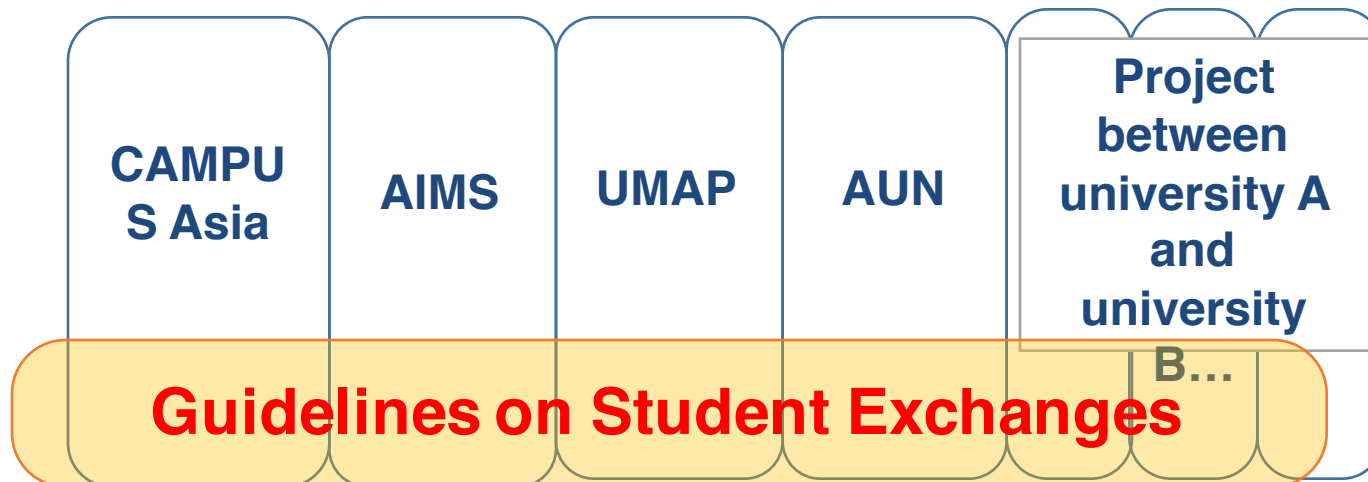
Quality Assurance Functions at local, national and regional levels



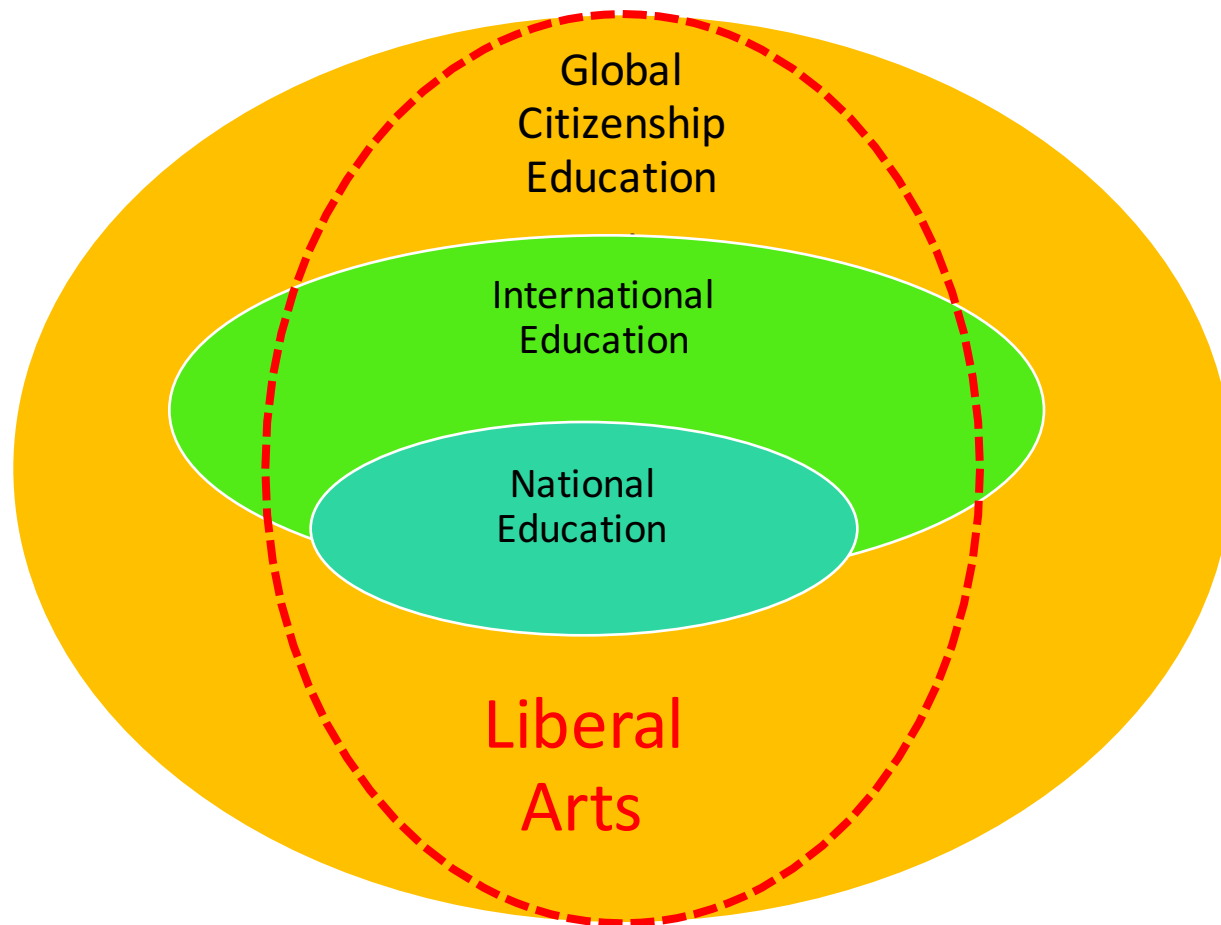
External Quality Assurance

Provide basic framework for student exchanges

**ASEAN+3 Guidelines
on Student Exchanges and Mobility**



Liberal arts as a Core of Education



Concept of Global Citizenship Education (GCED)

- a) A deep knowledge of global issues and universal values such as justice, equality, dignity and respect
- b) cognitive skills to think critically, systemically and creatively, including adopting a multiperspective approach that recognizes different dimension, perspectives and angles of issues
- c) Non-cognitive skills including social skills such as empathy and conflict resolution, and communicative skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives
- d) Behavioral capacities to act collaboratively and responsibly, and to strive for collective good



Liberal arts education and global citizenship education (GCED)

Liberal Arts Education

- Critical thinking
- Moral and civil character
- Using knowledge to improve the world



- Concept of **Global Citizenship Education**



Assessment of learning outcome in liberal arts and global citizenship education (GCED)

- competence framework (knowledge, skill, attitude)
- standardization of learning outcome
- qualifications framework (depending on fields and degree-level proficiencies)



- common framework and diversity among institutions



compatibility and originality

- audit, accreditation of institutions
- evaluation of international programs

