

---

## Global Education and Jeju

---

### Jeju National University

As we enter the global age, it is becoming ever more important that people get the best training. With some global educators, we held an in-depth dialogue about what some of the most effective ways of conducting such training would be. Participating in the conversation were educators from the University of Canberra, Australia; Western Oregon University, US; the Jeju Provincial Office of Education; Global Education City, the Jeju Free International City Development Center; and Jeju National University. They revealed their respective viewpoints on global education and discussed a variety of ways of fostering outstanding human talent.

#### Moderator

**Ko Kyounghee** (Professor, Elementary Ed, Teachers' College, Jeju National University)

#### Presenters

**Kim Iksang** (Vice President, Jeju National University)

Geoff Riordan (Dean, College of Education, University of Canberra)

**Mark Girod** (Dean, College of Education, Western Oregon University)

**Lee Inhoi** (Assistant Professor, Jeju National University)

**Kim Iksang:** Since 2013, the Korean Ministry of Education has been carrying out its Global Teachers' University (GTU) project at four different national universities, and Jeju Global Education City, launched in 2008, has become an important center of education, reinforcing the GTU project. JNU has tried to create and nurture global and local educators, making strong partnerships with overseas schools and with the local community. The JNU GTU Center aims not only to develop students' global competence but also to educate students as global teachers. This session is an opportunity for us to discover together ways toward cooperation and understanding in the field of

#### Discussants

**Kim Wonchan** (Vice Superintendent, Jeju Provincial Office of Education)

**Son Bongsoo** (Director, Department of Global Education City, Jeju Free International City Development Center)

**Kim Seong Baeg** (Professor, Jeju National University)

#### Rapporteur

**Kwon Sangcheol** (Professor, Jeju National University)

education by sharing our diverse perspectives and visions on how best to do this.

**Geoff Riordan:** Australia, which has developed its education system along the lines of the British one, has designated a budget of 100 million Australian dollars for its New Colombo Plan, to internationalize Australian education by providing scholarships for Australian students to study at Asian Universities, giving them experience of living and studying abroad. At the same time, Australia is improving its programs of cooperation with overseas universities to bring in more Asian students to study in Australia. Since the latter half of the 1990s, the number of exchange students studying in Australia has increased greatly. Education is now Australia's fourth biggest export and is the biggest export among service industries. We government support, we are pursuing a number of programs of internationalization, including efforts to attract more exchange students, establish facilities on campuses overseas (in Vietnam, Malaysia, China, and South Africa), establish concurrent connections with overseas schools, carry out codesign and delivery of courses, conduct courses online, institute degrees in overseas research, and identify other opportunities for international collaboration.

About 20 percent of the student body at the University of Canberra are from overseas. We are running a TNE program with Singapore and China, and gradually more students are getting part of their study experience from schools abroad. We plan to set up a Northeast Asia Research Center and are instilling fresh ways of thinking and clarity of perception in our students. We're using

a variety of teaching methods and are very interested in the success that Britain, Shanghai, and Korea have had in TIMMS and PISA. All of these things appear in the “Asian Century White Paper.”

**Mark Girod:** Western Oregon University is a small state school with 6,000 students, 500 graduate students, 300 teachers, and a staff of 300. The College of Education is divided into the departments of Special Education, Health and Physical Education, and Teacher Education, and the Teacher Education Department receives very high ratings from the Rehabilitation Training Commission. We turn out about 300 education graduates a year whom we have taught to be world citizens with diversified academic backgrounds.

As part of our efforts to improve the quality of education, we assess teachers’ performance, observing how they do in actual classroom teaching over a two-week evaluation period and examining whether they use proper teaching methods and methods of correction, assessing the success of the teachers and the students. In other words, the scoring is based on performance during both teacher training and practice teaching. We take special care to examine in detail the communities, schools, and classroom environment in which the College of Education students will be teaching to determine if there are any factors that might hinder the effectiveness of their teaching. We raise their capabilities of comprehension and analysis through multicultural training, consideration of alternative education environments, and emphasis on dual-language education. Recently we have included global education in these efforts. The students at Western Oregon University are from middle-class Oregon homes and thus lack experience of other countries, so in addition to the their current opportunities to experience Vietnam we expect to develop further ideas for diversifying their training in cooperation with Jeju National University.

**Lee Inhoi:** This session was organized with the theme of “Global Education and Jeju” to discuss how to effectively train global teachers and how to establish productive cooperation with universities across the world as well as with international schools in Jeju Global Education City. As the world becomes more globalized, those who don’t develop the competence to work globally may be viewed negatively.

Global educators have to view the social, cultural, and political influences of globalization with a discerning eye. In line with this, Jeju National University's program of training global educators was appointed in 2013 by the Ministry of Education to make partnerships with overseas schools to encourage students to get more than one degree, so currently there are seven of our students studying at Boise State University, in Idaho, US. Some of these students will receive certification overseas, enabling them to teach here in Korea or abroad. Here in Jeju, at Branksome Hall Asia, they do three weeks of practice teaching to help prepare them for their global role while at the same time expanding their opportunities for employment.

In the case of teacher education overseas, there are a number of difficulties that come up, including choosing from among the various programs available, the course requirements, and financial issues such as tuition and living expenses. These are problems we need to overcome together as we face the new challenges of global education.

**Kim Seong Baeg:** The University of Canberra's admission policies for foreign students, its program to send students to study in Asian countries, and Western Oregon University's efforts to enhance the quality of education are impressive. Jeju National University's current Global Teachers University project is a big change as it encourages some future teachers with the greatest potential to get dual degrees and diversifies its programs into short-, mid-, and long-term processes. Even if they teach here in Korea, their global perspective in teaching will benefit their students. Training the minority cream of the crop involves considerable expense, so we're trying to diversify the program away from being centered on the United States and are including more schools in Asia.

**Son Bongsoo:** I have two things to say about the GTU project. As part of the development of Jeju Free International City, Jeju Global Education City and English Education City were begun over a two-year period in 2007 and 2008. With a goal of eventually having seven schools, the city will have an educational environment better than other regions. There are restrictions on admission to international schools in other regions of Korea, but Jeju is free of such restrictions, giving it a great advantage,

and Jeju National University's GTU project will enjoy the same advantage. However, graduates of the GTU course of study will need to have a competitive edge as teachers, and I'm skeptical about how much they'll be able to improve their English during such a short program. I'd like to suggest that Jeju National University invite faculty who can lecture in English to come and teach here so that students can do their entire four years in English. Of course, there may be problems with that, such as financing the program, but it's worth giving some serious consideration to. I see having the students study in English here in-country as preferable to sending them overseas.

**Kim Wonchan:** I feel the same as the others about the need to internationalize education. From the viewpoint of the Office of Education, Jeju National University's GTU is a very good project in which the role of teachers is really important, and it should be the basis of effective reform in the Ministry of Education.

The teacher-training institutions of the GTU project are very important, and the Jeju Provincial Office of Education regards the project as beneficial and values the choices and focus it offers in terms of such things as smart education and flexible terms. It could be more effective to proceed in conformance with the special characteristics of Jeju Free International City, and we need to give the schools self-governance, including autonomy in hiring faculty.

The GTU project, which cultivates the capabilities of international education for the 21st century, needs to expand its efforts to include reforms in teaching methodology in addition to having students get certification in two countries to help fill the demand for global teachers. It is also important that teachers have a proper understanding of such international issues as peace, human rights, and the environment as well as of universal human goals. In global education, obstacles caused by differences in teacher qualifications need to be gradually reduced if we want global education to succeed. For true, far-reaching success, we should not limit ourselves to Jeju Free International City but should bring the program to ordinary schools as well.

**Geoff Riordan (Dean, College of Education, University of Canberra):** First, Australia and Korea are similar, but in world assessments such as PISA, Korea is superior while Australia can contribute in language education. Second, as regards the

differences in qualifications for teacher certification previously mentioned, it would be possible to determine global qualifications based on differences in the content the teacher presents and the resulting grades as observed during the teaching process and in student evaluations.

**Mark Girod:** I've learned a lot here about the future role of education. In particular, I think other universities can learn from Jeju National University's GTU project. Students at Western Oregon University tend to avoid opportunities to study abroad. By using the Internet more to share learning with overseas students, especially in the field of social studies, our students will gain invaluable experience. I'm taking away from this a lot about the variety of ways global education can be carried out.

**Lee Inhoi:** Concerning the opinion that we should have students study here in Korea rather than sending them abroad, I'd like to say that experience that goes beyond merely learning in the classroom is important, so it's also important to send students to study abroad when such an opportunity is available. To strengthen the capabilities of education in Jeju, the efforts of Jeju National University alone are insufficient. They have to be supplemented by the interest and involvement of the Provincial Office of Education and the provincial government, which handles the budget. I think it's important for Jeju Free International City, the Provincial Office of Education, and everybody in Jeju to be interested in and participate in Jeju National University's GTU project.

**Kim Iksang:** There are four international schools in Jeju, and Jeju is a Special Self-Governing Province, but the Provincial Office of Education does not differ much from those of other provinces. For progress in education in Jeju, we need to set a different direction of reforms and collaborate as we advance. Also, our interest and cooperation must continue even after training teachers.

---

### Policy Implications and Suggestions

- Global education has a variety of aspects. It is important to send students to study abroad as a basic strategy that will successfully improve their English and give them the ability to adapt to other environments.
- Conducting the curriculum in English here in Korea for students who aim to become global teachers can be more cost-effective than sending them to study abroad.
- Another way to strengthen Jeju National University's global capabilities would be to offer more courses in English for students from overseas.
- Jeju Island is a Special Self-Governing Province and befitting that status has Jeju Free International City, where foreign schools operate. As part of its efforts in global education, Jeju National University needs to collaborate with these autonomous institutions to come up with creative ideas.
- Australian and American universities are working to globalize, so we could test the possibilities of more substantial interaction with them through exchanges of students and professors.
- Gradually increasing the size and frequency of such programs can lead to progress that goes beyond mere cooperation and exchange.