

U21 MEETING OF FACULTIES OF EDUCATION, MONDAY, 9 APRIL, 2001, SEATTLE, WASHINGTON

Present:

Michael Peters (U. Glasgow and part-time U. Auckland)

Carl Corter (O of T/ OISE)

Virginia Richardson (U. Michigan)

Frank Echols (U.B.C)

Jon Shapiro (U.B.C)

Alison Jones (U. Auckland)

David Clarke (U. Melbourne)

John Baird (U. Melbourne)

Overall, the meeting was most productive, with the participants feeling that decisions of substance had been achieved in a short time. Three features of the meeting were: Endorsement and elaboration of the Mission Statement from Glasgow; Agreement on two initiatives to start the process of collaboration; Action to assess the status of the working groups established at Glasgow. Each of these will be outlined briefly below.

1: Endorsement Of Mission Statement From Glasgow.

The text below comprises an endorsement and elaboration of the “Mission Statement” formulated at the Glasgow meeting. This Mission Statement should be seen as an evolving document and we present it in anticipation of comment and further refinement at future gatherings of the U21 Faculties of Education.

The U21 Faculties of Education Consortium will create a forum for international collaboration and exchange to:

- ❖ Enhance the study of education and learning within each university and more widely;
- ❖ Promote research, development and teaching to meet the educational needs of a knowledge-based society in a changing world;
- ❖ Improve the educational provision by each institution for their communities, from local to global;
- ❖ Stimulate and shape international educational policy debate.

The alliance of U21 Faculties of Education will seek to achieve the above objectives by capitalising on their specialist expertise in:

- ❖ Knowledge creation and management;
- ❖ Human development through formal, informal and lifelong learning;
- ❖ The professional development of educators;
- ❖ The inter-relationships between the distribution of educational experiences and their individual and social consequences.

Working groups will pursue the following areas:

- 1: Development of a code of principles, ethics and practice for U21 collaborative activities.
- 2: Development of:
 - ❖ areas of collaborative research and development;
 - ❖ shared/joint teaching programs and other activities.
- 3: Generation of mechanisms for purpose-driven information exchange related to areas 1 and 2 above and including:
 - ❖ research activities;
 - ❖ profile of course provision;
 - ❖ e-programs and distance learning courses;
 - ❖ existing links between U21 institutions and other universities or networks.
- 4: Methods and processes for student and staff mobility and exchange.

Generally, the U21 Faculties of Education Consortium will actively participate in providing an “education voice” in development of U21 policies and practices, by debating and critiquing the nature and purposes of U21 and other global initiatives in education and of their substantive components. This debate and critique will occur through various activities, including:

- ❖ Information-sharing about key elements of the initiatives;
- ❖ Debate both within and between U21 Faculties of Education, and in the wider intra- and inter-university context, of key issues related to these elements.

This mission can be pursued independently of any commercial alliance that may be formed between U21 and Thomson Learning or any other outside body.

2: Two Initiatives To Start Collaboration

The meeting recommended two initial projects to advance this mission:

- 1: Identification and critique of key issues in higher education policy related to e-education within the U21 context;
- 2: Identification and critique of key issues related to teacher education, grounded upon the U21 context.

There are many potentially fruitful areas that might focus U21 collaborative activity. The meeting felt that these two issues would be of interest to all U21 Education faculties. It was not intended that pursuit of these two initiatives should preclude pursuit of other projects, but that the immediate priority was to promote inter-institutional collaborative activity across the widest possible range of U21 institutions.

2.1: e-Education

There are two major elements of this initiative, both of which will arise from the context of U21 faculties:

- ❖ Elucidation of higher education policy related to e-education/global distance education;
- ❖ Design, delivery and quality monitoring of e-education.

Each element requires obtaining information and research data, evaluation of data, and decisions regarding how best to proceed both individually and collaboratively.

The need was recognised to establish a website, possibly with three components:

- A: *Data*** - Information sharing of U21 site-based information on current design and delivery of e-education within each institution;
- B: *Interpretation*** - Posting and sharing of position papers that interpret the nature and significance of each set of site-based information in A;
- C: *Discussion and Critique*** - Establishment of an electronic forum, based upon the position papers from component B, to offer both intra- and inter-site critique and foster debate.

An initial offer to initiate this process was made by Carl Corter (OISE, University of Toronto), however the recent withdrawal of the University of Toronto from U21 renders this problematic. Carl has generously offered to continue to pursue matters related to the website, however the long-term interests of the U21 consortium are probably better served by locating such a facility at a U21 institution. Suggestions as to how the website initiative might best be pursued can be sent to D. Clarke (d.clarke@unimelb.edu.au) for wider dissemination.

2.2: Teacher Education

It was determined to offer a symposium at AERA in 2001, in the area of teacher education, which builds upon the experiences of U21 universities. In this symposium, each of five presenters identify and elaborate a problematic issue in teacher education experienced by the universities in his/her geographical/social region. This problematic issue will have been determined by eliciting the assistance of academic staff at U21 institutions in the region to provide suggestions, ideas and perspectives. While contextually-embedded, it is intended that each issue transcend the particulars of the universities involved, having relevance and implications for teacher education broadly defined.

Suggested composition of the symposium (tentative only at this stage):

Chair: David Clarke

U.S.	Karen Wixson
Australia:	John Baird
U.K:	Michael Peters?
Asia:	Frederick Leung?
Canada:	Rob Tierney?

With the impending deadline for submission of AERA proposals, it is important that the presenters solicit comment from their colleagues in the region with regard to the symposium topic. The submission of the proposal will be coordinated by David Clarke in consultation with Virginia Richardson.

Other U21 Education academics might consider utilising the U21 network to organise symposia around other issues or themes (eg. Classroom Research, Assessment, Lifelong Learning, Social Justice, etc).

3: Monitoring Status Of Glasgow Determinations

It was decided to check the status of some resolutions from Glasgow, as follows:

3.1: The U21 contact person(s) from each institution will be confirmed (Deans will be contacted by D. Clarke in this regard);

3.2: The notional convenors/coordinators of the working groups determined at Glasgow will be contacted in order to determine what if any progress has been made. It is suggested that if no further progress has been made in establishing a particular working group, then the U21 Deans would be invited to nominate academic staff for membership of each of the working groups (D. Clarke to action).

The resulting information will then be circulated, with a view to fostering future collaboration.