

# **Universitas 21 Deans of Education Meeting 3 in New Orleans March 31 – April 2, 2002**

## **Report of Events**

### **Activity One**

**Sunday, March 31 – 2 to 7 pm**

Plantation Room, Hotel St. Marie, 827 Toulouse Street, New Orleans

Present: B. Caldwell (Melbourne), D. Clarke (Melbourne), W. Heineke (Virginia), H. Kwiatkowski (Glasgow), F. Leung (Hong Kong), B. McGettrick (Glasgow), A. McPhee (Glasgow), J. O'Brien (Edinburgh), A. Pare (McGill), S. Parker (Nottingham), V. Robinson (Auckland), N. Seel (Freiburg), R. Tierney (UBC), P. Uddman (Lund), K. Wixson (Michigan)

1. Report of U21 Managers' Meeting at UBC, March 7-8, was tabled
2. General Discussion

#### 2.1 U21 Global

A series of questions were posed:

“Who awards a U21 degree?”

“Who generates the Programs?”

“How is the process of program development initiated?”

“What are the terms of the agreement between U21 Global and Thompson?”

“How are profits disbursed?”

It was felt important that the U21 Secretariat and U21 Global provide documentation to all academic staff relating to these questions.

**ACTION: BRIAN CALDWELL**

#### 2.2 Shared Understanding

- All participating universities are members of U21, but not all are members of U21 Global
- U21 Pedagogica reviews any program or subject proposals
- Program and subjects development is commissioned by U21 Global

#### 2.3 How can Education contribute to U21 Global?

- Offer our expertise in educational evaluation?

#### 2.4 Optimising U21 Affiliation

- Project-driven initiatives (Seel, Freiburg)
- Reciprocity/Exchange, Collaboration, Review and Evaluation (Tierney, UBC)

- Tension between values in the Education Mission Statement and some U21 activities (McGettrick) “If we must be complicit in U21, then make our complicity explicit.”
  - Institution-level mechanisms for processes of quality review (Pare, McGill)
3. Portability of Qualifications (discussion led by B. McGettrick) Document tabled, dated January 15, 2002.
    - 3.1 Clarification was sought on whether the portability related to “within programs” or “at the end of programs” – for the purposes of Education, it was determined that portability should be interpreted as applying at the end of a student’s first degree (that is, the issue is one of access to graduate programs on the basis of a qualification gained at a different U21 institution).
    - 3.2 It was suggested that the Portability Project could be utilized as a vehicle for the proposal of new approaches (such as Problem-based learning)
    - 3.3 Three approaches to Portability were identified: Bilateral, Multi-lateral and Alliance approaches – these approaches were not felt to be mutually exclusive. Once over-arching principles have been established, institutions could develop relationships between pairs of universities or within groups of institutions to implement portability agreements. Where a portability agreement exists an applicant from one U21 institution applying to undertake a graduate course at another institution would be treated as a local student for the purposes of entry requirements.
    - 3.4 It was suggested (Kwaitkowski) that the assumptions behind any identified course equivalences should be made explicit.
  4. AERA Symposia 2002: International Perspectives on Issues in Teacher Education (discussion led by D. Clarke)
 

Details were shared for the symposium to be presented on April 2 and it was agreed that a post-symposium debriefing meeting would be held for those able to attend in the Plantation Room, Hotel St. Marie, at 12:30 pm on Tuesday, April 2.
  5. AERA Symposia 2003
 

It was suggested that, given the success in getting a symposium accepted for AERA, another symposium should be planned for 2003. The suggested title to be “Emerging Conceptions of Professionalism in Teaching.” In recognition of the more extensive attendance at the New Orleans meeting, it was suggested that papers contributed to the symposium should be collaborative efforts between groups of institutions (rather than from single institutions as was the case for AERA 2002). D. Clarke offered to coordinate this activity.
- ACTION: DAVID CLARKE**
6. Future Meetings
 

Given the success of this sequence of activities – attracting representatives from 13 U21 institutions (Peking and Queensland were unable to attend on March 31, but participated in subsequent activities) – it was resolved that funding should be sought from the U21 Secretariat to support future activities of the consortium of Education faculties. It was noted that the guidelines for “U21 – Meetings of Deans and Special Interest Groups” (M. G. Clarke, January, 2002) stated that:

“Under special circumstances, some limited funding may be available to support projects sponsored by special interest groups within the U21 network. Requests for such funding must be made from meetings (organized on the above principles) and forwarded to the Secretariat. Spending decisions are generally made at the Annual Meeting of U21 held in April or May of each year. Requests for funding should clearly specify the amounts required and details of how the money will be spent, including the intended timetable of the project, the desired outcomes and the dates on which funding would need to be drawn. Given the limitations on funding, it is suggested that a representative of the special interest group should consult the Secretariat informally before generating a proposal.”

D. Clarke suggested that any such application would be more likely to be successful if the request was made for “matching funding.” This suggestion met with general approval and as a working figure it was agreed that each participating institution commit the equivalent of US\$2000 to next year’s U21 collaborative activities and that matching funds be sought from the U21 Secretariat.

**ACTION: BRIAN CALDWELL**

**Activity Two**

**Sunday, March 31 – 7:30 pm**

Dinner – Dominique’s Restaurant, Hotel Du Puy, 1001 Rue Toulouse, New Orleans

Attended by participants in the afternoon meeting and partners.

**Activity Three**

**Monday, April 1 – 8 to 9:30 am**

827 1/2 Restaurant, Hotel St. Marie, 827 Toulouse Street, New Orleans

A U21 breakfast was held – attended by those who had attended the Sunday meeting together with additional AERA conference participants from U21 institutions.

**Activity Four**

**Tuesday, April 2, Sheraton, Southdown Room, Level 4 – 8:15 to 10:15 am**

**AERA Symposium 11.42: International Perspectives on Issues in Teacher Education**

Convenor and Chair: D. Clarke (Melbourne)

Presenter One: J. Baird (Melbourne)

Presenter Two: A. McPhee (Glasgow)

Presenter Three: F. Leung (Hong Kong)

Presenter Four: R. Tierney (UBC)

Presenter Five: V. Richardson (Michigan)

**Activity Five**

**Tuesday, April 2, Plantation Room, Hotel St. Marie – 12:30 to 1:30 pm**

Symposium De-briefing

This meeting was attended by Clarke, Caldwell, Baird, Uddman, and McPhee  
Two items were discussed:

- (i) The invitation from Professor Yin Cheong Cheng, Editor of the *Asia-Pacific Journal of Teacher Education and Development*, to feature the five symposia papers in a special issue of his journal. It was felt that this invitation should be accepted.

**ACTION: DAVID CLARKE**

- (ii) The substance and organization of a similar symposium to be proposed for next year's AERA conference, with the title "Emerging Models of Teacher Professionalism"

The following comments were made in the course of discussion:

- (a) B. McGettrick offered to contribute a paper titled, "Merging Models of Teacher Education"
- (b) H. Kwiatkowski offered a paper titled "Models of Professionalism" – to include/constitute "a challenge to current models"
- (c) A. McPhee made several points in relation to possible issues that might be addressed in the proposed symposium:
  - The need to identify (and possibly to problematise) assumptions relating to the role of higher education in teacher education;
  - Teacher educators' articulation and defense of their practice;
  - The perspectives, strengths and weaknesses of the various repositories of professional practice in teaching (ie Schools, Universities, Professional Associations, Unions, etc);
  - The site(s) of conceptualization with regard to professionalism and professional practice;
  - The contextualisation of professionalism;
  - The practicalities of teacher education delivery.

The importance of each paper being collaboratively developed through the interaction of academic staff from several U21 institutions was re-affirmed. The procedure by which this resolution might be actioned was not finalized, but D. Clarke offered to continue in the role of symposium convenor. It was felt that an invitation to contribute could usefully follow the distribution of this report of the various U21 activities in New Orleans.

D. Clarke  
B. Caldwell  
April, 2002