

# Mutual Learning : International Perspectives in General Education

他山之石：通識教育的國際視野

Authors: Lynn Pasquerella, Reiko Yamada, Yojiro Ishii, Murray Pratt,  
Woo-Seob Yun, Sung Ki Hong, Seok Min Hong



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## Preface

“Mutual Learning: International Perspectives in General Education” is a foreign language publication initiated by the MOE Initiating General Education Renaissance. This book gathers insightful perspectives and experiences from seven international scholars, aiming to broaden the global outlook on general education. By sharing successful experiences and models of general education from various countries, the book seeks to foster deeper exchange and cooperation between Taiwan and the international community, promoting mutual learning and collaboration. The scholars contributing articles to this book include:

- Lynn Pasquerella, President of the Association of American Colleges and Universities (AAC&U)
- Reiko Yamada, Professor at Doshisha University and former President of the Japan Association for College and University Education (JACUE)
- Yojiro Ishii, former Vice President of the University of Tokyo, Japan
- Murray Pratt, Professor at the University of Amsterdam, Netherlands
- Woo-Seob Yun, former Director of the Korea Institute for General Education (KONIGE)
- Sung Ki Hong, Professor Emeritus at Ajou University, South Korea
- Seok Min Hong, former President of the Korean Association for General Education (KAGEDU)



# Transforming General Education to Prepare Students for Success in the 21<sup>st</sup> Century

Lynn Pasquerella /

President of American Association of Colleges and Universities

## Abstract

For more than a century, the American Association of Colleges and Universities (AAC&U) has championed excellence in liberal education through innovation in general education and an emphasis on the integration of disciplines across the curriculum. This chapter details the history of AAC&U and how the evolving nature and scope of the association's mission both responded to and shaped the broader landscape of higher education. In the process, it interrogates the overarching purposes of undergraduate education and appeals to evidence-based research in identifying the transformation necessary to fulfill those purposes in a rapidly changing, globally interdependent world. Among the research highlighted is the association's latest employer surveys, focused on contesting the false dichotomy between curriculum and career, and a study of how well colleges are doing when it comes to articulating and promoting an understanding of essential learning outcomes, providing access to high impact practices, assessing student success, and aligning proficiencies with workplace priorities. Recommendations are offered

for leaders at all levels, and across the curriculum and co-curriculum, to promote equity and excellence in general education.

Key words—AAC&U, general education, liberal education, equity.

## Introduction

For most of the nineteenth century, American institutions of higher education were focused exclusively on teaching and learning grounded in a Western classical curriculum. Yet, the advent of research universities, beginning with Cornell in 1865 and Johns Hopkins in 1876, alongside the creation of 70 land-grant institutions and Historically Black Colleges and Universities under the Morrill Acts of 1862 and 1890, resulted in increased pressure for colleges and universities to offer a modern curriculum that would meet the needs of a rapidly industrialized world and expanding student population (Bok 2020).

While the political movement calling for the creation of colleges aimed at “promoting the agricultural and industrial arts” sought to advance both “the liberal and practical education of the industrial classes in the several pursuits and professions in life,” many campus leaders were concerned about the perceived erosion of the liberal arts and sciences in the academy (Morrill Act 1862). Thus, in 1915, against the backdrop of a rapidly shifting landscape of higher education and amidst burgeoning attacks on academic freedom and institutional autonomy, 150 presidents gathered in Chicago at a convening of the

Association of American Colleges (AAC) to define the purpose of their colleges and reassert their importance to society. It was during this initial conference that participants arrived at the dual themes of “inclusiveness and interhelpfulness” to guide their work, and an annual meeting was conceived of as the great rallying point for pursuing the goals of “learning the truth about colleges, telling the truth about colleges, and making better colleges” (AAC&U 2023).

## **Championing Academic Freedom**

Welcoming liberal arts colleges into its membership, as well as programs of arts and sciences within public universities, from its inception, AAC served as a compelling voice and force for excellence in liberal education. Indeed, over the next few decades, the association had a profound impact on policies and practices across higher education. One of the most notable was the crafting of a statement on the principles of academic freedom and tenure, in partnership with the American Association of University Professors (AAUP), which was also founded in 1915. Developed in 1925 and reinterpreted in 1940, the purpose of the statement was to enhance public understanding and support for academic freedom and tenure in response to undue political influence, while fostering agreement around procedures to uphold these principles on college and university campuses (AAUP 2023).

Underlying the AAC-AAUP joint statement are the tenets that “institutions of higher education are conducted for the common good and

not to further the interest of either the individual teacher or the institution as a whole,” and “that the common good depends upon the free search for truth and its free exposition.” Serving as the foundation for faculty rights and responsibilities for nearly a century, the statement continues to guide decision making throughout U.S. higher education and has been endorsed by more than 250 scholarly and education groups (AAUP 2023).

## **A Humane and Liberating Education for All**

In addition to safeguarding academic freedom as essential to excellence in liberal education, over the next several decades, AAC played a leadership role in shaping arts and sciences curricula at colleges and universities across the country at institutions of all types and sizes. Though the association’s advocacy extended to government lobbying on behalf of independent colleges and universities in the 1960s, by 1976, AAC had removed itself from this type of federal activity and revised its mission. Doubling down on advancing a “humane and liberating education,” it sought to bring clarity to the core purpose of liberal education and establish new guidelines for courses and curricula to achieve these ends. During this same period, as the gates of the academy were opening wider to women; low-income, first-generation students; and students of color, AAC extended its membership to all accredited institutions, including community colleges, professional schools, and institutes of technology (AAC&U 2023).

As a result, in 1995 the association changed its name from AAC to AAC&U to signal the inclusion of universities and other institutions that were not traditional liberal arts colleges. The embracing of a diversity of institutional types prompted a move toward an approach to liberal learning that included arts and sciences and career-related disciplines alike. In fact, liberal education was affirmed as a necessity for every student in all programs-essential for success in a global economy; informed citizenship; and intellectual, personal, civic, and professional development (AAC&U 2023).

The transition from AAC to AAC&U also coincided with a growing emphasis on issues of equity and quality in higher education. In support of these values, the board of directors outlined five priorities as a blueprint for the work of the association: (1) mobilizing collaborative leadership for educational and institutional effectiveness; (2) building faculty leadership in the context of institutional renewal; (3) strengthening curricula to serve student and societal needs; (4) establishing diversity as an educational and civic priority; and (5) fostering global engagement in a diverse and connected world (Pasquerella 2020).

At the time, the evolution in the nature and scope of the association led to a comprehensive exploration of the overarching purposes of undergraduate education and an identification of the change necessary to fulfill those purposes. AAC&U confronted head-on the question of what it is to be liberally educated when, as two-time Harvard president Derek Bok notes in his book *Higher Expectations*, the trends in higher

education reflected the fragmentation of the curriculum into increasingly specialized courses; an emphasis on coverage of the subject matter rather than the development of competence and intellectual mastery; a lack of assessment to measure progress and ensure accountability; and the widespread reduction of general education programs to distribution models that simply required students to obtain a breadth of learning by choosing a stipulated number of courses from the humanities, sciences, and social sciences (Bok 2020).

According to Bok, the absence of clear objectives in American higher education related to meeting the needs of students and society during the 20th century meant that, for the most part, faculty taught whatever they chose and lacked both a common understanding of what the curriculum was intended to achieve and evidence around whether their institutions were successful in developing the competencies and qualities necessary for student success. In response, AAC&U set out to inspire a new vision for liberal education—one that entailed a radical reimagining of educational purposes and practices. As a matter of fact, Bok credits the association with engaging in the “most ambitious attempt in over one hundred years to reform American undergraduate education” (Bok 2020, p. 20).

The projects at the center of this reform are chronicled by AAC&U president emerita Carol Geary Schneider in *Making Liberal Education Inclusive*. Schneider reveals how, between 1982 and 2016, AAC&U committed itself to two far-reaching transformations. The first was



a reconceptualization of liberal education in U.S. higher education, encompassing a transition away from viewing it as confined to studies within specific disciplines toward identifying liberal education with ways of knowing, cultivated across all fields of study, including pre-professional programs. Liberal education was championed as an approach to college learning that empowers individuals and prepares them to deal with complexity, diversity, and change, emphasizing broad knowledge of the wider world (e.g., science, culture, and society) as well as in-depth achievement in a specific field of interest. Not just an academic exercise taking place within the ivory tower, liberal learning was showcased as helping students develop a sense of social responsibility and strong intellectual and practical skills contributing to a demonstrated ability to apply integrated knowledge in real-world settings (Schneider 2021).

The second transformation involved drawing attention to the false dichotomy between liberal education and career preparation by creating pathways from curriculum to career. To this end, AAC&U engaged in a multifaceted effort to position liberal education as a priority for all college students and for the economic and democratic strength of society by promoting far-reaching changes in undergraduate education. Under this new charge, AAC&U launched *Greater Expectations*, a national dialogue about goals and best practices for college learning. What emerged as the key elements in a framework for high quality learning were widely expected learning outcomes, high impact practices that foster achievement and completion, evidence on what works for underserved

students, and authentic assessments that raise and reveal the level of learning (Schneider 2021).

## Essential Learning Outcomes

Through a multiyear conversation with hundreds of colleges and universities; extensive analysis of recommendations and reports from the business community and of the accreditation requirements for engineering, business, nursing, and teacher education, AAC&U detailed a set of learning outcomes understood to be essential for work, citizenship, and life. These essential learning outcomes, together with the innovative educational practices and applied learning experiences known to facilitate their achievement, were seen as defining a contemporary liberal education and providing guideposts for students' cumulative progress (AAC&U 2007).

AAC&U's cross-sector analysis revealed widespread agreement across all types of institutions of higher education on the learning and skills students most need. Continuing at successively higher levels throughout their college studies, the essential learning outcomes reflect agreement that students should prepare for the challenges of the future by:

- (1) Gaining knowledge of human cultures and the physical and natural world through study in the sciences and mathematics, social sciences, humanities, history, languages, and the arts, *focused by* engagement with big questions, both contemporary and enduring.

- (2) Acquiring intellectual and practical skills, including inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork, and problem solving *practiced extensively*, across the curriculum, in the context of progressively more challenging problems, projects, and scenarios.
- (3) Developing personal and social responsibility anchored through *active involvement* with diverse communities and real-world challenges.
- (4) Engaging in integrative and applied learning, *demonstrated through the application* of knowledge, skills, and responsibilities to new settings and complex problems.

The framework was designed to influence practice across the disciplines and in majors, alongside, and within, general education programs (AAC&U 2015). It was accompanied by the following seven principles of excellence that could be used to guide change at any college or university.

## Principles of Excellence

First, aim high and make excellence inclusive, ensuring that the essential learning outcomes provide a blueprint for the entire educational experience, connecting school, college, work, and life. Second, give students a compass by focusing each student's plan of study toward achieving the essential learning outcomes, and assess progress

continually. Third, teach the arts of inquiry and innovation by immersing all students in analysis, discovery, problem solving, and communication, beginning in school and advancing in college. Fourth, engage the big questions, teaching through the curriculum to far-ranging issues. Fifth, connect knowledge with choices and action, preparing students for citizenship and work through engaged and guided learning on real-world problems. Sixth, foster civic, intercultural, and ethical learning, emphasizing personal and social responsibility in every field of study. Finally, assess students' abilities to apply learning to complex problems, using assessment to deepen learning and establish a culture of shared purpose and continuous improvement (AAC&U 2015).

## High Impact Practices

Capstone and signature work projects were identified as ideally situated to help facilitate these principles of excellence by having students take up questions or problems important to them and to society. Whether career related or designed to address significant societal challenges such as health, poverty, literacy, racism, sustainability, and human dignity, these projects always include substantial writing or other creative work, multiple kinds of reflection on learning, and tangible results, allowing students to connect their liberal and general education with the world beyond college. Such experiences, which can be pursued in a variety of forms, including undergraduate research, thematically linked courses, and senior theses, help students demonstrate achievement of the essential

learning outcomes and their ability to integrate learning from multiple sources (AAC&U 2015).

In a global economy fueled by innovation, entrepreneurship, and engagement with diverse communities that need solutions to intractable problems, developing curricula centered on exploring issues from multiple perspectives and across disciplines, and that helps students apply what they learn to real-world problems was seen as an equity imperative. This effort was bolstered by findings showing that students who do engage in high impact practices leading to signature work are more likely to complete college, are more engaged in their work, and show higher levels of deep and integrative learning—benefits having a disparately positive impact on students of color and women (Finley & McNair 2013).

## **An Expanded Mission**

AAC&U's enhanced focus on equity led to the expansion of its mission in 2012 to embrace inclusive excellence as central to liberal education. In June 2013, the board of directors issued a statement signaling its commitment to the ideal that access to educational excellence for all students-not just the privileged-is essential not only for a thriving economy but, more importantly, for democracy (AAC&U Board of Directors 2013).

Today, more than a decade later, AAC&U represents close to a thousand colleges and universities from around the world, comprising large and small; public and private; two-year and four-year; domestic and

international; secular and faith-based; tribal colleges, Hispanic-Serving Institutions, Historically Black Colleges and Universities; and entire state systems. The initiatives emerging from AAC&U's mission, vision, and values are led by a diverse staff of 55 individuals. The program offices, which include Undergraduate STEM Education; Diversity, Equity, and Student Success; Curricular and Pedagogical Innovation; and Global Citizenship for Campus, Community, and Careers, are bound together by a shared commitment to faculty-engaged, evidence-based, sustainable models and strategies for promoting quality in undergraduate education; advancing equity across higher education in service to academic excellence and social justice; leading institutions and communities in articulating and demonstrating the value of liberal education; and catalyzing reform in higher education to emphasize discovery and innovation as fundamental aspects of liberal education (Pasquerella 2020).

AAC&U is continually evolving to anticipate and address the changing needs of our members and the challenges higher education is confronting. In the aftermath of the worst pandemic in more than a century and with the rapid rise of artificial intelligence serving as a harbinger of the ethical and social complexities of the fourth industrial revolution, the alignment of educational outcomes with workforce needs is more urgent than ever. And just as there is an opportunity for taking stock of what is needed to promote individual socioeconomic mobility, there is also an opportunity to reconsider what skills will position us, as nations and as a global community, for economic growth and prosperity.

## AAC&U's Employer Surveys

Understanding this, AAC&U has been focused on what graduates need to know and be able to do to succeed in the workplace of today and tomorrow, and how a college education enables or contributes to the development of a shared knowledge base and skill set. To inform and advance discussions between educators and employers, as well as the wider conversation about the value of higher education, AAC&U periodically conducts surveys and focus groups with representative samples of executives and hiring managers from companies and organizations that employ college graduates. Since 2007, the findings have identified common ground between educators and employers regarding expectations for college-level learning. Yet, AAC&U's employer research has also identified critical differences in the perceptions of how well colleges and universities are doing in terms of meeting those shared expectations (Finley 2021).

Employers consistently regard liberal education as providing the knowledge and skills they view as important for long-term career success in the 21st century, even as there is a push toward narrow vocational training seen as leading to immediate employability during times of economic recession. The 2020 survey, *How College Contributes to Workforce Success*, shows that nine in ten employers believe that it is important to achieve the learning outcomes that define a contemporary liberal education, and they urge new efforts to help students achieve them. At the start of the pandemic, the ability to work in teams, think

critically, analyze and interpret data, apply knowledge and skills in real-world settings, and demonstrate digital literacy were among the highest rated outcomes employers were seeking (Finley 2021).

Along with canvassing employers' views of essential learning outcomes, the survey explored their perspectives on an additional set of eleven mindsets and personal capacities that research suggests are connected to learning processes and student success. AAC&U wanted to understand the degree to which employers value college graduates' dispositions toward capacities such as expanding their learning, being self-motivated, engaging constructively with feedback, and persisting through failure, as well as the extent to which personal aptitudes and mindsets play an important role in the transition from curriculum to career (Finley 2021).

At least half of employers considered it very important for college students to possess a range of skills, mindsets, and aptitudes to be successful, including drive and work ethic, the ability to take initiative, self-confidence, persistence, self-awareness, empathy, and curiosity for life-long learning. In fact, employers tend to place similar weight on these mindsets and personal capacities as they do on the essential learning outcomes (Finley 2021).

In 2023, when AAC&U's eighth employer survey was conducted, additional questions were included regarding the politicization of higher education reflected in government restrictions on what students could learn and faculty could discuss. According to the report, 86 percent of



employers surveyed either somewhat or strongly agree that exposure to a wide range of topics and viewpoints is a crucial contributor to preparing students for the workforce. Across political affiliations, 82 percent believe all topics should be open for discussion on college campuses, and 74 percent said they would look more favorably on a degree from an institution that was not subject to government restrictions on what could be taught and discussed (Finley 2023).

New questions were also posed around microcredentials, with 64 percent of employers reporting they would prefer a graduate with a microcredential over one with a degree alone. These findings point to the need for enhanced collaboration between higher education, business, and industry around human capital development, especially since just under half of employers reported believing students are very prepared in the skills areas they value most, such as oral communication, adaptability and flexibility, and critical thinking (Finley 2023).

Collectively, the findings from our surveys demonstrate that employers from a wide range of backgrounds and industries seek employers with a particular type of education—one that mandates the acceleration of integrative, high-impact learning practices across all types of institutions, within the context of the workforce, not apart from it. It is a vision in which assignments across the curriculum make clear relationships among areas of knowledge and academic disciplines are seen not as separate and disconnected silos of learning but rather as varied approaches to the same enlightened end (Pasquerella 2022).

## Assessing How Well Colleges are Preparing Students

Yet the employer studies indicate that not all students receive this type of education, even when their institutions are committed to providing it. For this reason, AAC&U embarked on a new research project in 2022 to examine how well colleges were doing with respect to articulating and promoting an understanding of learning outcomes, providing access to high impact practices, assessing student success, and aligning proficiencies with workplace priorities. The results, published in *On the Same Page: Administrator and Faculty Views on What Shapes College Learning and Student Success*, are based on surveys of 700 higher education professionals across a range of campus roles and institutional types.

*On the Same Page* reveals that while having a set of expected learning outcomes for all undergraduate students has become increasingly routine across colleges and universities, there is declining confidence among faculty and administrators that students understand the intended learning outcomes, the most frequently cited of which were effective written communication, critical thinking and analytical reasoning, oral communication, quantitative reasoning, intercultural competence, and information literacy (Finley and McConnell 2023).

While in 2008, 78% of stakeholders reported having a common set of learning outcomes and 42% indicated that a majority of students understood the intended outcomes, by 2020, the gap had increased significantly, with 83% reporting a common set of learning outcomes

that apply to all students, but only 28% believing students understand these outcomes. In fact, only 5% of stakeholders overall perceived a high level of understanding of learning outcomes among “all students” at their institution (Finley and McConnell 2023).

The report also unveiled significant gaps between administrator and faculty perceptions of whether the desired learning outcomes were being effectively addressed. Administrators were far more confident than faculty regarding whether proficiency was being achieved in outcomes related to critical thinking (95% to 85%), oral communication (93% to 74%), quantitative reasoning (89% to 75%), problem solving (64% to 50%), and teamwork (45% to 34%) (Finley and McConnell 2023).

Moreover, though the outcomes, skills, and competencies important to educators are frequently included as part of the curricular design of general education classes, the report shows that students continue to regard these courses as something to get out of the way and disconnected from their personal journeys, rather than as foundational to future success. To counter these misconceptions, campuses are increasingly moving away from distribution models, focused explicitly on content areas, toward outcomes-based models that engage students in a common core of topical and thematic courses, or hybrid models that blend distribution and core elements. Of the institutions surveyed, 49% reported having a hybrid model, with only 21% still adhering to a distribution model (Finley and McConnell 2023).

## Recommendations

To guide colleges and universities toward ensuring that students achieve the learning outcomes that will position them for success in the workforce and beyond, AAC&U offers recommendations for leaders at all levels, and across the curriculum and co-curriculum, to promote equity and excellence. These include (1) equipping students to name and reflect on the skills that matter, making it easier for students to communicate how their education, regardless of the major, connects to workforce needs; (2) making mindsets and aptitudes an explicit part of learning, inside and outside of the classroom, to help students better understand what they can contribute as professionals; (3) assessing skills and mindsets at the beginning, middle, and end of the college journey, to ensure college graduates are prepared to succeed and advance; (4) guaranteeing high-impact learning experiences can be equitably accessed by students from all backgrounds and that students are supported to succeed in these experiences; (5) moving beyond transcripts and providing students with a way to tell their stories and demonstrate their learning through selected artifacts within ePortfolios that can be used on the job market; and (6.) leveraging general education to reinforce why breadth and depth of learning matter, creating pathways to majors that promote ongoing skills development, from cornerstone to capstone (Finley 2021).

In a post-pandemic world, in which COVID-19 is emblematic of the wicked problems and grand challenges our students are likely to face in the future, there is a new sense of urgency for all colleges and universities

to answer the question, “How well is your institution providing an education that prepares students to thrive in work, citizenship, and life?” To ensure that all students receive an education for world readiness, universities, collectively and individually, must develop action plans that rewrite prevailing narratives positing liberal education as either an impediment or antithetical to career readiness. In the process, higher education leaders need to showcase the ways in which liberal education can be used to activate a sense of purpose, defined as an enduring commitment to achieve something that is meaningful to the self and of consequence to the world beyond the self. Activating this sense of purpose has been associated with motivation and energy, resilience under pressure, a sense of identity and direction, academic and vocational achievement, and physical health and well-being throughout the lifespan (Pasquerella 2023).

At AAC&U, we argue that the equity mandate before us requires bringing these transformational practices to scale, knowing that this will necessitate interrogating current programs and policies and engaging in a paradigm shift that extends to curricular and pedagogical reform, professional development, changes in how we reward faculty, and an enhanced commitment to colleges and universities serving as anchor institutions within their communities, demonstrating that their success is inextricably linked to the psychological, social, physical, economic, and educational well-being of those in the communities in which they are located and those they seek to serve.

If higher education is to emerge strengthened by the lessons learned from the crisis precipitated by the COVID-19 pandemic, we must intentionally prioritize quality, equity, and inclusion in any of the possible futures ahead of us. Our ability to fulfill the promises we have made to our students and to fulfill the broader democratic purposes of higher education will depend on whether we hold fast to these values.

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# **The Past, Present, and Future of The Japan Association for College and University Education: From the Relevance to Liberal Arts Education Reform in Japan**

Reiko Yamada /  
Doshisha University

## **Abstract**

The Japan Association for College and University Education was established in 1979 as the Liberal and General Education Society of Japan. The aim of establishing the Association was to promote general education. In 1997, the name was changed from the Society of General Education to the Japan Association for College and University Education. The name change facilitated the exchange of information regarding research and the publication, utilization, accumulation, and succession of research results as well as the promotion of constant university education reform.

The chapter shows the history of the Japan Association for College and University Education. It presents its mission, roles, and activities concerning governmental policy and the perspective of liberal arts education reform in Japan.

The Japan Association for College and University Education has focused on research in general education and liberal arts education. It has actively promoted research and enlightenment activities related to undergraduate education, university self-evaluation, STEM education, quality assurance of university education, etc.

Regarding research activities, we have been promoting research themes that society considers vital as subject research since immediately after its establishment. In 2012, to strengthen the character of strategic analysis, the principle of theme set was defined, and thus, the research theme selection committee examined the subject. The research plan is solicited publicly for those decided after deliberation by the board of directors. Then, after receiving a review, selected research projects are officially financially supported by our association for three years financially.

Since its establishment, the English name has been Liberal and General Education Society of Japan, but in 2014, it was changed to the current Japan Association for College and University Education. This change in the English name made it possible to develop while maintaining the scope of general education as the foundation and to expand to general universities, single-price universities, and junior colleges.

Regarding the relevance of higher education policy and the trends of liberal arts education reform in Japan, it is essential to analyze globalization trends and the emergence of a 21st-century knowledge-based society worldwide. Higher education institutions worldwide are

expected to develop excellent human resources and deal with scientific competition. Therefore, structuring knowledge related to research promotion has become a significant issue for many advanced countries.

On the other hand, in the past 20 years, the qualities and abilities that university students should acquire have been identified as the “learning outcomes of university education” and have been common issues that transcend the uniqueness of each country’s educational system under the influence of socio-economic globalization. The qualities and abilities required of university graduates have influenced higher education in many countries across national borders. Specifically, the Essential Learning Outcomes created by the Association of American Colleges & Universities (AAC&U) as an example of achievement indicators for university education in the United States have an impact on the “Graduate attributes ” (2008) presented by the Central Council for Education in Japan. It has been pointed out that the OECD’s 21st-century skills are influencing higher education in the EU and Asian countries. These competencies are broader than knowledge and skills in each specialized field. These competencies are expected to cover the overall outcomes of university education overall. I will show how and why our association focuses on the curriculum structure of university education, pedagogies, students’ learning outcomes, and FD and SD in the framework of university education reform.

## History and Transition of the Japan Association for College Education

The Japan Association for College and University Education was founded in 1979 as the Liberal and General Education Society of Japan. The Society's constitution states, "The purpose of the Society is to promote the legitimate development of research activities related to general education at universities in Japan, to facilitate the exchange of information on research activities and the publication, utilization, promotion, and transmission of research results, and to promote the advancement of general education." In response to the abolition of "general education" as a subject title in the 1991 revision of the Standards for the Establishment of Universities (Ordinance of the Ministry of Education, Culture, Sports, Science, and Technology), the name was changed from the Liberal and General Education Society of Japan to the Society for College and University Education in 1997, and the constitution states that "The Society is dedicated to the political development of research activities in college education in Japan, especially in general (liberal arts) education. The Society aims to facilitate the exchange of information on research activities and the publication, use, accumulation, and transmission of research results, as well as to promote constant reform of university education, with a view to the further development of university education in Japan, especially in general and liberal arts education. The constitution explicitly states, "The purpose of the association is to facilitate the exchange of information

on research activities and the publication, use, accumulation, and transmission of research results and shows that while maintaining the purpose and objectives of establishing The Japan Association for College and University Education, it is further intended to work for the constant reform of university education.“ Society’s activities are currently linked to the reform of university education by strategically promoting research on the issues discussed below so that Society can encourage and educate people to be more aware of university education reform.

While focusing on traditional research on general education and liberal arts education, since the name change, the Japan Association of College and University Education has been engaged in research and educational activities related to first-year education, faculty development (FD), staff development (SD), undergraduate education, self-evaluation of university, STEM higher education, and quality assurance in university education which are also symbols of university reforms. We have actively promoted research and educational activities related to first-year education, FD (faculty development), SD (staff development), undergraduate curriculum education, university self-evaluation, STEM education, and quality assurance in university education.

In terms of research activities, we have supported the promotion of research on themes deemed necessary by the Society as “research issues” since immediately after its inception, the Liberal and General Education Society of Japan., and in 2012 the Board of Directors established the “Regulations for Research Issues of the Japan Association

of College and University Education .” Clarifying the definition of “research theme” has defined the principle of setting research themes to strengthen the character of strategic research. It has made it a basic rule that research themes are reviewed by the Research Theme Selection Committee and decided by the Board of Directors. Research plans are solicited, reviewed, and recommended.

The name was changed to the Japan Association for College and University Education in 2014. This English name change has allowed the association to develop the scope of general education as its foundation and expand its scope to include four-years universities, unit universities, and junior colleges.

The Japan Association for College and University Education is an incorporated organization. Along with the change of its English name, the significant change experienced by the Society was the transformation from a voluntary academic organization to an incorporated organization. In August 2009, a working group for incorporation was established, and on April 1, 2015, the Society became a general incorporated association.

Incorporating the Association has enabled us to formulate the Articles of Incorporation, promote the officers’ enhancement of the organizational management system, and allow many committees to plan and operate. One of the main reasons behind the incorporation was the recognition by JACUE of the need to respond to the severe scrutiny society was placing on voluntary organizations following the enactment of the three new Public Interest Incorporated Association Laws in

December 2008.

As of July 2023, there are ten committees as follows

- Editorial Board of the Journal of the Association for College and University Education
- General Affairs Committee
- Business Concept Committee
- Subject (Issue) Research Committee
- International Committee
- Public Relations Committee
- Committee for the Enhancement of University Education and Research
- Incentive Award Selection Committee
- JACUE Selection Committee
- Research Ethics Committee

After introducing the history of the Japan Association for College and University Education, we would like to examine how liberal arts education, which has been a research theme of the Japan Association for College and University Education since its inception, is currently developing in Japanese universities by looking at the background and policy trends in the reform of standard and liberal arts education.

## **Background and Policy Trends in the Reform of Liberal Arts Education in Japan**

Based on the premise that the development of human resources

who can play a leading role in various fields and areas of Society is an important role, the part and prevalence of liberal arts education and minor programs developed at an advanced level in upper-year level universities and graduate school courses, as well as educational organizations and educational programs whose primary purpose is to develop highly skilled global human resources. The role of these programs and the possibilities for their spread have been explored in recent years.

This is primarily because in the “knowledge-based society of the 21st century,” how to foster more talented human resources and cope with scientific competition has become critical for higher education in recent years. The structuring of knowledge related to the promotion of research and the standardization and equalization of academic skills have been discussed on an international scale, and the AHELO project in OECD countries is one example.

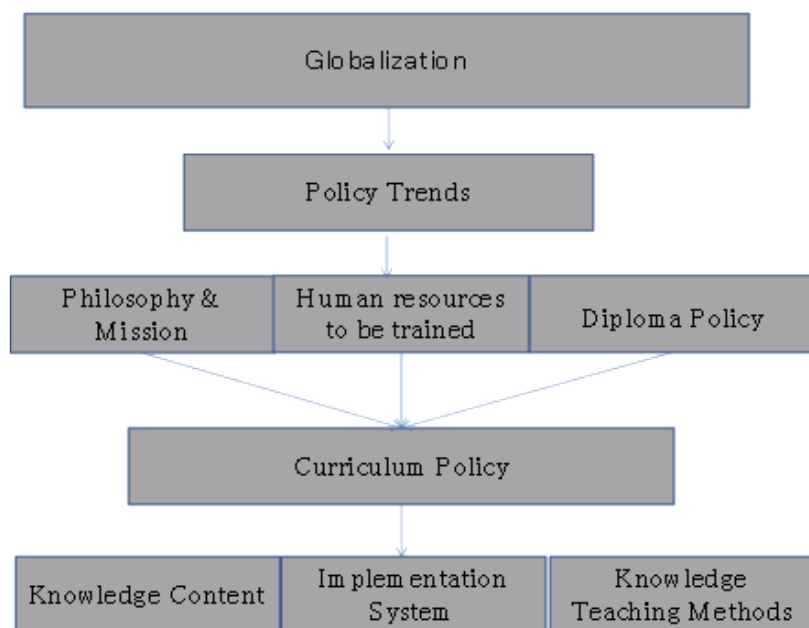
On the other hand, the qualities and abilities, and skills that university students should acquire have been a common issue over the past 20 years, beyond the uniqueness of each country’s educational system, under the influence of socioeconomic globalization, as “learning outcomes of university education.” The qualities, abilities, and skills required of university graduates have influenced higher education in many countries beyond national borders. Specifically, the Essential Learning Outcomes developed by the Association of American Colleges & Universities (AAC&U) in the United States as an example of an achievement index for university education influenced the “Bachelor’s



level of academic ability” (2008) proposed by the Central Council on Education in Japan. The OECD’s 21st Century Skills have influenced higher education in the EU and Asian countries. These abilities are not limited to knowledge and skills in each specialized field. Still, it encompasses communication, problem-solving, logical thinking, attitudes and orientations, practical application of knowledge related to global issues, and collaboration with people from different cultures. These skills are now positioned as learning outcomes that university students should acquire not only as a result of specialized education but also as a result of standard and liberal arts education in many countries.

## **Analytical Framework for the Structure of Knowledge, Teaching Methods, and Implementation System of Common and Liberal Arts Education**

Knowledge structuring related to the promotion of research and the standardization and equalization of academic skills is being promoted internationally against the common background of the advancement of globalization and the knowledge-based Society of the 21st century. The following is an analytical framework for the structure of knowledge, teaching methods, and implementation system of standard and liberal arts education.



Source: Created by the author

Figure 1. Analytical Framework for Knowledge Calibration, Teaching Methods, and Implementation System

It is undeniable that general education before the introduction of the general education policy had become rigid due to the ministerial ordinance in the Standards for the Establishment of Universities that required students to take required credits from a group of courses belonging to the humanities, social sciences, and natural sciences. On the other hand, general education (GE) in the US was based on the philosophy of education for citizens, and the purpose of GE was to nurture active and insightful citizens. Yoshida states that this philosophy

is still being followed today. (Yoshida: 2013) AAC&U also indicates that the purpose of GE in the US is to nurture Active Citizens. In Japan, there has been much criticism that humanities, social sciences, and natural sciences courses have been made compulsory without understanding these US general education principles.

Among the many reports on university education issued by the Central Council for Education, those from the Extraordinary Council on Education and onward have been more oriented toward developing abilities and skills. For example, the 2000 report by the Council for Higher Education, “Higher Education in the Age of Globalization,” emphasized the importance of fostering abilities and skills. The report identified “the ability to make decisions and act with a high sense of ethics and responsibility,” “promotion of understanding of one’s own culture and the world’s diverse cultures,” “communication skills in foreign languages,” “improvement of information literacy,” and “improvement of scientific literacy” as required abilities and skills.

The 2008 report of the Central Council for Education, “Toward the Construction of Bachelor’s Degree Program Education,” presented the “Bachelor’s level of academic ability”[i] as a reference standard. The bachelor’s proficiency proposed as a reference standard is shown in AAC&U: 2007.

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility

- Integrative and Applied Learning

Harvard University's GE Objectives and Outcomes also state

- (1) Fulfill the responsibilities of citizenship
- (2) Understanding cultural traditions (arts, ideas, philosophies, and values)
- (3) Respond critically and constructively to change
- (4) To be logically oriented

Similarities can be found with the outcomes of GE in the United States. The “Bachelor’s level of academic ability” has come to be reflected in the curriculum (content) of standard and liberal arts education through university curriculum reforms.

## **The Mission of the Association for College and University Education: Activities and Role**

Presenting basic information on the Japan Association for College and University Education, the number of members as of August 20, 2022, was 1259 individual members, 135 group members, and 107 journal members. The participation of group members has enlightened awareness and practices related to the university education reform through academic activities and information exchange that have permeated the organization. The participation of group members has spread awareness of the university education reform and its implementation through the activities and exchange of information.

The Journal of Japan Association for College and University Education is published twice a year. The newsletter is published three times a year. The annual conference is held once a year (in June), and the Research Project Conference is held once a year (at the end of November). In addition, the Introduction to Research on University Education, which started in 2020, is now offered once a year (October-November) as the Autumn School. This one-day practical program contributes to the improvement of members' research skills. The program has evolved to be available as an online on-demand resource, and many members are now taking advantage of the program.

First, since its inception, the Society for the Association of College and University Education has consistently focused on the development of “research on university education” in response to the popularization of university education and on “self-study as a college instructor” activities (FD-type research activities) in which a wide range of college teachers participate. Second, regarding university education reform, the Society aims to promote the modernization of university education and revitalize essential function of human development.

As explained in the previous section, the Japan Association for College and University Education was initially founded as the Liberal and General Education Society of Japan. Still, its scope has expanded in recent years, and its role has grown. In other words, in addition to the traditional liberal arts education, research activities of individuals and organizations have expanded to include first-year education, which

is a symbol of university reform, FD (faculty development), SD (staff development), bachelor's course education, university self-evaluation, STEM higher education, and quality assurance in university education. The Japan Association for College and University Education has actively promoted educational activities in these fields.

As a result of such activities of the Japan Society for College and University Education, the Society has been steadily developing research activities in “research on university education” from an academic perspective, beyond national policies and systems and independent of laws and regulations, and “issue studies” such as “faculty development (FD),” “university self-evaluation,” and “bachelor course education” have The number of members has been steadily increasing, with many new members joining the Association for College and University Education.

In addition, the remarkable progress of university education reforms since the revision of the Standards for the Establishment of Universities has been constantly examined from a critical perspective and a fundamental stance of active promotion. The Association published several books such as *Issues in Research on University Education: Criticisms and Proposals for Reform Trends* (ed., the Liberal and General Education Society of Japan, 1997, Tamagawa University Press); *Toward a New Liberal Arts Education: 25 Years of the Association for College Education Proposals for the Future*“ (ed. The Association for College and University Education, Japan, 2004, Toshindo). *30 Years of Research and Reform in College Education: From the Perspective of the Association*

*for College Education* (ed., The Association for College and University Education, Japan, 2010, Toshindo). (edited by the Japan Society for College Education, Toshindo, 2010), and "The Past, Present, and Future of the Japan Society for College Education" (commemorative volume for the 40th anniversary of the Japan Society for College and University Education, 2020).

Now, let us show the specific role of the Association for College and University Education. In terms of research activities, the Society has supported the promotion of themes deemed necessary by the Society as Problem Research since shortly after its inception as a general education society. At the 2012 Board of Directors meeting, the "Regulations for Problem Research of the Society for College and University Education" was established. Its purpose was to define the principles of theme setting to strengthen the character of strategic research. This means that research themes are to be reviewed by the Candidate Committee for Selecting Problem Research, research plans are to be publicly solicited, reviewed, and recommended by the Board of Directors, and Problem Research is to be promoted with the support of the Association for College and University Education, as follows.

### **Issue research:**

- The Japan Association for College and University Education sets research themes to be addressed by the Society as "Theme Research," organizes a research committee to promote it, and holds symposiums at

conventions and Theme Research Meetings to share research results.

- Provide financial support for three years.
- Publish a report, publish it as a book, and develop it as a more extensive study in combination with the Grant-in-Aid for Scientific Research.

The number of members with diverse backgrounds has increased, i.e., members who were involved in university administration and reform as employees without graduate school training and then returned to graduate school as members of Society or members who became involved in university education and reform from different fields and then became involved in university education research. As a result, the Association's executive committee shared the recognition that the Association needs to develop and provide educational functions related to basic and advanced research on university education and research, and the introductory course on university education and research has been offered since 2020. Its contents and programs have now been deepened and expanded as follows.

## **Introductory Lecture on University Education Skills: Autumn School**

- Offering an introductory course in university education and research for members from diverse backgrounds to improve their research skills by providing them with opportunities to receive basic research



etiquette, research paper writing methods, and an introduction to research methods.

- Reversible learning based on pre-recorded materials is also introduced.
- One-day lectures and workshops focusing on methodology and other topics.
- Distribution of certificates of completion

Internationalization is another area that the Japan Association for College and University Education must focus on in the future. Here, we would like to look back on the trajectory of internationalization.

The International Committee of the Japan Society for College and University Education rules state that the committee “conducts comprehensive and systematic surveys and research on international trends in college education, and disseminates information on Japanese educational practices and research to a wide range of people overseas.” Then, in 2019, we participated in WERA (World Education Research Association), which was held in Japan as an academic society, and from 2020, the executive board members of the Association for College and University Education, International Committee members, and general members have participated and made presentations at the Korean General Education Conference in 2021 and 2022 as an academic society. The policy to promote the English version of the website from 2023 onward has been confirmed.

## **Example of a university's activities as a collective member: Development of standard and liberal arts education at Doshisha University**

In this section, I would like to present a case study of a university where the author belongs as a consortium member. Since Doshisha University has not yet institutionalized standard and liberal arts education at the graduate level, this presentation will examine the development of standard and liberal arts education at the undergraduate level from the perspective of curriculum theory and the SoTL (Scholarship of Teaching and Learning) approach, based on the above framework.

According to Yoshida's (2013) previous study, the term "common and liberal arts education" was created and has been used since 1991, and before that, general education or liberal arts education as a concept had been prevalent. Looking at the US as a mirror, general education in the US was based on the idea of "education for citizens." In Japan, courses in the humanities, social sciences, and natural sciences became compulsory without understanding this concept. In 2008, the Council for Middle Education report proposed "bachelor's ability" as knowledge and ability for citizenship.

Doshisha University also established the Center for Liberal Arts Education in 2007, and in keeping with its founding philosophy, it defined standard and liberal arts education as the liberal arts and established a curriculum policy. However, to avoid fragmentation of the liberal arts among students, a "four-year university-wide course model" was found to

emphasize the systematics and systematic nature of subjects, confirming its position as an advanced liberal arts education and developing a standard liberal arts education consisting of PBL , study abroad programs, and internships to meet the needs of globalization. The percentage of third-year students taking “Doshisha subjects,” “PBL subjects,” and “International Liberal Arts subjects” is increasing year by year.

## **Integration of Curriculum Theory and SoTL (Scholarship of Teaching and Learning) Approach**

Courses offered at Doshisha University’s Center for General Liberal Arts Education are designed for a “knowledge-based society” and “21st-century global citizenship,” still, this approach is based on curriculum theory and constitutes knowledge content. On the other hand, the enhancement of SoTL, which is research on specific teaching methods, is indispensable for developing learning outcome-oriented higher education policies and academic achievement. The development of SoTL has led to the establishment of teaching centers within universities in the United States, the advancement of research and faculty practice of teaching methods, and the establishment of teaching centers where general and specialized education faculty members can work with students through research on teaching methods. Faculty members in general and specialized education are becoming increasingly interested in students’ learning outcomes through research on teaching methods (Hatchings, P., 2010).

Currently, many universities offer standard and liberal arts education courses with the learning outcomes of diversity, creativity, challenge, individualization, active learning, and leadership development, and it has been pointed out that there is a high affinity with active learning for the acquisition of practical and applied knowledge. In addition to structuring the content of expertise in standard and liberal arts education subjects from a curriculum theory perspective, from a SoTL perspective, we must parallel the introduction of active learning methods in individual issues. Integrating curriculum theory and the SoTL approach in standard and liberal arts education is possible through the development of active learning teaching methods and an environment in which they can be studied and practiced.

Active learning encompasses more specific teaching methods and programs. It is closely related to action research that examines the direct and indirect effects of teaching methods and programs inside and outside the classroom. From the student's perspective, college impact theory as a research framework is essential for teaching methods, curricula, programs, faculty interaction, and the college environment, including student learning and interaction. Active learning is not only about achieving independent learning in the classroom.

Chickering and Gamson (1987) argued that active learning effectively deepens the act of learning by telling, writing, relating, and applying. This concept can be applied to general-purpose skills, integrated learning experiences, and creative thinking skills that encompass (1)

communication skills, (2) quantitative skills, (3) information literacy, (4) logical thinking skills, and (5) problem-solving skills in the ELOs and bachelor's skills proposed by the AAC&U. To be able to acquire and use these skills, the concept of the interaction between teaching and learning has been recognized in the flow of education-oriented policies. Therefore, to cultivate the ability to think, creativity, and problem-solving skills to appropriately respond to complex and diverse issues that are faced in the real world, teachers should develop interactive classes through discussions, debates, and other interactive activities in class and pre- and post-lesson learning, they should develop fundamental skills such as writing, expression, reading comprehension, analytical skills, and thinking skills. They are aware of improving basic skills such as writing, expression, reading comprehension, analysis, and thinking through pre- and post-lesson learning. Discussion, presentation, cooperative learning, PBL, etc., are representative teaching methods or educational strategies of active learning, while fieldwork, internship, service learning, etc., are classified as experiential learning.

Standard and liberal arts education must be advanced and systematized to establish systematics and sequencing as a foundation for 21st-century learning outcomes, and such reforms have been promoted in Japanese higher education institutions. The accumulation of previous research using the SoTL approach confirms the meaning of active learning as a teaching method. The proliferation of prior studies using the SoTL approach demonstrates the significance of active learning as a

teaching method. On the other hand, to further promote active learning, it is essential to deepen the environment and teaching methods, and if such FD and theoretical research is one of the research areas of university education, the Japan Association for College and University Education needs to promote and accumulate the theory, practice, and case studies of such research. It will be essential for the Japan Association for College and University Education to encourage and accumulate such theory, practice, and case studies.

## Conclusion

So far, we have discussed the history of the Japan Association for College and University Education, focusing on the roles and activities of the Association, which has been transforming itself in response to changes in policies and the environment surrounding universities, and we have also inquired about case studies of its activities as a group member. The atmosphere surrounding the Association for College and University Education is changing year by year, and the Association for College and University Education must respond to these changes to make the Association sustainable.

The environment surrounding our Society is changing year by year, and the key to the sustainability of Society s is to respond to these changes. To this end, we would like to present three pillars. Academic societies must constantly and aggressively promote and advance their research activities. To this end, Society needs to support the promotion

of measures to enhance the research capabilities of its members. Furthermore, the trend of globalization is expected to continue, even if it is affected by various external factors. Therefore, the promotion of internationalization and the development of substantive measures will be a significant pillar of our activities since internationalization is inevitable for the future of the Association and not just for the domestic market. Finally, to promote such activities, it is necessary to strengthen the secretariat. It is undeniable that the JACUE started as an organization of voluntary members and has developed and evolved based on such voluntary activities. However, since the Japan Association for College and University Education is also an incorporated organization, strengthening the secretariat system will be an essential perspective in the future.

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## Notes

1. knowledge and understanding (1) Understanding of multicultural and intercultural knowledge, (2) Understanding of knowledge about human culture, society, and nature



2. (1) Communication skills, (2) Quantitative skills, (3) Information literacy, (4) Logical thinking, (5) Problem solving
3. Attitude and orientation (1) Self-management skills, (2) Teamwork, leadership, (3) Ethics, (4) Social responsibility as a citizen, (5) Lifelong learning skills
4. Comprehensive learning experience and creative thinking PBL refers to both Problem Based Learning (PBL), which was introduced relatively early in medical and nursing schools, and Project Based Learning (PBL), which is now being introduced in many universities regardless of field.



# 東京大学の教養教育

石井洋二郎 /

東京大学名誉教授

Professor Emeritus, The University of Tokyo

## Abstract

The University of Tokyo established the Faculty of Liberal Arts at the Komaba Campus in 1947 and has been implementing a liberal arts education program consisting of 36 units of general education courses, 8 units of foreign language courses, and 4 units of health and physical education courses based on the “University Establishment Standards” promulgated in 1956 for several decades. In June 1991, the “Outline of University Establishment Standards” was implemented by ministerial ordinance of the Ministry of Education, eliminating the constraints of the traditional subject composition. This led to a fundamental change in the curriculum, reorganizing it into major categories such as “Basic Subjects,” “Integrated Subjects,” and “Thematic Subjects.” Subsequently, modifications and improvements, including the addition of “Expansion Subjects,” were made several times, leading to the current curriculum.

Distinctive features of the University of Tokyo's liberal arts education include “late specialization” where students choose their major fields in the latter half of the sophomore year, “later-stage liberal

arts education” continuing into the junior and senior years, and a focus on developing practical language skills through “practical language education.” Additionally, a special program called PEAK, where degrees can be obtained solely in English, has been established since the 2012 academic year.

The primary entity responsible for implementing classes is the “section” responsible for each subject, with the “Liberal Arts Education Advancement Organization” serving as the body to promote educational programs transcending section boundaries.

Furthermore, a significant characteristic of the University of Tokyo's liberal arts education is the involvement of numerous faculty members from outside the Faculty of Liberal Arts, demonstrating a comprehensive institutional approach to education across the university.

## 要約

東京大学は 1947 年に駒場キャンパスに教養学部を設置し、1956 年に公布された「大学設置基準」に依拠して一般教育科目 36 単位、外国語科目 8 単位、保健体育科目 4 単位から成る教養教育を数十年にわたって実施してきた。

1991 年 6 月には文部省令によって「大学設置基準の大綱化」が実施され、従来の科目構成の縛りがなくなったため、カリキュラムを抜本的に変更して「基礎科目」「総合科目」「主題科目」という大分類に組み直した。その後は「展開科目」を加えるなど、何度かにわたって修正や改善を重ねながら、現在のカリキュラム

に至っている。

東京大学の教養教育の特徴としては、2年次の後半で専門分野を選択する「遅い専門化」、3・4年次でもリベラルアーツを学ぶ「後期教養教育」、そして外国語表現力の養成に力点を置いた「実践的語学教育」の3点を挙げることができる。また、2012年度からは英語のみで学位取得が可能な PEAK という特別なコースも設けられている。

授業の実施主体は個々の科目に責任をもつ「部会」であり、部会の枠を越えた教育プログラム等を推進する組織として「教養教育高度化機構」がある。

東京大学の教養教育には教養学部以外の多数の教員もコミットしており、全学的体制で実施されているところに大きな特徴がある。

## 0. はじめに

私は 2013 年から 2015 年まで東京大学の教養学部長を務めたが、すでに退任してからかなりの年月が経つので、必ずしも最新の現状に詳しいわけではない。しかし退任後も教養教育には持続的な関心を抱いてきたし、これをテーマとした文章を書いたり講演したりする機会も少なからずあった。そんな事情から、今回の執筆をお引き受けしたことをまずお断りしておきたい。

## 1. 戦後の教養教育

1877 年に創設された東京大学は、太平洋戦争終結後の 1947 年に制定された学校教育法に準拠して新制大学に生まれ変わり、東京大学の本部がある本郷キャンパスではなく、駒場キャンパス

に教養学部を設置した。

それから9年後の1956年には、大学の設置にあたって求められる基準を定めた文部省令として、「大学設置基準」が公布された。これによって大学では「一般教育科目」「外国語科目」「保健体育科目」及び「専門教育科目」の区分を設けることとされ、卒業に必要な単位数も科目ごとに厳密に規定された。このうち4番目の専門教育科目(76単位分)を除いた3つのカテゴリー(一般教育科目36単位、外国語科目8単位、保健体育科目4単位の計48単位分)が、いわゆる教養教育の部分にあたる。また、一般教育科目はさらに人文・社会、自然の3分野にわたることが定められ、それぞれに既成の学問分野が配置されることになった。

この規定に従って構成された東京大学の教養教育カリキュラムは、それぞれの科目に責任をもつ「教室」と呼ばれる29の教員組織によって実施された。その構成はおおよ次の通りである。

表1：東京大学教養学部の「教室」構成(1956年)

一般教育科目			外国語科目	保健体育科目
人文科学	社会科学	自然科学	英語 ドイツ語 フランス語 ロシア語 中国語 スペイン語 古典語	体育
心理学 教育学 哲学 歴史学 人文地理学 人類学 国文学・漢文学	法学 政治学 経済学 統計学 社会学 社会思想史 国際関係論	数学 物理学 化学 宇宙地球科学 生物学 情報・図形科学 科学史・科学哲学		

その後、具体的な授業科目には随時追加変更がなされたものの、基本的な構造はその後 35 年にわたって維持された。

## 2. 大学設置基準の大綱化

しかしめまぐるしい社会の変化と学問分野の多様化に応じて、1991 年 6 月には「大学設置基準の大綱化」が実施され、東京大学も大きな転機を迎えた。「大綱化」というのは要するに、細かい縛りをなくして大雑把にすることだが、具体的には前述した「一般教育科目」「外国語科目」「保健体育科目」「専門教育科目」という区分が廃止され、各大学は「必要な授業科目を自ら開設し、体系的に教育課程を編成するものとする」とされた。その結果、大学はそれぞれの理念に従って学士課程 4 年間のカリキュラムを自由にデザインすることが可能になったのである。

これは各大学の主体的選択の余地を広げて改革を促すというポジティブな効果をねらった法改正であったと思われるが、その反面、それまで教養教育を担ってきた教養部の法的な存在根拠を失わせるという、ネガティブな側面も同時にはらんだ措置であった。果せるかな、大綱化後は全国の大学で教養部が雪崩を打つように廃止され、各大学は新たな組織編制を迫られる結果となった。

こうした流れの中で、東京大学教養学部は独自の道を歩むこととなる。というのも、ここは他大学のように 1・2 年生の教育のみに責任をもついわゆる「教養部」ではなく、小規模ながらも 3・4 年生の専門課程をもつ独立した「学部」組織だったからであ

る。したがって、東京大学ではこの体制を堅持しながら教養教育の再構築に取り組むことが当面の課題となった。

当然ながら、大綱化以前のカリキュラムをそのまま踏襲するわけにはいかない。これを機会に旧来の教育課程を全面的に見直し、現代にふさわしい新しいカリキュラムを構築する必要がある。私自身は当時、学部長補佐という立場にあったので、その具体的なプランを作成する作業に従事した。

### 3. 大綱化後の新カリキュラム

まず着手したのは、それまでの科目構成を抜本的に変更して、「基礎科目」「総合科目」「主題科目」という大分類に組み直すことであった。

「基礎科目」は文字通り、1・2年生のあいだに身につけておくべき知識やスキルを学ぶもので、内容としては「外国語」「情報処理」「スポーツ・身体運動」「方法論基礎」「基礎演習」「基礎講義」「基礎実験」の7種類から成る。

「総合科目」はそれまで人文・社会・自然の3分類を基本としていた「一般教育科目」を全面的にリニューアルしたもので、「A 思想・芸術」「B 国際・地域」「C 社会・制度」「D 人間・環境」「E 物質・生命」「F 数理・情報」の6系列から成る。

そして「主題科目」は特定のテーマについて自由に設定されるもので、「テーマ講義」と「自由研究ゼミナール」から成る。

以上を表にすれば次の通りである。



表 2：大綱化後の新カリキュラム構成 (1992 年)

基礎科目	総合科目	主題科目
外国語	A 思想・芸術	テーマ講義
情報処理	B 国際・地域	自由研究ゼミナール
スポーツ・身体運動	C 社会・制度	
方法論基礎	D 人間・環境	
基礎演習	E 物質・生命	
基礎講義	F 数理・情報	
基礎実験		

これは 1992 年度から採用されたカリキュラムであるが、中でも特に重要な意味をもつのは「総合科目」の設置であった。教養学部にはもともと多様な専門分野の研究者が数多く在籍していたので、そのリソースを最大限に活かすという趣旨から、従来の一般教育科目における「人文・社会・自然」という学問分類をいったん白紙に戻した上で、新たな学問的傾向に対応できるような科目構成に組み替えたものである。

この「総合科目」の設置によって、たとえばそれまで基礎科目の外国語しか教えていなかった教員が、研究者としての専門性を活かして「A 思想・芸術」の「表象文化論」を担当するというように、各教員が本来有している実績と能力に即した柔軟な授業編成が可能になった。各系列に含まれる科目の中身についてはその後さまざまな追加や修正が施されているが、基本的な大分類の構図は今日までそのまま受け継がれている。

#### 4. 現行のカリキュラム構成

その後、当時から今日までの 30 年の間に、教養教育のカリキュラムは何度かにわたって修正や改善を重ねてきた。細かい経緯は省略するが、2023 年現在の教養課程は以下のような科目構成になっている。

表 3：現行のカリキュラム構成 (2023 年現在)

基礎科目	展開科目	総合科目	主題科目
既修外国語	社会科学ゼミナール	L 言語・コミュニケーション	学術フロンティア講義
初修外国語	人文科学ゼミナール	A 思想・芸術	全学自由研究ゼミナール
情報	自然科学ゼミナール	B 国際・地域	全学体験ゼミナール
身体運動・健康科学実習	文理融合ゼミナール	C 社会・制度	国際研修
初年次ゼミナール		D 人間・環境	
社会科学(文 科 生)		E 物質・生命	
人文科学(文 科 生)		F 数理・情報	
自然科学(理 科 生)			

表 2 と比較してすぐに見て取れる大きな変更点は、全体の科目分類に新たに「展開科目」というカテゴリーが付け加わっていることである。これは「前期課程の基礎科目と後期課程の専門科目をつなぐために、自分が関心のある特定分野の思考様式や研究

方法を少人数形式で学ぶ授業」(学部 HP より)であり、「人文・社会・自然」の3分野に「文理融合」を加えた4種類のゼミナールから成る。

また、基礎科目の枠組みで実施される授業内容も大きく衣替えしている。中でも特徴的なのは「初年次ゼミナール」であろう。これは文系・理系とも1年生の全員が必修として履修しなければならないチュートリアル授業として設計されたもので、「ティーチングからラーニングへ」という基本理念のもと、1クラス20名程度の規模で教員と学生が直接言葉を交わし合い、基礎となる学術的スキルを習得させながら能動的な学習への動機づけを図ることを目的とした授業である。

さらに「総合科目」の枠では、AからFまでの6系列に加えて、「L言語・コミュニケーション」というカテゴリーが新たに設けられている。これはもともと「B国際・地域」の中に含まれていた「国際コミュニケーション」という多様な外国語学習の科目を外に出して独立させたもので、英語および日本語(いずれも中級・上級のみ)を含む24言語と古典語が履修できるようになっている。

「主題科目」にも、新たな科目がいくつか加わっている。まず「学術フロンティア講義」は新カリキュラム発足時の「テーマ講義」をさらに発展させたもので、特定のテーマを設定し、文理を問わず全学の教員が参加してオムニバス形式でおこなわれる講義である。ちなみに2023年度に開講されているのは24科目で、テーマ例を挙げると、「ジェンダーを考える」、「グローバ

ル・コモンズの管理とシステム転換」、「30年後の世界へ—空気はいかに価値化されるべきか」、「エコで安全で健康な社会を実現する機械工学」等々、文系から理系まで多岐にわたっており、学生たちの多様な興味に応えるラインナップとなっている。

「全学自由研究ゼミナール」の枠ではさらに多様なテーマで多数の授業が実施されているが、開講数が膨大なので、具体的な中身については省略する。

新しく設けられた「全学体験ゼミナール」は読んで字の如く、座学ではなく実際にフィールドに出ておこなわれる体験型のゼミで、「飛行ロボットを作って飛ばす」、「体験して考える森林ガイド—ボランティアの現在と未来」、「囲碁で養う考える力」、「小学生にものづくり教育を行う」等々、いわゆる大学教育の範疇からはみ出すようなユニークなメニューが用意されていて、学生たちの評判も上々のようだ。

「国際研修」は文字通り、夏季休暇等を利用して諸外国に短期滞在するプログラムで、これを単位化することにより、とかく内向きであった学生たちの国際感覚を伸ばすことを目的としている。2023年度は中国、韓国、タイ、メキシコ、フランス、ドイツ、イタリアなどでの語学研修や文化体験が用意されている。

さらに2019年からは、新進気鋭の若手研究者が最先端の研究成果を踏まえて高度な内容を教える「アドバンスト理科」という科目が基礎科目と総合科目の枠に設けられた。またこれに対応して、2021年度からは展開科目の「人文科学ゼミナール」と「社会科学ゼミナール」が「アドバンスト文科」と総称され、この年に

新設された「文理融合ゼミナール」は「アドバンスト文理融合」として開講されている。

## 5. 東京大学の教養教育の特徴(1)—レイト・スペシャリゼーション

以上が今日に至るおおよその経緯であるが、次に東京大学における教養教育の特徴について3点ばかり述べておきたい。

第一の特徴は「遅い専門化」、すなわち「レイト・スペシャリゼーション」late specialization である。

日本の多くの大学では学生が初めから専門学部に分かれて入学してくるのが普通だが、東京大学ではすべての新生が最初の2年間は教養学部にも所属し、基本的に駒場キャンパスで前期課程の授業を受ける。学生たちはおおよその進学先によって文科一類から理科三類まで6つの科類に分かれており、カリキュラムも履修単位数もそれぞれ少しずつ異なっているが、総合科目や主題科目などは原則的にどの科類の学生でも自由に履修できるので、教養学部時代に自分とは異なる関心をもった学生と触れ合う機会が多く、人間形成の面でも非常に恵まれた環境に身を置くことになる。

したがって、学生たちは入学時に専門分野を決定するのではなく、1年半の教養教育を受けた後で自分が進むべき学部を決めることになる。もちろん各科類にはそれぞれおおよその進学先が想定されていて(文科一類は法学部、文科二類は経済学部、文科三類は文学部・教養学部・教育学部、理科一類は工学部・理学部、理科二類は農学部・薬学部、理科三類は医学部)、多くの学生

はだいたいこの分類に従って進学するが、教養学部で受けた授業がきっかけになって、あるいは友人の影響で、当初考えていた進路を変更する例は決して少なくない。また、受け入れ先の学部・学科にはすべての科類から進学できる枠（全科類枠）が設けられており、一定の条件を満たせば進路変更が原則的に可能になっている。

高校卒業段階ではまだ自分の関心や適性を十分に見極められない学生が多いことに鑑みれば、大学に入学してさまざまな学問の姿に触れてから専門分野を選択するという制度には一定の合理性があるといえよう。じっさいこの方式は他大学には類例を見ない東京大学の大きな特徴となっているし、東大を志望した動機として「入学後に進路を選べるから」と答えた例が多いことからわかるように、学生からの評判も良好である。

ただし、進学先の決定にあたっては基本的に教養学部での成績（平均点）が判断材料になるので、小数点以下の僅差で希望学部・学科に進めないといったケースも少なくない。そのため、このシステムは大学入学後にも相変わらず学生たちの点数至上主義を助長しかねないという問題があった。そこで学内で議論を重ねた結果、2015年にはそれまでの「進学振り分け」という名称を「進学選択」にあらため、できるだけ学生自身の主体的な選択を尊重しつつ進学先の学部・学科とのマッチングを図るような制度改革が行われた。

## 6. 東京大学の教養教育の特徴 (2)―後期教養教育

第二の特徴は、レイト・スペシャリゼーションの裏返しとも

いうべき「レイト・ジェネラリゼーション」、すなわち後期教養教育である。

すでに見た通り、東京大学では進学先が決まるまでの前期課程（教養課程）と、決まってからの後期課程（専門課程）のあいだに、明確な線引きがある。大学設置基準の大綱化によって教養科目と専門科目の枠が外れた後は、そうした区分を維持しなければならない法的な制約はなくなったはずなのだが、全学生が最初の2年間で教養学部で過ごすという東京大学の特殊性から、この基本的な構造を変えることはなかなかむずかしい。

しかしながらここ数年、教養教育は専門教育の準備段階ではなく、むしろこれと相互補完的に一体をなすものであるという認識が広まり、専門学部に進んでからも同時並行的に教養教育を実施すべきではないかという議論がクローズアップされてきた。その理念を端的に示すのが、東京大学が2013年に公表した「後期教養教育立ち上げ趣意書」である。以下にその抜粋を掲げておく。

教養教育は2年間で終わるものではなく、専門課程にすすんだあとも続くべきものと考えられる。むしろある程度の専門教育を受けたあとでこそ、はじめて意味をもつ教養教育もある。自分の専門が今の社会でどのような位置づけにあり、どういう意味があり、ほかの分野とどう連携できるかを考えることなどである。自分とは異なる分野を専門とし、異なる価値観をもつ他者と出会うことによって、自らを相対化する力を養う。そのためには、古典を読む、別分野の最先端の研究に触れる、詩にふれる、比較をしてみる、などさまざ

まな形がありえるだろう(「後期教養教育立ち上げ趣意書」、東京大学 HP より)。

ここに示された方針に従って、東京大学では現在、教養学部だけでなく、全学部を挙げて「専門を学びはじめた後のリベラルアーツ教育」を推進している。ちなみに 2023 年度は(各学部の既設科目をそのまま利用したものが大半であるが)ゆうに 300 を越える「後期教養科目」が開講されている。

また、この発想は大学院教育にも適用されている。「大学院レベルでは高度な専門性が要求されるだけに、なおのことその専門性を相対化し、自由な人格として他分野の専門家や市民に接する必要性も増大する」(「後期教養教育(大学院レベル)立ち上げ趣意書」というのがその趣旨である。

このように、東京大学では「教養教育」という概念が学部 1・2 年生だけを対象としたものではなく、学部 3・4 年生や大学院生をも含めた全学生を対象としたものであるという認識が共有されるようになった。したがって当然ながら、その担い手も教養学部の教員だけではなく、東京大学の全教員ということになる。いい意味で、教養教育は教養学部だけのものではなくなったのである。

## 7. 東京大学の教養教育の特徴 (3)—語学教育と PEAK

第三の特徴として、語学教育の新しい試みをいくつか挙げておきたい。

今さら言うまでもないことだが、近年はグローバル化の急速な進行にともなって、実践的な英語の運用能力がますます重視



されるようになっている。東京大学教養学部ではそうした認識の上に立って、学生が自らテーマを設定して英語で論文を執筆し、プレゼンテーションやディスカッションを英語でおこなうプログラムとして、2008年に理科生向けの ALESS(Active Learning of English for Science Students)、2013年に文科生向けの ALESA(Active Learning of English for Students of the Arts)を発足させた。両者とも1年生全員の必修科目で、担当はすべてネイティブ・スピーカーの教員であり、丁寧な指導を必要とする授業の性格上、1クラスの人数も15名程度に限定されている。

また、英語で論理的かつ流暢に議論ができるようなスピーキング力の涵養を目的として、2015年度からは同じく1年生全員を対象とした FLOW (Fluency-Oriented Workshop) という授業も導入された。

一方、英語以外の外国語については、2013年度から TLP(Trilingual Program) という自由選択のプログラムが導入されている。これは一定レベルの英語力を有する学生を対象に、もう一つの外国語をマスターして「日本語・英語+1言語」の高度な運用能力をそなえた人材を養成することを目的とするもので、2023年現在、中国語、ドイツ語、フランス語、ロシア語、韓国朝鮮語、スペイン語で展開されている。なお、先に触れた主題科目の中の「国際研修」は、その一部がこのプログラムの延長線上に位置づけられるものである。

一方、いわゆる教養教育の範疇からは少しずれるが、教養学部には2012年度から PEAK(Programs in English at Komaba) とい

う特別なコースが設けられている。これは英語のみで学位取得が可能な学部教育プログラムで、世界各地から将来の国際的な活躍が期待される学生を募り、一般入試とは別枠で、AO(Admission Office) 方式で選考をおこなうものである。定員は 30 名と少数であるが、学生たちは多様な地域から集まっており、例外なく高度な英語力をそなえているので、彼らの存在によって駒場キャンパスが急速に国際色豊かになっていることは疑いがない。まさに「世界から人材の集うグローバル・キャンパスを形成し、構成員の多様化を通じ、学生の視野を広く世界に拡大する」(『東京大学の行動シナリオ FOREST2015』、2010 年 3 月) という、東京大学の目的実現に大きく貢献するプログラムである。

## 8. 部会体制と教養教育高度化機構

最後に、教養教育の実施を支えるための組織体制について述べておく。

授業の実施主体は「部会」である。これは項目 1 で紹介したかつての「教室」に相当するもので、基本的には表 1(東京大学教養学部の「教室」構成)に示した構図が踏襲されているが、時代の変遷とともにいくつか変更された点もある。

細かい経緯や名称変更については省略するが、外国語については韓国朝鮮語部会と日本語部会が新たに設けられ、フランス語部会にはイタリア語が、古典語部会には地中海諸言語(アラビア語など)がそれぞれ加わった。また、項目 4 で触れたアドバンスト科目の実施主体として、先進科学部会と先進融合部会が新設されている。先に触れた PEAK については、前期課程の教育を担当

する PEAK 前期部会が設けられている。

部会とは別に、教養教育の高度化を推進することを目的として 2010 年に発足したのが「教養教育高度化機構」Komaba Organization for Educational Excellence(KOMEX)である。ここは前期課程だけでなく、後期課程や大学院まで含めて、組織の枠組みを超えて取り組むべき教育プログラムを実施するほか、個々の部会や学科単位では実施することがむずかしい教育プログラムの支援をおこなっている。

KOMEX は、2022 年度までは 7 部門(自然科学教育高度化部門、科学技術インタープリター養成部門、アクティブラーニング部門、社会連携部門、国際連携部門、初年次教育部門、環境エネルギー科学特別部門)と 1 プラットフォーム(SDGs 教育推進プラットフォーム)体制で運営されていたが、時代の急速な変化に対応して 2023 年度には組織の大幅な改編が実施された。具体的には、自然科学教育高度化部門・アクティブラーニング部門・初年次教育部門を Educational Transformation 部門(EX 部門)に統合、Diversity & Inclusion 部門(D&I 部門)を新設、さらに科学技術インタープリター養成部門を科学技術コミュニケーション部門に改組して、既存の 3 部門とあわせて 6 部門・1 プラットフォーム体制になっている。

大きくいえば、EX 部門と D & I 部門が「伸ばす」、科学技術コミュニケーション部門と国際連携部門が「幅を広げる」、環境エネルギー科学特別部門と社会連携部門が「人と人を繋げる」という理念にそれぞれ対応しており、これら 3 つの柱に沿って東

京大学全体の教養教育をレベルアップすることが KOMEX の使命ということになる。

## 9. おわりに

以上、東京大学の教養教育の歴史的経緯と現状について、その概略を述べてきた。といっても、東京大学はきわめて大きな組織であり、語るべきことは膨大にあるので、限られた紙面で紹介することにはおのずと限界がある。また、社会の急速な変化にともなって教養教育は絶えず見直しを迫られるので、今後もカリキュラム改正や制度変更は頻繁におこなわれることであろう。その意味で、今回提供した情報はあくまでも、2023 年秋の時点における現状報告にすぎないことをご了解いただきたい。

ただ、東京大学が独立した「教養学部」を擁する日本でもまれな例であること、そして1・2年生をあわせて約6,600人の在学生に対して、教養学部の教員数は約490名であり、いわゆるST比(教員1人当たりの学生数)が15以下であること、しかもすでに述べて来た通り、他学部の多数の教員が教養教育にコミットしていることは、東京大学における教養教育重視の姿勢を示すことがらとして強調しておきたいと思う。

また、学生相談所や進学情報センターなど、きめ細かく学習を支援する施設を整える一方、アクティブラーニングのための教育棟を設け、少人数での討論や発表、協調学習や身体表現の授業などに適した環境を整備しており、カリキュラム等のソフト面だけでなく、ハード面でも教養教育の充実を図っていることを、最後に付け加えておきたい。

# **The University College Model in the Netherlands: Characteristics, Evaluation, Potential**

Murray Pratt /

Amsterdam School for Cultural Analysis, The University of Amsterdam

## **Abstract**

This chapter considers models of higher education with elements of general or liberal arts education in the Netherlands, in particular a unique phenomenon found in the Netherlands, namely the Bachelor of Liberal Arts and Science. This liberal education course is offered by many of the country's leading universities, often in conjunction with an institution, designated as a University College, set up specifically to house the degree and provide a complementary student experience. Although liberal arts courses and degrees can be found in some other European countries or regions (notably Germany and England), it could be argued that the Dutch University College model is the most developed and best understood example of a liberal arts approach at a coherent and relatively unified level. In this chapter, I outline the characteristics of the model, drawing out attributes that the University Colleges themselves consider to be distinguishing factors, before considering how the education can

be evaluated within the context of liberal or general education. Finally, I consider the model's potential for reinvigorating Higher Education as an appropriate developmental response to the challenges facing the contemporary world, by building on its capacity to address stakeholder concerns on a planetary level, its ability to inculcate not only critical but also creative thinking, and its innovations in radical, learning-centred education. In doing so, I draw both on my experience as Dean of Amsterdam University College (from 2016-2020) and on a review of relevant literature and electronic publications.

When considering models of higher education corresponding to general or liberal arts education in Europe, it is interesting to consider the evolution of a particular phenomenon in the Netherlands, namely the Bachelor of Liberal Arts and Science. This programme is offered by many of the country's leading universities, often in conjunction with an institution, designated as a University College, set up specifically to house the degree and provide a complementary student experience. Although liberal arts courses and degrees can be found in some other European countries or regions (notably Germany and England), it could be argued that the Dutch University College model is the most developed and best understood example of a liberal arts approach at a nationally coherent and relatively unified level. In this chapter, I will briefly outline the characteristics of the model, drawing out attributes that the University Colleges themselves consider to be distinguishing factors, before considering how the education can be evaluated within the context

of liberal or general education. Finally, I will consider the potential the model holds for Higher Education institutions or departments planning to build on the model's more ambitious features, as a way of ensuring that undergraduate experience is attuned to urgent twenty-first century challenges, not least the climate emergency. In doing so, I draw both on my experience as Dean of Amsterdam University College (from 2016-2020) and on a review of relevant literature and electronic publications.

## 1. Description and Characteristics

First emerging towards the end of the twentieth century, when University College Utrecht (UCU) was founded in 1998 as the first Dutch University College,<sup>1</sup> the model was rapidly adopted by a number of Dutch universities. The rationale for the development of the model, ascribed to the founder of UCU, Professor Hans Adriaansens, was a dissatisfaction, at the time, with the massification of higher education, and its failure to motivate students.<sup>2</sup> By contrast, the vision of the University Colleges could not have been more different, as expressed in the current description provided of the Liberal Arts and Sciences programme at UCU:

We offer students complete freedom to compose their individual curriculum from over 200 different courses in humanities, science and social science. In this they are supported by individual tutors.

<sup>1</sup> University College Utrecht (All website references last accessed 15 November, 2023). <https://www.uu.nl/en/organisation/university-college-utrecht/about-ucu>.

<sup>2</sup> Wikipedia. [https://en.wikipedia.org/wiki/Hans\\_Adriaansens](https://en.wikipedia.org/wiki/Hans_Adriaansens).

The students live and study on campus, a close-knit community and vibrant hub of intellectual exploration and social engagement.<sup>3</sup>

By the early 2020's, the model had become well established within the Dutch higher education landscape. Depending on how the various Universities position their programmes, whether they provide a Bachelor of Liberal Arts and Science and/or use the University College model, there are currently around 9-12 examples of the model.<sup>4</sup> Each of them has, over the years, slightly different aspects of the education they offer. For example, Maastricht University College is renowned for its 'problem-based learning' approach,<sup>5</sup> while University College Twente uses the term, 'challenge-based',<sup>6</sup> and the range of disciplinary subjects available to students also differs from one University College to another. However, the key characteristics of the model are not only quite uniform, but have even been agreed by the Deans of the University Colleges in their joint statement.<sup>7</sup> In brief, the key characteristics can be summarised as follows:

<sup>3</sup> University College Utrecht. <https://www.uu.nl/en/organisation/university-college-utrecht/about-ucu>.

<sup>4</sup> Study in NL. [https://www.studyinnl.org/dutch-education/studies?search\\_query=liberal+arts;](https://www.studyinnl.org/dutch-education/studies?search_query=liberal+arts;) University Colleges in the Netherlands. <https://universitycollege.nl/discover-the-colleges/>.

<sup>5</sup> Maastricht University. <https://www.maastrichtuniversity.nl/education/why-um/problem-based-learning>;

<sup>6</sup> University Colleges in the Netherlands. <https://universitycollege.nl/discover-the-colleges/>.

<sup>7</sup> The statement can be downloaded at Amsterdam University College. <https://www.auc.nl/academic-programme/liberal-arts-and-sciences/liberal-arts--sciences.html>.



Key Characteristic	Further Details
Learning outcomes consistent with the study of the liberal arts and sciences	These include: a combination of multi-/interdisciplinarity approaches with disciplinary learning; an emphasis on both academic and civic/societal/international skills; encouraging intellectual curiosity and an open mind.
Open curricula offering a range of specialisms and some core learning	Students usually combine disciplinary study with interdisciplinary learning, and can select from a wide range of specialisms. They are often guided by personal tutors or study advisors.
Informed by research	Undergraduate study is seen as an opportunity for learners to engage with current research and conduct their own projects alongside and/or in keeping with University research.
A community of learners	The University College format combines academic and social activities, with an emphasis on fostering community.
Small scale and intensive	These descriptors are aligned with a specific requirement in the Dutch higher education requirements. Typically they translate as small classroom experiences and an ambition for engaged and supported academic progress.
Encourage diversity and internationalisation	Typically the programmes are fully delivered in English. This allows for the University Colleges to host very international cohorts. Attention is also given to promoting access to the programmes to students from a diverse range of backgrounds.
An interest in pedagogical innovation	Including curricular experimentation and dynamic learning environments.

To summarise, the education the model provides is deeply grounded in interdisciplinary, promotes an evidence-based and socially-responsible research mindset, and combines intensive learning with an international outlook. In addition to these stated characteristics, it can also be noted, although again with some variation, that the University Colleges, in practice, often engage more directly than standard programmes in recruitment; can vary fees (as a result of offering small-scale and intensive education); require students to be in residence at the college for some or all of the duration of their studies; and expect attendance and participation in classes whenever possible. It is also worth noting that the University Colleges, even if sometimes considered as relatively autonomous by dint of branding and the range of academic and social activities they provide, are each fully embedded within larger University contexts, and therefore enjoy governance, technological and infrastructural support, financing, staffing and other practical or enabling systems in keeping with, and in close consultation with, their parent institutions.

## 2. Considerations for Evaluating the Model

The model outlined above has been described in more depth in an excellent publication prepared by three practitioners and educational scientists.<sup>8</sup> In addition to identifying the characteristics of liberal arts

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<sup>8</sup> Boetsch, Laurent, Volker Balli and Lieke Schreel, *Guide to Emerging Liberal Arts and Sciences Practices in the EU* (Handbook prepared for Erasmus+ Strategic Partnership "The Best Liberal Arts and Sciences Teaching Expanded and Reinforced" Erasmus +KA2 (2015-1-NL01-KA203-008993)).

and science degrees offered in the Dutch University Colleges, alongside other models, they point to the outstanding achievement of the system in graduating new generations of young professionals with a critical mindset, supple approach to integrating knowledge from different disciplines, and a strong civic ethos. In short, the programmes are considered capable of graduating students who can function as “global problem-solvers” (41). In addition, the Boetsch et. al. mention some of the issues associated with the model:

The University Colleges have, in part, been created with the very intention to create distinct spaces in which a close community of learners, with similar dispositions, can develop, especially if they are residential. These spaces can, as is evident in many of the UCs, give rise to a high work-ethos, to a plethora of initiatives and co-curricular activities, and a strong identification of the students (and the faculty!) with 'their' College. In turn, the interaction of students with the overall university, especially if the College is in a different location, can be less intense and more ambiguous. Last, the Colleges have to engage with the criticism of being privileged places for selected students only (though, as has been mentioned, some programs were designed very consciously as Honours Colleges). (Boetsch et. al., 41-42)

In considering the strengths of the Dutch University College Model, I would argue that it is important to look beyond simple metrics. This is not to say that the iterations of liberal education in the Netherlands do not score highly in terms of student attainment, satisfaction surveys, graduate outcomes, recruitment and retention. In fact, and insofar as it is possible to apply metrics designed for more standard programmes to these programmes, the degrees perform very well. Rather, it is recognition of two important considerations. Firstly, to the extent that liberal or general education is interested in learners as individuals, often holistically and in terms of their personal, civic and academic development, countable data is only able to scratch the surface with regard to the entirety and the nuances they experienced during their education. Secondly, while neo-liberalism places considerable emphasis on gathering data, measurement and ranking, these approaches to education, much like algorithms or artificial intelligence, effectively reproduce and reinforce existing—and often disciplinary—value sets. By contrast, there is a sense in which liberal education ought to be measured by the extent to which it transcends disciplinary metrics, as it is concerned with holding established truths, hierarchies, structures and systems to account, questioning them and producing citizens capable of inventing newer, more just and equitable solutions for society.

It would be wrong to exaggerate this element of the Dutch University College Model, as in some senses it could be considered as still a part of, rather than a challenge to, the establishment. However, at its most experimental and innovative, the model also permits students to experience interdisciplinary and socially grounded education as a liberation, or an emancipation both for learners and society more generally, much in the sense envisaged by Paolo Freire in his groundbreaking work *Pedagogy of the Oppressed*.<sup>9</sup> Freire's emphasis on dialogue, to give just one example, as a way of dismantling the suppression of enquiry through "unity, compassion, organization, and cultural synthesis",<sup>10</sup> both captures the characteristics of the model as outlined above, and echoes the Socratic method of teaching through dialogue often associated with liberal arts approaches.

### 3. Unleashing the Potential of the Dutch University College Model

Building further on the question of how to evaluate the Dutch University College Model, I now wish to turn to the question of the extent to which it equips learners with the tools for querying conventions and resisting oppression in the current global situation. The link between monodisciplinary mindsets and the Anthropocene, as well as the importance of fostering plural or multiple approaches in apprehending nature and technology as we imagine solutions to planetary collapse, has

<sup>9</sup> Freire, Paulo (2000). *Pedagogy of the Oppressed* (30th anniversary ed.). New York: Bloomsbury.

<sup>10</sup> Wikipedia. [https://en.wikipedia.org/wiki/Pedagogy\\_of\\_the\\_Oppressed](https://en.wikipedia.org/wiki/Pedagogy_of_the_Oppressed)

been well articulated by Yuk Hui.<sup>11</sup> He writes, for example, about how universalising conceptions of science and technology are made possible by the history of colonization, modernization and globalization, which, being accompanied by its history of economic growth and military expansion, has given rise to a mono-technological culture in which modern technology becomes the principle productive force and largely determines the relation between human and non-human beings, human and cosmos, and nature and culture. The problems brought about by this mono-technological culture are leading to the exhaustion of resources and of life on earth and to the destruction of the environment, which are central to the discourse around the Anthropocene. It is also in this social and political context that it seems urgent to re-open the question of

<sup>11</sup> Yuk Hui, “Foreword, Cosmotronics”, Angelaki, *Journal of the Theoretical Humanities*, 25, 4, August 2020. <https://www.tandfonline.com/doi/epdf/10.1080/0969725X.2020.1790828>. I have written further about Yuk Hui’s radical interrogation of the assumptions we make about science and learning, and their imbrication with ecological collapse and potential for generating an urgent response to this, in Pratt, Murray. “Human Learning, Learning Human: Approaching General Education in the Anthropocene”, in *The Humanities as General Education: What, Why, and How To Teach?* ed. Hong Seok Min (pp. 171-185), (Seoul: Yonsei University Press), 171-185. Only published in Korean translation, as: *머레이 프랫 (2022). “배우는 인간, 인간에 대한 배움: 인류세 시대의 일반교육에 대하여”, 홍석민 편, 교양교육으로서의 인문학: 무엇을, 왜, 어떻게 가르칠 것인가?* (pp. 171-185), 서울: 연세대학교 출판문화원; Pratt, Murray. “Compound Focalization in the Literary Hinterlands”, in *Planetary Hinterlands, Extraction, Abandonment and Care*, eds. Pamila Gupta, Sarah Nuttall, Esther Peeren, Hanneke Stuit, (2023) Palgrave Macmillan, 271-284. [https://link.springer.com/chapter/10.1007/978-3-031-24243-4\\_17](https://link.springer.com/chapter/10.1007/978-3-031-24243-4_17); and Pratt, Murray “Utopia in the Anthropocene? Some Thoughts on Human Learning”, in Van der Laan, Gerwin, Tessa Leesen, Michiel Bot, Ellen Dreezens, Vikas Lakhani, Martin J. Loos, Anna Shekiladze, Geno Spoormans and Tom Willems (eds.), *Educational Utopias. Liber Amicorum. Prof. Dr. Alkeline van Lenning* (2023), Open Press Tilburg University. <https://openpresstiu.pubpub.org/educational-utopias>.

technology and the quest for a multiple cosmotechnics. (2)

In this context, it is important when considering or evaluating the Dutch University College Model, that we look to take account of a wide range of stakeholders, as the education provides is grounded educationally—but also socially, nationally and ultimately globally—within the context Yuk Hui describes. While liberal arts education is sometimes thought of in terms of the development of the individual,<sup>12</sup> I would contend that only focusing on programmes of study in this way misses many of the other aspects of educational experiences and it is reductive to only evaluate education from the perspective of student satisfaction. Firstly, ‘satisfaction’ is perhaps just one response to a successful learning experience, and experiencing frustration, failure, even dissatisfaction, can also be important steps in acquiring new skills and knowledge. Moreover, what students seek from a course of study varies over time. As applicants, they project themselves forwards into activities which they might find useful or enjoyable, often using marketing messages to do so. As graduates, there is initially a tendency to measure the extent to which a course has served them well in finding employment, or going on to further study. Looking beyond students themselves then, their future employers, as well as admissions tutors of Masters’

<sup>12</sup> With my co-authors I have written about the importance of considering liberal education within the Dutch University College Model as learning-centred, rather than simply learner-centred. See Cohen de Lara, Emma, Michiel van Drunen and Murray Pratt, “An ongoing state of dialogue: learning-centred education at Amsterdam University College”, *Th&ma*, 4.

programmes, and indeed the perception of influencers such as parents all have a bearing on how ‘useful’ a course of study will be, or has been.

For liberal education in general, and the Dutch Model in particular, this represents a challenge. For while graduates actually report highly satisfactory outcomes, the aim of liberal educationalists is often less instrumentalist, aiming to inculcate graduates capable of integrating knowledge across disciplines, and demonstrating ‘good citizenship’ rather than disciplinary specialisms.<sup>13</sup> Anandi van der Merwe and Jamie Wolvekamp make this point in their essay in a an outstanding recent volume dedicated to the lifetime work of Professor Alkeline van Lenning, a ‘liber amicorum’ reflecting on the Dutch University College Model and dedicated to one of its leading pioneers. They write:

Education should ... prepare students for what the world is like. University Colleges attempt to enact this by ... seeking to raise well-rounded citizens, ... by nurturing students’ critical thinking skills—yet it must do so without imposing unnecessary rigidity and overtly seceding to ... the perpetuation of a past unfit to face the new world. Thus, education must not institutionalize a certain conception of the responsible citizen, as this assumes, as this assumes there to be far more order in the world than actually exists. (Van der Merwe and Wolvekamp, 2023, 86-87).

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<sup>13</sup> Van der Merwe, Anandi, and Jamie Wolvekamp, “Situating the Walls of the Classroom: An Arendtian Consideration of New Foundations for Contemporary Higher Education”, in Van der Laan et al. (2023).



What is most striking in this quote is that it goes beyond the familiar distinction between education as instrumental for the workplace or an emancipation for the learner, and instead focuses on preparation wider society, what might be thought of as a further level of stakeholder interest. The responsible citizen they seek, and, I would emphasise, that an interdisciplinary mindset can help realise, should be able to query not only corporate expectations, but the kind of world that places economic growth above all else. To this extent, we inherit a set of world views, ideologies, and what philosopher Yuk Hui calls “cosmotechnics”,<sup>14</sup> that are precisely those that have brought our planet to the verge of irreversible collapse. Beyond human society, the needs of the planet perhaps represent the outermost, and I would add, most urgent, stakes in the education we value, design and deliver. Writing in the same volume as Van der Merwe and Wolvekamp, I argue that the most pressing imperative for liberal education is to radically rethink its offer in terms of how it can address the current ecological catastrophe, through attentive and creative practice situated in real ecologies:

Education for the mid twenty-first century should provide learners (including teachers, administrators and managers) with spaces, activities and projects that challenge assumptions and seek new lessons, rather than reassure or comfort; encourage connection with rather than alienation from nature, each other, ourselves. In

<sup>14</sup> See for example Yuk Hui, *The Question Concerning Technology in China. An Essay in Cosmotechnics*. Falmouth: Urbanomic, 2016.

the current predicament, learning ought to be taken seriously as an invitation to develop an awareness of what it is to be human, within our evolving awareness of the affordances of the more-than-human”. (Pratt, 2023, 138.)<sup>15</sup>

#### 4. Conclusion

From its inception at the end of the twentieth century, the Dutch University College Model, offering an interdisciplinary, small-scale and intensive, ethically aware and international liberal education within the context of purposely designed colleges provided an ambitious and thoughtful new approach to undergraduate study. The University Colleges have pioneered approaches that are now often replicated in the mainstream, to the extent that universities adapt to changing stakeholder needs. However, during the intervening decades, the world itself has changed significantly. If planetary extinction is by far the most drastic threat we face, it is aided and abetted by other human failings, such as our increasing inability to value truth, the polarisation of debate and resulting dehumanisation of different groups, and the collapse of the democratic consensus.<sup>16</sup>

Tackling these crises, I would conclude, requires educationalists

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<sup>15</sup> Pratt, Murray, “Utopia in the Anthropocene? Some Thoughts on Human Learning”, in Van der Laan, Gerwin et. al. (2023).

<sup>16</sup> On the capacity of the Dutch University College Model to tackle the democratic deficit, see Dekker, Teun J., “Turning Education as Democracy into Education for Democracy. An Aristotelian Approach to Making Education Contribute to Democratic Utopia”, in Van der Laan, Gerwin et. al. (2023).

to learn from and forge ahead with the most innovative and hard-won endeavours they have put in place so far, and indeed continue to experiment in finding new ways to support learners in acquiring the right tools for the current situation, and inventing new ones. Within the Dutch Model, the University Colleges have pioneered in engaging students in laboratories of learning,<sup>17</sup> integrated thinking that challenges disciplinary mono-technicity, sparks their own creativity and engages a sense of community. The potential for radical education, that liberates not only individuals, but also frees us up from outdated thinking at a time when the planet needs saving just as much as we do, lies within this model. It is time to focus on course design and assessment, but also the deeper rationale and everyday practice, in ways that shake up perspectives by offering education that takes learning outside institutions, and encourages small group conversations, where all voices are heard, that question ground rules, indeed the very ground itself, one that we have too long taken for granted. There is considerable potential, drawing on the model's most innovative practice and translating this into new contexts and cultures, for imagining a creative, communitarian and radically alert education that might yet liberate the planet from the plight we have put it in.

<sup>17</sup> For a detailed account of one such learning laboratory I helped pioneer at Amsterdam University College, see Dibazar, Pedram and Murray Pratt (2020) "Expecting and facilitating the unexpected: Culture Lab and the European Capital of Culture", *Teaching Anthropology* 9.2 Spring, 9-16. [https://www.teachinganthropology.org/ojs/index.php/teach\\_anth/article/view/507](https://www.teachinganthropology.org/ojs/index.php/teach_anth/article/view/507).



## 한국교양기초교육원

윤우섭 /

전 한국교양기초교육원장, 경희대학교 명예교수

### Abstract

The Korea National Institute for General Education (hereinafter referred to as the Institute) was established in 2011 with the goal of formulating the philosophy, vision, and strategy of university education, as decided by the National Education Science Advisory Council. At the core of this initiative was the recognition that evaluating and enhancing the quality of university education is a national task. In line with this recognition, the government decided to provide budgetary support through the Ministry of Education. Several principles were established at the inception of the Institute. Foremost among them was that the activities of the Institute should have a supra-university character based on the voluntary participation of universities, and the organization of the Institute should be structured to support such activities, a principle that remains valid to this day.

The initial activities of the Institute were characterized above all by efforts to strengthen the general education of universities. To this end, the Institute actively developed standards, the theoretical framework

of general education, and conducted diagnosis and deliberation of the general education programs of universities in South Korea based on these standards, achieving significant results. Furthermore, it carried out initiatives to support improvements in teaching methods and to develop and research content for general education. In addition, to advance university education, the Institute hosts international forums, inviting experts from abroad to engage in in-depth discussions on the role and challenges of university education in today's society.

In an era where constant change has become the new normal, the Institute will strive to redefine the role of higher education in supporting sustainable growth for individuals and communities and to formulate and support the strategies necessary to fulfill that role.

## 요약

한국교양기초교육원 (이하 교기원)은 국가 교육과학기술자문회의의 결정에 따라 대학 교육의 철학, 비전, 전략을 수립하는 것을 목표로 2011년 설립되었다. 그 바탕에는 대학 교육을 점검하고 그 질을 제고하는 일이 국가적 과제라는 인식이 자리하고 있었다. 이러한 인식에 공감한 정부는 교육부를 통한 예산지원을 결정하였다. 교기원의 출범 당시 몇 가지 원칙이 확립되었다. 가장 중요한 것으로 교기원의 활동은 대학들의 자발적 참여를 바탕으로 범 대학적 성격을 가져야 하며, 교기원의 조직은 이러한 활동을 뒷받침할 수 있도록 짜여야 한다는 것이었으며, 그 원칙은 여전히 유효하다.

교기원의 초기 활동은 무엇보다 대학의 기초교양교육 강화 활

동으로 특징지어진다. 이를 위하여 교기원은 교양교육의 이론적인 틀인 표준안을 마련하고 그것을 바탕으로 대한민국 각 대학의 교양 기초교육 프로그램을 진단하고 숙의하는 활동을 활발하게 전개하였으며, 다대한 성과를 올렸다. 그리 더하여 교수법 개선을 위한 지원, 교양교육 콘텐츠 개발 및 연구 지원 사업을 전개하였다. 한편 대학 교육의 발전을 위하여 국제 포럼을 개최하여 해외의 전문가들을 초청하여 오늘날 사회 발전에 따른 대학 교육의 역할과 과제에 대해 심도있는 논의를 전개하고 있다.

교기원은 상시 변화가 새로운 정상이 된 시대를 맞아 개인과 공동체의 지속가능한 성장을 뒷받침하기 위한 고등교육의 역할을 재정립하고, 그 역할을 수행하는데 필요한 전략을 수립, 지원하기 위해 진력할 것이다.

## 1. 들어가며

일반적으로 대학의 기능을 교육, 연구, 사회봉사 세 가지로 설명한다. 가장 이상적인 것은 세가지가 적절한 조화를 이루며 발전하는 것이다. 그러나 어느 하나에 과도하게 치우치면 다른 것들에 부정적인 영향을 미친다. 바로 연구가 압도적 비중을 차지하게 된 것이다. 오늘날 다양한 기관에서 대학을 평가하고<sup>1</sup>, 대학은 교수를 평가한다. 그런데 가장 비교하기 쉬운 지표가 연구 성과다. 연구 성과는 양과 질, 양면(兩面)에서 계량하는 것이 가능하기 때문일 것이다. 그러나 교육에 대한 지표는 계량화하기 대단히 어렵다. 교수 대

<sup>1</sup> 이 평가가 대학을 제대로 평가하느냐는 별개의 문제다.

학생 비율, 인턴십 비율, 장학금 규모, 국제교류 실적, 졸업생 평판도 등의 지표가 개발되었으나, 그것이 교육이 얼마나 충실하게 이루어지는지를 입증하는 근거는 되지 못한다. 그로 말미암아 대학 평가기관과 한국의 대부분의 대학 본부의 평가는 자연히 객관적 계량이 가능한 연구에 더 많이 의지하게 되었다. 그렇게 한국의 대학에서 연구가 교수의 임용과 승진을 좌우하는 절대적인 요소가 되었다. 물론 대학은 교수들의 교수법 향상을 위하여 각종 지원 정책을 수립하였지만, 많은 교수들의 호응을 얻어내지는 못했다. 사회에서는 대학 졸업자들의 재교육에 막대한 비용이 소요된다는 대학 교육이 사회의 요구에 답하지 못한다고 비판한 지 오래다.<sup>2</sup> 결국 대학이 교육기관임에도 교육을 평가하고, 점검하고, 개선하는 일이 꽤 오랫동안 적극적 관심을 받지 못했고 사회의 요구에도 부응하지 못했다고 하여 지나친 말은 아니다. 이런 상황에서 교육을 점검하고 그 질을 제고하는 일이 국가적 관심사로 부상하였다. 그러한 관심이 응축되어 한국교양기초교육원 설립의 동력이 되었다.

## 2. 한국교양기초교육원의 출범<sup>3</sup>

한국교양기초교육원 (이하 교기원을 함께 사용함) 설립의 초

<sup>2</sup> 사실 오늘날 대학교육과 직업과의 관계가 일치하지는 않는다. 사회에서 요구하는 것은 취업자에게 필요한 교육을 베풀 시의 흡수능력과 인성, 윤리의식 등이다. 한국교양기초교육원은 사회가 바라는 대학 교육과 관련하여 다수의 포럼을 개최하였다. 강사로 초빙된 인사들 거의 모두 인성, 학습능력, 대인관계능력 전문지식 등을 꼽았다. 한국교양기초교육원, 기업, 대학에 바란다, 교양교육협력포럼 자료집, 2017 외 다수. 일본에서도 대학교육과 직업의 연계성이 매우 희박하다는 평가가 있다. 가네코 모토히사, 일과 대학교육 - 유동화와 다양화, 2020년 창과강좌집, pp. 83~96.



석은 2008 년 대통령이 의장인 국가 교육과학기술자문회의에서 놓였다. 자문회의는 교육과 과학 1 기술을 융합하는 관점을 전제로 특별소위원회를 설치하였고, 이 소위원회에는 교육과 과학 1 기술 영역의 위원들이 참여하였다. 위원들은 그간 연구에 비해 소홀했던 대학 교육에 자문의 초점을 맞추기로 결정하고 “교육의 질”을 높일 방안을 찾았다.

위원들은 “대학교육선진화방안”을 의제로 채택하고, 오랜 토론과 협의를 거친 끝에 그 결과를 2009 년 10 월 자문회의에 보고하였다. 이 논의는 훗날 소위 잘 가르치는 대학 사업으로 더 잘 알려진 “학부교육선도대학육성 (Advancement College Education, 약칭 ACE)”사업으로 열매를 맺었다. 동년 11 월 소위원회는 “기초교양교육강화방안”에 대한 협의를 시작하여 대학 교양교육강화를 위한 국가 수준의 지원 방안을 마련하기 위한 연구를 발주하였다. 이 연구는 국제화 시대 창의적 인재 양성을 위한 대학 교육의 개혁을 목표로 한 것이었다. 그리고 소위원회는 ( 그 사이에 대학교육위원회로 개편 ) 학부 교양교육 강화를 위하여 전국대학교양교육협의회장, 전국대학교무처장협의회장, 전국대학기획처장협의회장을 초청하여 논의 끝에 함께 교양교육 강화라는 주제를 함께 추진해 나가기로 합의하였다. 그리고 2010 년 4 월 위원회는 연구결과와 합의를 두고 여러 차례에 걸친 논의 결과를 “대학 기초교양교육 강화 및 대학 평가 개

<sup>3</sup> 이 장은 당시 교육과학기술자문회의의 위원으로 교기원 출범에 결정적 역할을 하고 초대 운영위원장을 역임한 민경찬교수가 교기원의 기관지 “두루내”에 기고한 글을 요약한 것이다. 민경찬, 한국교양기초교육원 설립과 비전, 두루내 vol. 33, 2019. 06. pp. 8~14.

선”이란 제목으로 대통령에게 보고하였다. 보고 후 교과부를 통한 국가 예산 지원이 확정되었다.

이런 과정을 거친 위원회는 해당 사업을 추진하기 위하여 대학교육의 철학, 비전, 전략을 수립할 범 대학적 싱크탱크를 창설할 필요성을 제기하였다. 그리고 이 기구의 운영의 설립과 운영의 원칙을 제시하였다. 첫째, 기구는 국가적 기구의 성격을 띠는 것, 둘째, 기구에 대학들이 스스로 참여토록 할 것, 셋째, 기구의 운영과 관련한 사항은 차후 구성되는 기구 운영위원회가 담당토록 할 것, 넷째, 운영위원회의 결정을 집행하는 책임은 기구의 장이 지도록 할 것 등이었다. 마지막으로 기구를 어디에 설치할 것인지에 관해 치열한 논의를 한 끝에, 범 대학적 활동의 효율성을 고려하여 운영의 독립성 보장을 전제로 사단법인 한국대학교육협의회에 두기로 결정하였다<sup>4</sup>. 마침내 2011년 7월 1일 한국대학교육협의회는 부설 한국교양기초교육원 설치 「운영에 관한 규정」을 통과시켰고, 이를 근거로 8월 한국교양기초교육원으로 명명한 기구가 정식으로 출범하게 되었다. 교기원에는 범 대학적 기구의 성격을 살리기 위하여 운영위원회에 전, 현 전국교무처장협의회장, 전, 현 전국교양교육협의회장, 전, 현 한국교양교육학회장, 전, 현 전국대학기획처장협의회장이 반드시 포함

<sup>4</sup> 한국대학교육협의회 (韓國大學教育協議會, Korean Council for University Education, 이하 대교협, KCUE)는 한국대학교육협의회법 (법률 제 3727 호)에 근거하여, 대학운영의 자주성과 공공성을 높이며 대학교육의 건전한 발전을 도모하기 위해 1982년 설립되었다. 대교협은 대학 간 상호협력과 대학교육의 질적 수준 향상에 필요한 사항을 정부에 건의하여 정책에 반영토록 하는 기능도 수행한다. 대교협의 운영은 회원 대학의 회비로 운영된다. 따라서 국가 예산의 지원을 받는 한국교양기초교육원이 비록 한국대학교육협의회에 부속되어 있지만, 별도의 운영 주체이다.

되도록 하였다.

교기원은 앞에서 말했듯 설립 논의가 진행될 때부터 교양교육 뿐만 아니라 한국의 고등교육 전반에 대한 철학, 비전, 전략을 세우고, 그 실천에 동행하는 싱크 탱크 역할을 맡았다. 그리하여 “교양교육과 전공교육의 이분법적 학사구조를 개선하여 21 세기의 새로운 교육 수요에 부응하는 다양한 대학 교육의 전형을 개발, 제시, 공유함으로써 대학 교육 전체의 질적 수준을 제고”하는 것을 우선적인 목표로 천명하였다.

### 3. 한국교양기초교육원의 활동

#### (1) 이론정립<sup>5</sup>

기원은 무엇보다 교양교육의 이론을 정립하는 데 힘썼다. 왜냐하면 이론은 실천을 위한 설계도와 같기 때문이다. 교기원은 전문가 모임을 구성하여 숙의 끝에 교양기초교육을 다음과 같이 정의하였다. “교양기초교육이란 대학교육과 평생교육 전반에 요구되는 지식의 습득 및 자율적 학문 탐구 능력의 함양을 포함하여, 인간, 사회, 자연, 예술에 대한 종합적 이해를 바탕으로 세계관과 가치관을 스스로 확립하는 데 기여하는 교육으로, 학업 분야의 다양한 전문성을 넘어서서 모든 학생에게 요구되는 보편적 7 통합적 자유교육이다.”<sup>6</sup> 또한 교양기초교육은 초연결, 초지능 사회, 다양한 위기의 지속이라는 새로운 시대상을 맞아 객관적 사실 인식을 토대로 하는 비판

<sup>5</sup> 이론 정립에 있어 교기원 초대 원장 손동현 성균관대학교 명예교수의 역할이 지대하였다.

<sup>6</sup> 최초의 정의와 목표는 그 후 약간의 표현상의 수정을 거쳤다. 향후 변화에 따라 수정 보완이 이어질 것이다.

적, 창의적와 합리적 의사소통을 통해 민주주의 공동체의 문화적 삶을 주도할 수 있는 자질을 함양하는 교육이다.“

이 정의로부터 연역하여 교양교육이 지향하여야 할 목표를 다음과 같이 설정하였다.

- 첫째, 인간과 세계에 대한 균형 잡힌 이해와 가치관 정립,
- 둘째, 학문 탐구를 위한 보편적 문해 능력 함양,
- 셋째, 비판적 사고능력과 합리적 의사소통 능력 함양,
- 넷째, 융합적 사고능력과 창의적 문제해결 능력 함양,
- 다섯째, 공동체 의식과 시민정신 함양,
- 여섯째, 심미적 공감 능력 함양.

그리고 이념과 목표에 따라 교육과정을 편성하고 그에 따라 교과목을 개설할 때, 어떤 과목과 내용이 교양교육에 적합한지를 판단할 수 있도록 교과목이 갖추어야 할 기본 요건을 정립하였다. 여기에는 적극적 기준과 소극적 기준이 있는데, 적극적 기준이 교양교과목으로서 적합한 요건을 제시했다면, 소극적 기준은 교과목의 성격이 교양교과목으로서 부적합한 예를 들고 있다.

적극적 기준을 부연하면, 교과목이 보편적 포괄성과 학술적 대표성을 가졌는가, 그 학술적 수준이 대학 교육 전반에 영향을 미칠 수 있는 것인가를 묻는 것이다. 소극적 기준은 학술성이 빈약한 교과목, 취업과 창업에 필요한 교과목, 정책 사업의 일환으로 개설한 교과목 등 교양교과목으로서의 성격을 갖추지 못한 경우 개설을 지양하여야 한다는 취지에서 유래하였다. 안타깝게도 많은 대학은 시험용 과목 또는 대학의 교과목이라고 부르기에 전혀 어울리지 않지만, 학생들이 개설을 희망한다며 그들이 원하는 과목, 취미활동과

관련한 교과목을 다수 개설하고 있었기에 소극적 기준이 특별한 의미를 획득한다.

마지막으로 교양교육의 발전을 위해 행정 및 재정 지원에 관한 논의의 틀을 만들었다. 교기원은 이 모든 논의를 대학교양기초교육의 표준모델로 정리하여 전국의 대학에 배포하였다.<sup>7</sup>

## (2) 대학교양교육컨설팅<sup>8</sup>

교기원은 교양기초교육을 정의하고 목표를 설정한 후 그것을 전파하기 위하여 각종 활동을 전개하였다. 전파를 위한 가장 좋은 방법은 각 대학의 행정 책임자 및 교양교육 담당자와 숙의하는 것이다. 이를 위해 대학 교양교육을 체계적으로 진단하고 구체적인 대안을 제안하기 위해 교양교육 컨설팅을 기획하고, 2012년에 첫걸음을 내디뎠다. 컨설팅은 대학의 요청을 받아 대학 학부교육의 핵심인 기초 교양교육의 내실화를 유도하고, 교육 경쟁력을 강화하여 학생의 대학 교육 만족도를 제고하고, 학업능력을 함양하는 데 주안점을 두었다. 이를 통해 학생 각자의 경쟁력을 제고시키고자 함은 물론이다. 아울러 우수한 교육 프로그램의 공유 및 확산을 꾀하였다. 컨설팅은 대학의 자발적이고 적극적인 참여가 성패를 좌우하는 사업이다. 그런 뜻에서 대학의 행정 책임자 및 교양교육 책임자가 숙의에 반드시 참여토록 하였다. 그리고 매년 초 대학 관계자들을 초청하여 컨설팅 설명회를 개최하였다. 컨설팅에 소요되는 비용은 전액 교기원의 예산에 반영하였다.

<sup>7</sup> 이 표준 모델은 컨설팅 항목을 구성하는 토대가 되었다.

<sup>8</sup> 이 절은 교기원 기관지 두루내, 2020. 12. Vol. 36, pp. 21-27에 실린 윤우섭의 "한국교양기초교육원의 교양교육 컨설팅"을 요약 및 보충한 것임

### ① 컨설팅 기획위원회

컨설팅 기획위원회는 본 컨설팅을 위해 필요한 각종 토대를 세우기 위하여 조직되었다. 기획위원회는 컨설팅에 반드시 포함되어야 할 영역과 항목을 정리하고 각 대학이 자체적으로 활용하는 것이 가능하도록 그에 대해 자세히 설명을 붙였다. 또한 한 해의 컨설팅 결과를 반영하여 이듬해 컨설팅을 위한 항목개선 작업과 설명을 보충하는 임무를 수행하였다. 약간의 경험이 쌓인 후 기획위원은 컨설팅에 비교적 적극적인 컨설턴트들로 위촉하였고, 순차적으로 교체하는 것을 원칙으로 하였다.

### ② 컨설턴트의 구성과 연수

컨설턴트들은 교양교육에 대해 풍부한 식견을 가질 뿐만 아니라 교양교육 발전을 위하여 헌신하는 전국의 전, 현직 교수들로 구성되었다. 그들의 전공은 인문, 사회, 자연 각 분야에 걸쳐있다. 컨설팅을 위해 가장 중요한 것이 컨설턴트들의 열정과 수준의 균질성이다. 컨설턴트들이 설사 교양교육에 대해 남다른 이해를 소유하고 있더라도, 그들이 얼마나 전문성을 가지고 열성적으로 컨설팅을 수행하는가, 컨설턴트 간 상호 신뢰가 얼마나 두터운가, 그리고 그들의 수준이 얼마나 균질성을 확보하고 있는가 하는 점은 별개의 문제였다. 이 문제를 해결하기 위하여 1년에 2회 컨설턴트 연수를 개최하였다. 전반기에는 컨설팅 항목과 관련한 토론을 통해 컨설팅을 위한 준비를 하고, 하반기에는 해당 연도 컨설팅을 마치며 컨설턴트들이 각각 경험한 바를 교환하고 나타난 문제점을 토론하는 방식으로 연수 프로그램을 구성하였다. 컨설턴트들의 의견은 컨설팅 항목 개선에 지대한 역할을 하였다. 연수를 통해 상호 신뢰를 굳건히 쌓은 것은 당연한 결과였다.

### ③ 컨설팅의 종류

컨설팅은 기본컨설팅과 심화컨설팅으로 구분하였다.

#### 가. 기본컨설팅

기본컨설팅은 신청 대학의 교양교육의 목적, 목표, 교과과정, 행정지원 등에 관한 컨설팅이다. 컨설팅 신청서가 제출되면 3인의 컨설턴트로 컨설팅단이 구성된다. 신청 대학은 컨설팅 항목과 세부 설명에 따라 자체적으로 진단한 결과와 기초 자료 및 증빙 자료를 제시한다. 컨설팅단은 1차로 신청 대학이 제출한 자체 진단 보고서와 서류를 토대로 신청 대학의 교양교육을 분석, 진단한다. 뒤이어 신청 대학을 방문하여 실상을 종합적으로 파악하고, 대학 관계자들과의 논의를 거쳐 신청 대학의 교양교육의 발전을 위한 최적의 해결책을 모색한다. 컨설팅 시에는 대학의 정책 결정권자들인 총장, 교무처장, 교양교육 책임자가 반드시 참석하도록 하였다. 현지 방문 진단은 서면 진단의 오류를 바로잡을 수 있을 뿐만 아니라, 대면 논의가 중심이 되어 교양교육에 대한 인식을 확산하는 데도 중요한 역할을 하였다. 컨설팅단은 이렇게 진단한 결과를 놓고 상호 논의를 거친 후 결과 보고서를 작성하여 신청 대학에 송부한다. 대학은 이 보고서를 수령하면 교내 논의를 거쳐 답변서를 제출한다. 이 답변서는 이행동의서라고 부르는데, 이렇게 부르는 까닭은 컨설팅단이 결과 보고서에서 건의한 것들 가운데 대학이 전적으로 또는 선별 수용하여 이행하겠다는 약속을 담고 있기 때문이다.

위의 표에서 보듯 기본 컨설팅을 모두 합친 숫자는 한국의 대학수를 초과한다. 즉 두 번 이상 컨설팅을 받은 학교가 상당수에 달한다는 뜻이다. 재신청의 이유는 다양하지만, 교양교육을 획기적으로

개선하고자 하는 의지는 재신청 대학 모두에 공통적이었다.

#### 나. 심화 컨설팅

심화컨설팅은 대학의 특정한 요구에 맞춘 컨설팅으로 2017 년 시작하였다. 기본컨설팅이 교양교육에 대한 인식을 확산하고, 신청 대학에서 외형적으로 나타난 문제를 진단하고 숙의하는 방식으로 진행된다면, 심화 컨설팅은 컨설팅 진단 영역 및 항목 가운데 교양교육 목표, 교육과정 편성과 교과목 충실도를 집중적으로 살펴보는 컨설팅이다. 이를 위해 학문 분야별 5 인의 전문가로 컨설팅 단을 구성한다. 컨설팅 단은 신청 대학이 교양과목으로 개설한 모든 교과목의 강의계획서를 대학교양교육표준모델에 적시한 교양교과목 적정성 요건의 적극적 기준과 소극적 기준에 비추어 검토한다. 그다음 학교를 방문하여 서면 진단한 내용을 중심으로 숙의한다. 이 컨설팅에는 교양강의를 담당하는 교수들이 참여하여 컨설팅 단과 때에 따라 격렬한 토론을 전개한다. 심화컨설팅 이후 이행동의서를 제출하는 것은 기본 컨설팅과 같다.

이 컨설팅은 무엇보다 교과목의 적정성을 논의하는 컨설팅으로 교과과정 개편을 앞두거나 새로운 교과목 개발을 추진 중인 학교들이 주로 신청한다. 이 컨설팅을 신청하는 배경에는 교과목 개설과 폐지가 상당한 저항을 야기할 수 있을 정도로 첨예한 문제이기에 중립적인 기관의 의견을 청취하고자 하는 의도가 있다.

#### 다. 사후모니터링

사후 모니터링은 컨설팅을 일과성으로 끝내지 않고 지속해서 질적 개선을 지원하기 위해 고안되었다. 이 사업은 2018 년부터 시행하고 있으며, 컨설팅 단은 3 인의 컨설턴트로 구성된다.



이 사업은 컨설팅을 받은 대학이 1년 후 대학교양교육 컨설팅 결과 수용 및 이행동의서에 기술한 내용을 바탕으로 해당 대학이 교양교육을 개선해 나감에 있어 봉착한 문제를 파악하고 개선의 방향을 논의하는 컨설팅이다. 컨설팅 결과의 수용 및 이행은 전적으로 대학의 몫이다. 그러나 대학이 이행 과정에서 해결하기 어려운 문제에 봉착했을 때, 사후 모니터링은 문제를 해결하기 위한 지혜를 모으고 타 대학의 사례를 참고하기 위한 기회로 활용된다.

#### 라. 기관장 컨설팅

기관장 컨설팅은 2022년부터 시작하였다. 그전에는 새로이 교양교육 담당 기관의 장으로 취임하는 기관장들을 초청하여 교양교육의 이념과 목표에 대해 논의하고, 기관장으로서의 경험이 풍부한 전임 기관장들의 조언을 청취하는 것을 내용으로 하는 기관장 연수를 진행하였다. 그러나 학교마다 처한 상황이 다르고 기관장의 이해도가 달라 기관장별로 컨설팅하는 형태로 전환하였다.

표 1 : 연도별 컨설팅 횟수

연도 / 유형	기본컨설팅	심화컨설팅	사후모니터링	기관장컨설팅	합계
2012~16	122	-	-	-	122
2017	41	2	-	-	43
2018	29	8	14	-	51
2019	30	11	12	-	53
2020	24	22	13	-	59
2021	16	17	17	-	51
2022	14	1	12	9	35
합계	276	62	68	9	415

### (3) 교양교육 교, 강사 연수

지식 정보화 사회의 진전은 과거로부터 이어져 오던 지식의 생산, 전수 방법에 일대 전환을 요구한다. 지식의 생산은 폭증하고, 그 생명주기는 대단히 단축되었다. 이러한 상황에서 지식의 전수 역할은 축소되고, 지식의 해석, 창출과 이를 위한 협업이 중요해졌다. 특히 능력 함양이 교양교육 교수의 새로운 과제로 부상함에 따라 교육자의 역할도 재정립되게 되었다. 이러한 시대 변화에 교육자가 적응하고 능동적으로 대처할 수 있도록, 교수능력 향상 및 역량 강화를 위한 연수 프로그램을 기획하여 오프라인에서 실시한 후, 그것을 발전시켜 온라인 플랫폼을 개발하였다.

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### (4) 교양교육 콘텐츠 개발 및 연구 사업

교양교육의 실행기관은 각 대학이다. 각 대학은 목적을 정하고 목표를 세워 그에 이를 수 있도록 교과과정을 편성한다. 그리고 그에 따라 교과목을 편성하고 교재를 채택한다.

그러나 각 대학에서 공히 실시하고 있는 기초 교과목들에 대해 개별 대학이 별도로 교재를 개발하는 것은 일종의 낭비다. 따라서 범용 콘텐츠를 개발하여 활용하는 것이 경제적인 동시에 교육의 균질성 확보란 점에서 합리적이다.

이러한 인식에 기초하여 글쓰기 피드백 시스템, 통합과학교재 및 온라인 플랫폼, AI 기반 대학 수학을 운영하고 있다.

#### ① 글쓰기 피드백 시스템

한국의 특수한 교육상황으로 인하여 학생들은 읽고 쓰는 경험을 많이 하지 않고 대학에 진학한다. 이는 결국 의사소통의 문제로

드러났다. 이러한 현상을 개선하고자 글쓰기가 대학 교양기초교육의 핵심으로 자리 잡았다, 그러나 글쓰기는 교육자와 학습자 모두에게 많은 시간을 요하는 과목이다. 이러한 문제를 해결하기 위하여 교육자와 학습자가 시, 공간적 제약을 받지 않고 원활한 의사소통을 통하여 학습이 효과적으로 이루어질 수 있도록 지원하기 위해 이 프로그램을 개발하였다.

[www.wrt-konige.kr](http://www.wrt-konige.kr)

## ② 통합과학교재 및 온라인 플랫폼

이제 한국의 중등교육에서 문, 이과를 분리하지 않지만, 얼마 전까지만 해도 그 구분이 존재하여 수학, 과학, 사회의 수업 시간이 서로 달랐다. 즉 이과에서는 수학과 과학 수업이 많으며 문과에서는 사회 수업이 많았다. 이제는 그 구분을 폐지하고 모든 학생에게 동일한 교과과정을 적용하고 있다. 그러나 동일한 교과과정을 적용함으로써 특히 수학과 과학에서 성취도의 차이를 낳을 가능성이 더 커졌다. 또한 오늘날 과학과 기술의 눈부신 발전으로 과학과 기술에 대한 소양 함양이 대단히 중요해졌다. 이에 따라 과학교육을 내실화하고 모든 대학생이 과학적 소양을 함양하게 하고, 이를 통해 융합적·합리적 사고력을 높이는 것을 목표로 통합과학교재를 발간하고 통합과학교육 온라인 교육 플랫폼을 구축하여 운영하고 있다.

[www.bsm-konige.kr](http://www.bsm-konige.kr)

## ③ 교양교육 연구 개발

이 사업은 연구 지원 사업이지만 그 결과를 교기원이 전 대학을 위하여 활용한다. 연구는 교육과정 설계를 비롯하여 교과목 개발, 성과 평가와 확산 및 교수 학습에 이르기까지 교양교육과 관련한 주

제를 망라하고 있다. 이 연구 개발 사업의 목적은 중복 투자를 피하는 한편, 각 대학이 자유롭게 접근하고 다각적으로 활용할 수 있는 자료를 마련하는 것이었다.

표 2 : 주제별 연구 개발

교육과정	교과목	교수학습	성과평가	교육정책	기타	합계
15	62	20	24	11	11	143

#### (5) 국제교류

교기원은 외국의 교양교육 현황을 소개하여 국내 대학 관계자들로 하여금 교양교육에 더 적극적으로 관심을 기울이도록 국제 교류 활동을 활발히 전개하였다.

2018 년 미국, 유럽, 중국, 일본의 교양교육 전문가 및 대학 교육 전문가를 초빙하여 제 1 회 국제포럼을 개최하였다. 이 자리에는 한국의 교육부 장관이 참석하여 교양교육의 중요성을 강조하는 내용의 축사를 하였다. 이 포럼에는 우수 대학 총장들이 혹은 사회자로 혹은 청중으로 참여하였고, 거의 모든 대학의 교무처장 및 교양교육 기관장들이 참석하여 대성황을 이루었다. 또한 도하 각 언론매체는 포럼 내용과 참가 인사들과의 인터뷰를 보도함으로써 교양교육에 대한 사회적 관심을 유도하였다. 이듬해인 2019 년에는 일본, 중국, 대만의 전문가를 초빙하여 동아시아 각국의 교양교육에 대해 진지한 토론을 전개하였다. 교기원은 2019 년 이후 국제 교류를 동아시아에 집중하고 있으나, 미국과 유럽의 전문가들과도 끊임 없이 의견을 교환하고 있다.

2020년에는 전 세계의 대학교육, 교양교육, 교수법 전문가를 초빙하여 가상 화면에서 일련의 강좌를 진행하였다. 이 강좌는 넓고 큰 바다의 맑고 푸른 물결처럼 교양교육, 나아가 대학 교육을 향한 관심이 넘치기를 기대하는 마음에서 창과 강좌라 명명하였다. 이 강좌에는 일본, 대만, 한국의 전문가들이 인터넷으로 참여하였다.

국제교류는 외국의 전문가들과 함께 교양교육의 발전을 함께 추구해 나갈 수 있는 바탕이 되었다.

#### (6) 기타

교기원은 사회의 요구와 대학 교육의 접점을 찾기 위하여 협력 포럼을 개최하였다. 이 협력 포럼은 주로 기업의 인사 담당자들을 초빙하여 대학 관계자들에게 기업의 인재 선발과 관리에 대해 설명하고 대학관계자들의 질의에 응답하도록 구성하였다. 대학이 독자적으로 기업인들을 초청하여 강연회를 개최하기도 하나, 이때의 청중은 주로 학생이어서 그 내용을 교육에 반영하는 것이 실상 어려웠다. 그러나 교기원 주최 포럼은 대학 관계자들을 대상으로 한 것이므로, 그들이 기업 인사 정책의 변화를 확인하여 그것을 교과과정 편성 및 교수활동에 활용할 수 있도록 했다.

#### 4. 나가며

교기원은 그간 한국의 대학에서 상대적으로 소홀히 취급해 온 대학 교육의 질을 제고하고, 대학교육의 철학, 비전, 전략을 수립할 범 대학적 싱크탱크를 목표로 설립되었다. 이러한 목표 달성을 위하여 교기원은 범 대학적 기구로 국가적 기구의 성격을 띠었다. 교기원은 우선적으로 대학의 교양교육의 정상화에 주목하였고, 그간 다 대한 성과를 거두었다. 그 성과 중 무엇보다 교양교육 컨설팅을 통

해 대학 사회에 교양교육의 본질에 대해 천착할 기회를 제공하였다는 것을 들 수 있다. 특히 기본 컨설팅을 통해 많은 대학이 교양교육의 목적과 목표를 정립하고, 그에 따라 교과과정을 편성하고 교과목을 개설하는 데 조력하였다. 이를 통해 대학 구성원들은 비로소 교양교육의 가치를 평가하기에 이르렀다. 그리고 교내 자원의 배분에서 교양교육이 소외되지 않게 되었다. 또한 많은 사업을 통해 교양교육에 대한 사회적 관심을 유도하였다. 마침내 한국의 교양교육은 교기원의 설립 이전과 이후로 크게 달라졌다고 해도 과언이 아니다.

교기원은 향후 상시(常時) 변화가 새로운 정상이 된 시대(new normal)를 맞아 고등교육의 방향에 대한 공감대를 형성하고, 개인과 공동체의 지속 가능한 성장을 뒷받침할 교양교육 체제를 모색하고 교육과정을 내실화하는 한편, 교양교육 지원시스템을 지속적으로 개선하여 미래의 창의 인재 육성을 위해 매진할 것이다.

## 1945 年以後韓國教養教育의 두 起源과 그 影響

洪聖基 /

亞洲大學校名譽教授，前韓國教養教育學會會長

### Abstract

In 1946, the National Committee of Educational Planning introduced the five Required Subjects. These were the same types of subjects that had been taught in universities and junior colleges in Korea and Japan before 1945, and had nothing to do with the introduction of General Education Courses at US universities.

In “Education Law Implementation Decree” of 1952, the Korean Ministry of Education introduced “General Education Subjects”, a distribution curriculum introduced by New Universities during the post-war period in Japan with its same name.(Japan University Accreditations Association, 1947/1948) However, this provision was not practiced and had to be revised the following year. In 1953, the “General Education Subjects” were redefined by combining both the Required Subjects in 1946 and the Distribution Subjects in 1952. Since then, the Required Subjects have been labeled as 教養必須 and the Distribution Subjects as 教養選擇, but the ratio of those two subjects was 2:1, resulting as these Required Subjects being viewed as more important at Korean universities

than the other were. In 1971, national ethics and military training were added to these Required Subjects in “Education Law Implementation Decree”, and in 1978, only those national ethics, Korean history, military training, and physical education were introduced as the Required Subjects. General Education had been used as a pathway to national intervention in university education.

In 1998, “Education Law Implementation Decree” was suspended, leaving the General Education at Korean universities as ‘being formal’ as the autonomy of the universities, but the failure of the University Education Reform in 2009 led to the decline of General Education at Korean universities.

Since 2010, the government has intervened in General Education through various short-term policy initiatives including financial support, which has resulted in a fragmentation of General Education at Korean universities and it blurred the integrity of General Education at Korean universities.

## Abstract

1946 年 朝鮮教育審議會는 5 개의 ‘必須科目’ 을 導入하였다 . 必須科目이란 教育領域은 1945 年 以前에 朝鮮과 日本의 大學과 專門學校에서 , 그리고 宣教師들이 設立한 專門學校에서도 찾아 볼 수 있는 教科目으로 美國式 ‘general education’ 導入과는 無關하였다 .



1952 年「教育法施行令」에서 前後 日本 新制大學의 ‘3 系列 均衡必須’ 教育課程의 ‘一般敎養科目’ (日本大學基準協會, 1947/1948) 을 같은 이름으로 導入하였다. 1953 年「教育法施行令」은 體育 및 師範大學 敎職科目 문제로 1946 年 必須科目과 1952 年 配分履修 (distribution) 敎科目을 모두 합쳐서 ‘一般敎養科目’ 으로 再規定하였다. 결과적으로 必須科目은 敎養必須로, 配分履修는 敎養選擇으로 定着하였으나 兩者의 科目數는 2:1 로 韓國 大學의 敎養教育에서 配分履修가 等閑視되는 結果를 낳았다. 1971 年「教育法施行令」에서 必須科目으로 國民倫理 및 敎鍊이 追加되었고, 1978 年 國民倫理, 韓國史, 敎鍊, 體育이 法定 敎養必須로 導入되는 등, 敎養教育이 大學教育에 대한 國家 介入의 通路로 사용되었다.

1998 年「教育法施行令」의 廢止로 韓國 大學에서 敎養教育은 ‘形式的으로’ 大學의 自律에 맡겨졌으나, 2009 年 學部制의 失敗는 韓國 大學에서 敎養教育의 弱화로 이어졌다. 2010 年 以後 政府는 財政支援과 連繫된 各種 短期的 政策事業들을 통해 敎養教育에 介入하였는데, 結果的으로 韓國 大學에 ‘教育課程分裂症’ 을 가져왔으며, 이를 통해 敎養教育의 正體性이 模糊해졌다.

## I. 1946 年 美國式 ‘general education’ 이 導入되었다는 既存의 主張

韓國의 現 大學教育 制度의 起源에 대하여 가장 널리 퍼진 主張의 大綱은 다음과 같다: 1945 年 8 월 15 일 日本이 太平洋戰爭에서 敗하고 韓半島 北緯 38 道線 以南에서 같은 해 9 월 9 일부터 美軍政

이 시작되어 1948년 8월 15일 대한민국 정부가 수립될 때까지 약 3년간 지속되었다. 이 기간 중에 軍政廳 學務局 혹은 그 後身인 軍政廳 文教部の 주도하에 美國式 大學制度가 韓國으로 移植되었다. 이때 도입된 美國式 大學制度에는 1) 1945년 이전 日本이 설립한 京城帝國大學의 講座制 (chair system)를 學科制로, 2) 學年別로 정해진 教育課程을 履修하는 學年制가 일정 學點을 취득하면 學位를 받을 수 있는 學點制로 바뀌었으며, 3) 과거에는 없었던 一般敎養教育 (general education)이 大學教育에 도입되었다는 것이다.

당시 學務局에서 韓國의 教育體制 形成에 큰 영향을 끼친 教育學者 吳天錫 (1901-1987)은 美國 Cornell College에서 學士를, 그리고 Northwestern 大와 Columbia 大에서 각각 碩士와 博士를 받았다. 그의 回顧에 따르면, 美軍政廳에서 教育 관련 업무를 담당하던 미군 장교들은 大學制度 改革이라는 거대한 업무를 담당할 準備, 能力이 부족하거나 혹은 관심이 없었기에 解放 後 高等教育 改革은 韓國人 학자들이 주도하였다는 것이다. 실제로 美軍政廳의 문서를 보면 그들의 主 업무는 日本人 敎師와 敎授의 撤收로 운영이 마비된 학교를 韓國人 敎사와 敎수를 임용하여 다시 여는 것, 부족한 종지와 물자, 校舍 등을 마련하는 것이었고, 새로운 教育制度의 도입에는 큰 관심이 없었다.<sup>1)</sup>

다른 한편 朴正熙 大統領이 被殺된 해인 1979년 『解放前後史의 認識』이 출간된 이후 美軍政廳의 教育政策에 대하여 새로운 解釋을 시도한 젊은 학자들의 논문들이 줄을 이었다. 이 논문들은 당시 美軍政廳 學務局的 미군 장교들과 이들과 같이 일한 韓國人들 중

에서 美國 留學 경험이 있거나, 基督教人 혹은 保守政黨인 韓國民主黨員이 教育改革을 主導하였다는 것이다. 이런 主張을 하는 학자들을 修正主義者라고 부르는데, 이들에 의하면 美軍政은 東北亞에서 미국의 문화적, 정치적 지배를 위해 美國式 教育制度의 도입에 찬성하였다는 것이다.

이런 논지를 펴기 위해서는 두 가지 선결 조건이 필요하다. 첫째, 실제로 언급된 高等教育制度의 변화가 美軍政期에 일어났고, 둘째, 그 동기가 주로 미국의 대외정책에 부합되는 韓國의 정치·사회·문화지배라는 것이다. 앞에서 언급한 학점제, 학과제 그리고 敎養教育의 도입이 高等教育制度의 변화들인데, 앞의 두 制度는 분명 美軍政期에 일어났지만 왜 도입되었는지에 대해서는 객관적 연구가 아직 부족하다. 그러나 敎養教育의 도입에 대해서는 상황이 다르다. 왜냐하면 美軍政期에 美國式 敎養教育이 도입되었다는 主張에는 어떤 문헌적 증거도 제시되지 않았기 때문이다.

## II. 美軍政期에 도입된 ‘必須科目’의 성격

1945년 下旬에 韓國의 教育者 몇몇이 모임을 가졌다. 앞에서 언급한 오천석의 회고에 의하면 “(...) 解放 直後 서울에서는 미군이 멀지 않아 來到할 것을 예상하면서, 韓國人 사이에 장래<sup>1</sup> 韓國의 教育을 設計하여 본 회합이 있었다. 이 會合에 참여한 教育界 인사는

<sup>1</sup> 鄭泰秀 編著, 『美軍政期 韓國教育史資料集(上, 下)(1945~1948)』, 1994, 弘芝苑. 英韓對譯으로 약 2000 페이지가 넘는 방대한 자료로서 美軍政期 教育 관련 가장 중요한 문서라고 할 수 있다.

金性洙, 俞億兼, 白樂濬, 金活蘭<sup>2</sup> 및 吳天錫이었는데, (...)”<sup>3</sup> 장소의 명칭을 따서 이 會合을 ‘天然洞 모임’이라고 한다. 天然洞 모임의 중요성은 참석자들이 解放 후 韓國의 敎育制度 改革에 큰 역할을 하였고, 특히 金性洙가 이 모임에서 韓國의 敎育體制를 과거 複線制에서 單線制인 6-3-3-4로 바꿀 것을 제안하였기 때문이다. 즉 京城帝國大學을 한 線으로 하고, 이외에 專門學校들을 또 다른 線으로 갖는 식민지 시대의 複線制 高等教育 體制를 撤廢한다는 의미이다.

1946년 3월 韓國人敎育者 約 80명, 미군 10여명 정도가 참가한 朝鮮敎育審議會 (The National Committee on Educational Planning)의 高等教育分科委員會는 韓國의 高等教育體制에 대한 中長期的 계획을 수립하였다. 그 중에 ‘必須科目’이라는 것이 포함되었는데, 國語, 文化史, 自然科學概論, 外國語, 體育으로서 1960년에 출간된 『韓國敎育十年史』는 바로 이 교과목들을 ‘一般敎養科目’이라고 指稱하였다.

軍政 당시 大學에서 실시한 敎育 내용이라고 하여 특수한 것이라면 다른 것이 아니고 교과목분류에 있어서의 一般敎養科目인 것이다. 大學에서 교수 연구할 과정을 3분하여, 一般敎養科目과 專功科目 그리고 選擇科目으로 한 것인데 專功科目, 選擇科目은 日政 時에도

<sup>2</sup> 金性洙는 식민지 치하에서 東亞日報를 창간하였고, 普成專門學校를 인수하여 1946년 綜合大學으로 昇格된 高麗大學校로 발전시켰다. 俞億兼은 延禧專門學校의 부교장을 역임하였고, 白樂濬은 역시 종합대학으로 승격된 延禧大學校의 初代 總長이었으며, 金活蘭은 梨花女子專門學校 校長이었다가 역시 1946년 綜合대학으로 승격된 梨花女子大學의 總長이었다.

<sup>3</sup> 吳天錫, 『韓國新敎育史』, 光明出版社, 1975, p.28.

동일한 명칭으로서 분류하고 있었으나 一般敎養科目이라는 명칭과 내용을 규정한 것은 解放 後의 大學敎育의 내용에 있어서 하나의 특색이라고 할 수 있을 것이다.<sup>4</sup>

이후 韓國의 敎育史家들은 이 必須科目이 美國式 敎養敎育이라고 주장하여 왔다. 문제는 必須科目 5 개와 類似한 敎과목들은 1945년 이전 植民地 時節의 高等教育에서도 쉽게 찾을 수 있는 敎과목들이며, 또 ‘必須科目’, ‘選擇科目’이라는 敎育領域 역시 日本이나 朝鮮에서 쉽게 찾아볼 수 있었다는 사실이다. 바꿔 말해 1946년 朝鮮敎育審議會가 지정한 5 개의 敎과목이 美國式 general education 이기 위해서는 당시의 大學에서 ‘一般敎科’ 혹은 ‘一般敎養科目’ 등의 名稱이 사용되어야 한다. 그러나 1946년 -1948년 사이에 設立되거나 專門學校에서 승격한 大學들 어느 곳에서도 ‘general education’에 상응하는 韓國語 名稱은 사용되지 않았다. 1945년 이전 ‘必須科目’이란 단지 학생들이 모두 履修해야 하는 과목들을 統稱하는 것으로서, 敎養, 專攻의 구별과는 무관하였다. 바꿔 말해 지금까지 이 必須科目을 美國式 敎養科目이라고 주장하던 學者들은 당시 韓國 高等教育의 現實을 가장 정확하게 反映하고 있는 敎育課程과 學則을 전혀 확인하지 않았던 것이다.

그렇다면 1946년에 지정된 5 개의 必須科目은 어떤 ‘特別한’ 성격을 갖고 있을까? 그것은 1945년 이전 京城帝國大學 豫科나 專門學校 등에 강제로 부과된 日本化 敎과목인 修身, 日本語, 體操 -

<sup>4</sup> 韓國敎育十年史刊行會, 『韓國敎育十年史』, 서울豐文社, 1960, p.91

敎鍊과 같은 종류의 ‘國家指定 必須科目’이라는 점이다. 물론 한 大學이 入學한 大學生 모두에게 특정한 교과목의 履修를 요청하는 것 (required subjects) 은 동·서양을 막론하고 쉽게 발견할 수 있다. 문제는 過去에 日本의 高等教育을 國家가 主導하였듯이, 解放後 한국에서 지정된 5 개의 必須科目 역시 國家가 지정한 과목이라는 점이다.<sup>5</sup>

### III. 韓國에서 一般敎養科目은 언제, 어떻게 導入 되었는가?

그렇다면 韓國에 미국의 ‘一般敎養科目’은 언제, 어떻게 도입 된 것인가? 그것은 1952 년 韓國의 敎育法施行令에 명확하게 기술 되어 있다.

一般敎養科目이라 함은 一般指導의 人格을 陶冶함에 필요한 科目을 말하며 專功科目이라 함은 該學科의 專門學術研究上 必須하여야 할 과목을 말한다. 一般敎養科目은 左記 각 계열에 亶하여 3 科目 以上 式을 履修하여야 한다.

人文科學係 哲學, 倫理學, 文學, 歷史學, 心理學, 論理學, 社會學, 宗教學, 敎育學, 人文地理學, 人類學, 外國語  
社會科學係 憲法, 法學, 政治學, 經濟學, 心理學, 人類學, 敎育學, 歷史學, 社會學, 統計學, 家政學

<sup>5</sup> 美軍政은 國家가 敎育을 주도하는 것을 반대하였다..

自然科學係 數學, 統計學, 物理學, 化學, 生物學, 地質學, 天文學, 人類學, 家政學

選擇科目은 全教科課程의 3 分之 1 以內로 한다.

一般教養科目은 必須科目의 3 分之 1 以內로 한다.

위의 ‘一般教養科目’의 규정에서 흥미로운 점은 1946 년 朝鮮 敎育審議委員會가 제안하여 이후 韓國의 모든 大學의 敎育課程에 導入된 5 개의 必須科目에 대한 言及이 전혀 없다는 사실이다. 왜 그럴까? 그 이유는 위의 3 영역의 교과목들이 대부분 1948 년 日本의 大學基準協會가 지정한 교과목들과 一致한다는 점에서 짐작할 수 있다. 즉 導入 年度로 보아 韓國의 1952 년 一般教養科目은 日本으로부터 가져온 것이다. 실제로 1952 년부터 韓國의 대학에 ‘一般教養科目’이라는 用語가 사용되기 시작했다. (그 이전에는 단 1 건도 없다.)

韓國 敎育法施行令 1952	日本 昭和 23 年 (1948)
- 人文科学係 哲學, 倫理學, 文學, 歷史學, 心理學, [ 論理學 ], 社會學, 宗教學, 敎育學, 人文地理學, 人類學, 外國語 - 社會科學係 [ 憲法 ], 法學, 政治學, 經濟學, 心理學, 人類學, 敎育學, 歷史學, 社會學, 統計學, 家政學 - 自然科學係 數學, 統計學, 物理學, 化學, 生物學, 地質學, 天文學, 人類學, [ 家政學 ]	- 人文科学關係 - 哲学 / 倫理學 / 心理学 / 社会学 / 宗敎學 / 敎育學 / 歷史學 / 人文地理學 / 人類學 / 文學 / 外國語 - 社会科学關係 - 法學 / 政治學 / 經濟學 / 心理学 / 人類學 / 敎育學 / 歷史學 / 社会学 / 統計學 / 家政學 - 自然科学關係 - 數學 / 統計學 / 物理学 / 天文学 / 化學 / 地學 / 生物学 / [ 心理学 ] / 人類學

日本 資料 出處: 井上美香子, 「大學基準協會「一般敎育研究委員會」の研究」, 『日本の敎育史學』, 敎育史學會, 2007 年 50 卷 p.85

日本の新制大學에서 ‘三系列均等必須’, 한국에서 配分履修라고 부르는 distribution은 美國, 특히 하버드大의 敎養敎育의 모형이며, 1948년 日本과 1952년 韓國은 各系列3 과목 총 36 학점을 履修하도록 규정하였다. 그러나 韓國에 1952년에 도입된 一般敎養敎育은 실행도 되지 못하고 다음 해에 개정되었다. 그 이유는 바로 1946년 도입된 5개의 必須科目 중에서 體育을 一般敎養科目에 포함시킬 방법이 없었기 때문이다. 만일 1952년 敎育法施行令이 이미 실행되고 있는 敎育現實을 規定으로 明示한 것이라면 이런 일은 있을 수가 없었다. 결국 1953년 一般敎養科目에 대한 규정은 다음과 같이 개정되어 이후 1971년까지 韓國大學의 敎養敎育의 내용과 履修要求를 확정하였다.

國語, 外國語, 體育, 文化史, 自然科學概論에 哲學概論을 첨가한 6 과목은 初級大學이나 大學을 막론하고 一般敎養科目으로 必修케 하여야 하며 다시 大學에서는 同條에 列舉한 人文, 社會, 自然의 各科學系列에서 1 과목 以上式을 適意 選擇하여 課하도록 한다.

그렇다면 1953년 규정의 문제점은 무엇일까? 우선 서로 起源이 다른 교과목들이 ‘一般敎養科目’으로 統稱되면서, 6개의 必須科目은 이후 ‘敎養必須’로, 3 계열 配分履修는 ‘敎養選擇’으로 부르는 경향이 생겼다. 즉 한국 敎養敎育의 主는 敎養必須로, 副는 敎養選擇이 되었지만, 사실 미국식 敎養敎育의 핵심은 配分履修였다는 사실이다. 이점이 어떤 문제를 惹起하였는지 알기 위해서는 이후의 변화를 살펴볼 필요가 있다.



## IV. 教育法施行令에서 一般敎養科目의 規定 變化

1971 년 大學의 敎科에 대한 規定이 全面的으로 改編되었다.

一般敎養科目으로는 國民倫理・國語・哲學概論・文化史・自然科學概論・體育・敎鍊・外國語 및 人文科學・社會科學・自然科學의 各系列에 屬하는 科目을 均衡 있게 選擇하여 課한다.

1971 년 개정에서 特記할 점은 3 계열의 구체적인 교과목이 더 이상 열거되지 않았다는 사실이다. 또 한국의 모든 대학이 開設해야 하는 敎養必須에 ‘國民倫理’와 ‘敎鍊’이 들어오기 시작하였다. 이들이 日政時 修身과 體操・敎鍊을 聯想시키고 있음은 勿論이다. 國家가 大學에 영향력을 행사하는 방식에서 敎養必須는 항상 魅力的인 對象이었고 지금도 그렇다.

1977년에는 1953년의 6개의 必須科目 중에서 體育만 남기고 모두 教育法施行令에서 사라졌다. 그 대신 이후 ‘法定 敎養必須’로 알려진 國民倫理, 韓國史, 敎鍊, 體育이 이를 대체하였다.

一般敎養科目은 人文科學, 社會科學, 自然科學의 各系列에 屬하는 科目을 均衡있게 편성하여 課하되 (特性化 學科의 경우에는 그러하지 아니하다), 國民倫理・韓國史・敎鍊・體育은 반드시 履修하도록 하여야 한다.

위에서 괄호 안의 例外 條項은 韓國의 産業化 과정이 한창이던 당시 理工系 학생들에게 敎養選擇의 履修의무를 免除해 주기 위한

규정으로서 실은 1970 년 전후에 이미 專功科目이 敎養敎育을 蠶食하기 시작하였다.

1963 년까지 延世大學校의 敎養敎育課程에 大學基礎科目이란 領域은 없었다. 1965 년부터 “大學基礎科目은 어떤 大學의 各 學科가 같이 履修하여야 하는 必須 基礎科目이며 卒業에 필요한 專功科目의 所要 學點에 들지 아니한다”는 但書 條項과 함께 延世大學校 敎養敎育의 관리 대상 과목이 되었다. 理工系의 경우는 數學과 自然科學 基礎科目들이 敎養敎育과 관련을 맺기 시작한 것이다. 1973 년에는 韓國에 이른바 實驗大學이 도입되면서 卒業 履修 학점이 160에서 140 으로 縮小되면서 敎養科目을 專功科目으로 대체하는 ‘움직임’이 벌어졌다. 연세대학교의 교육과정에서 몇몇 예를 찾아보면 다음과 같다.

文科大學 史學科는 韓國史와 世界史를 專功科目인 韓國史概說로 代置한다.

文科大學 社會學科는 社會科學概論을 社會學概論으로 代置한다.

商經大學 및 政法大學은 社會科學概論을 大學基礎科目으로 代置한다.

神科大學은 宗教를 舊約文學史와 新約文學史로 代置한다.

理工大學, 醫豫科, 齒醫豫科, 家政大學 및 看護大學은 自然科學概論을 大學基礎科目으로 代置한다.

商經大學, 理工大學, 醫豫科 및 齒醫豫科는 敎養數學을 大學基礎科目으로 代置한다.

醫豫科, 齒醫豫科, 家政大學은 保健을 大學基礎科目으로 代置한다.<sup>6</sup>

1989년에는 大學 教養教育에서 눈에 가시 취급을 받던 法定 教養必須가 폐지되었다. 이것은 물론 民主化 以後 취해진 大學 自律化의 可視的 措置로 인정되고 있지만, 民主化와 大學 自律化가 되더라도 한국 정부는 教養教育에 다양한 方法으로 介入할 수 있었다.

1995년 ‘一般教養科目’이 ‘教養科目’으로 용어가 변경되었다. 1995년에는 學部制 혹은 募集單位廣域化를 핵심으로 하는 5.31 教育改革이 일어난 해이다. 입학 후 教養教育을 3학기 정도 받은 후에 專攻을 선택하는 學部制는 정부가 教養教育을 強化하려는 試圖였지만, 大學社會에서 매우 부정적인 평가를 받아 2009년 결국 廢止되었다.

1998년 教育法施行令은 ‘이를 廢止한다’는 문구와 함께 역사속으로 사라졌다. 1952년부터 그 폐지에 이르기까지 총 90 종류의 教育法施行令에서 教養教育과 관련하여 唯一하게 변하지 않았던 문구는 ‘人格 陶冶’<sup>7</sup>라는 教養教育의 修飾的 目的이었다.

## V. 韓國 教養教育의 正體性 喪失 危機

1998년 教育法施行令이 廢止되면서 教養教育을 제한하는 규정뿐 아니라 存續을 保障하는 조항도 사라졌다. 2009년 學部制가 실패

<sup>6</sup> 延世大學校 『要覽 1973-74』, p.184

<sup>7</sup> Humboldt가 교육의 목표로 언급한 ‘Bildung der Persönlichkeit’의 日本式 번역으로서 그 原義를 고려하면 ‘人格의 自己形成’이 適切하다.

로 끝난 이후, 大學들은 모두 學科入學制로 돌아갔고 어떤 규정도 없는 상태에서 敎養敎育은 大學의 自律에 맡겨졌다. 그러나 2010 년 以後 한국 정부는 敎養敎育의 ‘改善’을 위한 여러 가지 政策事業을 施行하여 왔다. 이런 政策事業은 대개 政權이 바뀌면 사라지는데 몇 몇은 이해하기 힘든 英語 略字를 갖고 있다. ACE(Advancement for College Education, 學部敎育先進化先導大學支援), CORE(initiative for College of humanities' Research and Education, 人文學振興事業), LINC(Leaders in Industry-university Cooperation, 產學協力先導大學育成事業), SW 중심大學事業, 核心力量基盤敎育(CBE) 외에도 融·複合敎育, 人性敎育 등이 大學 平價 項目에 들어갔다. 2024 년 현재는 RISE(Regional Innovation System & Education, 地域革新中心大學支援事業)라는 것이 進行중이다.

登錄金이 오랫동안 凍結되어 財政이 惡化된 韓國의 많은 大學들은 敎育財政 확보를 위해서, 그리고 입학생을 놓고 벌어지는 치열한 경쟁에서 大學의 認知度 확보를 위해서 정부의 정책사업에 적극 뛰어들 수밖에 없다. 이 모든 정책사업에 敎養敎育이 관련되어 있어, 個別 大學들은 ‘革新’이란 구호 하에 敎養敎育課程의 변화를 지속적으로 推進하여왔다. 그 결과 한국의 상당수 대학들은<sup>8</sup> 두 가지 경향을 갖게 되었다. 하나는 ‘分裂症’이라고 부를 수 있을 만큼 敎育課程이 여러 領域으로 나뉘었다. 둘째 실제 敎育의 내용보다는 각종 修飾의 濫用이다. 왜 그럴까?

<sup>8</sup> 물론 財政이 튼튼하거나 學生募集에 어려움이 없는 上位圈 大學은 교육부의 영향을 상대적으로 덜 받는다.

여기서 우리는 우선 韓國의 大學에 敎養必須와 敎養選擇 도입의 과정을 想起할 필요가 있다. 한 大學에서 敎養必須 교과목은 전공에 무관하게 모든 학생들에게 필요하다고 看做되는 과목들이다. 문제는 누가 이 必要性을 決定하느냐는 것이다. 韓國의 경우 國家, 財團, 大學, 總長 등이 관여하고 있다. 우리는 韓國의 敎育法施行令의 變遷過程에서, 그리고 2010 년 이후 정부의 敎育政策事業에서 국가의 介入을 확인할 수 있었다. 그러나 國家의 敎育官僚가 敎養敎育의 理念과 目標를 잘 아는 것도 아니고, 또 이 官僚들을 諮問하는 학자들이 敎養敎育의 現實을 잘 아는 것도 아니다. 그러나 敎養必須의 더 큰 문제점은 ‘敎養必須는 專攻과 무관하게 모든 학생들에게 必要하다’라는 의미를 거꾸로 생각하는 것이다. 즉 ‘모든 학생들에게 必要하면, 그것은 敎養必須이다’라고 생각하게 되어, 敎養敎育의 正體性和 無關하게 단순히 必要性이 敎養必須科目의 開設을 正當化할 수 있다고 믿게 되었다.

다른 한편 미국의 配分履修 (distribution)의 영역이 대개 人文・藝術, 社會科學, 自然科學의 영역에 局限된 반면, 韓國의 경우 이런 3系列 규정이 사라진 후, 모든 專攻에서 敎養科目의 開設을 시도하였다. 그 주된 이유는 講義 확보와 관련된 교수의 利害關係로서, 敎養敎育의 指向點과 學術性에 대하여 理解가 낮은 교수들은 ‘알아서 나쁘지 않으면 敎養敎育科目일 수 있다’라고 생각하는 경우가 많다.

결국 敎養 敎育課程은 그 어떤 連繫性도 없이 ‘敎科目들의 자유로운 出入’이 가능한 學點制(modular system) 下에서는 敎科目의 무더기에 불과하게 되었다. 원래 학점제는 19세기 중후반 미국의 大學에 選擇制(elective system)가 도입되면서 講義와 平價를 동일한 敎授가 담당하게 된 制度이다. 이런 학점제 下에서는 講義의 獨立性이 強調되지만 강의들 간의 連繫性은 弱化된다. 미국 大學에서 敎育課程을 쇼핑몰(shopping mall)에 譬喩하는 이유도 바로 여기에 있다. 韓國의 敎養 敎育課程에서는 바로 이 학점제의 문제가 국가주도 고등교육과 敎養必修에 대한 오해로 인해 極端化되었고, 결과적으로 敎養敎育은 正體性 喪失 위기를 겪게되었다.

## VI. 韓國敎養基礎敎育院의 標準模型

2011년 設立된 韓國敎養基礎敎育院(敎基院, Korea National Institute of General Education)은 韓國敎養敎育學會 및 全國大學敎養敎育協議會의 姊妹機關으로서 2010년대 이후 韓國敎養敎育의 심각한 危機狀況에 直面하여 設立되었다. 敎基院은 2012년 이후 개별 大學들을 대상으로 敎養敎育 컨설팅을 시작하였다. 컨설팅의 내용은 주로 敎養敎育의 의미, 敎養敎科目이 갖추어야 할 조건들 그리고 敎養敎育을 위한 인프라(infrastructure) 구축의 필요성이었다. 敎基院은 2016년 敎養敎育 標準模型을 만들었는데, 2022년 개정된 이 표준모형<sup>9</sup>은 개별 大學의 敎養敎育課程을 개선하는데 사용되어 왔

<sup>9</sup> 韓國敎養基礎敎育院, “大學 敎養基礎敎育의 標準 Model” <[https://www.konige.kr/data/general\\_edu.php](https://www.konige.kr/data/general_edu.php)>

다. 이 모형의 주요 영역은 自由學藝教育 (liberal arts education) 과 基礎・文解教育이다.

#### 自由學藝教育

區分	領域
人文學	① 文學・藝術學
	② 歷史學・哲學・宗教學
社會科學	③ 政治學・經濟學
	④ 社會學・文化學・心理學
自然科學	⑤ 數理科學
	⑥ 物質科學・生命科學

#### 基礎・文解教育

細部 領域
① 意思疏通 I: 國語
② 意思疏通 II: 英語 等 外國語, 外國語로서의 韓國語
③ 思考: 論理的 思考, 批判的 思考, 創意的 思考
④ 情報文解: 컴퓨팅적 (computational) 思考, 데이터 (data) 文解, 디지털 (digital) 文解
⑤ 基礎科學, 數學 및 量的推論

體驗・素養教育이 제 3 의 영역으로 敎基院의 標準模型에 추가 되는데, 그것은 藝術實技, 社會奉仕 그리고 體育으로 구성된다.

위 敎基院의 標準模型은 人文・藝術, 社會科學, 自然科學이라는 전통적인 自由學藝의 영역을 대상으로 도입된 典型的인 配分履修이고, 基礎・文解教育은 주로 中等教育과의 연계과정을 의미하는 읽고・쓰고・생각하기라는 歐陽修式 文解와, IT, SW, CT(computational

thinking) 및 QRD(quantitative reasoning with data)와 같이 사회의 변화가 요구하는 새로운 文解教育으로 구성되어 있다. 敎基院의 標準模型은 雜多한 敎科目들의 모임으로 變質된 韓國의 敎養教育이 방향을 되찾는데 기여하였지만<sup>10</sup>, 앞에서 언급한 敎養必須와 敎養選擇이라는 二重構造가 그대로 存續되고 있음을 알 수 있다. 즉 대부분의 大學의 敎養教育課程은 基礎・文解 영역에서 敎養必須科目으로 집중되어 있고, 配分履修는 敎養選擇으로 도입되면서 낮은 학점으로 형식화되는 경향이 있다. 그리고 斟酌할 수 있겠지만, 政府의 政策事業이 요구하는 각종 과목들 역시 敎養必須 入城을 목적으로 하여 개별 대학에서 基礎・文解教育은 상당히 다양한 형태를 띄고 있다. 물론 敎養選擇에도 政府의 政策事業이 浸透하고 있는데, 대부분 就・創業敎科目들이다. 이런 점에서 敎基院의 標準模型은 敎養教育의 正體性を 회복하기 위한 측면도 있지만, 韓國 大學의 散漫한 敎養教育課程을 整理하는데 도움이 되는 道具라고 볼 수 있다. 즉 敎基院의 標準模型은 ‘敎養教育이 무엇인가?’라는 질문에 답을 주기보다는, ‘敎養 教育課程은 어떻게 구성하는 것이 좋은가?’라는 질문에 대한 하나의 답이다.

## VII. 敎養教育의 正體性は 무엇인가?

그렇다면 敎養教育의 本質, 定義, 指向點 그리고 正體성과 같은 一連의 類似한 質問에 대한 答은 있을까? 敎養教育이 學部教育의 하나로 자리 잡은 미국의 경우, 20 세기 전 기간에 걸쳐서 敎養

<sup>10</sup> 政府 政策事業의 壓力 下에서 敎基院 標準模型의 限界 역시 斟酌할 수 있다.



교육의 正體性 문제는 持續的인 論爭의 對象이었고, 또 여러 종류의 答이 제시되었다.<sup>11</sup> 다른 한편 敎養教育의 正體性과 같이 결코 끝나지 않을 論爭을 避하면서 1970년대 美國 敎養教育을 ‘災難地域 (disaster area)’<sup>12</sup> 이라고 규정하고 그 개선 방향을 제시한 책이 있다. 그것은 1977년 카네기 재단이 출간한 『Missions of The College Curriculum』이다. 이 책은 美國의 敎養 敎科課程이 3부분으로 구성되어 있다고 記述하고 있다.

(1) 高級修學能力 (Advanced learning skills)

(2) 配分履修 (Distribution)

(3) 統合教育經驗 (Integrated learning experiences)<sup>13</sup>

흥미로운 점은 19세기 英國의 自由教育,<sup>14</sup> 獨逸의 哲學部<sup>15</sup> 에서도 강조된 것이 바로 學問의 統合인데, ‘敎養教育의 本質 문제를 다루지 않겠다’는 카네기 재단의 책에서도 ‘統合’이 敎養教育課程의 하나로 제시되고 있다는 사실이다. 19세기 科學의 發展과 함께 研究中心大學이 專門化의 길을 가게 되면서 大學教育도 破片化되었다는 지적이 지난 20세기 끊이지 않았다. 그리고 大學教育의

<sup>11</sup> C. J. Lucas, 『American Higher Education』, Palgrave, 2006, pp.266-340

<sup>12</sup> The Carnegie Foundation for the Advancement of Teaching, 『Missions of The College Curriculum』, Jossey-Bass Publishers, 1977, p.11

<sup>13</sup> 위 Carnegie 財團의 책, 8章 General Education: An Idea in Distress, pp.164-185

<sup>14</sup> J. S. Mill, *Inaugural address, delivered to the University of St. Andrews*, Longmans, Green, Reader, and Dyer, 1867, pp.7-9; J. H. Newman, *The Idea of a University defined and Illustrated: In Nine Discourses Delivered to the Catholics of Dublin*, 2008, The Project Gutenberg, p.70

<sup>15</sup> F. Paulsen, *Die Deutschen Universitäten*, Verlag von A. Asher, 1902, pp. 527-562(Die philosophische Fakultät) 과거 독일의 철학부는 인문학, 사회과학 및 자연과학을 모두 포함한 학예학부 (Faculty of Arts) 이다.

과편화에 대한 대응책으로 넓은 敎養敎育이 강조된 것이다. 그러나 大學의 專門化가 惹起한 문제를 緩和시키기 위해 도입된 미국의 配分履修에서도 교과목 간의 連繫性的 弱化和 喪失이라는 문제점이 등장하여 敎養敎育 역시 破片化의 위험에 놓이게 되었다.<sup>16</sup> 그 구체적 사례 중의 하나가 이 글에서 밝힌 한국의 교양교육이라고 할 수 있다. 바로 이런 이유로 配分履修가 성공하려면 여러 조건을 만족시켜야 하며, 비교적 많은 학점을 투자한 敎養 敎育課程의 경우에도 아직 統合敎育이 실현된 경우는 드물다. 바꿔 말해 교양교육은 전공 교육보다 훨씬 디자인하기 어렵고 또 성공하기도 어렵다.

日本의 요시미 순야(吉見俊哉)는 2011년에 출간된 『大學とは何か』<sup>17</sup>에서 前後 日本의 新制大學에 一般敎養敎育을 도입하는 과정에서 東京帝國大學의 마지막 總長 난바라 시게루(南原 繁)의 역할을 강조하고 있다. 난바라는 學問의 專門化로 인해 “人間과 世界의 全體的인 統一이 破壞되어 大學이 그 이름에 값하는 ‘知識의 統一 unitas intellectus’을 마침내 잃어버리기에 이른 것이다”<sup>18</sup>라며 大學의 危機를 診斷하고 그 대응책으로 日本에 一般敎養敎育의 도입을 시도하였다는 것이다. 요시미의 이런 主張은 1990년대 이후 秘密이 解除된 문서에 의해 밝혀진 것으로서 新制大學의 설계와 관련하여 對日 美國敎育使節團 뿐 아니라 日本學者의 積極的 役割을 강조한 것이다. 그런데 난바라가 맥아더(MacArthur) 사령부

<sup>16</sup> S. Rothblatt, *The Living Arts: Comparative and Historical Reflections on Liberal Education*. The Association of American Colleges and Universities. 2003, p.40

<sup>17</sup> 吉見俊哉의 이 책은 『大學이란 무엇인가』(글항아리, 2014)라는 제목으로 韓國語로 翻譯되었다.

<sup>18</sup> 위 책 韓國語 翻譯本 p.228에서 재인용

의 CIE(Civil Information and Education Section) 와 손을 잡고 도입한 미국의 一般敎養敎育 制度는 1945 년 하버드대가 출간한 『General Education in a Free Society』에서 제안된 人文學, 社會科學 및 自然科學을 대상으로 한 配分履修였다. 잘 알려진 사실이지만, 난바라가 희망했던 一般敎養敎育에 의한 統合敎育이 日本의 新制大學에서 成功했다고 보기는 어렵다.

2012 년 미국의 한스테드 (Hansted) 는 그의 *General Education Essential: A Guide for College Faculty*<sup>19</sup> 에서 配分履修를 統合敎育으로 바꿀 것을 제안하면서 3 단계의 방법론을 제시하였다. 첫째, 既存의 敎科目을 그대로 두고 學期末에 課題를 통하여 統合敎育의 一部를 實現하는 방법, 둘째, 敎科目 內에서 둘 以上의 主題를 統合하여 다루는 방법, 셋째 敎科들 間의 連繫를 導入하는 방법이다. 한스테드의 제안은 매우 구체적이라는 점에서 실험적으로라도 도입할만한 가치가 있다. 다만 그는 統合敎育의 必要性을 다양한 활동을 동시에 해야만 하는 현대적 삶에서 찾고 있어서 그 理論的 土臺를 제시하였다고 보기는 어렵다.

대만의 황권지에 (黃俊傑) 교수는 “동·서양 교육가들의 공통된 목표이자 예부터 내려오는 ‘영원한 향수’(鄉愁)”<sup>20</sup> 라고 부르는 全人敎育은 人間과 共同體에 대한 統合的 理解이다. 黃俊傑의 全人敎育論에서 특징적인 점은 ‘分離된 것의 連結’이 아니라 ‘원래 하

<sup>19</sup> P. Hanstedt, *General Education Essential: A Guide for College Faculty*, Jossey-Bass, 2012

<sup>20</sup> “也是自古以來所有教育工作者的「永恆的鄉愁」”黃俊傑, 2015/02, 《大學通識敎育探索：臺灣經驗與示》, 臺大出版中心, 2015年2月新版, p.1 <<http://huang.cc.ntu.edu.tw/pdf/A47.pdf>>

나임을 깨닫는 '東洋의 思考'에 있다. 예를 들어 그는 個人的 次元에서는 '마음과 몸의 하나됨 (心身一如)' 을, 個人과 社會와의 連屬性 차원에서는 '自身을 完成하고 外界를 完成하는 것이 다른 일이 아님 (成己成物不二)' 을, 그리고 人間이 자신의 個人性을 넘어서 '宇宙와 人間의 統合 (天人合一)' 을 全人的 本性으로 제시하고 있다.<sup>21</sup> 黃俊傑이 統合教育의 理論的 土臺로서 東洋의 心學的 傳統을 강조한 것은 매우 중요한 의미가 있다. 물론 우리의 어려움은 이런 巨視的 統合教育 談論을 어떻게 具體的으로 大學教育의 場에서 실현하느냐는 것이다.

大學의 역사에서 10 년이나 20 년은 그렇게 긴 시간이라고 할 수는 없지만 100 년은 적지 않은 세월이다. 19 세기 初 베를린大學이 설립되고 19 세기 末 獨逸의 大學들이 세계의 頂上에 오르기까지 걸린 시간은 100 년이 안된다. 19 세기 초 • 중반 獨逸의 김나지움 (Gymnasium) 수준에 불과했던 美國의 大學들이 20 세기에 學問의 중심지를 유럽에서 미국으로 가져오기까지 걸린 시간도 100 년이 안된다. 현재 臺灣, 日本 및 韓國의 大學들에 도입된 一般敎養教育이 20 세기 初 美國에서 大學教育의 한 부분으로 시작된 이후 100 년이 넘는 시간이 흘렀다. 東北亞의 大學들에게 東洋의 思想에 토대를 둔 統合 敎養教育의 具體的 模型을 기대하는 것은 결코 時機尙早가 아니다. 어쩌면 너무 긴 時間이 흘러갔다.

<sup>21</sup> 黃俊傑, 『臺灣의 大學教育』. 韓國外國語大學校出版部, 2014, pp.13-27

# **The KAGEDU: Its History, Structure, and Domestic and International Academic Exchange Activities<sup>1</sup>**

Hong, Seok Min, Associate Professor/

University College, Yonsei University

2023 President of the Korean Association of General Education

## **Abstract**

This paper first examines the history and development of the Korean Association of General Education (hereafter KAGEDU, 2006), which represents the Korean liberal/general education community, in the context of its close relationship with the Korean Council for University General Education (hereafter KCUGE, 2001) and the Korea National Institute for General Education (hereafter KONIGE, 2011). It then examines in detail the number and characteristics of the KAGEDU's members as well as its constituent organizations, operating principles, and the interrelationships among them. Next, this paper finds that the KAGEDU's *The Korean Journal of General Education* (hereafter KJrGE, 2007), a first-class academic journal recognized by the NRF (National Research

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<sup>1</sup> This work was supported by the Ministry of Education of the Republic of Korea and the National Research Foundation of Korea (NRF-2022S1A5C2A04093488). This paper was presented at the 1st Asian Liberal Education Conference held on December 2, 2023, in Room S208, Baekyang Hall, Yonsei University, South Korea, and was subsequently slightly revised and published in December 2023 in Volume 17, Issue 6 (pp. 21-32) of *The Korean Journal of General Education*.

Foundation) of Korea, is a unique national academic journal in Korea that encompasses all aspects of liberal/general education. It is an outstanding leader in terms of publication frequency, number of published articles, and influence index, dominating its field. As a result, the Journal serves as the best public platform for liberal/general education in Korea. This paper also deals with the main features of the KAGEDU's domestic academic activities (Spring and Fall National Conferences, LACs, Seminar 21, Publication of 'Collected Works of Liberal Education Classics,' and Selection of Excellent Books) and its activities for international academic exchange (holding international forums and conferences, Blue Waves Lectures, and Libeducols). In particular, it explains that the KAGEDU initiated the establishment of the Asian Liberal Education Network (ALEN) and the holding of the first Asian Liberal Education Conference (ALEC) in late 2023. According to this paper, the two academic events symbolize a very significant outcome of the joint Asian international academic exchange efforts that the KAGEDU, as the hub for liberal education in East Asia, has been leading since 2018. Finally, this article examines the challenges facing the KAGEDU in terms of the ambivalent effects of its relationship with the KCUGE and the KONIGE, its financial independence, modernization of its administration, its under-researched areas, and its need to nurture the next younger generation of scholars. Then, it proposes measures to promote international academic exchange including the establishment of a common Asian liberal education university/college.

Key Words: KAGEDU, KCUGE and KONIGE, KJrGE, ALEN and ALEC, a common Asian liberal education university/college

## 1. Identity and Foundation

The Korean Association of General Education (KAGEDU, 韓國教養教育學會) founded in 2006 is a pure educational and academic organization that represents liberal/general education in Korea in both name and reality. However, the development of liberal/general education in Korea is not led by the KAGEDU alone; it is carried out by the Association and its two closely related organizations together.

One is the Korean Council for University General Education (KCUGE, 全國大學教養教育協議會) which was established in 2001 as a nationwide association of the deans of university colleges (or general education colleges) across the country. In the early 21st century, the Korean Ministry of Education declared that it would provide financial support to universities that would establish university colleges (or general education colleges) and reform general education curricula. This initiative, supported not only by university administrators who wanted financial support from the government but also by forward-thinking professors who wanted to reform general education of their universities, led to the establishment of university colleges or general education colleges throughout the country. As a result, the KCUGE was founded in 2001 as an association of the deans of these university colleges or general

education colleges (Son, 2020, pp. 8-9, and see also Min, 2020; Yoo, 2020).

However, the KCUGE faced challenges in maintaining its activities including its biennial symposium as well as its continuity, mainly due to the limited tenure of its college deans (2 years). On October 10, 2006, the KCUGE established the KAGEDU as its own sister organization not only to address these issues but also to promote diverse medium- and long-term academic research in liberal/general education and to disseminate its research results (Son, 2020, pp. 9-13).

The other organization is the Korea National Institute for General Education (KONIGE, 韓國教養基礎教育院). It was established in 2011 as a government-funded but autonomous organization independent of the government in order to support the development of liberal/general education throughout the country. It consists of a Chairman and 3-4 staff members. The KONIGE implements many government-funded projects related to liberal/general education. However, since it has no research staff of its own, the KAGEDU provides it with the manpower to implement these projects.<sup>2</sup>

The KAGEDU, with the cooperation of the KCUGE and the KONIGE, has played the leading role in the development of liberal/general education in Korea by conducting academic research on liberal/

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<sup>2</sup> For the establishment of the KONIGE and its vision, see Min, 2019, and for a general overview of the institute's organization and operations, current and future projects including liberal education consulting, and future directions, see also Lee, 2020; Yoo, 2019; Yun, 2020.



general education and disseminating its research results as well as by providing the future visions of liberal/general education.

## **2. Membership and Structure<sup>3</sup>**

### **2.1. Membership**

As of November 15, 2023, the KAGEDU has about 2,373 web members who participate in liberal/general education in Korea. These members include scholars and educators who are involved in or academically related to liberal/general education in Korea. They are mainly from university colleges, general education colleges, departments of liberal arts, and various liberal/general education (research) centers within universities or colleges.

Regarding the membership fees for the KAGEDU,

- a. the entrance fee is set at 30,000 Korean Won, and
- b. the annual membership fee is also 30,000 Korean Won.
- c. There is an option for a lifetime membership at a cost of 500,000 Korean Won.

### **2.2 Structure as of 2023 (See Figure 1)**

The KAGEDU is composed of the Executive Team, the Editorial Board, the Research Ethics Committee, the Executive Board of Directors,

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<sup>3</sup> For a somewhat outdated yet still valuable overview of the KAGEDU's membership and structure, refer to Park, 2020, pp. 16-17.

the Auditors, and the Advisors, and all positions except the Auditors are appointed and discharged by the President.

2.2.1. The Executive Team is composed of the following bodies.

**① Executive Branch ( 執行部 )**

The Executive Branch shall consist of the President (elected annually and eligible for re-election for two consecutive terms), the General Affairs Director and the Finance Director.

**② Committees ( 委員會 )**

The various committees oversee diverse domestic and international academic activities, publicity, and the annual election of the president. The Academic Organization Committee organizes the National Academic Conference, which is held twice a year. The Academic Promotion Committee plans and conducts domestic academic research activities other than the National Academic Conference, while the International Cooperation Committee oversees international academic exchanges such as international conferences/forums and Libeducol (Liberal Education Colloquium). In addition, the Publicity Committee publicizes the scholarly activities of the KAGEDU and its members as a whole, and the Election Commission oversees the annual election of the President, who appoints the immediate past President as its chairperson.

**③ Institutional Cooperation Director ( 機關協力理事 )**

Among the two aforementioned organizations that closely cooperate with the KAGEDU, the President of the KCUGE shall by default serve

as the Institutional Cooperation Director for the KAGEDU and cooperate with its work.

#### ④ **Regional Directors (地域理事)**

The Regional Directors shall focus on the development of liberal/general education in each region they represent in Korea.

#### 2.2.2. Editorial Board (編輯委員會) and Research Ethics Committee (研究倫理委員會)

Although all members of these two committees are appointed by the President, they shall operate as separate organizations, independent of the President and the Executive Branch. The Editorial Board is responsible for the publication of the KAGEDU's academic Journal, and the Research Ethics Committee oversees the research ethics compliance of all articles published in the Journal. Both the independence and the commitment to research ethics contribute to the higher quality of the Journal.

#### 2.2.3. Executive Board of Directors (常任理事會)

The Executive Board of Directors is the supreme decision-making body of the KAGEDU and is composed of the Executive Branch, the vice presidents and the chairpersons of various committees, except for the Regional Directors (2.2.1. ④) (Refer to the bodies in 2.2.1. and 2.2.2. mentioned above).

#### 2.2.4. Auditors (監查委員)

Two Auditors elected by the General Assembly (總會) shall audit the affairs and accounts of the Executive Branch (or the Executive

Team, if necessary), also acting independently of the President and the Executive Branch.

### 2.2.5. Advisors (諮問委員)

The Advisors are composed of former presidents of the KAGEDU and provide advice for the Executive Branch.



Figure 1: KAGEDU Organization Chart (2023)

### 3. KAGEDU's Academic Journal, The Korean Journal of General Education, ISSN 1976-3212, e-ISSN 2714-1101<sup>4</sup>

This Journal was founded in 2007 by the KAGEDU and acquired in 2016 the status of the first-class academic journal recognized by the NRF (National Research Foundation) of Korea under the Ministry of Education. The Journal has 6 issues per year. As of October 2023, it has published 75 issues in 17 volumes with nearly 1,200 articles. In recent years, the Journal has received an average of 200 submissions per year. In 2019, the Journal published 114 articles, followed by 110 in 2020, 119 in 2021, and 124 in 2022 (See Figure 2). Between 2020 and 2023, its acceptance rate for submitted articles was 60.2%.



Figure 2: *The Korean Journal of General Education's Number of Publications Per Year* (NRF, 2023)

<sup>4</sup> For the purpose of creating the Journal, see Son, 2020, pp. 14-15, and a somewhat outdated yet still valuable overview of the Journal, refer to Park, 2020, pp. 17-18.

As of 2023, the Journal ranks first in the influence index among the 142 academic journals in the field of multidisciplinary science, and tenth in the same index among a total of 2,757 academic journals, both of which are registered with the NRF (See Figure 3). In addition, the Journal ranks second among Korean-language journals in Google Scholar search statistics for 2018-2022 (See Figure 4).

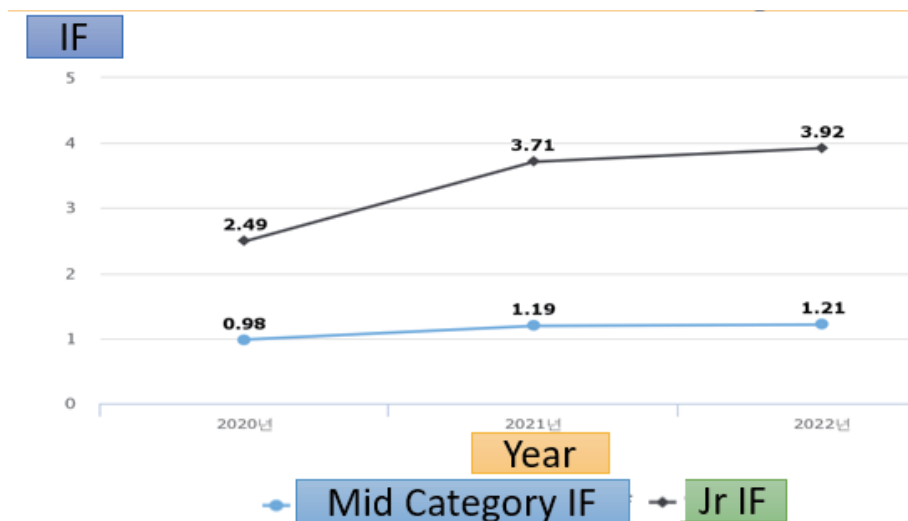


Figure 3: *The Korean Journal of General Education's IF (Impact Factor) by Year* (NRF, 2023)

한국어 ▾		
발행처	h5-색인	h5-중앙값
1. 한국콘텐츠학회논문지	17	21
2. 교양교육연구	15	18
3. 관광연구저널	14	20
4. 벤처창업연구	14	16
5. 학습자중심교과교육연구	13	20
6. 유아교육연구	12	18
7. Journal of Korean Academy of Nursing Administration	11	23
8. Multimedia-Assisted Language Learning	11	20
9. 대한경영학회지	11	16
10. 한국체육과학회지	11	15

Figure 4: Google Scholar Search Statistics: The Korean Journal of General Education ranks 2nd among Korean journals (Google Scholar, 2023).

From April 2020 on, the Journal began publishing in an e-journal format with Volume 14, Number 2, in response to an increasing demand for greater digital accessibility. The Journal is preparing to become a Scopus-quality journal.

The Korean Journal of General Education is a unique national academic journal in Korea that encompasses all aspects of liberal/general education. It is an outstanding leader in terms of publication frequency, number of published articles, and influence index, dominating its field. As a result, the Journal serves as the best public platform in Korea for producing and disseminating a wide and diverse range of research findings in liberal/general education.

## 4. Academic Activities<sup>5</sup>

### 4.1 Domestic Academic Activities

#### 4.1.1. Holding a National Conference Twice a Year since 2007

Since 2007, the KAGEDU has held two national conferences every year, one in the spring and the other in the fall, and these conferences currently serve as the center of academic activities in the field of liberal/general education in Korea.

#### 4.1.2. LAC (樂, Liberal Arts Colloquium, 2021)

The KAGEDU has been holding eight LACs (Liberal Arts Colloquium) every year since 2021. Each time, the LAC invites one prominent domestic scholar from various fields in Korea to give lectures and discuss various issues related to liberal/general education. In 2023, 10 scholars were invited for five LACs which focused on interrelated topics in order to provide a venue for more in-depth lectures and discussions. (In fact, the LAC, a lecture series inviting domestic experts, began as a counterpart to the Blue Waves Lecture, one inviting international speakers, which will be explained in detail below.)

#### 4.1.3. Seminar 21

From 2021 to 2022, the KAGEDU held a seminar to study the history and the ideology of the university about 10 times a year. However,

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<sup>5</sup> For a somewhat outdated yet still valuable overview of the KAGEDU' s academic activities, refer to Park, 2020, pp. 18-19.



in 2023, due to complicated reasons, the KONIGE organizes this seminar.

#### 4.1.4. Publication of 'Collected Works of Liberal Education Classics'

Since 2022, the KAGEDU has been translating and publishing a series of 'Collected Works of Liberal Education Classics' in an e-book format. The German edition was published in 2022 and the British edition in 2023. This project will continue for quite some time.

#### 4.1.5. Selection of Excellent Books

Since 2019, the KAGEDU has been selecting excellent books in the field of liberal/general education every three years and holding an award ceremony at the Fall National Academic Conference in November of the every third year as long as there are any winners.

## 4.2 International Academic Exchange Activities

#### 4.2.1. International Academic Forums and Conferences (Hong, 2020, pp. 48-50)

In Korea, the first international forum on liberal/general education was held at Chonnam National University in 2014 as part of a government-funded project, but it was subsequently discontinued. In 2018, both an international forum and an international conference were held offline on a global scale, and in 2019, an offline forum was held with the participation of mostly Asian scholars. In 2020-2021, due to the impact of the coronavirus pandemic, international forums were held online. In 2022, an international forum was held in a blended format (i.e., online and offline at the same time) (See Figure 5).

[illegible]

Day 1: October 16 (Sat)	
8:30-10:15	<b>Session 1: First Floor</b>
12:30-14:10	<b>Module 1</b> K. Ming-Yee NG (張明儀), Professor, Faculty of Computing, Hong Kong Polytechnic University
	<b>Topic 1</b> Dr. Weng-Hsin CHEN (陳文欣), Professor, Graduate Institute of Management and e-Case University of Chinese Academy of Sciences
13:10-14:10	<b>Session 2</b> K. Kung-Sang SHAM (沈國祥), Professor & former Dean of University College, Tsinghua University
	<b>Topic 2</b> The Role of Big Data in Location Based Services and Location Based Economic Development
13:40-14:10	<b>Break</b>
14:10-14:40	<b>Session 3</b> T. Jin (金穎), Senior Lecturer, Chair Professor, Faculty of Education, The Chinese University of Hong Kong
	<b>Topic 3</b> J. Joyce WU (吳曉儀), PhD, 博士, Professor, APAC, Vice President of APAC, Japan Association of University Professors
14:40-15:10	<b>Session 4</b> A. K. Seng (曾國榮), Professor, Department of Information Systems, The Hong Kong Polytechnic University
	<b>Topic 4</b> AI Speech and Natural Language
15:10-15:20	<b>Break</b>
15:20-17:30	<b>Session 4: Second Floor</b>
15:20-17:30	<b>Discusstion 1</b> K. Sung H. HONG (洪松賢), Professor, Asia University, former President of NCUKEDU
	<b>Topic 1</b> Dr. Hui-Ling CHAN (陳慧玲), Professor, Institute of Information Technology, Vice President & Secretary General of NCUKEDU
15:20-17:30	<b>Discusstion 2</b> K. Hung SAH (沙漢), PhD, 博士, Professor Emeritus, National University, Secretary General of NCUKEDU
	<b>Topic 2</b> R. Kung Sze YAU (姚錫基), Professor, National Taiwan University of Science & Technology, President of CUEA
17:30-17:45	<b>Discusstion 3</b> S. K. Hing (何國強), Professor, Tsinghua University, Vice President (Int'l Cooperation) of NCUKEDU, Chair of the NCUKEDU Board of Directors
	<b>Topic 3</b> S. K. Hing (何國強), Professor, Tsinghua University, Vice President (Int'l Cooperation) of NCUKEDU, Chair of the NCUKEDU Board of Directors

NCUKEDU / International General Education / Email: [info.ncukedu@polyu.edu.hk](mailto:info.ncukedu@polyu.edu.hk)

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#### 4.2.2. 17 Blue Waves Lecture Series (2020-2022) (Hong, 2020, pp. 50-52)

In 2020-2022, when the coronavirus pandemic made it difficult for international academic exchanges to take place on a face-to-face basis, the KAGEDU launched the online Blue Waves Lecture Series, which successfully held 17 lectures during this period. The series featured distinguished scholars in the field of liberal/general education from Asia, the United States, and Europe. These experts provided valuable lectures on a variety of key issues in liberal/general education, and each lecture provoked insightful discussions from diverse perspectives.

Our Taiwanese colleagues actively participated in the series by providing their own simultaneous interpreters. As the one who personally organized and chaired the series, I would like to take this opportunity to express my special thanks to the CAGE (Chinese Association for General Education, 中華民國通識學會), the TTRC (Taiwan Teaching Resource Center, 臺灣教學資源平臺), and the MOE IGER-IEPP (Ministry of Education Initiating General Education Renaissance: International Exchange and Publishing Program, Republic of China, 中華民國通識教育國際交流與出版計畫), and all my colleagues in liberal/general education in Taiwan as well as in Japan, Hong Kong, Singapore, and the United States and Europe, who helped make the series a success (See Figure 6).



In 2023, the KAGEDU launched the Libeducol (LIBeral EDUcation COLloquium) as a more open and inclusive public sphere, with the first Libeducol held in September 2023, and the second and third Libeducols scheduled for December 8, 2023 and January 8, 2024, respectively. The CAGE and the IGER-IEPP in Taiwan are also providing strong support for the Libeducol (See Figure 7).



#### 4.2.4. ALEN and Inaugural ALEC (2023)

The KAGEDU has successfully carried out these domestic and international academic activities in collaboration with the KCUGE and the KONIGE, and these collaborations have expanded to include several international academic organizations: the CAGE (Chinese Association for General Education), the JACUE (Japan Association for College and University Education, 日本大学教育学会), the CASE (Chinese Association for Suzhi Education, 中国高等教育学会大学素质教育研究分会), the ECOLAS (European Consortium of Liberal Arts and Sciences), and the AAC&U (American Association of Colleges and Universities).

These efforts for international academic exchange enable the KAGEDU to play the role of a hub in the field of liberal/general education in East Asia. In late 2023, the KAGEDU, together with the CAGE and the JACUE, founded the Asian Liberal Education Network (ALEN) and held its first Asian Liberal Education Conference (ALEC) on December 2, 2023. The second and the third ALECs will be held in Japan in 2024 and in Taiwan in 2025, respectively, and will be held in the same blended format as the first, with simultaneous interpretation in Chinese, Japanese, and Korean. This is a significant achievement for Asia's joint international academic exchange efforts which began in Seoul in 2018 (See Figure 8).

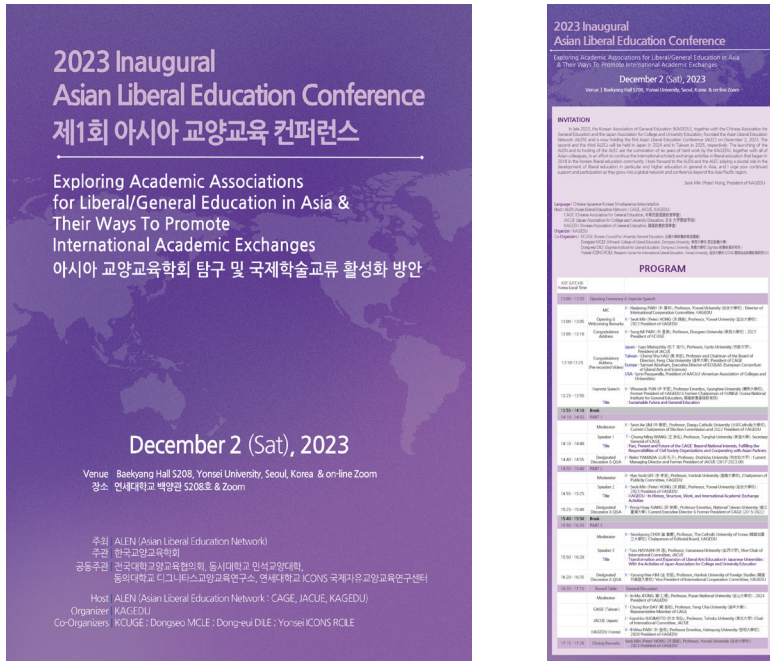


Figure 8: *Poster and Program of the 2023 Inaugural ALEC*

## 5. Challenges To Be Addressed<sup>6</sup>

### 5.1. Collaboration with the KCUGE and the KONIGE

The partnership with the KCUGE and the KONIGE has both positive and negative implications for the KAGEDU. The KAGEDU can receive some financial support from both organizations, and if used well, the collaboration can create an institutional ecosystem conducive to the development of liberal/general education. In short, the KAGEDU has two

<sup>6</sup> For a discussion of this issue, some like mine and some not, refer to Park, 2020, pp. 19-20.



very strong allies that other academic units or academic disciplines do not have.

However, what if the President of the KCUGE and/or its executive directors have a lower level of understanding of liberal/general education? What if they have a different view of liberal/general education from that of the KAGEDU? In such cases, it is very likely that the two organizations will become estranged.

The same concern applies to the relationship between the KAGEDU and the KONIGE. Since the KONIGE is structurally part of the Ministry of Education, it has gradually, and especially recently, become less administratively and financially autonomous and more controlled by the Ministry of Education than when it was founded, and, moreover, the KONIGE itself has become increasingly bureaucratized.

In addition, there have been several cases where the direction of the KONIGE's business and budgeting has changed significantly with each change of the Minister or ministry officials, and there are even cases where political considerations related to the ministry are reflected in the KONIGE's liberal/general education projects. All of these situations naturally affect the cooperation between the KAGEDU and the KONIGE, and adversely affect the identity of the KAGEDU itself and the direction of the KAGEDU's academic activities, as the KAGEDU provides research personnel for the KONIGE's various projects. In any case, it cannot be overemphasized that the KAGEDU should clearly establish its identity as the center of academic research and activities for liberal/

general education in Korea and should strive to maintain this identity.

## 5.2. Financial Independence

By strengthening its financial autonomy and independence, the KAGEDU will be able to better plan and implement its academic activities. If the cooperation with the KCUGE and the KONIGE were to break down, the financial support that the KAGEDU has received from these two partners could become poison for the KAGEDU itself. Let's suppose that the KAGEDU receives no financial support at all from these two organizations. Given the fact that the KAGEDU has no ability to run a profitable business, the KAGEDU's financial status would depend on two main sources: a) revenue from its academic Journal, and b) annual membership fees. While the former is decent, the latter has a very poor track record.

As of November 25, 2023, out of 2,373 web-registered members, only 267 have paid annual fees (11.25%), and if the 117 new members who joined in 2023 are excluded, only 150 (6.32%) of the existing members have paid annual fees (meanwhile, more than 50 have paid life membership fees). In addition, the annual fee payment rate for the 11th Executive Board in 2023 is only 66.32%. It is urgent to increase the annual fee payment rate by any means.

## 5.3. 畫龍點睛 in Administrative Progress

The KAGEDU has its own well-developed constitution and various sets of regulations, and its Executive Team runs the Association



well based on these constitution and regulations; i.e., the rule of law is well implemented. However, in the context of the given cooperative relationship between the KAGEDU, the KCUGE, and the KONIGE, there are sometimes attempts to influence the operation of the KAGEDU or its official decisions by using personal human networks for the benefit of certain groups or organizations - i.e., attempts to rule by law. All KAGEDU members should be alert to such situations and remind themselves that the KAGEDU must operate under the 'rule of law.' This will be a major step forward ( 畫龍點睛 ) in administrative progress.

#### **5.4. Unbalanced Research among Basic Academic Fields**

Despite the brilliant achievements of the KAGEDU's academic Journal, The Korean Journal of General Education, the KAGEDU is severely lacking in research papers dealing with the core contents of the liberal (arts) curriculum in the humanities, arts, social sciences, and natural sciences. In particular, the situation in the social sciences is almost catastrophic. There is an urgent need to attract relevant researchers to the KAGEDU.

#### **5.5. Fostering the Next Generation of Scholars**

Since there is no such major/concentration as a liberal/general education in any undergraduate or graduate school, the entry age of the next generation of scholars into the academic field of liberal/general education is relatively very high. While the current existing members of the KAGEDU are very highly talented, there is also a need to prepare

for a medium- to long-term plan to attract the next generation of younger scholars, especially social scientists, to the KAGEDU.

## 5.6. Promoting International Academic Exchanges

Not content with launching the ALEN and hosting the first ALEC, the KAGEDU should continue to work with its Asian partners to promote international academic exchanges.

### 5.6.1. Four Ways To Develop the ALEN and the ALEC

In particular, the KAGEDU, as well as the CAGE and the JACUE, must find ways to stabilize and develop the newly established ALEN and ALEC.

To achieve these goals, the three Associations shall

- ① promote collaborative research among the ALEN members; and
- ② not only develop and operate joint liberal arts curricula but also initiate and expand student exchanges among the ALEN members; and
- ③ consider the establishment and operation of an Asian liberal education university/college.
- ④ secure financial resources, establish organizations, and provide human resources for all of these efforts.

I hope that these efforts will lead to the development not only of liberal/general education in universities and colleges, but also of higher education in general, thus contributing to the common prosperity of Asia.

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html?file=../../files/durune/konige20211201144237.pdf](https://konige.kr/webPDF/web/viewer.html?file=../../files/durune/konige20211201144237.pdf)]



Published by | MOE Initiating General Education Renaissance

Sponsored by | MOE Initiating General Education Renaissance: International  
Exchange and Publishing Program (IGER-IEPP)

Publisher | Tsai-Yen Li

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Publishing unit address | No. 64, Sec. 2, Zhinan Rd., Wenshan Dist., Taipei  
City 11605, Taiwan (R.O.C)

Correspondence address | No.168, University Rd., Dacun, Changhua  
515006, Taiwan(R.O.C.)

Publishing Date | July 2024 First Edition

ISBN | 978-626-345-527-6 (PDF)



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出版單位 教育部提升大學通識教育中程計畫

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國際交流與出版分項計畫

發行人 李蔡彥

主編 宋秀娟

著者群 Lynn Pasquerella、山田礼子、石井洋二郎、  
Murray Pratt、Woo-Seob Yun、洪聖基、洪錫敏

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洪瑞兒、丘慧瑩、洪錫敏

編輯助理 張榕玲 林誌陽

出版地址：116011 臺北市文山區指南路二段 64 號

通訊地址：515006 彰化縣大村鄉學府路 168 號

出版：2024 年 7 月初版

電子書 ISBN：978-626-345-527-6 (PDF)

