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研究課題名(和文) Regional cooperation in Northeast Asia: comparing policy across institutions and disciplines in the higher education sector in Japan

研究課題名(英文) Regional cooperation in Northeast Asia: comparing policy across institutions and disciplines in the higher education sector in Japan

研究代表者

ハモンド クリストファー D. (Hammond, Christopher D.)

青山学院大学・教育人間科学部・助教

研究者番号：50812434

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研究成果の概要(和文)：この調査結果は、東アジアにおける地域協力の現状と可能性について、相互に関連したさまざまな「アイデア」を浮き彫りにした。高等教育における地域協力については、各学問分野においてその考え方の根底に流れる特徴的な違いがあり、またそれらは、グローバル競争力強化のための地域協力という政府アイデアと互いに交差している。その結果としてさまざまな緊張状態が生じ、制度的、規律的な志向に合わせるための政府の政策レトリックの頻繁な転用を生むこととなる。

研究成果の学術的意義や社会的意義

Outputs from this study contribute new knowledge to the social science literature. They also have societal relevance by highlighting the value of higher education regional collaboration programs, which should be of use to government, policymakers and universities in the three countries and beyond.

研究成果の概要(英文)：The constructed findings highlight a range of interconnected ideas about the current state and possible futures of regional cooperation in Northeast Asia. Variation in ideas about higher education regional cooperation connected to the distinctive underlying philosophies of different academic disciplines, with STEM fields focused on 'borderless' knowledge production and competitiveness, the Arts on cultural connections and creative collaboration, and Social Sciences on communicative action for the resolution of regional problems. Each of these idealized visions intersected in practice with government-level ideas of regional cooperation for global competitiveness, resulting in various tensions and the frequent repurposing of government policy rhetoric to align with institutional and disciplinary orientations.

研究分野：higher education studies

キーワード：高等教育における地域主義 CAMPUS Asia A3 Foresight 東アジア 日本の高等教育

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1. 研究開始当初の背景

While regionalism is a large study field in the discipline of International Relations (IR), to date, very little attention has been paid by IR scholars to processes of regional integration taking place in the higher education sector. A further challenge posed by many extant regional integration theories in the field of IR is their traditional focus on the development, maintenance and expansion of the European Union, and a number of scholars have problematized the suitability of these theories in non-Western contexts. Some scholars in the field of Higher Education studies who have studied regionalism have also given a disproportionate amount of attention towards European processes. Regionalization in Northeast Asian higher education has been addressed in the literature, however to date much of the work in this area has been descriptive, outlining trends and types of programs that have evolved in recent years. The research proposed in this study aimed to address these lacunae by investigating Northeast Asian HE regional cooperation in more depth, seeking to understand the underlying ideas driving policies and programs in this particular region and the ways these ideas are manifested in practice.

2. 研究の目的

This research project was a qualitative study of policy ideas and programs aimed at fostering regional cooperation between China, Japan and South Korea in the higher education sector. The aims of the research are to understand the ideational drivers shaping Northeast Asian higher education (HE) regionalism from the perspective of Japan, and to investigate the ways policy ideas are translated into practice across different institutional and disciplinary contexts in Japanese universities. This takes in an investigation of the conditions under which those ideational drivers are implemented and any limits, blockages and resistances to them. The scientific background for the research took the form of an interpretive study underpinned by a social constructivist epistemology. Adopting a discursive institutionalist approach (see Vivien Schmidt, 2008, 2010) the study investigated the ways certain ideas about higher education regionalism (and not others) emerged and became institutionalized, as well as how they are contested, re-appropriated and translated by actors into practice. The research focused on the ways ideas and practices compare across universities and across disciplines, and sought to determine the degrees by which regionalism extends into different aspects of higher education in Japan. To investigate these issues, two government-initiated regional collaboration programs were selected, one representing higher education's societal role as a producer of research-based knowledge, and the

other representing its social function as a site for teaching and learning. The program addressing the former role is the A3 (Japan, China, Korea) Foresight program, a funding scheme for scientists to engage in regional research collaboration. The program addressing the latter role is CAMPUS Asia, a regional exchange program for students at top universities in the three countries. Through contextualized case studies of different universities involved in these programs, an attempt was made to construct nuanced and informed answers to the following research questions:

1. What policy ideas do actors involved in the CAMPUS Asia and A3 Foresight programs at Japanese universities have about regional cooperation between Japan, China and South Korea? How do these ideas compare across institutional and disciplinary contexts?
2. How do these ideas compare with policy ideas for higher education regionalism at the government level? How are government-level ideas adopted, adapted and resisted by actors at Japanese universities?
3. How do these actors' ideas about broader contextual dynamics in the region and beyond relate to and shape their policy ideas of higher education regional cooperation in Northeast Asia?
4. What do actors perceive are the barriers that impede regional cooperation at the higher education and broader levels?

3. 研究の方法

The research design took the form of an interpretive study underpinned by a social constructivist epistemology. Nine participating universities were selected as cases, and the primary source of data were the transcripts of semi-structured interviews with 67 individuals involved in varying capacities in either A3 Foresight or CAMPUS Asia. 52 documents from five key governmental organizations involved in regional cooperation were also collected and analyzed, and these served as structuring elements with which to compare and illuminate the ideas of actors in the selected universities. Data analysis and interpretation involved a combination of methods, including the deductive application of an analytical framework from discursive institutionalist theory along with inductive thematic analysis.

4. 研究成果

The constructed findings from this study highlight a range of interconnected ideas about the current state and possible futures of regional cooperation in Northeast Asia. Variation in ideas about higher education regional cooperation connected to the distinctive underlying philosophies of different academic disciplines. Previous studies of CAMPUS Asia have tended to focus on Social Sciences and Humanities disciplines, omitting important and substantial ideas from groups representing the Sciences, who in themselves are representative of growing patterns of cross-border research collaboration in Northeast Asia and beyond. This study incorporated the study of

the A3 Foresight program and science-based CAMPUS Asia projects, and included the views of biologists, public health experts, engineers, chemists and physicists, many of whom expressed the normative view that it was unhelpful to dwell on political tensions and conflicting historical memories. The focus should instead be on the productive force of the ‘borderless’ and mutually-shared passion for the scientific enterprise, urgently needed to maintain the capacity to compete with the innovative and productive ‘West’. In these respects those in the natural and physical sciences were arguably both the most globally-oriented and the most conforming to the government-level policy rhetoric of cooperation for the purposes of competition.

This study also engaged with the ideas of the Artists, who drew on their creative capacities to envision the ideals of regional cooperation through the visual medium of animated film. These ideas had little to do with competition, employability, politics, or modern history. Instead a number of them highlighted the common cultural legacies that extend back in time for millennia, and persist in the contemporary period through art, architecture and music.

Those from particular social science disciplines and interdisciplinary programs were focused on the acknowledgement, analysis, and collaborative resolution of social problems of regional concern, and ideas of regional cooperation aligned closely with disciplinary worldviews. Other programs such as Medicine, Architecture and Law placed an additional emphasis on regional employability, aligning with the professional orientation of these disciplines.

I argue that this capacity for disciplinary variation to shape attitudes and values is a critical empirical finding that opens new possibilities for research into higher education regional cooperation. Having emerged with a policy, leadership and management orientation, the field of Higher Education Studies has tended to take the institution (i.e. the University) as its primary unit of analysis. Thus, while much of the research on regionalism and regionalization in the field has focused on policy and the interactions of governments and universities, the ways that various academic cultures and disciplinary communities can and do shape processes of regional cooperation in the higher education sector has to date been overlooked. This is an important gap that warrants further exploration.

Actors described a number of perceived ideational and institutional barriers impeding the realization of their visions for regional cooperation. Some lamented how neoliberal policies marked by competitive project-based funding schemes hindered both domestic cooperation within and across Japanese universities as well as efforts to implement effective strategies for internationalization. At the societal level, many reported that nationalistic worldviews espoused

by politicians and the media, incommensurable historical memories, and frequent diplomatic tensions posed persistent barriers to regional stability, prosperity, and possibilities for educational exchange and research collaboration.

However, many students who participated in one of the two programs reported broadened perspectives, an increased awareness of a shared humanity, and renewed hope for the future of the region.

Additionally, this study has contributed to the adaptation and expansion of the methodological toolkit available to higher education researchers studying regional cooperation in a number of ways. I have adapted and employed an analytical framework from discursive institutionalism which has enabled for the categorization of cognitive and normative policy, programmatic and philosophical ideas of regional cooperation. With its home in the field of Political Science/International Relations, discursive institutionalist theory is not perfectly suitable in all respects to the study of higher education institutions and sectoral institutional change, but the framework of types and levels of ideas proved to be a valuable analytical approach to delineate and analyze the ideas of actors at universities involved in regional cooperation. I suggest that this particular approach from discursive institutionalism can thus be employed in other higher education research contexts and offer novel insights into ideas, processes and phenomena shaping the sector.

5. 主な発表論文等

〔雑誌論文〕 計2件（うち査読付論文 1件/うち国際共著 0件/うちオープンアクセス 2件）

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| 3. 雑誌名 Higher Education | 6. 最初と最後の頁 653-668 |
| 掲載論文のDOI（デジタルオブジェクト識別子） 10.1007/s10734-019-00363-x | 査読の有無 有 |
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〔学会発表〕 計4件（うち招待講演 2件/うち国際学会 1件）

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| 1. 発表者名 Christopher D Hammond |
| 2. 発表標題 Higher Education regional cooperation in Northeast Asia: Comparing policy ideas at Japanese universities |
| 3. 学会等名 Society for Research in Higher Education (SRHE) Newer Researchers Conference and Annual Conference (国際学会) |
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| 3. 学会等名 21st Annual Meeting of the Japan Association of Higher Education Research |
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| 2. 出版社 MHM Limited, Tokyo | 5. 総ページ数 TBD |
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〔産業財産権〕

〔その他〕

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6. 研究組織

| | 氏名 (ローマ字氏名) (研究者番号) | 所属研究機関・部局・職 (機関番号) | 備考 |
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7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計0件

8. 本研究に関連して実施した国際共同研究の実施状況

| 共同研究相手国 | 相手方研究機関 |
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