

Teacher Education Integrated Curriculum Mobility: Perspectives for Asean Countries

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Abstract: In today's multicultural and interconnected communities, there are obvious benefits to promote the number of "internationalization components" of teacher education program to communicate with global and regional context. The process of renewing curricula focuses on new integrated conception of curriculum development, on a structural and process level (modularization, interdisciplinary structures), regional context (internationalization, flexibility and mobility), and educational values and intended outcomes (lifelong/life-wide learning skills, competence-orientation/outcomes in a knowledge society, etc.) to fit the principles of ASEAN education manifests (AUN, AIMS, SEAMEO-RIHED etc.). Therefore, it is fruitful to discuss the issue of integrated teacher education program concerning the context of teacher preparation offered in a comprehensive university. By synthesizing the related theoretical frameworks of curriculum development and evaluating the structure of the integrated program that has been implemented in VNU University of Education (VNU UED), this paper brings up some issues of teacher education curriculum components offered for pre-service teacher education in a comprehensive university, as well as proposes integrated curriculum internal and external mobility strategies.

Keywords: Integrated curriculum, teacher education curriculum mobility, perspectives/models of curriculum mobility.

1. Main features of teacher education program at VNU-UED

1.1. Qualification and routes

Supposing many changes in Vietnam education towards 2020 (reform of foundation and higher education system, national curriculum, teacher preparing policy and system

etc.), we (VNU-UED) look forward to having the opportunity to fully contributing to the teacher education field in ASEAN. We realize, however, the critical issue of new vision, solutions as well as mobility here and would happily take on the challenge of any initiative that would suit level of expertise and next step of the university development and actually implement changes to integrated curriculum on teacher education.

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The VNU-UED is only one of 117 teacher preparing institutions in Vietnam which conduct the new model of teacher education following 4-years degree program which is formulated as “A+B”. This flexible and integrated program has been designed for students-teacher education in bachelor degree (in six majors as Mathematics, Physics, Chemistry, Biology, Vietnamese Philology and History). For the first three years, students follow basic study by “A-program” with “pure academic majors”. The “B-program” with educational, pedagogical knowledge, skills and teaching practice at the VNU-UED is provided for the last year with completing bachelor diploma (B.A in Teacher Education).

The teacher education program of VNU-UED is built on features that are embedded in content knowledge, pedagogical content knowledge and pedagogical knowledge of cooperation within other VNU universities-members (University of Natural Science, University of Social Sciences and Humanities, University of Languages and International Studies etc.). Thus, student-teacher should be acquired various different educational environments, social and academic situations.

All these universities, however, share core values in that there is a high educational inspiration by mobilizing common academic forces and resources relatively high-qualified teacher preparation with the slogan “*Educator for Tomorrow*” and “*Effective teacher is the first*”. In the other words, it makes difference of VNU-UED teacher preparation program and rise discussion of compound vs. mixture programs in teacher education models. Because for the rest of teachers training institutions in Vietnam, the concurrent mixture model of initial teacher education is largely predominant (Table 1).

Meanwhile, the integrated or end-on teacher education program (which usually is conducted by mono-purpose teacher training institutions) themselves do not guarantee absolute efficiency and make dilemma in teacher training practice in Vietnam nowadays.

Thus, the suggestion is that the curricula situation differs in the case of mono-purpose or comprehensive universities creating new opportunities for integration academic/pedagogy advancement in teacher education program.

Table 1. The general models of teacher Education program in Vietnam

Institution	Program	Model	
VNU-UED	“Pure Science” or Teaching Areas	Educating Pedagogy Specific didactics Practice	Compound
The rest of Teacher Training Institutions of Vietnam	“Pure Science” or Teaching Areas	Educating Pedagogy Specific didactics Practice	Mixture

However, the curricular content of teacher education programs in Vietnam can differ by level and field, with undergraduate teacher education programs focusing on content knowledge, education and pedagogy. The duration of graduate teacher education programs typically lasts 4 years with school practicum. According to statistics the proportions of curricula content in teacher education program for all teacher training institutions approximately divide to:

- General education: 25%;
- Content teaching knowledge (teaching area): 50%; and
- Professional education: 25% (including school placement of pedagogical observation and practicum).

1.2. The integration feature in curriculum

Since 2009, the curriculum had been made re-designed and integrated within units toward expanding the students’ choices and learning opportunities. This consecutive approach has been approved by following learning modules:

Table 2. The Structure of Teacher Education Program in VNU-UED

Integrated program (UED, UNS, USSH)	Module curriculum (M)	Ratio*	End-on program
	M1. Education in general	19%	
	M2. Education in the major fields (<i>natural/social and humanities</i>)	4%	
	M3. Basic content subjects	16%	
	M4. Content subjects	34%	
	M5. Content specialized subjects	19%	
	Practicum/Field-Study/Final Thesis	8%	

(*Various percentages of content are depending on different major programs; UED: University of Education; UNS: University of Natural Science; USSC: University of Social Science and Humanities)

The structure included the followings:

General Education subjects = M1+M2

Teaching Area subjects = M3+M4

Professional subjects = M5

The consecutive-compound model (providing professional components after general ones) is offered usually after a subject specific undergraduate degree. The situation is more integrated for A-part of the curriculum, where there can be either general subjects, or both allowed across teaching area specific subjects. The weight of Content teaching knowledge (Teaching area) for all majors in the initial teacher education curriculum is generally higher, ranging from an average of 50 % of the whole program.

The curriculum integration approach proposes the link between the *subject matter knowledge* learned in UNS or USSH and the *subject matter teaching* (teaching methodology and technology) that the student teachers will be facing in the future might be driven force behind professional education and fully implemented in their learning process. To solve the academic/teaching questions, students-teacher have to have not only content knowledge on “pure majors” but also with pedagogical tools in order to explain the concepts, interpret the topics by methodological ways, from an educational and didactic perspective etc.

Integrated teacher education program may provides the advantage in term of update and integration achievement and advancement for

its all component including natural, social and educational sciences (of course by integrating with different categories of teacher education program, such as Content knowledge, Pedagogical content knowledge and Pedagogical knowledge). For instance, based on constructive framework prioritized on teacher preparation each university-member may have to upgrade content knowledge of scientific advancement and new achievement, syllabi and teaching resources etc.

1.3. The mobility feature

The structure of VNU-UED initial teacher education program also supposes personalized, differentiated and customized learning models, creates flexible opportunities for students if they are willing to move from different faculties to the VNU-UED for career development of teaching profession. Thus, the first is that they parallel study basic sciences (at UNS or USSH) and get background of educational sciences, pedagogical content knowledge, accumulating needed number of credits toward completing the B.Sc and BA in teaching diplomas. On the other hand, whether the candidates have to acquire B.Sc degree first (through usually a four year) then they become a teacher after completing the program focused on subjects teaching methodology alone taken one and half to two years of Second/and/or Double degree in Teacher Education (Bachelor degree) or Master of Art in Teaching. As an issue that received the most attention from the sampled teacher educators, this type of integrated program also

successfully has been implemented for different training programs within University of Languages and International Studies, University of Economics and Business, School of Law inside VNU, Ha Noi.

Finally, through the initial teacher education program with limited amount of preparation time the prospective teachers can have strategic important consideration of which aspects need to receive more attention. This type of program is set up familiar with teacher preparation practice in some countries in the region.

In educational aspect, the integrated curriculum requires prospective students-teachers learn not only from what is being taught but also how to teach content knowledge in the future while they are studying at UNS or USSH and UED. Indeed, the way of thinking how to teach integrated program practices in both collaboration of academic staff of higher education and connection of student-teacher with secondary school placement (pedagogical observation and practicum).

There are ongoing processes of reform, revision and competition of Teacher Education curricula within higher education institutions in Vietnam. Thus, process of re-design and development of a teacher education curriculum must be realized in the following perspectives of how:

- To meet social demand-driven more than only supply-driven and with main stakeholders participation.
- To provide personalized and customized learning for 21st century skills.
- To focus on the role of the teachers and learning outcomes rather than on a collection of individual academic subjects.
- To do research-based and practice oriented at the same time.
- To develop curriculum in a lifelong and life-wide perspective.

This entails tensions between indications and prompts on regional, international, global level and needs, constraints, cultures on

national or local level. Furthermore, the process of growing awareness is needed for research-based decisions and new approaches concerning National Teacher Education Curricula Framework in Vietnam.

While the National Curriculum Reform Framework for basic schools provides guidance to teachers, curriculum planning is the responsibility of schools and municipalities. The school-level curriculum is approved by local education authorities and teachers and school principals play a key role in curriculum design (principal is instructional leader). Thus, pre-service training model and program of Teacher Education Institutions can provide student-teacher with well developed curriculum knowledge and planning skills. Moreover, the new approach of curriculum design in teacher practice has helped shift the focus of continuing professional development (CPD) from fragmented in-service training towards more systemic, theoretically grounded school wide improvement efforts.

2. The perspective of mobility curriculum for teacher education in region

In May 2014, the workshop was held in Kuala Lumpur (to which attended delegates from APEC Economic Leaders) raised discussions at the APEC University Associations Cross Border Education Cooperation (CBE). This topic is one of priorities among APEC's goal of supporting sustainable economic growth and prosperity in the Asia Pacific region focused on education mobility. According to APEC Economic Leaders Declaration (2012), promoting CBE may help to develop great opportunities for four keys such as student mobility, researcher mobility, provider mobility and virtual mobility while taking into consideration the circumstances of individual economies. "There is strong evidence that we live in a worldwide era of global mobility of highly skilled talent in general and of the academic profession in particular..." (Philip A., p.47).

In common concerns of teacher education curriculum, developments tendencies as well as components and their proportion can be found in many countries' practices. That makes teacher education curriculum integrated internally and externally and will be functioned for pre-service teacher education (for both undergraduate and graduate degree) as well as continuing professional development (CPD).

Moreover, teacher education curriculum mobility suggests the relevance of three domains as components of the teaching profession. These domains can be described as teaching areas (subject-content knowledge), general education and professional education domains in different perspectives and dimension of education in the region.

In particular, the teacher education curriculum mobility develops the professional profile of teachers concerning with strategies and skills, reflective action research, knowledge and understanding, values of socio-cultural dimensions of ASEAN. A mapping process, concerned with subject studies foundations, turns out to be embedded with a stages referring to subject teaching methodologies and technologies, educational activities, action research, and professional process in teaching practicum (internship) in schools.

Developing this profile into a teacher education curriculum entails considering the interplay of the key processes within teacher education: widely shared, integrated or exchanged pedagogy knowledge with teaching practicum period within host and home institutions, mobilized staff and students, researchers and scholars-educators, outcome-competence/standards based credit transfer system and credit recognition, functioned common project and network of Center for Teaching Excellence etc.

By summarizing and identifying existing barriers to CBE, examining effective ways to progress toward best practice, the followings can be considered for mobility teacher education:

- Teacher-Student mobility including credit transfers, qualifications (degree) recognition

and enhancing equity: This CBE element will be realized by recognizing, disseminating and building on existing good practice; establishing joint scholarship funds; expanding cost-sharing agreements and reciprocal arrangements; focusing on joint training programs and short term exchanges; credit sharing processes; the nomination of programs; and data enhancement.

- Teacher education Researcher mobility including doctoral training, fellowships, research collaborations and joint publications which force stimulating joint research collaborations across countries; creating a pool of shared resources to fund joint research; expanding the ASEAN workshop and measuring the scale and impact of researcher mobility.

- Teacher education Provider mobility including UMAP (University Mobility in Asia and Pacific), quality assurance and regulations may be supported by recognizing and building on good practice; developing qualifications and credit recognition framework within countries; sharing practicum placement; and encouraging foreign providers to make a long term commitment to host universities.

- Teacher education Virtual mobility including Open Educational Resources (OER), Open Course Ware (OCW) and Massive Open Online Courses (MOOCs) of course will be used by recognizing the need to meet the unmet demand for university education; sharing learning resources and research outputs through Creative Commons Licenses; and harnessing technology to exchange information (Figure 1).

Model of Exchange mobility: Teacher education students (as well as in-service teachers, educators, administrators) may have an experience abroad for a short or longer period of time, at a host institution, according to an individual mobility or joint program arrangement between the host and the home institution (We have great example of this mobility kind from Erasmus programs funded by EU).

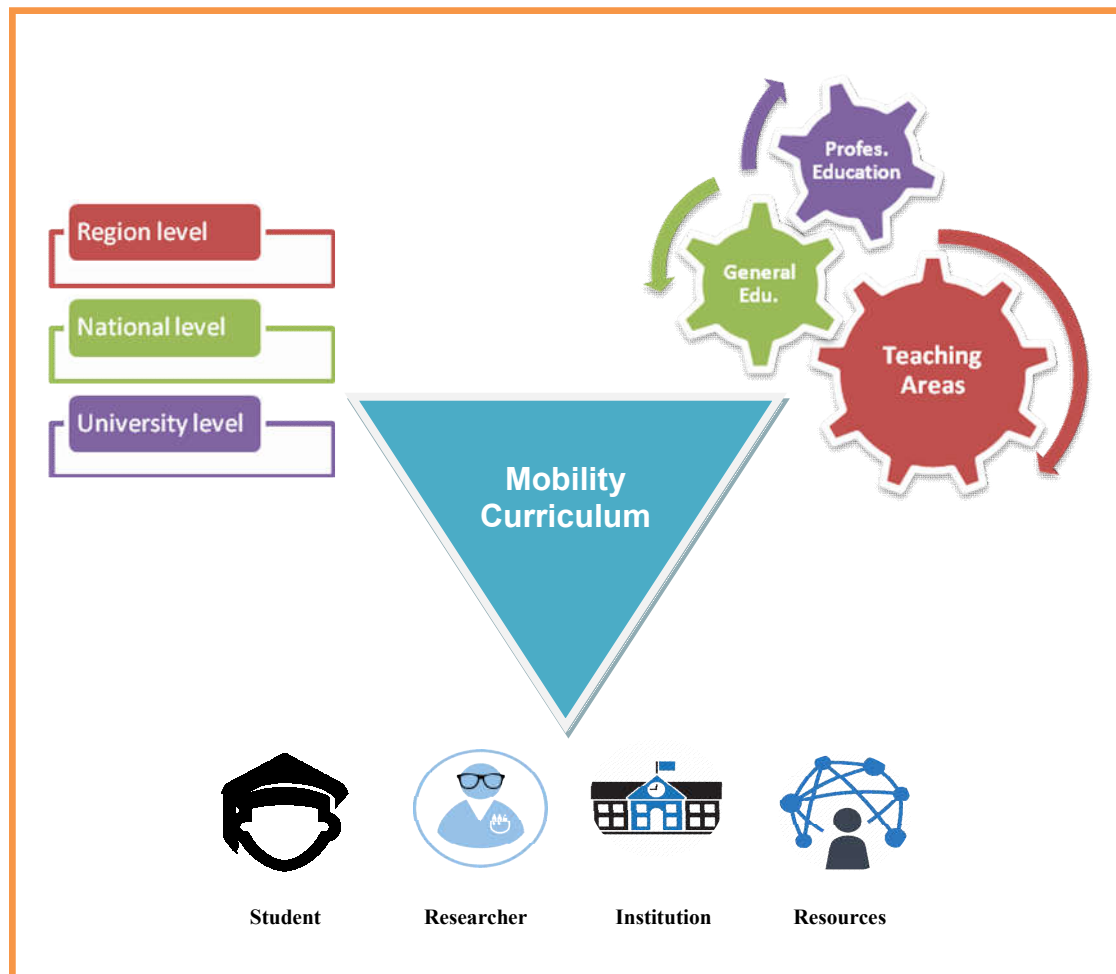


Figure 1. Model of Teacher Education Curriculum Mobility.

Model of Networked mobility and curricula: The teacher education institution (faculty, department, center for teaching excellence or a specific university program, training course) may form a network with several partners in the region. The “Centre or demanding university” sends its students for a certain period of time to one or more partner institutions, to follow (part of) their curriculum abroad.

Model of Embedded/blended mobility and curricula: Teacher education curriculum can be developed considering the indications of the region aims, objectives and key features, for example: an integration of theory and practice, flexible and modular delivery, intercultural and

multicultural environment, framework for teaching practice, the transnational links with higher education partners and school institutions, observing and participating in teaching in more than one country, international evaluation framework, in-service continuous improvement of teaching skills, full recognition of study periods spent at partner institutions abroad, and mobility of interdisciplinary learning among ASEAN teacher education (ASEANOLOGY) etc.

By focusing on teacher education curriculum among countries in the region another form of provider mobility is joint, double/parallel degree programs or short-term

courses, in which two or more teacher education institutions may collaborate to offer a degree or courses with an “integrated curriculum” and “agreement on credit recognition/credit transfer”. The benefits of joint and double/parallel degree programs include enhanced international visibility and prestige, increased enrolment of foreign students and the development of strategic partnerships.

In an inter-connected world, however, the concept of “curriculum mobility” may be interpreted in new ways which is rather than viewing almost entirely in physical terms (physical mobility or movement has limitations). There is increasing acknowledgement of the opportunities and significance to build strong transnational connections among education space. Thus, a consideration of Open Educational Resources (OER), Open Course Ware (OCW) and Massive Open Online Courses (MOOCs) focusing on relevance for collaboration in ASEAN teacher education space is expected to developed in the future and can help to make “mobility without movement” reasonable for institutions.

3. TWINCLE program: the new way of integrated teacher education student mobility

Started in 2012, Chiba University (Japan) adopted two new projects: MEXT’s “Project for Promotion of Global Human Resource Development” (a university-wide project) and the “Re-inventing Japan Project”. This project is responses to Japan’s higher education global vision to promote super global Campus. In particular for the “Re-inventing Japan Project”, spearheaded by Faculty of Education and through support from Ministry of Education, Chiba University has started the Twin College Envoys (Dispatch) Program or known as TWINCLE Program, which focuses on secondary education in ASEAN countries. The TWINCLE program mainly aims to develop mutual academic and cultural understanding in

the ASEAN region by conducting science and Japanese culture lessons.

The TWINCLE Program is set apart from other exchange programs in Japan due to its supervised interaction with ASEAN undergraduate and graduate students, implementation of teaching practices for Japanese culture, cutting-edge technology classes and opportunity for independent travel which supports cultural exchange (Hiwating et al., 2013). Moreover, as this program put forward global teaching experience as the core element of the program, students who are majoring in education would have advantageous opportunity to encounter teaching practice in international setting, as opposed to their conventional teaching practice in local school. As well as merit for students with background in education major, students from different major such as science and engineering could also learn the perspective of education and to realize the interesting point of their own research that students usually do not concern before.

3.1. Concepts of TWINCLE program

Although TWINCLE Program was first gotten started to impart science education and knowledge based on cutting edge technology and scientific studies in Chiba University to ASEAN students, we also hope that TWINCLE students well get across what is happening in Japanese schools and what they have to get ready for facing off these problems in a modernized society. From these points of view, inspection of kinder garden, elementary, junior high and high school were set in TWINCLE program. In addition, TWINCLE students have a chance to talk to school teachers who study in master course program, which must be also fabulous chance to cultivate highly practical perspectives about various school issues happening in Japan and ASEAN countries.

3.2. Description of TWINCLE program activities

Compared other exchange programs that have been long established in Japan, the

TWINCLE Program emphasizes the strong point not only in its multilateral inter-university cooperation but also in cooperation with high schools across the ASEAN region. Through this program, groups of graduate and undergraduate students majoring in science and education work collaboratively to develop and improve scientific teaching materials based on cutting-edge science with ASEAN partner universities' students. TWINCLE program offers ASEAN students the opportunity to visit Japan in Chiba University and experience collaborative science education with Chiba University students; at a later time, Chiba University students also have the opportunity to visit ASEAN countries to deliver the science lessons to high school students, which they have prepared by support from visiting ASEAN students.

In one fiscal year of TWINCLE program, activities on time course above is repeated for two times as this program divided into two batches of accepting-sending students. The first batch for accepting and sending student is during summer vacation, and the second batch during spring vacation period. During the process of "Development of teaching materials", Chiba University students are preparing the aim, content, and science experiment of the lesson. One professor from faculty of education would facilitate students and act as a mentor for each group.

When ASEAN student finally visit Chiba University, both group of students then collaborate to improvise and perfect the lesson. By this activity, Chiba students could gain more detail information regarding education in ASEAN countries and at the same time ASEAN students could learn about their counterpart research.

The TWINCLE Program offers varying course durations. Table 3 below summarizes these course offerings.

3.3. Student exchange mobility

By fiscal year 2015, more than 200 ASEAN students had been accepted to Chiba University and completed the program. Most of these

ASEAN students had undertaken the TWINCLE Program through a trial course; a small number of students had participated in the short and long course program. In the same way, there were more than 280 Chiba students had been sent for conducting their science lesson to local high schools in ASEAN countries. Table 4 below summarizes the number of ASEAN student visitors as labeled in inbound column, while outbound represents the number of Chiba students from the TWINCLE Program who has visited ASEAN countries (Table 4).

Table 3. Courses of TWINCLE program

Course	Duration	Activities
Trial	2 weeks	Internship
Short	1 month	Internship and research work
Long	6 months	Internship, research work and fieldwork

Table 4. Students mobility in TWINCLE program

	2012	2013	2014	2015	2016
Outbound	39	76	84	90	96*
Inbound	0	84	67	59	28*

Source: TWINCLE Report FY 2014-2015

* Expected minimum number of students

Looking at ASEAN TWINCLE students' perspective, mostly students emphasized that through this program they had gained new knowledge and better understanding of both Japanese culture and also other ASEAN countries' culture. It is expected that this cultural exchange occurred when ASEAN students visit in Chiba University, as TWINCLE program also provide Japanese cultural class and allow ASEAN students to promote and introduce their own culture. In addition, observing the cutting-edge science from Japan's higher education had influenced ASEAN students' future plans. The majority of the students expressed a strong desire to return to Japan again in the future, and many were tempted to continue their master degree in one of the universities in Japan (Ashardianto, 2015).

4. The model of integrated teacher education students mobility between Chiba University and University of Education (VNU-UED)

Chiba University and VNU-UED have started student exchange in FY 2013 (Table 5). In FY 2013, FY 2014 and FY 2015, total number of students dispatched from Chiba University and VNU-UED are 28 and 22, respectively. For most of the dispatched groups, length of their stay is about two weeks. For the remaining two students from VNU-UED, they stayed in Chiba University about two months (Table 5).

During their stay in VNU-UED, Chiba university students provide lessons on science in lower and upper secondary schools in Hanoi. Chiba University's students start the lesson preparation in May, i.e., they prepare their lessons by spending nine months. In the preparing process, VNU-UED students give fruitful advices to improve the lesson during their stay in Chiba University in October or November. In their stay in Hanoi, Chiba University students conduct their lesson twice. When first lesson finished, supervisors of VNU-UED and Chiba University give advices on the points which should be improved. As the result, the Chiba university students provide much improved lesson at second time. These

processes for preparing lesson are important experience for the Chiba university students to improve their teaching skill for foreign students in foreign countries.

VNU-UED students are provided following activities during their stay in Chiba University. We believe these activities are effective to learn skills which are essential for teacher to flourish globally.

Academic activities:

- Workshop on internship: VNU-UED students give insightful feedback and suggestions to the lesson plan and teaching materials prepared by Chiba University students for secondary schools in Hanoi.

- TWINCLE conference: Selected students give a presentation about their research in front of secondary, undergraduate, and post-graduate students and teachers in Japan and ASEAN.

- Science micro teaching: Selected students conduct science classes related to their unique research theme, using their own skills in presentation and communication, and pedagogy in a multicultural setting.

- School visit: Classes in the elementary and secondary can be observed, aside from tour and discussions with teachers.

Table 5. Student exchange between Chiba University and VNU-UED

From	To	FY	Period / Days	Days	students dispatched
Chiba univ.	VNU-UED	2013	17th Feb. - 2nd Mar. 2014	14	6
		2014	2nd - 14th Mar. 2015	13	8
		2015	29th Feb. - 12th Mar. 2016	13	14

VNU-UED	Chiba univ.	2013	10th - 21st Nov. 2013	12	11
		2014	6th - 17th Oct. 2014	12	5
			5th Nov. 2014 - 30th Jan. 2015	87	1
		2015	5th - 15th Oct. 2015	11	4
			4th Nov. 2015 - 29th Jan. 2016	87	1

Research activities:

- Laboratory coursework: Students are assigned to selected laboratories that either match or extend their research interests in natural sciences and social sciences.

- Short and Long course students can develop and extend their research theme and/or conduct field work under the supervision of their contact laboratory supervisor. The correspondence with the professor should be initiated by VNU-UED research advisor.

Social and cultural activities:

- Introduction to Japanese culture: Students are immersed in some unique Japanese culture such as making Origami, wearing Yukata, and participating in Japanese tea ceremony.

- Japanese museums, cultural and heritage sites: Visit to interactive museums about Japanese natural history and science and technology, and old towns and temples.

- Japanese international agencies: Guided and free tour to Japan International Cooperation Agency (JICA) museum and Institute of Developing Economics-Japan External Trade Organization (IDE-JETRO) library.

Following shows program contents offered in Trial course of TWINCLE Program:

- Japanese language lesson
- Laboratory course work 1-3
- TWINCLE conference
- Cultural exchange workshop
- School visiting (kindergarten, elementary school, junior high school, high school)
- Experience of Japanese cultures (Yukata and Origami)
- Final presentation
- Micro science lesson (at international elementary school)
- Discussion with school teachers.

To fortify partnership between VNU-UED and Chiba University in terms of both teacher education and science education, following items should be included in the future TWICLE Program;

- Recurrent education of school teachers in Vietnam
- School internship in Vietnam

- Research collaboration between VNU-UED and Chiba University based on credit approval or exchange systems.

- Student exchange program for Master and Doctoral course

Having been through four years of partnership between VNU-UED and Chiba University, we surely got hold of a firm mutual understanding. Students who participated in TWINCLE Program and visited VNU-UED, they all had a good opportunity to know what is happening in Vietnam school, is going on Vietnam and where they are heading to. No one can doubt that these experiences must be beneficial to improve future partnership between countries in terms of education, economy, and cultures. More importantly, many high school students who had science classes by TWINCLE must be stimulated and inspired their science mind. Their experiences will reinforce science and technology in Vietnam eventually.

So far, Chiba university accepted 26 students (persons/month including short course students) from VNU-UED, and 28 Chiba University students visited VNU-UED. Activities of VNU-UED students in Chiba University were all based on above mentioned concepts, and thereby they learned Japanese cultures and ongoing science activities in Chiba University. They also visited schools, and have a chance to deliver their studies in poster session in TWINCLE conference with high school students in Chiba prefecture. All these activities are for sure beneficial to get better understanding Japan.

5. The model of joint supervision system and credit approval

Next decade, the mutual teacher internship program among Japan and ASEAN countries will be established by initiatives Chiba University. This internship program will develop based on global Japan curriculum according to the TWINCLE program. At

present, Global Japan curriculum settled up for intend to undergraduate and graduate students of teacher training course and both Japanese and ASEAN county students get credits through this curriculum. Next curriculum is planning to develop not only for students and also for in-service teacher as recurrent education. Therefore, new curriculum will include three subject and three levels (Table 6). Subjects will consist of “Development of teaching material course”, “Lesson development course” and “Teacher internship abroad”. Undergraduate and graduate students will take basic and advanced class of those courses, respectively. Attendance of in-service teachers to “Development of teaching material course” and

“Lesson development course” will be optional because they already have their own teaching materials and teaching methods.

The ability of credit transfer among the two universities will increase mobility of human resources in education. These causes accelerate of adaptation of teacher training to the moves of increasing the mobility of human resources under the global/regional condition. Also, the teacher education system has to be remodeled to cope with rapidly spreading globalization. In this sense, the model of the joint program has been provided fruitful opportunities to consider urgent issues happening around the world/region to both side universities, and has to be remodeling in the future.

Table 6. Model curriculum for next TWINCLE teacher internship course

	Preparation and development of teaching material	Preparation and development of science experiment class	Teacher internship abroad
Undergraduate	Basic	Basic	Trial of teaching
Graduate	Advanced	Advanced	Skill up teaching
In-service teacher	Practical (optional)	Practical (optional)	Teaching experience

In order to enhance the impact and continuously improving the quality of teacher education program, both universities organize consortium meeting annually. Through this meeting, representatives from each university requested to share their thought and also provide essential feedback for this program. As an outcome, the supervision model, format and scheme will be conducted among partner universities. Previously, supervisor from Chiba University ought to be able to stay for two weeks in VNU-UED to accompany students during their visit in Vietnam. Supervisor has significant role to supervise and evaluate students' performance. However, through the new supervision model namely as “Joint supervision system”, in fiscal year 2016 this students supervision and evaluation role will also be granted to professor from VNU-UED. It is expected through this new system, it

will open new approach of future borderless teaching evaluation cooperation across countries.

In addition to the new supervision system, TWINCLE Program also starts to provide credit approval for students of both universities. As a matter of fact, in higher education context credit approval is not a new concept, especially in the context of global education. Nevertheless, through this credit approval system, it is expected that this system can be applied to boost further inter-university integrated curriculum between Chiba University as the host of TWINCLE program and VNU-UED. The main challenge of credit approval is in the differences of regulation and scoring system from one country to others. Despite of this fact, TWINCLE program aims to improve the outcome of the program, not only for giving benefit to students in particular, but also to enhance further international teacher education curriculum.

6. Conclusion

At the present, the internationalization of teacher education is challenging and changing the way we think about education and the impact on curriculum and student experience in region (we include also the concept of “internationalization at home”, “international/regional experience at home and online”). The curriculum integration process is realized in the national, university and subject levels. On the other hand, teacher education institution-providers seek for new opportunities of students, network, curricula and platform of mobility as academic and professional understanding and enthusiasm for education in the countries. Of course, teaching becomes more and more a value strategy, implying the interaction of deontological awareness, practice analysis, social project building, experience production, and teaching and learning subject status. Moreover, the diversity of teacher education and curriculum development in ASEAN study consider challenges for clarification, new collaboration opportunities in term of integration, mobility, patterns and forms.

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