



COLLEGE OF EDUCATION ANNIVERSARY ACTIVITY

國立臺灣師範大學教育學院 70 週年院慶
The 70th Anniversary Celebration of the College of Education,
National Taiwan Normal University

臺灣師大、九州大學、格拉斯哥大學
Trilateral International Forum among
National Taiwan Normal University, Kyushu University, and the University of Glasgow

三校國際學術交流論壇 ——
全球視野下的教育永續發展
Global Perspectives on
Sustainable Development in Education

5/22 [THU] — 5/23 [FRI]
國立臺灣師範大學教育學院

主辦單位: 國立臺灣師範大學教育學院
協辦單位: 亞太師資教育學會
合作單位: 國立臺灣師範大學, NSTC 國家科學及技術委員會

活動報名資訊

Trilateral Forum on Educational Sustainability and Cultural Diversity – A remarkable event marked the NTNU College of Education's 70th Anniversary

The National Taiwan Normal University (NTNU) College of Education recently hosted the Trilateral International Academic Forum in May 2025, celebrating its 70th anniversary. The forum's central theme was "Sustainable Development in Education from a Global Perspective," highlighting global collaboration in educational advancement.

The platform aimed to strengthen ties with key international partners: Kyushu University (Japan) and the University of Glasgow (the UK). Discussions were structured around three core areas: technological applications, language education, and social engagement. Key topics included the use of generative AI in learner recommendation systems, critical evaluations of English-medium instruction policy, and the design of Collaborative Online International Learning (COIL) courses.

The forum also critically examined technocratic trends in educational research and explored education's role in promoting social justice. The event concluded with a roundtable emphasizing that sustainability in education requires ongoing, long-term collaboration and action, fostering deepened partnerships among the participating institutions for future initiatives.



(Source: <https://en.ntnu.edu.tw/news-show.php?id=12954>)



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APATE ACTIVITY

APATE 2024 Conference Explores Innovation and Cooperation in Teacher Education

The 2024 Asia-Pacific Association for Teacher Education (APATE) International Conference, held on November 1st, was a hybrid event hosted by the College of Education at National Taiwan Normal University (NTNU). The conference's theme was "Transdisciplinary Research and Practice in Teacher Education," and it focused on regional educational cooperation and innovation. Despite being affected by Typhoon Kong-rey, the event successfully brought together 281 in-person and 276 online participants from 12 different countries.

Prominent figures, including NTNU President Cheng-Chih Wu and Executive Vice-President Yao-Ting Sung, spoke at the conference. They emphasized the need for stronger educational ties and new teaching methods to address contemporary challenges such as declining birth rates and the impact of digitalization.

The conference featured three keynote speakers who addressed various topics:

- Dr. Bruce Macfarlane, an expert in higher education leadership, delivered a presentation on "The Leadership of University Internationalisation and (Re)defining The 'International Academic'." His talk focused on the strategic direction of universities in a globalized world and the evolving role of academics within this landscape.
- Dr. Wei Loong Hung and Dr. Azilawati Jamaludin co-presented on "Bridging the Research-Practice Divide: Leadership from the Middle in the Translation of Science of Learning in Education." Their session highlighted how mid-level leaders can play a crucial role in implementing evidence-based learning strategies in schools and educational institutions.
- Dr. Sangmin Lee delved into the practical application of therapeutic techniques with his presentation on "Deliberate Practice in Action: Enhancing Therapeutic Alliances Through Client Feedback." His talk provided insights into how feedback can be used to improve client-therapist relationships and enhance outcomes.

The event also included two Dean's Forums, two cross-national panel discussions, and nine scholarly paper presentations. Additionally, there were two special interest meetings dedicated to special education and digital transformation. The article concludes by highlighting APATE's role in providing a platform for academic exchange and fostering new opportunities for educational cooperation in the Asia-Pacific region.



(Source: APATE)



TEACHER EDUCATION TRENDS

An Overview of Pre-service Teacher Education Systems in Southeast Asian Countries **Anh-Tuan Hoang, Editorial member, APATE Newsletter**

Pre-service teacher education (PSTE) forms the foundational stage for inspiring educators, aiming to equip them with the knowledge, skills, and attitudes necessary for effective teaching in their future careers. In Southeast Asia, PSTE systems have undergone significant transformations, particularly since the turn of the 21st century, driven by regional and global educational reform movements, technological advancements, and the imperative to cultivate 21st-century learners. While diverse in their specific structures and policies, PSTEs in the region share common goals of enhancing teacher quality, professionalism, and responsiveness to evolving educational landscapes

Structures and Institutions of Pre-service Teacher Education

The delivery of PSTE in Southeast Asian countries typically involves a combination of universities and specialized teacher training institutions (TTIs). The nature and prominence of these institutions differentiate significantly across the region:

- **Centralized Models (e.g., Singapore)**

Singapore's National Institute of Education (NIE) at Nanyang Technological University (NTU) stands out as a highly centralized and comprehensive institution for teacher education (O'Donoghue, 2023). It is the national teacher education institute, offering multidisciplinary undergraduate and graduate programs (Nanyang Technological University, n.d.). This centralized approach allows for consistent quality control, unified curriculum development, and strategic alignment with national education goals.

- **Decentralized Models (e.g., Indonesia, Philippines, Thailand, Vietnam)**

Larger countries often have a more dispersed network of universities and colleges, both public and private, that offer teacher education programs. This decentralization can lead to greater access but may also present challenges in ensuring uniform quality and adherence to national standards across all institutions (SEAMEO INNOTECH, 2012).

- **Diversified Program Durations**

The length of PSTE programs can differ based on the level of education the prospective teacher aims to teach (e.g., primary, secondary, early childhood) and national policy (SEAMEO INNOTECH, 2018). Programs typically range from four-year bachelor's degrees in education to specialized diploma courses. In some instances, such as Cambodia, there has been a shift from shorter 12+2 programs to a minimum requirement of a bachelor's degree (12+4 qualification) for teachers, signifying a move towards more thorough and standardized training (Ren, 2021).

Curriculum Reforms and Pedagogical Approaches

PSTE curriculum in Southeast Asian countries have been increasingly aligned with global best practices and national development agendas, focusing on holistic teacher development and preparing educators for dynamic classroom environments. Key reforms and pedagogical shifts covers various dimensions of competency-based frameworks, 21st-century skills integration, student-centered education, technology-intensive education, Theory-Practice linkage, and Values Education and Professional Ethics, including:





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• Competency-Based Frameworks

A significant trend is the adoption of competency-based frameworks. The Southeast Asia Teachers Competency Framework (SEA-TCF), a regional initiative by SEAMEO, outlines four essential competencies: "Knowing and understanding what I teach", "Helping my students learn", "Engaging the community" and "Becoming a better teacher every day" (SEAMEO INNOTECH, 2018; The ASEAN Secretariat, 2024). This framework, along with similar national standards, guides curriculum design to ensure pre-service teachers acquire specific skills, knowledge, and behaviors. Projects like CALOHEA (Competence Alignment in Higher Education for ASEAN) further promote competency-based learning and authentic assessment methods, aiming to align regional education systems with global standards (Calohea, n.d.).

• 21st-Century Skills Integration

Curricula increasingly emphasize the development of 21st-century skills among prospective teachers, such as critical thinking, creativity, collaboration, communication, digital literacy, and problem-solving. This prepares them to foster these same skills in their future students (SEAMEO INNOTECH, 2018; The ASEAN Secretariat, 2024; Herlinawati et al., 2024).

• Active and Learner-Centered Pedagogies

There has been a significant shift away from traditional, teacher-centered instruction towards active, learner-centered methodologies. PSTE programs now often train prospective teachers in inquiry-based, problem-based, and case-based learning strategies. The goal is to prepare teachers who can facilitate student engagement, critical inquiry, and deep understanding, rather than merely transmitting information (SEAMEO INNOTECH, 2018).

• Theory-Practice Nexus

PSTE programs aim to strengthen the link between theoretical knowledge acquired in university settings and practical application in real classroom environments. This is often achieved through extensive practicum or teaching practice components, where pre-service teachers gain hands-on experience under the guidance of mentor teachers. Some institutions also incorporate school visits and collaborative projects with schools into their university-based components (SEAMEO INNOTECH, 2018; SEAMEO Secretariat, n.d.).

• ICT Integration and Digital Pedagogies

With the rapid advancement of technology, PSTE curricula are increasingly incorporating digital literacy and the effective use of Information and Communication Technologies (ICT) for teaching and learning. This includes training in using digital tools for lesson planning, content delivery, assessment, and managing online learning environments (UNESCO, 2023; Tan et al., 2017).

• Values Education and Professional Ethics

A strong emphasis is placed on instilling professional ethics, a sense of responsibility, and a commitment to lifelong learning within the teaching profession. This includes understanding the broader societal role of educators and fostering a positive professional identity (Tan et al., 2017).

21st-Century Skills Integration



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Regional Initiatives and Future Directions

Regional bodies like the Southeast Asian Ministers of Education Organization (SEAMEO) play a vital role in fostering collaboration and standardizing teacher education across Southeast Asia. Initiatives such as the "SEA-Teacher Project" facilitate international teaching placements for pre-service student teachers, offering invaluable cross-cultural experiences and enhancing teaching skills and adaptability (SEAMEO Secretariat, n.d.). The SEAMEO INNOTECH also provides various capacity-building programs, including "GURO21" (Gearing Up Responsible and Outstanding Teachers in Southeast Asia for the 21st Century), which are competency-based and multi-modal (SEAMEO INNOTECH, 2020).

Looking ahead, PSTE in Southeast Asia will likely continue to evolve with a greater emphasis on emerging dimensions of digital literacy, global competencies, inclusive education and research-oriented education:

- **Digital Fluency:** Further integration of digital pedagogies and online learning methods (SEAMEO INNOTECH, 2018; Tan et al., 2017; Vietnam News Agency, 2025).
- **Global Citizenship Education:** Preparing teachers to foster global awareness, intercultural understanding, and responsible citizenship (SEAMEO Secretariat, 2021).
- **Inclusivity and Special Needs Education:** Equipping teachers to address the diverse learning needs of all students, including those with special educational needs (SEAMEO SEN, 2024).
- **Research-Informed Practice:** Encouraging pre-service teachers to engage in reflective practice and utilize research to inform their teaching (Tan et al., 2017; Nuraeni & Heryatun, 2021).

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UPCOMING ACTIVITIES

The **2025** Annual Conference of the
Asia-Pacific Association for
Teacher Education

**Teacher Education
in the Age of AI:
Making a Difference in the
Asia-Pacific Region**

17-18 October
National Taiwan Normal University, Taipei, Taiwan



More Information



Conference Theme: Teacher Education in the Age of AI: Making a Difference in the Asia-Pacific Region

Sub-Themes:

1. AI-Driven Pedagogies and Learning Innovation
2. AI and Equity in Education
3. Ethics, AI Literacy, and Digital Citizenship
4. AI for Enhancing Professional Development and Lifelong Learning
5. AI and Culturally Responsive Education in Asia-Pacific
6. AI in Educational Policy, Leadership, and Governance
7. AI and the Future of Teaching and Learning
8. Others

Key Information:

- Submission Deadline: July 28, 2025
- Conference Dates: October 17–18, 2025
- Location: NTNU, Taipei, Taiwan



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CALL FOR SUBMISSIONS



Call for Submissions: APATE Newsletter on Teacher Education in the AI Era

Dear APATE Members and Contributors,

Get ready for the next exciting edition of the APATE Newsletter! We're thrilled to invite you to share your valuable insights, experiences, and expertise to help enrich our vibrant community.

Our upcoming newsletter will focus on the timely and crucial theme of **"Teacher Education in the AI Era: Innovations and Challenges Across the Asia-Pacific."** We're looking for compelling articles that delve into recent developments, insightful case studies, and best practices within this rapidly evolving field, specifically exploring how artificial intelligence is transforming teacher education and addressing the unique challenges and opportunities in the Asia-Pacific region.

Submission Guidelines:

- **Length:** Please aim for articles between 1000 and 2000 words.
- **Format:** Submit your articles in Microsoft Word format.
- **Visuals:** Enhance your submission with relevant images, charts, or graphs.
- **Author Bio:** Include a brief author biography (up to 100 words) and a high-resolution headshot.
- **Deadline:** All submissions must be received by July 31, 2025.

How to Contribute:

Email your articles to apate.office@gmail.com and tuanhoanghrm@gmail.com. Please use the subject line: "APATE Newsletter Submission: [Your Article Title]."

All submissions will go through a review process, and selected articles will be prominently featured in the upcoming newsletter.

Why Contribute?

- **Showcase Your Expertise:** Share your knowledge and insights with a diverse community of professionals.
- **Networking Opportunities:** Connect with fellow APATE members and industry experts, fostering new collaborations.
- **Professional Development:** Hone your writing and communication skills by contributing to a widely read publication.

We look forward to receiving your submissions and creating an engaging and informative newsletter together. Thank you for your continued support in making APATE a hub of knowledge and collaboration.