

The Shared Development of Global Teacher Resources-Taking the Cross Border Exchange Activities Between Chinese and Japanese Teachers as an Example

Xiaojing Yan

*School of Foreign Languages, Yunnan University, Kunming, China
Jingyan415@gmail.com*

Abstract: The internationalization of higher education has become an important development for the global education system, but the shared development of global teacher resources still faces many challenges, including policy barriers, differences in education systems, and career development restrictions. This article analyzes the current situation of global teacher resource sharing, explores its role in knowledge dissemination, academic cooperation, and education quality improvement, and reveals the main factors affecting global teacher mobility. Research has found that although countries have taken a series of measures to promote cross-border teacher mobility, there are still deficiencies in institutional coordination, cultural adaptation, technical support, and other aspects, which have affected the effective allocation of global educational resources. Based on this, this article proposes the following suggestions: establishing a more flexible teacher mobility mechanism, optimizing the global teacher certification system, strengthening remote teaching and academic cooperation, and improving the career development support system to promote the shared development of global teacher resources and enhance the international competitiveness of higher education.

Keywords: Internationalization of Higher Education, Global Teacher Resource Sharing, Sino-Japanese Educational Exchange, Academic Collaboration

1. Introduction

The internationalization of higher education is a key component of education system reform in the context of globalization. With the acceleration of globalization, the internationalization of higher education has become an important strategic direction for countries to improve education quality and promote technological innovation [1]. Its core content includes cross-border student mobility, the internationalization of the curriculum, and teacher mobility. Among them, teachers, as the core bridge for knowledge dissemination and cultural exchange, play an irreplaceable role in promoting academic resource sharing, knowledge innovation, and cultural diversity.

The shared development of global teacher resources not only helps to enhance academic research levels but also promotes cultural diversity and educational equity [2]. However, despite the deepening of international academic cooperation and the increase in global teacher mobility in recent years, there are still many constraints, such as policy and regulatory restrictions, visa and employment thresholds, unclear career development paths, and difficulties in cross-cultural adaptation [3]. These issues not only affect the professional satisfaction and work efficiency of teachers but also the

efficient allocation of global educational resources and may have a profound impact on the internationalization process and educational quality of higher education institutions. Therefore, in-depth research on the current situation and challenges of cross-border teacher mobility can not only provide better professional support for the teacher community but also help promote the sustainable development of higher education and the deepening of global cooperation.

This article aims to explore the current development status, main problems, and causes of global teacher resource sharing and propose corresponding optimization strategies. This article takes the participation of teachers in cross-border exchange activities between China and Japan as an example, and analyzes the experiences and challenges of promoting the flow of teacher resources in different countries and regions, to provide valuable references for university managers and education policy makers, promote the efficient sharing of global teacher resources, and promote the international development of higher education.

2. The Inevitable Trend of Global Teacher Resource Sharing

2.1. Promoting World Development Trends

The internationalization of higher education is an important component of the globalization process, aimed at improving the quality of education, promoting cultural diversity, and enhancing the global competitiveness of universities in various countries through international cooperation and exchange. In recent years, with the acceleration of globalization, the number of international students has continued to grow, and cross-border academic cooperation has become increasingly frequent, providing a broader space for teachers to participate in cross-border academic exchanges [4].

According to data from UNESCO, cross-border academic exchanges between higher education institutions worldwide continue to grow, and opportunities for teachers to participate in international academic collaborations are also increasing [5]. In addition, the improvement of regional cooperation mechanisms, such as the EU's Erasmus+ program and East Asia's CAMPUS Asia project, has promoted the international flow of teacher resources. At the same time, the development of information technology has made remote teaching, virtual academic conferences, online scientific research cooperation, and other forms possible, further reducing the cost of cross-border communication and improving the sharing of teacher resources.

The development of globalization and information technology is constantly driving the internationalization process of higher education, creating unprecedented opportunities for cross-border teacher mobility and academic cooperation. In the future, the deepening of international cooperation will further promote the optimal allocation of global educational resources.

2.2. Promotion of Educational Development Trends

The core goal of the internationalization of higher education is to promote the optimal allocation of global educational resources, break through national borders in knowledge flow, and improve the education quality and research level of universities in various countries [6]. In the era of the knowledge economy, the increasing demand for high-level talents worldwide has driven the international flow of teacher resources and academic cooperation. For example, China's "Foreign Expert Introduction Plan" (2010) and "Double First Class" University Construction Plan (2015) encourage universities to introduce high-level overseas talents, such as the "Changjiang Scholars" and "Youth Thousand Talents Plan", to promote the improvement of research and teaching quality through the introduction of multinational teachers [7]. At the same time, the Sino foreign cooperative education model (such as the cooperation project between Peking University and the University of Tokyo) has also promoted the two-way flow of teachers.

In Japan, the "Top Global University Project" (2014) led by the Ministry of Education, Culture, Sports, Science and Technology attracts top scholars from around the world to teach at Japanese universities through financial support [8]. In addition, the "JSP Postlocal Fellowship for Foreign Researchers" (1988) provides foreign researchers with the opportunity to conduct in-depth research in Japanese universities, further promoting the internationalization process of Japanese universities [9]. In addition, the "CAMPUS Asia" initiative jointly launched by China, Japan, and South Korea has also promoted the cross-border flow of teachers and students among universities in the three countries, advancing the internationalization and regional integration of higher education in East Asia.

Governments and universities around the world are actively promoting the internationalization of higher education through policy support and collaborative projects. In the future, this trend will become more institutionalized and diversified, providing a more stable guarantee for global teacher mobility.

2.3. The Necessity of Teachers' Self-Development

For university teachers, international development is not only a trend driven by the overall environment but also an important opportunity for personal career development. Cross-border teaching and academic cooperation can help teachers broaden their academic horizons, enhance their research capabilities, and gain access to more international academic resources. By participating in international academic conferences, cross-border joint research, visiting scholar projects, etc., teachers can establish academic connections with global peers and enhance their academic influence [10].

In addition, with the development of online education, the model of teacher resource sharing is gradually expanding from physical flow to virtual communication. New models such as distance learning and international online courses (MOOCs) provide teachers with more opportunities to participate in international education. For example, during the pandemic, the rapid development of global distance education has enabled the international sharing of teacher resources to break through geographical limitations. This trend not only improves the accessibility of educational resources but also enhances the influence of university teachers in the global academic network. The active participation of university teachers in the internationalization process not only contributes to their academic growth but also enhances their competitiveness in the global academic community.

The internationalization of higher education has become an important trend in global education development, and governments and universities around the world are promoting the global sharing of teacher resources through policy support, cross-border cooperation, and information technology innovation [11]. Academic cooperation, teacher mobility programs, online education, and other forms worldwide are constantly optimizing the allocation of global educational resources, providing a broader development platform for university teachers.

3. The Main Problems Faced by Global Teacher Resource Sharing

Despite the accelerating internationalization of higher education and the continuous promotion of global teacher resource sharing, this process still faces many challenges. The development of cross-border teacher mobility and academic cooperation is uneven in different regions and countries, influenced by various factors such as policies, culture, and economy. The policy support for promoting international teacher mobility varies among countries, and issues such as visas and work permits may affect the willingness of foreign teachers to move. Secondly, cultural differences and language barriers also pose challenges to teachers' cross-border adaptability, and teaching methods and academic evaluation standards under different education systems may affect the smooth progress of international cooperation.

Global teacher resource sharing still faces many practical problems, among which China and Japan, as Asian education powerhouses, attach great importance to the internationalization process of higher education and have launched long-term cooperation in cross-border teacher exchange activities. This article takes the participation of Chinese and Japanese teachers in cross-border exchange activities as an example to analyze the main problems faced by the two countries in terms of teacher resource sharing.

3.1. Institutional Obstacles

Visa and qualification certification issues are the main institutional barriers to cross-border teacher mobility. Different countries have inconsistent standards for educational qualification certification, which makes it difficult for multinational teachers to obtain certification [12]. Some developed countries have implemented cumbersome visa and work permit procedures for foreign teachers, increasing the cost of teacher mobility [13].

In addition, policy uncertainty has also hurt the professional stability of multinational teachers. Cross-border teacher mobility is often limited by the immigration policies and work permit requirements of the destination country. Many countries have cumbersome visa approval procedures for foreign teachers, and the approval cycle is long, which affects the efficiency of teacher mobility.

3.2. Career Development Issues

Limited career development opportunities are one of the main concerns for multinational teachers. In recent years, due to the increasing trend of short-term contracts, many multinational teachers lack long-term career security [14]. Japanese universities generally adopt a short-term "term system" for contracts, while Chinese universities tend to adopt a long-term employment system. However, there are still some foreign teachers who find it difficult to obtain stable long-term contracts, and the unclear career development path has led to a decrease in job satisfaction among multinational teachers.

Cross-border teachers may face limitations in academic publications and access to research resources [15]. The different standards for teacher professional titles and educational qualifications certification in different countries have made it difficult for some multinational teachers to obtain the professional recognition they deserve. There are significant differences in the standards for evaluating teacher qualifications and professional titles between China and Japan. For example, China emphasizes the international influence of scientific research achievements, such as the number of SCI/SSCI papers, while Japanese universities focus more on teaching ability and local cultural integration, emphasizing teaching quality and local social contributions [16]. For multinational teachers, finding a balance between different evaluation criteria is a challenge. For example, when working in a country that emphasizes scientific research achievements, multinational teachers may overlook the improvement of teaching quality, and vice versa. In addition, if a teacher is constantly transitioning between different evaluation systems, they may feel a lack of stability in their career development direction and may even be confused about their sense of professional belonging.

3.3. Cultural Conflict Issues

Multinational teachers need to adapt to different cultural environments, and cultural conflicts are often one of the main challenges faced by multinational teachers. Differences in teaching styles, teacher-student interaction patterns, and classroom management methods may also lead to difficulties for multinational teachers. For example, Japanese universities emphasize the "culture of silence" and collectivist teaching methods, while Chinese universities place more emphasis on teacher-student interaction and inquiry-based teaching [17]. This cultural difference may lead to the maladjustment of multinational teachers in teaching methods, so the issue of cultural adaptation is one of the key

focuses of research on multinational teachers, and cross-cultural competence is the key to the successful integration of multinational teachers into the local academic environment. However, in practical situations, many multinational teachers lack sufficient cultural adaptation training, which has affected their teaching effectiveness.

Language is the fundamental tool of education. Although Japanese and Chinese both occupy a dominant position in higher education in the country, there is a significant difference in the use of English as an internationally recognized language between China and Japan. Therefore, teachers who are not native Japanese or Chinese speakers often face higher language adaptation difficulties. Ingleby and Chung studied the impact of language issues on multinational teachers and found that non-native language teaching environments can reduce teachers' confidence and increase the difficulty of cross-cultural communication. Some teachers may find it difficult to communicate effectively with students, colleagues, or administrators due to language barriers, which may reduce the teaching efficiency of multinational teachers and thus affect the quality of teaching and academic cooperation.

3.4. Personal Adaptation Issues

The impact of personal and family factors on cross-border teacher mobility is receiving increasing attention. Scholars have studied the role of social support networks in the adaptation of multinational teachers and found that establishing localized support networks is crucial for teachers to integrate into new environments [14]. Some studies also emphasize that family factors, such as spouse employment and children's education, have a significant impact on the willingness of cross-border teachers to move [5]. Cross-border teacher mobility often involves family migration, and issues such as spouse employment and children's education become important factors affecting teachers' personal choices. After leaving familiar social environments, cross-border teachers need to rebuild their social support networks, which is a challenging process for teachers who have just arrived abroad.

4. Response Strategy

4.1. Policy Level Improvements

Policy reform should focus on optimizing the visa and work permit process for foreign teachers, reducing cumbersome procedures, accelerating approval speed, and reducing institutional barriers to cross-border teacher mobility. For example, promoting the establishment of a bilateral agreement on the mobility of higher education personnel between China and Japan, simplifying the visa and work permit review process, and opening up green channels for higher education and research talents.

At the same time, international cooperation can be used to promote mutual recognition of teacher qualifications and professional titles among countries, reducing the difficulties faced by multinational teachers in qualification certification. For example, promoting the establishment of a mutual certification system for university titles and degrees between China and Japan and establishing a research platform interconnection mechanism between Chinese and Japanese universities, such as the Open Lab Sharing System.

4.2. Institutional Level Support

Universities should provide systematic cultural and language adaptation courses for multinational teachers, such as cultural differences in teaching between China and Japan, classroom management strategies, etc., to help them understand the local teaching style, education system, and social culture. At the same time, language learning support should be provided, such as setting up free Japanese and Chinese courses, to help teachers adapt to the local language environment faster and promote their faster integration into the new environment. Provide career development opportunities and enhance

their job stability and sense of belonging, such as establishing a "Foreign Teacher Exclusive Career Development Guidance Office", providing career promotion path consultation and scientific research resource docking services. Add the evaluation dimension of "cross-cultural teaching contribution" in the professional title evaluation to more comprehensively measure the teaching effectiveness of foreign teachers. At the same time, actively utilizing information and communication technology to carry out online teaching and virtual communication projects, reducing physical mobility restrictions, and promoting international cooperation and exchange.

4.3. Personal Level Adjustments

Cross border teachers should actively learn and adapt to the culture and educational habits of the destination country, such as participating in cross-cultural training and language learning courses, improving cross-cultural communication skills, enhancing teaching effectiveness and efficiency, actively participating in academic exchanges and social activities, such as seminars, and actively integrating into academic and social circles. Establish a new social support system, obtain emotional and professional support, and alleviate the pressure during the adaptation process.

5. Conclusion

The participation of Chinese and Japanese teachers in cross-border academic activities has achieved certain results under policy promotion, but there are still significant regional differences and structural challenges. The epidemic has further amplified these problems, making the participation of Chinese and Japanese teachers in cross-border exchange activities face multiple challenges, such as institutional barriers, cultural conflicts, and personal adaptation difficulties. As an important component of internationalization in higher education, teachers' cross-border academic activities play an irreplaceable role in promoting knowledge exchange and cultural integration. To alleviate the problems faced by Chinese and Japanese teachers participating in cross-border exchange activities and promote further internationalization and cooperation in higher education between China and Japan, it is necessary to jointly implement multidimensional strategies such as policy simplification, university support, and individual proactive adaptation. In the future, higher education institutions, governments, and international organizations should work together to create a more inclusive and supportive environment for multinational teachers, thereby promoting the sustainable development of global education.

The shared development of global teacher resources is an important component of the internationalization of higher education, which is of great significance for improving the quality of education and promoting academic innovation. To further promote the efficient sharing of global teacher resources, countries should optimize international teacher mobility policies, improve career development guarantee systems, strengthen cross-cultural adaptation support, and fully utilize information technology to promote remote academic cooperation. In the future, global education policymakers and university administrators need to work together to establish a more open, fair, and sustainable teacher resource sharing system and promote the globalization of higher education.

References

- [1] Marginson, S. (2019). *Global Trends in Higher Education Financing*. *Higher Education*, 78(4), 603-622.
- [2] Teichler, U. (2017). *Internationalisation Trends in Higher Education and the Changing Role of International Student Mobility*. *Journal of International Mobility*, 5, 177-216.
- [3] Cheng, L. (2012). *Navigating Academic Mobility: Border-Crossing Issues and Challenges*. *Asia Pacific Journal of Education*, 32(1), 19-32.
- [4] Altbach, P. G., & Knight, J. (2007). *The Internationalization of Higher Education: Motivations and Realities*. *Journal of Studies in International Education*, 11(3-4), 290-305.

- [5] Sullivan, S. E., & Arthur, M. B. (2006). *The Evolution of the Boundaryless Career Concept: Examining Physical and Psychological Mobility*. *Journal of Vocational Behavior*, 69(1), 19-29.
- [6] Marginson, S. (2010). *Higher Education in the Global Knowledge Economy*. *Procedia-Social and Behavioral Sciences*, 2(5), 6962-6980.
- [7] Zhang, Y., & Jiang, Y. (2020). *Where is the Internationalization of Higher Education in China Heading Post-Pandemic?* *Higher Education Research*, (12), 1-9.
- [8] Mizuno, A. (2015). *Internationalization as Higher Education Reform--University, Government, and Market*. *Higher Education Research*, 18, 105-113.
- [9] Sugimoto, T. (2005). *Globalizing Regions, Nations, and the World, and Teachers*. *Social Studies Education Research*, 95, 1-3.
- [10] Kim, T., & Locke, W. (2010). *Transnational Academic Mobility and the Academic Profession*. *Higher Education Policy*, 23(2), 121-139.
- [11] Richardson, J., & Mallon, M. (2005). *Career Interrupted? The Case of Expatriate Managers*. *Journal of World Business*, 40(4), 409-420.
- [12] Collins, F. L. (2014). *Academic Mobility and the Shaping of Internationalization in the Global South*. *International Journal of Educational Development*, 39, 40-49.
- [13] De Wit, H. (2020). *Internationalization of Higher Education: The Need for a More Ethical and Qualitative Approach*. *International Higher Education*, 102, 3-5.
- [14] Ravasi, C., & Schultz, M. (2006). *Responding to Organizational Identity Threats: Exploring the Role of Organizational Culture*. *Academy of Management Journal*, 49(3), 433-458.
- [15] Knight, J. (2012). *Concepts, Rationales, and Interpretive Frameworks in the Internationalization of Higher Education*. *International Journal of Educational Development*, 32(5), 527-534.
- [16] Liu, N. (2015). *A Study on the Relationship between the Internationalization and Localization of Higher Education*. *Xinjiang Social Sciences*, (06), 151-153.
- [17] Wen, W., & Cui, Y. (2020). *The Cognition, Implementation, and Evaluation of the Internationalization of Chinese Universities under the New Globalization Background*. *Higher Education Research*, (07), 21-35.