

Institute for Daisaku Ikeda Studies in Education

DEPAUL
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2018 Newsletter

We hope you're well as a new academic year is underway at DePaul University! The Institute for Daisaku Ikeda Studies in Education has engaged in many wonderful events and activities over the past year, including a new degree and credential program in value-creating education for global citizenship, new research in Ikeda/Soka studies, and a new translation of Josei Toda's earliest work on education. We are grateful to everyone who has supported the Institute over the past year, and we look forward to many more exciting events in the coming months. In this third issue of the Institute newsletter, we recap our recent efforts and initiatives.



Thank you,
Jason Goulah
Director, Institute for Daisaku
Ikeda Studies in Education

New Online MEd and Credential Programs in Value-Creating Education for Global Citizenship



DePaul University launched a new Master of Education (MEd) program in Value-Creating Education for Global Citizenship in January, 2018. This is the first degree program of its kind worldwide and is available online or face to face. Offering a comprehensive and in-depth examination of the educational perspectives and practices of Soka educators Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda, this degree program engages students in understanding and applying value-creating education for global citizenship in theory, research, policy, and practice in local and global contexts. In spring 2018, the Institute for Daisaku Ikeda Studies in Education created Micro- and Macrocredential options in Value-Creating Education for Global Citizenship, which are certificate programs designed for those interested in studying value-creating education but who do not desire a full degree. The Micro- and Macrocredentials can be completed in a shorter time period and at a fraction of the cost of the full master's degree.

The program is taught by the foremost international scholars, translators, practitioners, and students of value-creating education. It is intended for those who wish to pursue professional preparation in the internationally growing discipline of value-creating (soka) education and strengthen their current position in schools, universities, or community organizations. It is also for those who seek new career opportunities in fields related to education and global citizenship.

Find more information here.

MEd program:

<https://education.depaul.edu/academics/graduate/masters-programs/value-creating-education-global-citizenship-med/Pages/default.aspx>

Micro/Macro credential options:

<https://education.depaul.edu/about/centers-and-initiatives/institute-for-daisaku-ikeda-studies/Pages/credential-programs.aspx>

Ikeda Institute Newsletter 2018

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A Glimpse at VCE Classes

The program in Value-Creating Education for Global Citizenship, or VCE, began on January 2, 2018 with courses on the educational perspectives and practices of Tsunesaburo Makiguchi and Josei Toda. It continued in the Spring with a course on Daisaku Ikeda's approach to dialogue.

VCE 511: Tsunesaburo Makiguchi's Educational Philosophy and Practice (II)

In VCE 511: Tsunesaburo Makiguchi's Educational Philosophy and Practice (II), students examined Makiguchi's key concepts such as value, value creation, and knowing and believing. Along with extensive engagement with English translations of Makiguchi's work, students considered the rich historical and geographical background underpinning Makiguchi's perspectives and practices, and explored applications of these in their current contexts.



Above: Professor Gebert giving lecture by the river

What does Toda Mean by Deductive Reasoning?

"development of reasoning ability is in the practice to find similarities and differences" (Toda, 1981-1990, Vol. 9, p. 7)

Taro is 8 cm taller than Jiro. Jiro is 7 cm taller than Saburo. If Saburo is 1.1 m, how tall is Taro and Jiro respectively?

1 kg of rice is 0.12 yen more expensive than 1 kg of wheat. 1 kg of wheat is 0.03 yen more expensive than 1 kg of beans. If 1 kg of beans is 0.8 yen, how much is 1 kg of rice and 1 kg of wheat respectively?

Above: A slide from VCE 520

VCE 520: Josei Toda's Educational Philosophy and Practice

In Fall 2018, researchers in the Institute for Daisaku Ikeda Studies in Education will publish a translation of extensive excerpts of Toda's earliest published work on education. Students in VCE 520: Josei Toda's Educational Philosophy and Practice were the first to access, discuss, and apply this translation.

VCE 532: Daisaku Ikeda's Educational Philosophy and Practice (II)

In VCE 532: Daisaku Ikeda's Educational Philosophy and Practice (II): Dialogue, students not only read from Ikeda's many published dialogues, but they also explored and enacted his approach to engaged dialogue. They also had an opportunity to hear from a guest lecturer Jim Garrison, prominent Dewey scholar and Ikeda interlocutor in the award-winning book, *Living as Learning: John Dewey in the 21st Century*.



Above: Virtual classroom with Jim Garrison

Student Voices

Thank you for the learning to date in the VCE program. After not even two months in the program, I was asked to speak at the Naval Air Station in Pensacola and brought in key concepts from our studies, such as societal context in the development of perspectives, thereby opening the audience up to a more universal discussion.

This is exactly why I signed up for the VCE program in the first place, namely to broaden my understanding, deepen my foundation about the philosophy of value-creating education for global citizenship, and hopefully use my skills as a speaker to expand a movement for world peace.

Ridgely Goldsborough,

Current VCE Med student
Creator of The Avatar Formula and co-author of Wealth Kryptonite

I just wanted to share that the VCE Program materials have already had a deep impact on me and are directly relevant to my work as a high school teacher here in Japan. Also, thanks to the program's amazing Dialogue project, I felt personally encouraged to start a Dialogue Revolution at my school. I initiated a new dimension to our advanced class students' curriculum called Dialogue Revolution and my goal is to facilitate them to become champions of Dialogue in English!!! I cannot thank you enough for this! I will let you know how it goes! The students are excited too.

Ashima Mehra

Current VCE credential student
English Teacher in Japan

Ikeda Institute Offers Scholarship for Students in the MEd Program in Value-Creating Education for Global Citizenship

The Institute for Daisaku Ikeda Studies in Education, through its Value-Creating Education scholarship, provides recognition and financial assistance to students enrolled in the Master of Education (MEd) program in Value-Creating Education for Global Citizenship. To qualify, applicants must:

- Be a graduate student enrolled in the Master of Education (MEd) program in Value-Creating Education for Global Citizenship
- Demonstrate good academic standing
- Demonstrate financial need

For further details, please see: <https://education.depaul.edu/about/centers-and-initiatives/institute-for-daisaku-ikeda-studies/Pages/scholarships.aspx>

2017 Ikeda Lecture: Awad Ibrahim Speaks on Education and Hip Hop

On May 16th, 2017, the DePaul University Institute for Daisaku Ikeda Studies in Education welcomed Awad Ibrahim to give the 2017 Ikeda Lecture, “Re-mixing Borders: Education & the Global Solidarity of Hip-Hop.” The lecture was included in the DePaul President’s Series on Race and Free Speech. Ibrahim is an award-winning author and education theorist specializing in cultural studies, Hip-Hop, youth and Black popular culture, social justice, diasporic and continental African identities, and applied linguistics. Over four hundred students, faculty, public school teachers, and members of the community attended the event. In his lecture, Ibrahim explained the notion of Hip-Hop’s critical “ill-literacies,” or the sociocultural and political literacies that are intimate, lived, and liberatory, and which have



Above: Awad Ibrahim giving the lecture

Photo Credit: Jamie Moncrief

limitless creativity for people to tell their own stories. He asserted that it is in such creativity and empowerment where Hip-Hop and soka, or value-creating, education intersect. Citing

Ikeda, Ibrahim explained that the purpose of education is “to ensure that knowledge serves to further the cause of human happiness and peace” and to cultivate in students “the capacity to find meaning, to enhance one’s own existence and contribute to the well-being of others.” He also drew connections between Hip-Hop and the type of engaged community studies advanced by soka progenitor, Tsunesaburo Makiguchi, championing the local community as the starting point of teaching and learning and of understanding the larger world. Drawing on the Buddhist notion of a bodhisattva, or “one who puts knowledge into practice to unleash creativity, positive potential, and goodness in one’s self and in others,” Ibrahim declared that the bodhisattva’s practice is at the heart of Hip-Hop to create global youth solidarity.

Dean Zionts Visits Soka University and Soka University of America

In April 2018, College of Education Dean Paul Zionts was invited as a special guest to attend the entrance ceremony at Soka University in Tokyo, Japan. There, Dean Zionts also met with University President Yoshihisa Baba and discussed current and future collaborations between the DePaul University College of Education and Soka University. The visit followed Dean Zionts’ March visit to Soka University of America in California, where he met executive leadership and toured the university campus.



Above: Dean Zionts visits Soka University

1st International Conference on Ikeda/Soka Studies Held at DePaul University in Summer 2018



Above: Conference participants engage in dialogue

On August 9-11, 2018, the DePaul University Institute for Daisaku Ikeda Studies in Education hosted the 1st International Conference on Ikeda/Soka Studies in Education. Roughly 100 scholars, educators, and graduate students from 10 countries and all across the United States attended the conference. Under the theme of “Uniting, Defining, and Advancing the Field: Perspectives, Practices and Possibilities,” this international conference aimed to bring established and emerging scholars together to substantively discuss the current state of, and actively and collaboratively

unite, characterize, define, and advance scholarship in, the field.

Soka schools founder, Daisaku Ikeda, sent a message to the conference, in which he states, “There is nothing more robust or noble than the bonds connecting people who share a commitment to education. There is nothing more bright and beautiful than the solidarity of people of intellect exerting themselves fully in the cause of education. Here we find limitless trust in the positive potentials inherent in life itself, ceaseless value creation toward a hope-filled future.”

During the three-day conference, 39 presentations were made in 12 sessions, including comparative, theoretical, and empirical research that both examines the historical and primary texts by Makiguchi, Toda, and Ikeda in Japanese and in the contexts in which they were written, and their ideas in translation and application in various contexts and disciplines. Themes ranged from dialogue, global citizenship, human rights and social justice, teacher voices, and application of value-creating education across disciplines.

The conference also featured seven keynote speakers: Takao Ito (Soka University), Andrew Gebert (Soka University/DePaul University), Jason Goulah (DePaul University), Nozomi Inukai (DePaul University), Gonzalo Obelleiro (DePaul University), Namrata Sharma (SUNY, Oswego/DePaul University) and Maria Guajardo (Soka University).

For the full conference program, please visit <https://ikedainstitute.files.wordpress.com/2018/08/conference-schedule-updated1.pdf>



Above: Alesse de Freitas Nunes presents research on Soka approaches to dialogue and international peace

Research Presentations on Ikeda/Soka Studies

The 2018 annual meeting of the American Educational Research Association (AERA) was held in New York. For the second year in a row, a two-day, all-day pre-conference session on Soka studies in education was held. Titled Soka Studies in the Possibilities and Necessities of Non-Western, International, and Comparative Curriculum Inquiry, this year's session was facilitated by Institute director, Jason Goulah, and Namrata Sharma (SUNY Oswego) and was attended by over 20 participants. Participants engaged in extensive dialogue about the primary and secondary literature on the educational philosophies and practices of Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda.



Above: Faculty and students presenting at AESA 2017



Above: Pre-conference session participants

Also at the meeting, Goulah received the DeGarmo Award in recognition for his exemplary scholarship and was invited to give the annual DeGarmo Lecture. Invited by the Society of Professors of Education, Goulah's lecture was titled Language Education into the Anthropocene: Possibilities and Perspectives from Soka Humanism at the Posthumanist Turn. In it he explored the role of Soka humanism (at the posthumanist turn) in conceptualizing problems confronting the planet and humanity, and which we should consider in language and culture education.

The list of research on Ikeda/Soka studies presented at regional and national educational conferences in 2017-2018 academic year can be found at <https://ikedainstitute.wordpress.com/research-presentations/>

Institute Director Speaks at Tokyo Soka High School and Brazil-SGI Educators Meeting



Above: Jason Goulah gives a talk at Tokyo Soka High School, Japan

Director of the Institute for Daisaku Ikeda Studies in Education, Jason Goulah, was invited to speak at Tokyo Soka High School in Japan as a part of their Super Global High School Program. The talk titled "World Citizen Education and Human Becoming in the Soka Heritage" was attended by over 60 students. After the lecture, they also conducted a small group discussion with 15 students. Many students commented in their reflections that the essence of value creation lies in creating a positive value where there is none and that the key to becoming global citizens is to act right now where they are and to start from their inner transformation, or what Ikeda calls human revolution.

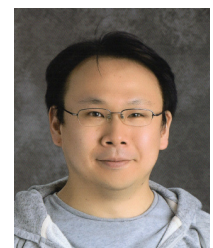
He was invited to give a lecture on Daisaku Ikeda's philosophy and practice of ningen kyoiku, or "human education" at a general meeting of the Brazil-SGI Educators Division. Held in March 2018 in São Paulo, the event was attended by 1,050 educators.



Above: Jason Goulah gives a virtual lecture to Brazil-SGI Educators Division

Ikeda Center Education Fellows Award

DePaul doctoral students Nozomi Inukai and Michio Okamura have both been selected among the three recipients of the Education Fellowship from the Ikeda Center for Peace, Learning, and Dialogue, in Cambridge, Massachusetts. The Education Fellows Program was established in 2007 and aims to advance research and scholarship on the ideas and practices of Daisaku Ikeda, Josei Toda, and Tsunesaburo Makiguchi. Fellows receive two years of funding at \$10,000 per year and dissertation advising from leading scholars in educational philosophy and curriculum studies.



Above: Award recipients: Nozomi Inukai (left) and Michio Okamura (right)

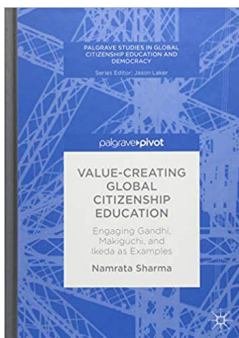
New Research Fellow at the Institute

The Institute for Daisaku Ikeda Studies in Education is happy to announce that Ritsuko Rita has joined the Institute as a doctoral research fellow in September 2018. Ritsuko is a graduate of Soka University of America (Class of 2012), where she was actively involved in Soka Education Student Research Project (SESRP) activities and presented her graduation thesis and translation work on Makiguchi at SESRP's 2012

and 2014 conferences on Soka Education. She earned her MA in TESOL at Soka University, Japan. Prior to joining us, she worked as an English language instructor at Kansai Soka Schools. Her research interests are in Soka education in language studies, academic writing and critical thinking development, and teacher education.



New books on Ikeda/Soka Studies in Education

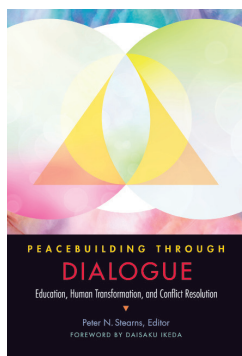
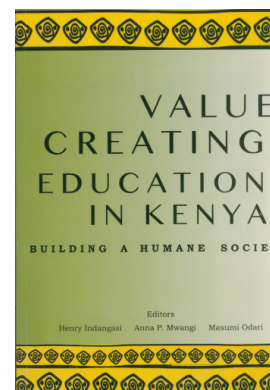


Value-Creating Global Citizenship Education: Engaging Gandhi, Makiguchi, and Ikeda as Examples

Value-Creating Global Citizenship Education: Engaging Gandhi, Makiguchi, and Ikeda as Examples was recently published by Palgrave Macmillan. Namrata Sharma, faculty in DePaul's MEd in Value-Creating Education for Global Citizenship program, fills an existing gap within the practice of global citizenship education by offering Asian perspectives. In this book, soka, or value-creating education developed by the Japanese educators, Tsunesaburo Makiguchi (1871-1944) and Daisaku Ikeda (b. 1928) is compared to the ideas of the Indian political leader Mahatma Gandhi (1869-1948).

Value-Creating Education in Kenya: Building a Humane Society

Value-Creating Education in Kenya: Building a Humane Society (2018, University of Nairobi), edited by Henry Indagasi, Anna P. Mwangi, and Masumi Odari, contains the papers originally presented at the International Conference on Value Creating Education for Sustainable Development held at University of Nairobi on September 29 – October 1, 2016. Diverse topics covered in this book include curriculum, moral and ethics, leadership and management, counselling, sustainable development, and educational reform.



Peace Building through Dialogue: Education, Human Transformation, and Conflict Resolution

Peace Building through Dialogue: Education, Human Transformation, and Conflict Resolution (2018, George Mason University Press), edited by Peter N. Stearns, features the role of dialogue in contemporary society. The book includes a foreword by Daisaku Ikeda, in which he explains key elements of dialogue, as well as chapters by DePaul faculty Jason Goulah on dialogue in Soka education research and practice and Gonzalo Obelleiro on dialogue as a space to create shared meanings based on his experiences teaching Chicago Fraternal Order of Police.

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