

# *Ikeda Studies News*

## Scholar-Student Seminars on Dignity: Exploring Hope and Joy in Education



Seminar participants at the Ikeda Center, Cambridge, MA [Photo Credit: Ikeda Center for Peace, Learning, and Dialogue]

In November 2018 and May 2019, Institute director, Jason Goulah, and doctoral research fellows, Nozomi Inukai and Ritsuko Rita, were invited to participate in dialogue seminars at the Ikeda Center for Peace, Learning, and Dialogue in Cambridge, MA. Both seminars focused on themes of dignity in displacement and included emerging and established scholars with unique interests and lines of inquiry. The first seminar aimed to reinvigorate the primacy and urgency of dignity in displacement in local and global contexts and across educational communities. The second seminar focused on re-examining dignity with participants exploring ways of discussing dignity, understanding the suffering of others, and making

compassionate human connections. In both seminars, Ikeda's peace proposals served as anchoring texts and offered the perspective that engagement with difference is an important process to understand human dignity and the irreplaceable unique qualities of each person. Reflecting on the gatherings' rich and thought-provoking explorations, Goulah shared, "this is the kind of vital inquiry into dignity we need today." Reports of both events are provided on the Ikeda Center's [website](#).

The participants of the second seminar continue their inquiries in a forthcoming book on Ikeda's perspectives of hope and joy in education.

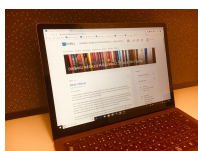
### Greetings

On behalf of everyone at the Institute for Daisaku Ikeda Studies in Education, I hope you and your loved ones are healthy, safe, and in high spirits. Before the global coronavirus pandemic forced us to lock down, socially distance, and work remotely from home, the Institute was engaged in many exciting activities in the U.S. and abroad. We presented our on-going research at conferences in Africa, Hong Kong, Japan, and the U.S., welcomed MIT Professor of the Practice Ceasar McDowell to give the 2019 Ikeda Lecture on the importance of dialogue in times of demographic complexity, and hosted a US-Canada forum on Ikeda/Soka studies in education. The Institute was invited to participate in a series of seminars on dignity in displacement and multiple students became the first to graduate from DePaul's unique degree program in Value-Creating Education for Global Citizenship. We continue to engage in research and translation efforts, publishing these in journals and books, and look forward to seeing you in person soon. In the meantime, we wish you well and hope you enjoy this issue of our newsletter until we can meet again.



Jason Goulah, PhD  
Institute Director

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# First Graduates in Value-Creating Education for Global Citizenship

In Winter 2019, four students were the first to complete the master's degree in Value-Creating Education for Global Citizenship (VCE). Entering in the program's inaugural year, they have taken courses on and engaged in examination of the educational perspectives and practices of Daisaku Ikeda, Tsunesaburo Makiguchi, and Josei Toda. The four graduates shared their experiences in the VCE Program.



**Lynn Harper**  
(Minnesota, USA)  
Secondary Literacy and  
Instructional Coach

I was compelled to join the VCE program at DePaul because I have waited for the opportunity to study value-creating education and because, as a public school teacher, I was deeply in need of new models for what education might be. In my first course, I had the opportunity to participate in a dialogue with Jim Garrison, renowned Dewey scholar and an interlocutor of a dialogue with Daisaku Ikeda. This dialogue deeply impressed upon me my responsibility to extend the peace work of Daisaku Ikeda into my area of expertise, public school education, and work to ameliorate the issues that exist there. I will do whatever I can to actualize the model of value-creating education for global citizenship in collaboration with my VCE colleagues and other educators in the field.



**Michale Cornell**  
(New York City, USA)  
Elementary School Teacher

I applied to the program seeking to gain a foundational understanding of the ideas of Makiguchi, Toda, and Ikeda and the field their work has inspired. I am very grateful for my experience in the program. Especially meaningful was the strong desire of each student to learn side by side and to embody the ideas of Makiguchi, Toda, and Ikeda. This spirit provided an additional layer of learning that perhaps goes undocumented in the formal program. Throughout the program, I've been working on several projects, such as writing a PK-12 curriculum based on value-creating education for global citizenship and incorporating the concepts of humanitarian competition and dialogue. I would like to continue making efforts to apply these thinkers' ideas in my local context and to make contributions to the field through my practice and writing.



**Melanie Reiser**  
(Colorado, USA)  
Executive Director, Membership  
Association of Waldorf Schools of  
North America

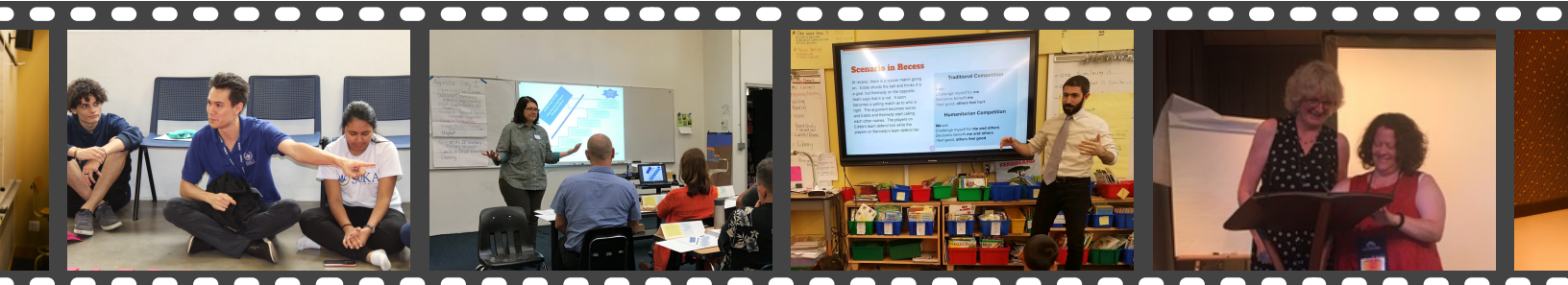
The most significant concept that deepened for me during this program is the idea of translating *ningen kyōiku* as "human education" rather than "humanistic education." Human education speaks both to how schooling is delivered and to the capacity of the student to live as a human being. This is an important aspect of Ikeda's educational philosophy. Challenging myself and my ideas throughout the program, I have developed more confidence in my ability to contribute to the field because of both my unique experience and what I gained through my engagement in the program. With the network I gained through this program, I am determined to connect with and contribute to the field of Ikeda/Soka studies and to apply value-creating education in K-12 settings in the U.S.



**Scott Bower**  
(São Paulo, Brazil)  
High School Teacher

My experience in the program was positive and rewarding. The professors were incredibly knowledgeable in their areas and expressed genuine interest in my growth. I appreciated the flexibility of using an online platform to respond to posts and write essays according to my work schedule. Also, I felt that I could develop my ideas and projects from one course to another. There was a strong feeling of continuity and progression. Across the courses I developed a project for my high school students based on the annual peace proposals that Daisaku Ikeda writes. I've seen a great deal of growth in my students as a result of implementing this project in my high school, and I feel fortunate that I'm part of this transformation. In the near future, I hope to publish an article about the peace proposal project that I started in the VCE program!

For more information about the VCE program, please visit [here](https://www.depaul.edu/vce).





# 2019 Ikeda Lecture: Ceasar McDowell Speaks on Dialogue in Demographic Complexity



McDowell giving the 2019 Ikeda Lecture

On October 1st, 2019, the DePaul University Institute for Daisaku Ikeda Studies in Education welcomed Dr. Ceasar McDowell to deliver the 2019 Ikeda Lecture, "Dialogue in Demographic Complexity: Overcoming Our Discriminatory Consciousness." McDowell is a Professor of the Practice of Community Development at MIT, and centers his work on voice and the power of dialogue in developing knowledge systems and civic engagement amidst the complex realities of local communities. The lecture was attended by more than 300 students, faculty, educators and members of the DePaul community.

In the lecture, describing the complexity of today's society, McDowell stated that this complexity is our challenge as well as the source of our effort for more equity. He argued that the current effort for democracy is not set up for the whole complexity and called for a system where "the fundamental premise is inclusion."

Introducing the words of Shakyamuni from Ikeda's 1993 Harvard lecture, "I perceived the single invisible arrow piercing the hearts of people," McDowell stated that our discriminatory consciousness lies in our unreasonable emphasis on difference. He stressed the importance of engaging in empathetic dialogue "to recognize the wounds by the piercing discriminatory arrows" and asserted that "we can only heal those wounds with compassion."

McDowell said the first step to bringing this kind of compassion to our dialogue is to be gentle to each other. The obstacles in this time of transition seem to be the perceived structural flaws. But McDowell encouraged us to reflect on what we value and take the first step based on our core vision.

For a full event summary, please visit our [blog](#).



## U.S.-Canada Forum on Ikeda/Soka Studies in Education Held at DePaul in Summer 2019

On August 15-16, 2019, the DePaul University Institute for Daisaku Ikeda Studies in Education hosted the U.S.-Canada Forum on Ikeda/Soka Studies in Education. Scholars engaging in Ikeda/Soka studies in the United States and Canada were invited and shared their respective initiatives and lines of inquiry. They also discussed key concepts and hopes for the field. The forum was filled with enthusiastic exchanges of ideas and initiatives for further development of the field.



## Doctoral Research Dialogue Series with Alankrita Chhikara

On May 22, 2019, the Institute together with Education Doctoral Student Association at DePaul University hosted a Doctoral Research Dialogue session with Alankrita Chhikara, doctoral student in Curriculum Studies at Purdue University, where she is focusing her dissertation research on Ikeda/Soka studies in education. She is also the Senior Student Representative for the Curriculum Studies division of the American Educational Research Association (AERA), the largest educational research association in North America.

Titled *For and Beyond Your Dissertation: Doctoral Student Engagement in AERA and Why It Matters*, the discussion focused on how DePaul's doctoral students can—and should—become involved in AERA. Chhikara shared her own experiences as one of two doctoral representatives in AERA's Curriculum Studies division and the ways this engagement has informed and enhanced her own doctoral research.







Participants from DePaul at the conference held in Kenya



Goulah making a speech at the Ningen Kyōiku Forum in Toyama, Japan  
[Photo credit: sokagakkai\_official Instagram]

## Institute Director and Research Fellow Attend Educators Forum in Japan

On October 6, 2019, Institute director Jason Goulah and doctoral research fellow Ritsuko Rita were invited to the 41st *Ningen Kyōiku* (human education) Forum held in Toyama, Japan. Held annually, this forum offers a platform for educators to share successes of their teaching practices that are informed by Daisaku Ikeda's educational philosophy.

At the beginning of the forum, Goulah was invited to share his thoughts on Ikeda's educational philosophy and practice. He stated, "If I were to characterize Mr. Ikeda's educational approach in one phrase, it would be *ningen kyōiku* (human education). It is an approach that helps us understand how to treat students, parents and colleagues humanely—to encourage the individual right in front of us, to believe in everyone's unique and unlimited potential, and to never give up on anyone, no matter what." After Goulah's remarks, four K-12 educators shared experiences of how changing their teaching practices in accord with Ikeda's ideas transformed their own lives and those of their students. All the speeches exemplified the teachers' love for their students and their strong belief in the potential of each child as an individual. They also highlighted Ikeda's core belief that "teachers provide the ultimate environment for education."

## Research Presentations on Ikeda/Soka Studies



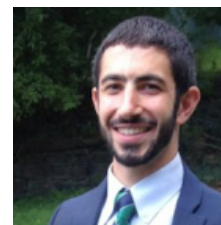
On October 23-25, 2019, the University of Nairobi, in Kenya, hosted its second international conference on value-creating education. Focused on themes of value-creating education relative to the United Nations Sustainable Development Goals (SDGs) and critical thinking in a global world, the conference was attended by educators, researchers, students, UN officials and citizens from 12 countries across five continents. Presentation topics included value-creating education, sustainability, literature and the performing arts, academic writing and critical thinking, and transformational leadership in value-creating education.

Jason Goulah, director of the DePaul University Institute for Daisaku Ikeda Studies in Education, was invited to give a keynote at the conference. Titled "Creating Value in the 'Multipolar' World: Daisaku Ikeda, *Ningen Kyōiku* and the SDGs," Goulah's keynote focused on Daisaku Ikeda's perspective of *ningen kyōiku*, or "human education," and global citizenship relative to value-creating education in the context of rising global nationalisms and the SDGs.

Institute doctoral research fellows Nozomi Inukai and Ritsuko Rita, as well as DePaul faculty Melissa Bradford and three DePaul doctoral students, Joy Williams, Mwende May, and Paula Estrada Jones, also presented papers at the conference. (The conference overview and program can be viewed [here](#).)

Presentations and exchanges over the three days highlighted the diverse applications of and growing international interest in value-creating education. A number of participants expressed the timeliness and importance of [DePaul's online master's and credential programs in Value-Creating Education for Global Citizenship](#). In 2019, Goulah, Inukai, and Rita also presented at the American Educational Research Association (Toronto, Canada), International Society for Language Studies (Hong Kong, China), and the American Educational Studies Association (Baltimore, MA).

## VCE Student Wins Outstanding Graduate Student Paper Award



Michael Cornell, graduate of the master's program in Value-Creating Education for Global Citizenship, received the Outstanding Graduate Student

Paper Award at the 40th Annual Bergamo Conference on Curriculum Theory and Classroom Practice with his paper "Conceptual Research in Theoretical Studies: Intersections of Human Education and Curriculum" on October 12, 2019. His paper has been published in the well regarded [Journal of Curriculum Theorizing](#).



## ANNOUNCEMENT

### 2nd International Conference on Ikeda/Soka Studies POSTPONED

Due to the global coronavirus pandemic, the 2nd International Conference on Ikeda/Soka Studies in Education has been postponed. Originally scheduled for August 5-7, 2020, it will now be held June 16-18, 2021. Please follow us on [Facebook](#) and [Instagram](#) or see our [Institute blog](#) and [website](#) for upcoming details about the conference.

### Institute's Instagram Launched!

The Institute is happy to announce that its Instagram account has been launched! The Instagram page shares events and research initiatives, Institute news, and more! Please follow [depaul\\_ikeda\\_institute](#) to stay connected!



Stay connected to the Institute for Daisaku Ikeda Studies in Education on [Facebook](#) and our [Institute blog](#)!  
For more information on the Institute for Daisaku Ikeda Studies in Education, please visit [go.depaul.edu/ikedaInstitute](https://go.depaul.edu/ikedaInstitute)



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