

Featured Speakers' Bio

Keynote Address: Dr. Pam Northrup

Associate Provost and Executive Director of the University of West Florida's Innovation Institute

Dr. Pam Northrup has spent her career engaged in transformative educational projects with the goal of solving some of education's toughest challenges. She leads the Florida Virtual Campus as well as Florida's degree completion initiative, Complete Florida, where policy and best practice will emerge regarding competency-based education, prior learning assessment, and reducing the cost of education. Dr. Northrup recently served on the Florida Board of Governors Task Force for Postsecondary Online Education representing the academic and student needs for Florida. She publishes and speaks extensively with her most recent efforts focused on the development of systems that support transformational change. Dr. Northrup served as the Dean of the College of Professional Studies and developed the University of West Florida's distance learning model that serves over 30% of the university's student population.

Featured Speaker: Dr. Shigeru Asanuma

Professor, Tokyo Gakugei Univ. (Education), Board of the Japanese Society for Curriculum Studies, Board Editorial Board of Japan Association of American Educational Studies, Board Editorial Board of Japanese Society of Education for Individual Development

Featured Speaker: Mr. Keiichi Watase

Dean, K-12 Academic Affairs,
Director, K-12 International Programs, Tamagawa Academy
Member of the School Curriculum Committee of the Central Council for Education, Ministry of Education, Culture, Sports, Science and Technology-Japan (MEXT)

Tamagawa Academy has been an educational pioneer since its establishment. In previous years, Tamagawa promoted educational reforms for the 21st century. In April 2006, Tamagawa implemented a system that treats all school years from kindergarten to the 12th grade as part of a single educational program. In 2007, the International Baccalaureate MYP (Middle Years Programme) was introduced at Tamagawa Academy followed by the IB DP (Diploma Programme) in 2011 to offer students the opportunity to develop the skills, attributes and international mindedness necessary for life in the 21st century. The advantage is that students have the opportunity to gain a middle school and high school certificate of graduation recognized by the Ministry of Education as well as the internationally accepted IB Diploma. Upon graduation from our programme, students have the option to pursue tertiary education within Japan, or abroad. In 2014 Tamagawa Academy became the first member school of the Council of International Schools (CIS) as a Japanese school.

Launching Great IDEAs at the UWF Innovation Institute

Pam Northrup, Associate Provost
Executive Director, Innovation Institute
University of West Florida

Innovation is hard, messy work that blends art, science, creativity and culture with the freedom to explore, fail, try again and learn. At the UWF Innovation Institute, launching great IDEAS is quite a process. Systems theory, human performance improvement, change management and design thinking inform our innovation model. These well-known business models, along with the recognition that our goal is to provide transformational, breakthrough solutions that create a better future where creative, inspiring solutions, processes, models and products can be launched. The process is always messy but allows us to be agile, be connected, surround a problem and begin hammering away at it immediately and get to solutions quickly. Together, these processes are woven together to create our IDEA model (*Incubate; Design; Experience; and Act.*).

Design Thinking is an exciting approach being used at places around the country like IDEO, the d.School at Stanford (Roth, B. 2015) and Mayo Clinic's Innovation Lab. Tim Brown, President and CEO of IDEO defines design thinking as "a discipline that uses the designer's sensibility and methods to match people's needs with what is technologically feasible and what a viable business strategy can convert into customer value and market opportunity." What is most exciting about design thinking is it puts the user in the middle of the story. Design thinking follows an ethnographic approach to experiencing the culture, the ongoing activity of the individual person and the organization to better understand what people want and need in their life. Design thinking translates observations into insights and insights into products and services that will improve lives (Brown, 2009).

At the Innovation Institute IDEAs have been launched across higher education and in K12 education in the areas of immersive learning, teacher performance and a new state of Florida model called "Florida SHINES." To build each of these major projects, a great deal of foundational research was conducted, prototypes were developed and now all three areas are in full-scale implementation.

Immersive educational models have been developed around work conducted with the National Flight Academy (Hoewing, G., Watson, M. and Northrup, P.T., 2011), a 100,000 sq. ft. fully immersive environment where middle and high school students are fully immersed in exciting game play and story for a full week experience walking away with significantly increased knowledge and critical thinking skills (Northrup & Watson, M., 2012). The teacher performance tool, PEARS was

built in partnership with a local school district, the Haas Center and the Innovation Institute to serve as a tool-based system to capture teacher performance data on an annual basis (Snyder, D., Carnley, C., West, E., Dawson, D., O'Bray, P., & Northrup, P. T., (in consideration). Finally, Florida SHINES is the Student Hub for Innovative Educational Services and serves K12 and higher education students for the whole state of Florida as they prepare for college, succeed in college and then make the connection to careers.

Reference

- Brown, T. (2009). Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation. HarperCollins, New York, NY.
- Hoewing, G., Watson, M. and Northrup, P.T. (2011). Transforming the STEM Education Equation. SEEN Magazine, November 2011. Retrieved from <http://www.seenmagazine.us/articles/article-detail/articleid/1826/transforming-the-stem-education-equation.asp>
- Northrup, P.T. and Watson, M. (2012). Explore immersive game-based learning at the National Flight Academy. Presentation at the annual New Media Consortium Meeting, Boston, MA.
- Roth, B. (2015). The achievement habit. HarperCollins, New York, NY.
- Snyder, D., Carnley, C., West, E., Dawson, D., O'Bray, P., & Northrup, P. T. (In consideration) Professional Educators Assessment and Results System. Paper to be presented at the annual Florida Educational Technology Conference, Orlando, FL

Japanese Teachers' Struggle for Active Learning: International Impact of PISA, IB, and Others

Shigeru Asanuma
Tokyo Gakugei University

This is a presentation about the contemporary policy formation of curriculum pertaining to teacher education in Japan. The reform of the curriculum always leads to the policy changes of teacher education and program. In particular, the contemporary policy formation of teacher education is not confined to the system but also the curriculum for teacher training. What kind of ability and curriculum content the future teacher training ought to aim at attaining? It had not been a critical agenda before two decades ago. It had been taken for granted that basic knowledge and skills were essential for all children because they were by any means necessary for higher order thinking such as logical thinking or critical thinking. However, it was the rationalization for avoiding to clarify what the higher order thinking implied. It had been unclear and ambiguous till PISA testing provided the breakthrough for a model of reforming what was demanded to children for the 21st century.

The Ministry of Education (Cultural, Sports, Science & Technology) became aware of their shortage of the reliable model of abilities for the 21st century's children. First of all, PISA shock gave an impact to the Japanese to begin to speculate what kind of content of testing would contribute to the development of logical thinking ability of the children. So the Central Council of Educational Committee reported the new direction of ability of in the 21st century on the date, November 20, 2014. This report signified the main title of the 21st century's ability as key competency, International Baccalaureate curriculum, and active learning. Those three key words have been symbols of the new direction of the prospectively developed ability in 21st century's children. Those new Western terms sound fresh for the Japanese masses and inspired them for building new ability. It sounds guaranteeing and encouraging a bright future for educational reform in Japan.

There exists a fundamental problem in those alleged key words. There is no prescription of either what kind of ability the key competency signify as matter of fact, what ability the International Baccalaureate develop in fact, or what ability the active leaning build. The statement of the report ended up with the title of the keywords without any concrete example of the ability they were trying to develop. There is a reason for their inability to make explicit of concrete example. One of the reasons for that is that it is due to the difficulty to figure the concrete forms of knowledge of the logical thinking. Another reason of that comes from that they are not used to understand the concrete image of what critical thinking is. Indeed we are lacking in the concrete image of key competency of their alleged goals.

There are three major objections against the new concepts of national goals of curriculum. The first objection is concerned with the contextual background from which key competency was generated. A number of left liberals condemn the new goals because of their economic interests hidden in the explicit statement. PISA test is sponsored by OECD. So they claim that PISA stems from the interest of the economic organization, which origin is the representatives of the capitalist economic countries. They criticize the complexity of the test project is suspicious because their interests consists in building human power for the economic profit lacking in humanity.

The second objection came from the conservatives who criticize the high risk possibility of unsuccessful results of key competency curriculum or active learning. They criticize the inability of raising academic achievements of the children because the new curriculum would emphasize on performance and expressions rather than in-depth understanding academic knowledge.

The third objection is based on the unrest produced by the unclear method and immaturity caused by the insufficient experiences of the teaching methods of those curriculum. They assume that the immaturity of the method would lead to the teachers' indifference of the new curriculum.

The above all of criticism is publicized by the mass media. However intensive their criticism is, it should be noticed that they have not denied the intrinsic values of the new curriculum. Even the left liberals would not negate the possibility of possibility of critical consciousness of those goals of curriculum. It is a foundation of bearing critical consciousness of their own. Even the conservatives of the traditional curriculum would not object the value of dialogue essential for the academic disciplines. The third group would also admit the values of the new curriculum once the practical feasibility of the new curriculum has been proved.

Only the condition would hamper the realization of the new curriculum is the mal-recognition of the masses opposing the unknown new curriculum just like the masses were urged by the mass media. It is identical as the same logic of "mediocrity" of Japanese children caused by "Yutori(relax)" during last two decades. The most plausible unexpected crisis would be produced by the pseud-consciousness stirred by the anonymous propaganda. That is not true. There is no empirical data. The most plausible hindrance of the new curriculum would be developed by the obsession of those who would not understand the real meanings of new curriculum. Despite of the fact that it has been reiterated many times that we need to have seek the ability of critical thinking for the future generation, no empirical model has been exemplified beyond slogan. In particular, it should be noted that only a model based on algorism has been provided and popularized like "Rubric" model. I would suggest that we need to emphasize on the heuristic aspect of critical thinking. It is a critical thinking based on "creative imagination" rather than simple linear algorism model. We need to have more exemplified models for that for teachers.

The Internationalization of Education in Japan and the Special License Granted to Foreign Teachers

Keiichi Watase

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For Japanese schools that are not international schools, in principle, until now teachers from overseas have had to be hired as staff and could not be considered official faculty members since they do not have teaching license in Japan. Their role has been limited to supporting a Japanese teacher in a team teaching environment. Those teachers from abroad have been legally restricted from teaching classes and evaluating students on their own. Such conditions, however, hinder globalization reforms and prevent progress on the internationalization of education.

Japan has a system for the issuing of “special teaching license” for the persons who have superior skills but do not have teaching licenses. Special licenses are issued so that schools can hire persons such as the superior human resources of private-sector companies as teachers. However, it has been very difficult to apply this system to the hiring of overseas teachers with limited Japanese language ability. With regard to this problem, Tamagawa Academy has continued to point out to the Ministry of Education, Culture, Sports, Science and Technology (MEXT) that with the internationalization of education moving forward, there is a need to also issue the special licenses to teachers hired from outside Japan to teach English classes and to teach other classes using English. As a result, MEXT began to move in the direction of allowing the special teaching licenses to be granted to non-Japanese if certain conditions are met. It is the prefectural boards of education that actually grant the special teaching licenses, and in 2014 MEXT actually urged those boards to actively grant such licenses to foreign teachers.

Tamagawa Academy approached the Tokyo Metropolitan Board of Education with a request to carry out screening and approval procedures for the granting of special teaching licenses at an early date. Despite the positive policy expressed by MEXT, Tokyo was reluctant to move forward with the initial screening because there was no precedent for it. This position was gradually relaxed, however, and in February 2015 the first screening was carried out for the granting of special teaching licenses to foreign teachers.

As the acquisition of special teaching licenses enables teachers from other countries to teach as regular teachers rather than assistant staff, there is significant benefit for us in moving ahead with the internationalization of education at Tamagawa Academy and at other schools in Japan.