

## **Trends in Japanese and U.S. Teacher Education: A Roundtable Discussion Reflecting over 27 Years**

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Yasutada Takahashi, Professor Emeritus, Tamagawa University

Drs. Takahashi and Pierson will initiate an interactive discussion by briefly sharing their impressions of trends in Japanese and U.S. teacher education since the beginning of JUSTEC. The discussion will be organized under three headings: Teacher Preparation, the Role of Government, and K-12 Education.

1. Teacher Preparation. In Japan, the teacher preparation system is centralized and controlled by the Ministry of Education and Science. Teacher certification and employment systems, however, are quite decentralized. Some modifications in regulations will be mentioned, and data on the social and economic situation of Japanese teachers today will be described. In the U.S., state regulations for teacher preparation have become increasingly stringent, emphasizing professionalization, accountability, subject matter expertise, and clinical practice. At the same time, there has been a move toward deregulation and loosening of requirements for entry into teaching.
2. Role of Government. In 2013, the Advisory Committee on Teacher Education for Japan's Ministry of Education and Science proposed a number of changes that are now being implemented, including a more important role for graduate education, internships, and national teacher certification. The introduction of nation-wide achievement testing for high school student and a new reform plan for the college entrance examination will also influence teacher education. In the U.S., the No Child Left Behind, Reauthorization of the Elementary and Secondary Act of 2001 was a landmark for the greatly expanded role of federal government in education. Policies stemming from NCLB are aimed to solve problems of teacher retention, teacher quality, and student achievement, with quality of teaching defined primarily on "annual yearly progress" of student test scores.
3. K-12 Education. The work of Japanese school teachers has been increasingly influenced by many factors, including: nationwide tests, such as PISA Test and the achievement tests, children's behavioral problems, ICT, Active Learning, decrease in the number of children, globalization of Japanese society, disaster prevention education and teacher evaluation. In the U.S., high stakes testing for evaluating students and teachers has led to narrowing the curriculum and loss of creativity, with teaching geared primarily to prepare students for reading, math, and science tests. Mandates to accommodate for English as a second language and special education needs have continually increased, with changing demographics.

Participants will be encouraged to share their own views and to speculate about the future. Will the "pendulum swing," reverting to reduced federal and state control of teacher education, or will the current trends toward centralization continue? What can teacher educators, collaborating cross-culturally, do to influence policies that ensure the highest quality of education for all children?

## **The Globalization Effect of Curriculum Development: The Fallacy Cases of Japan and Mongolia**

Shigeru Asanuma, Tokyo Gakugei University  
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This is a paper exploring the possibility of the globalization effect of curriculum development of teacher education. Two country cases are examined in this paper. The globalization of educational ideas explicitly affected the individual country no matter of how far developed its economy is. Despite of the fact that two countries are very much different in terms of the culture and economic development, the trends of curriculum reforms for teacher education have shown similar courses at a national policy level, including in-service and pre-service training.

First, main phrases of national curriculum reforms are likely to be superficially adopted and administered by the administration of national level. Once titles of educational reforms have been announced, they have been disappeared in several years later. The consumption terms are mostly less than five or six years. It is just like automobile brand car names. This kind of facts would be found in both Japan and Mongolia if we examine the educational slogans chronologically. The teacher education of the individual nation is always influenced by the alleged national slogans. Those innovations will be never realized unless they understand how to practice the content of innovations. Dan Lortie criticized of those tides of innovations impact, in particular educational accountability, on teacher jobs, in 1970's. The result of those innovations led to the teachers' militancy and antagonism against innovation. The administrative efforts are easily twisted and cheated in the teacher's practical context. We can find the twisting facts of innovation impact on teacher education at global level, including Japan as well as Mongolia.

Second, the drives of curriculum reforms are likely to be channeled to the direction of higher order thinking, which is the main content of PISA test, key competence, International Baccalaureate, and twenty-first centuries' skills, and others. Those terms used to be integrated into the phrase, e.g., problem-solving, critical thinking, and intangible objectives of curriculum. New literacy of the curriculum sounds new but has never been examined of its content and substantial difference from the traditional concept of critical thinking. New phrases do not necessarily mean content new. So those phenomena might be well interpreted as "symbolic exchange" of curriculum discourses.

Third, the curriculum innovation has always draw upon the concept of accountability of teachers' practices, which are never significantly relevant to the real teachers' practical situation. The administrators and teacher education researcher are likely to go hand in hand in terms of controlling teachers' personality and competences. They do not realize what they are trying to do by introducing their proud innovation. Goal-oriented rationality and simple accountability control are predominant in their innovative ideas. They never have sympathy nor empathy with the teachers' struggling for survival practices in the classrooms. We assume that the superficiality and pseud-rationality of those innovations have to be indicted in the course of globalization of curriculum development for teacher education against false consciousness of curriculum. We do not neglect the impacts of globalization of curriculum reforms. However, we would like to pursue the alternative ways of introduction of those global impacts on the teaching practice beyond the political slogan.

# **Ethnographic Case Study of the Pensacola Japanese Language Program for Children at the University of West Florida: teacher preparation, parental expectations and young children's experience learning Japanese language**

Douglas Trelfa, Yukari Nakamura, Kei Iino  
University of West Florida

This ethnographic study focuses on a pilot Japanese language program for children that was implemented at the University of West Florida with funding from the Japan Foundation. The purpose of the research was to increase understanding of the background, motivation, expectation and experience of parents and their children who are studying Japanese language in the United States. We examine various theories of Japanese heritage language and multi-cultural education as applied to this particular case. The research data included participant observational data and interviews of parents and children.

The interview data were collected by the researchers on all 20 children and 14 families that participated in the program. The children ranged in age from 5 to 13 years old. Although participation was voluntary, all families and children chose to participate. Among the 14 parental interviews, 13 of the mothers were Japanese and 11 of the fathers were non-Japanese. To the extent possible, interviews were conducted in the native language of the parent or child.

We found three major findings from the data: different parental expectations between the Japanese parent and non-Japanese parent, children's overall high level of motivation for studying Japanese, and an insufficient Japanese learning environment at home and school. Most of the Japanese parents who were interviewed tended to have higher expectations about their child's Japanese proficiency than their non-Japanese parent for three major reasons. Japanese parents want their children to use Japanese because of their Japanese identity. Second, their parents are willing to have their children speak with their Japanese parents' family in Japan. Third, some parents also consider bilingualism is a huge advantage for their child's future. However, the expectation of the Japanese parent on their children's Japanese is not extremely high because their family have little chance to live in Japan during their children's school time. Most of the parents expected that Japanese would be a moderately strong second language for most of their children in the class because of children's family environment, their background, and parental expectations. Their parents' effort on children's bilingual education and children's experience living or visiting in Japan are being key factors for their children's high motivation on Japanese learning.

Given the motivation of children and parents and the lack of a sufficient Japanese language environment at home or at school, the Pensacola's Japanese Language School plays a big role as a Japanese Heritage Language School. However, in the small community of Pensacola, Japanese nationals use Japanese on a limited basis. The children use Japanese only at home and during the Japanese language class. According to children's high motivation for Japanese and parental expectations on their children, Pensacola should work to create better Japanese environment in the future.

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## Short Term Longitudinal Study of Changing Patterns of Self-Reported Bullying/Approval Score of Children from Elementary to Middle School: How Can Teachers Continually Support the Children?

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 Jon Sunderland, Gonzaga University  
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### Background (Issue and Purpose)

This study is based on the follow-up research of questionnaires conducted at Japanese elementary and Junior high schools over the last three years. In this study, we specifically focus on school adjustment using “Survey for making a comfortable classroom” measure in Q-U(Questionnaire-Utilities). The purpose of this study is to examine the factors that students feel maladjusted from long-term perspectives.

### Method

All the questionnaires were given by homeroom teachers whenever they were available. The questionnaires were done twice each year (spring and winter). In this study, we only analyzed the fully recorded data of first to seventh grade in 2012 (those students became third to ninth grade in 2014). In other words, students who did not complete the questionnaires any of the past three years due to being absent, moving in or out, and leaving a blank were eliminated from the data. As a result, the number of first to sixth grade who are boys was 222, the number of first to sixth grade who are girls was 236, the number of seventh grade who are boys was 37, and the number of seventh grade who are girls was 53 (grades as of 2012) – the total subjects were 548.

### Result and Discussion

We investigated the relationship between the approval score and motivation to learn, and bullying score and motivation to learn. As of spring 2012, a positive correlation between approval and motivation to learn appeared in many grades, and a negative correlation was seen between bullying and motivation to learn. However, that was not as strong a relationship as the one between approval and motivation to learn.

Accordingly, we mainly focused on the approval score and motivation to learn. We examined whether or not the approval scores of first to fourth grade in spring 2012 correlate with the motivation to learn of those two years later. We found out there is almost no correlation between the data from 2012 and the ones from 2014 of first and second grade, but there is a quite strong correlation between the ones of third and fourth grade (Table 1). Talking about fifth to seventh grade (as of 2012), the result indicates the approval score strongly correlate with motivation to learn more than the ones of first to third grade in spring 2012(Table 2). From these aspects, we suggest that approval score effects motivation to learn etc. in 2014.

Table1 Correlation between approval score and motivation to learn.

	N=	Motivation to learn			
		2012 Spring	2012 Winter	2014 Spring	2014 Winter
1st grade	78	.478	n.s.	n.s.	.234
2nd grade	60	.443	n.s.	.265	n.s.
3rd grade	70	.475	.547	.453	.498
4th grade	69	.667	.578	.289	.354

Table 2 Correlation between approval score 2012 and motivation to learn etc(2012and 2014).

	N=	2012 Spring	2014 Winter		
		Motivation to Learn	Motivation to Learn	Relationship with Teachers	Career Decision-making
5th grade	89	.663	.333	.269	n.s.
6th grade	92	.536	.367	.299	.209
7th grade	90	.649	.347	.347	.222

# How Japanese University Students Deal with Cultural Disequilibrium: a Special Focus on the Process of Constructing Their Beliefs about Cross-Cultural Experience during Their Short-Term Study English-Abroad Program in the U.S.

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Chie Ohtani, Tamagawa University

Since 2013, we have collaboratively engaged in the development of assessment tools to improve the quality of international exchange programs. In our last presentation at JUSTEC2014 in Tokyo, we introduced a rubric for evaluating the quality of short-term study-abroad programs. The present study aims at extending this project to the area of student assessment for short-visit programs.

Previously, Hamel, Chikamori, Ono, and Williams (2010) introduced a schematic model of strategies that its participants use to deal with cultural disequilibrium. The current study is an adaptation of their model through adding the process of one's belief-construction after experiencing cultural disequilibrium.

In this study, firstly we asked our participants ( $n=3$ , females, ranging in ages from 19 to 20), who enrolled in a three-week program of studying English abroad in the United States in the summer of 2014, to maintain journals, which comprised two forms, a more structured daily journal and a worksheet. The journal was to help them report the depth and breadth of their interpersonal relationships during their study period abroad. We collected the journals to analyze the entries from the perspective of cultural disequilibrium when they returned to Japan. Since this current study is the preliminary examination of the survey tools, we only extracted the typical events from a daily journal that fitted the framework.

One of our major findings is that two different attitudes play an important role in the process of constructing knowledge outside of the participants' cross-cultural experience: reacting with a positive attitude toward the event and understanding with an attitude of permissiveness toward the event. As an example of the former, one of the participants reported that she showed strangers the way to the bus stop when they spoke to her, even though she herself was a stranger to the place. This episode (event) helped her understand that she could be considered a local person in a multiracial country. Regarding the latter case, the relevant episode is about the national characteristics of a foreign country. In her own words, another participant described her experience to be surprising at first. However, when she repeatedly saw her classmates from Saudi Arabia arriving late for their classes often despite being admonished and warned by their teacher against this, she came to regard that as just one example of cultural differences. In sum, these kinds of episodes give us clear and interesting aspects of how the participants dealt with the events in a foreign country.

In our presentation, we report on the participants' experience of cultural disequilibrium extracted from their journal entries, discuss the process of constructing their knowledge and beliefs on those cross-cultural differences, and propose a new item (belief-construction) for the domain "sense-making," which is one of the dimensions of the model expanded on by Hamel et al. (2010).

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## **Conceptualizing Early Childhood Education in terms of Child's Spiritual Autonomy - Wild Nurturing Curriculum-**

Naoki Takemura, Graduate School of Human Science at Sophia University

The purpose of this study is to conceptualize individual early childhood education in terms of child's spiritual autonomy. Dwayne Huebner stated that curriculum researchers should recognize a gap between prescriptive curriculum and descriptive curriculum, which means lived experience in certain classroom. He believed that technological approach, on which traditional curriculum theorists rely, is incompetent to transform descriptive curriculum. The traditionalists ignore that individual teachers have own theory that explains a practice of their classroom. He proposed alternative approach to study on descriptive curriculum. Colleagues and he called the research project as reconceptualization of curriculum. The task of curriculum researcher who participates in the project is to understand individual curriculum from several perspectives.

My perspective of this research is to understand development of child's spiritual autonomy in individual curriculum. As Jaque Lacan has noted, the child's ego does not develop in the one-way direction from dependence to independence. He states that the child ego is developed in the domain of the subjectivity, which is constituted of the dialectic structure between self and others. Spiritual autonomy is latent in the structure. Early childhood curriculum is a place to structuralize the process of interaction.

Spiritual autonomy of children exists in various forms in early childhood curriculum. Individual teacher constructs the formation that stems from individual consciousness in their practice. For example, cultural background of them deeply influence on development process of the formation. A history of early childhood education studies in Japan shows that traditional understanding of Japanese children formed in the analogy of plant, i.e., adults believe that a child's ego is not so sufficiently mature that adults have to protect them from experiences. There is a different perception of child's ego between the model and Jean Jack Rousseau's theory of early childhood education. He assumes that the sound development of the individual child's inner voice is prevented by adult's intervention. The different appreciation of child's ego is living in the teacher's consciousness. The teacher's theory is also latent in their stream of consciousness.

I have studied Gazebo School teachers through my occasional observation and found that a special kind of doxa is formed in their practices raising the individual's goodness of child. A child's ego is formed in the process of his/her experiences with natural objects, which are prevented from adult's intervention. There are two fundamental tenets about teachers' roles in Gazebo school. First, a teacher must be a "tree" in the school. They are suggested to be a tree for avoiding interaction with child. Child's learning is free from other's control, such as reward system. That means that teachers need to liberate a child from adults' expectation. Second, a teacher has to take a role, which is constituted of a mirror image of children's unconscious intention. Teachers should be a part of environment of creatures surrounding a child. That makes a child face his/her own inner voices by themselves. Thus a child's ego develops in the assumed configuration of the subject's relationship with "inner-teacher."

Transforming child's subjectivity in individual ego monad begins with the act of brackets out take everyday life for granted in this curriculum. The transformation occurs that child plays with the natural objects in the environment. In the first, children's intentionality spreads into the natural environment. The entire environment becomes a field that a child develops the vision of the internal eyes.

# **The Principle of Citizenship Education and the Role of Teachers in Japan**

## **— On the Standpoint of Hermeneutic Philosophy —**

Junichi Tanaka, Otani University

In this presentation, I will examine the character of Japanese citizenship education and the role of textbooks in citizenship education. Last year, the government decided to reform citizenship education. Citizenship education is going to be a "special" subject. I am going to clarify the meaning of this reform, focusing on three areas.

First, it is important for teachers to teach moral values. So it is important to decide what the most essential value is. I argue that it is most important for children to learn to live in their community together and build an ideal society. Citizenship education at present does not contain adequate social or political curriculums. Building a good society is achieved by raising independent people. Political participation and economic independence will be needed, so teachers must teach political, economic and social knowledge in citizenship education. I am going to clarify why it is necessary to teach the social knowledge using hermeneutic philosophy. Hermeneutic philosophy argues that a human being's values are influenced by social and historical situations. Moral values are not abstract truth, but concrete knowledge. According to hermeneutic philosophy, a human being's actions are always influenced by social situations. Human beings and the society are deeply connected. So I argue that understanding society, politics, and economics enables us to live virtuously. In addition, I'm going to discuss the idea of "sublimity." In Japanese moral curriculum, this is considered to be the noblest value. Sublimity includes self-sacrifice and living only for the other people's happiness, not for self-benefit. So I will examine a short story on the subject which is in an elementary school moral education textbook.

Second, I am studying the role of textbooks. The textbooks used in Japanese citizenship education mostly consist of biographies and fictional stories. The biographies are the stories of great people. The fictional stories contain characters who live virtuously even when they are faced with difficult moral problems. I believe in the importance of reading these kinds of stories. In addition, I emphasize the importance of political and economic knowledge. I will talk about the textbook "Our Morality," which is published by the Ministry of Education, Culture, Sport and Technology. In the 5<sup>th</sup> and 6<sup>th</sup> grade, children learn the role of parliament and the Japanese constitution. Teachers lead children to understand the importance of social rules and life in a democratic community. So the relation of citizenship and social studies must be considered. Teachers not only teach social rules, but also teach that political and economic understanding enables people to live cooperatively. Moreover, I will examine a short story about sublimity, which is one of the main goals of citizenship education in Japan. The exemplar of a sublime person in this story transcends what we would consider to be normal.

Finally, I propose a new role for teachers of citizenship education. Previously, the role of teachers was to make children read and discuss how characters think. In addition to this, I believe that teachers should make children think about what they themselves must do to build an ideal society. According to hermeneutic philosophy, logical thinking is based on emotion. So teachers need to use student's emotion to leave students with a deep impression about self-sacrifice and living together. Impressive experience can change children's mind to live together. Emotion is really important. Reasoning and emotion are not in conflict, but are connected. So in citizenship education, teachers should teach children to reason using their emotions. First, teachers need to create emotional experiences for students which result in moral choices. Second, teachers need to teach moral values in a logical way. Third, teachers should teach concrete moral knowledge. Finally, teachers should make their children discuss moral problems. I think this is the best way to teach citizenship.

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## **A Review of Self-Efficacy and Its Effect on Achievement Cross-Culturally: *Am I capable of success cross-culturally?***

Brenda Dickey, Mississippi University for Women

The concept of self-efficacy serves as a mediating role in knowledge construction and is considered a part of the social cognitive theory which emphasizes that students take an active role in their own self-efficacy development for achievement through several factors of personal belief system about ability, behaviors that impact their personal belief system and environmental factors that impact their perceived self-efficacy as they engage in learning (Bandura, 1997). Self-efficacy is a term that has often been used interchangeably with the term *self-concept and self-esteem* in the literature; however, it is really not synonymous with these terms. Self-efficacy is the belief that an individual has about his or her own ability for success based on previous experience for a particular skill (Schunk & Pajares, 2005). Students engaging in educational pursuits cross-culturally develop self-efficacy for academic achievement and develop their own personal belief factors about successful achievement. Student behaviors demonstrate their beliefs in their own abilities for achievement. Their engagement with environmental influences impacts these ability beliefs for successful achievement performance cross-culturally.

This presentation will present what we know and do not know from the research about self-efficacy and its effect on achievement cross-culturally and will discuss the implications from the research analysis that would inform assessment and pedagogical practice to prepare students for achievement in a globalized society.



## Organizing Teacher Candidate Learning Around Core Practices

Elizabeth Hartmann, University of Washington

Research continues to document inequitable mathematics learning opportunities in the U.S. (Darling-Hammond, 2010; Kazemi et al, 2009). Facilitating productive mathematical discussions press students to collectively reason about key mathematical ideas. This facilitation is complex, challenging, and interactive work, but could support a wide range of learners in developing mathematical proficiency (Franke et al, 2007). Despite the potential for discussion-based practices to support diverse learners, mathematics classrooms overwhelmingly remain traditional and teacher-directed. This indicates the need to support teachers, particularly novices, to engage in this complex work. Furthermore, teacher education programs are critiqued for inadequately preparing teacher candidates to enact this kind of high quality teaching practices and for being disconnected from practice (Darling-Hammond, 2005; Feiman-Nemser & Buchmann, 1985).

In response to this criticism, some teacher educators are moving towards a core practices approach to practice-based teacher education (Forzani, 2014; McDonald et al, 2013). This growing body of practice-based teacher education research has recently given more attention to pedagogies and ways to support TCs to *enact* core practices, which are practices articulated for the sake of TC learning and which are central to the work of high quality teaching (Forzani, 2014). Using this perspective of practice-based learning, I use the term “practice-based” to refer to teacher education that is intentional in organizing learning for deliberate practice of the interactive work of teaching and enactment of core practices.

As teacher education makes progress towards specifying core practices and associated pedagogies of practice, it is equally important to document what TCs are learning. However, there is little research documenting how TCs learn in these types of contexts and how they enact core practices articulated by teacher educators (Forzani, 2014; Grossman, et al, 2009b; Lampert, 2010). There is a lack of literature documenting the nature of TC learning and enactment of practice and how to examine and assess that learning is limited. Thus, I hope to better understand TC participation in mathematics methods courses organized around core practices.

This paper is part of my larger dissertation study that seeks to understand TCs’ learning as it changes over the course of a practice-based elementary mathematics methods class. For this presentation, I discuss how this kind of core practices approach to practice-based teacher education could support teacher candidates’ learning around (and enactment of) one particular core practice: facilitation of productive mathematical discussions. I describe current ideas around what it means to take on a core practices approach, situate this approach in the larger political and educational context of U.S. teacher education, and elaborate on one example of an elementary mathematics methods course that has taken up this approach. Data for this qualitative case study includes course materials, teacher candidates’ lesson plans, assessments, and assignments, semi-structured interviews, and video recordings of course sessions and classroom visits.

This study provides a tangible image and the potential of a core practices approach in one setting. While this research was limited to one course, further research could examine how to design coherent programs centered around core practices. Additionally, given the tense climate around U.S. teacher preparation, the field of teacher education needs more collaborative efforts to specify core practices central to high quality teaching, pedagogies to support ongoing professional learning of these practices, and opportunities to draw from school and community expertise in addition to university expertise (Zeichner et al, 2015). This study is an initial step towards documenting how learning is organized using a core practices approach and what practices it could support teacher candidates in enacting.

## The Boston Teacher Inquiry Project

Denise Patmon, University of Massachusetts Boston  
Paul Tritter, Boston Teachers Union

The Teacher as Researcher in the Classroom and Education Facilitator roles are emerging in the area of Professional Development in the U.S. (Cochran-Smith & Lytle, 2009). Similar to teachers being asked to become facilitators of learning in the classroom, the teachers teaching teachers National Writing Project model through facilitation is unfurling as well. Teachers understand that they do research in their classrooms using ethnographic and quantitative methodologies.

3 distinct teacher education organizations (UMASS Boston College of Educational and Human Development, Boston Writing Project, and the Boston Teachers Union) collaborated to create a program to build the capacity of practicing teachers to support teacher inquiry for educators in Boston Public Schools and beyond. The Boston Teacher Inquiry Project is a unique opportunity for classroom teachers to receive support from their peers for improving their practice in order to improve student learning.

Born out of the teacher research movement, this project understands that educators need time, space, and skilled facilitation to deeply explore questions of teaching and learning in a supportive context. The purpose of this session is to engage the audience in the examination of a yearlong inquiry based research project sponsored by the Boston Teachers Union. Dr. Patmon, UMASS Boston, will present her research in the area to provide the framework for this initiative (Patmon, 2011). Paul Tritter, M.Ed. is the Professional Development Director for the Boston Teachers Union and will present his work with teacher leaders who designed and supported this program for Boston educators. Reference and background information will be provided about the Calderwood Writing Initiative which provided the basis of this Project will be provided. A teacher participant, not yet identified, will provide a descriptive analysis of their school-based inquiry study and share initial findings (Samaras, 2011).

Relationships are at the core of effective teaching and learning. Dr. Patmon's study of Endo Shusaku's literary paradigm is used in this initiative to provide teachers with various perspectives of one's classroom practice, will be reviewed. Examining relationships through the lens of diverse perspectives through the use of Endo's Face Theory provides teachers with opportunities for professional development in a collaborative intellectual community.

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## The Enhanced Planning Model: Responses to an Alternative Structure for Student Teaching

Fred Hamel, University of Puget Sound  
Molly Pugh, University of Puget Sound  
Mary Boer, University of Puget Sound

### Summary of Research:

In this paper presentation, we present preliminary results from a study of the implementation of an alternative model for student teaching. This model limits the amount of teaching that candidates complete during a student teaching term in order to support greater attention to planning, reflection, and evaluation of student learning. Our study examines the extent to which the alternative model supports a productive balance between experiential and reflective teacher learning. For this presentation, we focus on two empirical questions:

- 1) In what ways do our candidates in fact use the alternative model during student teaching?
- 2) To what extent does the model relate to self-perceptions of success or difficulty in the first years of teaching?

The study relies on survey data and two focus group interviews to develop themes about how candidates engage the Enhanced Planning Model and how current candidates, mentor teachers, and recent alumni perceive the effect of this model on early career teaching. Study participants include 28 current MAT candidates in our 15 month program, 40 alumni graduating in years 2013 and 2014 who took teaching jobs, and 28 mentor teachers. Survey questions for current candidates and mentors illuminate the following issues: To what extent do student teachers use, rely on, or re-purpose the model? In what specific ways do student teachers use the afforded planning time? To what extent does the model promote quality planning, as intended? What were strengths and weaknesses of this model? Survey questions for alumni elicit the perceptions of 1<sup>st</sup> or 2<sup>nd</sup> year teachers regarding the effectiveness of the Enhanced Planning Model, given their current experiences in the classroom. To what extent did the model support or hinder success in teaching during the first years in the profession? Our focus group interviews invited current elementary and secondary teacher candidates to describe the ways in which they used, resisted, or interacted with the model to fulfill their own goals for student teaching.

### Findings:

The vast majority of those surveyed agreed or strongly agreed that the Enhanced Planning Model supported effective planning during student teaching. Furthermore, a significant majority of each participant group agreed or strongly agreed that candidates' overall growth was enhanced by the additional time provided by the new model. However, mentor teachers were more skeptical in terms of overall growth, with a noticeable increase in those who either had no opinion or were unsure. Greater uncertainty was also expressed by elementary alumni than by secondary (middle school or high school) alumni.

### Potential Implications:

This study helps us understand the ways in which national assessments like the edTPA interact with pre-service internships – and whether and how an alternative internship model shapes and supports quality teacher planning and reflection. We also hope to sponsor conversations about sustainable teaching practices that help novice teachers attain high levels of quality in planning, assessing, and reflection on their work.

## **Academic Accommodations for Students with High-Functioning Autism Spectrum Disorder (ASD) in a College Japanese Class Using Applying Behavior Analysis (ABA) Principles**

Takami Taylor, University of West Florida

Autism spectrum disorder (ASD) is a group of developmental disabilities that can cause significant social, communication and behavioral challenges (Centers for Disease Control and Prevention). According to the Harvard Review of Psychiatry (2013), students with high-functioning autism spectrum disorders (ASDs) in higher education have increased in the past decade and its number is expected to rise. The doors to higher education open for all academically qualified students regardless of their disability; however, it seems to be a challenge for many instructors who have those students in their classes to provide an appropriate and more suitable learning environment to meet their special needs, and to support their success and retention. Generally speaking students with high-functioning autism spectrum disorders (ASDs) or students with Asperger's Syndrome have difficulties with social and communication skills. In higher education, it is believed these skills are essential skills for students to acquire. Students are often expected to develop, promote communication and social skills through and to apply the learned skills in cooperative learning; however it is social skills and communication that students with high-functioning autism spectrum disorders have deficits in. In order to help those students succeed in college, traditional accommodations such as testing accommodations (extended time and separate area for testing) and note taking services are not suitable accommodations for these particular students. In my Japanese courses over 10 years, traditional accommodations were not practical and needed for those students; however because of social skills deficits such as difficulty in recognizing nonverbal cues and engaging in peer activities and social interactions, and undeveloped organizational skills such as bring a piece of paper to class, keeping handouts or class-related material together, completing assignment, remembering a deadline for an assignment and remembering exam dates, many of them seemed to have struggled in class.

Applied Behavior Analysis (ABA) is the science of human behavior and evidence based practice. ABA is the applied use of behavioral principles to improve human behavior. It is successfully used in many different settings (clinical, educational, community and home settings) and many of the techniques are used in K-12 classrooms. In this presentation, ABA overview will be given and the principles of behavior will be introduced. Accommodations based on Applied Behavior Analysis (ABA) principles for students with high-functioning autism spectrum disorders in higher education will be suggested using examples and cases from classroom. This presentation is not a data-based research study, but it is aimed to raise awareness the unique needs of students with high-functioning autism spectrum disorders who are members of our academic community and this is a first step toward a broad study of academic accommodations for those students.

## **The Different Approaches between Japanese School and International Baccalaureate (IB) School in Evaluating and Teaching Children**

Hikaru Uzuki, Tamagawa University Graduate School of Education

The purpose of this research is to find the approach to help teachers understanding the IB curriculum by comparing the IB and the current Japanese teaching plan.

Since International Baccalaureate (IB) education was found in 1968, its education has been focusing on holistic educational program. Their educational goal is to facilitate students to be curious and self-motivated problem solvers and to learn and work in a rapidly globalizing world. After graduating IB curriculum, IB students will receive the IB Diploma form IB school, and they would be eligible to apply for universities throughout the world. IB schools have been worldwide present by more than 140 countries and regions, and 4211 schools are accredited as the internationally recognized IB program by International Baccalaureate Organization in 2015.

The issue of expanding IB schools in Japan has been encouraged by the Japanese government, and the government has decided new policy named “Japan is Back” in the Cabinet in June 2013; the policy was included the decision to increase the number of IB recognized schools to 200 by the year of 2018. However, there are few movements to research on IB so far.

This research focuses on the differences between Japanese public schools and IB school’s visions and curriculums, and evaluation methods through interviews. The results could show how to educate IB school teachers in Japan who did not study at IB school but studied in Japanese school. To teach them to the idea of IB education approach, this present study exemplify how to transit IB educational approaches from Japanese educational approaches. The interview is set to Japanese public school teachers and IB school teachers in Japan.

Potential implications:

In IB program, all teachers have clear vision of the mission of IB when they teach their students. The mission is “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” (International Baccalaureate Organization [IBO]). Moreover, the mission of IB also proclaims the IB learner profile that guides for students and teachers how to gain international perspectives. IB uses the Rubrics to evaluate their students but Japanese public school evaluate their students based on curriculum formation made by Japanese government. Therefore, there are many different approaches between IB school and Japanese school.

# **A Comparative Study of Classroom Management Strategies Utilized by Traditional and IB Teachers in Japan and the United States**

Kando Eriguchi, Tamagawa University Graduate School of Education  
Yui Kitamura, Tamagawa University Graduate School of Education  
Kenta Takumyo, Tamagawa University Graduate School of Education

The purpose of this study is to clarify the characteristics of the people who are interested in the International Baccalaureate Education (hereinafter IB), and people who supports the idea of the IB. From this research we are hoping to contribute in terms of more effective teacher recruitment and teacher training in IB schools in Japan.

MEXT, showed a "new academic outlook" in the course of study in 1989. In addition, in the revised version in 1998, showed the philosophy of "Ikiru Chikara", which was focused on students' thinking and learning on their own. This philosophy has been inherited in the revised version in 2008. When we capture this overall flow of the philosophy of Japan's education, we can understand that Japan says that nurture the "Ikiru Chikara" in this knowledge-based society becomes increasingly important. Moreover as indicated by the words "studying by their own", each students' aggressive learning attitude was shown and required. When we re-capture this in terms of the role of the teacher, it has been changed from "role of transmitting a knowledge" to "role in promoting learning to students". In other words, the qualities that is required for teachers is changing from "Teaching" to "Facilitating". This conversion is happening not only in Japan, but also in schools in the US.

On the other hand in the IB education, it is very important that the student "learns how to learn." As how it's shown in the "IB Learner Profile", always the learner comes in the center. This learner doesn't mean only students, it also includes teachers. From these points, the role of the teacher in IB education can be considered to be a facilitator.

To analyze this research, we will investigate by taking interviews. We will clarify how people got interested in the IB education and what made them support the idea of the IB. The interview will not be limited to teachers, it will be widely for people who have interest in the IB. From each person, we will ask some questions of their educational background, their ideas of the current academic ability and learning, also their relationship with their own parents, etc. We assume that there will be some common points that will appear from the people being interviewed.

To reveal the characteristics of the peoples' interest in the IB education, this research will contribute in the field of teacher recruitment and teacher training. Also, at the same time, we consider that to know the background of the people interested in IB education, will also lead to explore the essence of IB education.

## J-POSTL: A Reflection Tool for EFL Teacher Education in Japan

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At the 21<sup>st</sup> Annual JUSTEC Conference (2009) at the University of Hawaii, four members of the SIG on English Language Education of the Japan Association of College English Teachers (JACET), including Hisamura and Imamura, made a panel presentation regarding the need for a new framework of EFL teacher education in Japan. In that presentation, self-assessment descriptors in the *European Portfolio for Student Teachers of Languages (EPOSTL)* (Newby, et al., 2007) were suggested as a possible candidate for a band of benchmarks for Japanese EFL teachers.

Five years later, in March 2014, the JACET SIG, after several quantitative and qualitative surveys, completed the adaptation of the *EPOSTL* i.e. the *Japanese Portfolio for Student Teachers of Languages (J-POSTL)*, and obtained copyright from Council of Europe.

In this presentation, rationale behind the *J-POSTL*, document structure, intended users, and process of adaptation will be overviewed, and its transportability to Japanese educational settings will be discussed.

There are mainly four reasons for the creation of *J-POSTL*: to induce paradigm shift in language teaching, to enhance didactic as well as language competences of teachers, to encourage collaborative learning & teaching, and to highlight the importance of establishing standards for teacher education.

As a departure from *EPOSTL*, *J-POSTL* has three variants: *J-POSTL* (Full-version), *J-POSTL* (Pre-service) and *J-POSTL* (In-service). This breakdown helps make the portfolio more user-friendly, more accessible, and less time-intensive.

*J-POSTL* is intended primarily for pre-service and in-service teachers of English as English is a dominant foreign language in Japan.

While respecting the philosophy and rationale behind the *EPOSTL* a number of items had to be deleted, combined, or modified in order to secure successful contextualization. Descriptors uniquely tied to Eurocentric documents such as *Common European Framework of Reference for Languages (CEFR)*, *European Language Portfolio (ELP)* or *European Profile for Language Teacher Education (Profile)* were omitted. Some descriptors were combined if their contents overlapped within the parameters of Japanese context, and some were modified because they did not match curricular content or didactic competences adopted in secondary school or they called for English language or didactic competences exceeding those required of Japanese teachers of English, etc.

Finally, the transportability of the *J-POSTL* will be discussed with the results from three different case studies conducted in the intensive course for distant education (Kiyota, 2015), in the pre-service secondary-school EFL teacher education (Takagi, 2015), and in the elementary-school teacher training program (Yoneda, 2015). In every study, it was reported that the *J-POSTL* helped facilitate discussion among students and/or between students and teacher educators about what they had observed and experienced. Also, the *J-POSTL* was found to be very effective by most of users as a reflection tool to help prepare them for their future profession in a variety of teaching contexts.

As well as these case studies, a few teachers' colleges, at the request of local education boards, provided in-service EFL teacher education programs into which they integrated the *J-POSTL*. The organizers informed us that reactions from the participants were mostly favorable and they have decided to continue implementing the *J-POSTL* in their future programs.

For further understanding of this project, the SIG journal "Language Teacher Education" Vol.1 No.2 & Vol.2 No.2 will be distributed to the participants. Also, if you visit the SIG webpage at <http://www.waseda.jp/assoc-jacetedu/>, you will find all documents published by this SIG so far.

## A Study on Enhancing Students' Autonomy in Asian EFL Areas

Shien Sakai, Chiba University of Commerce

In an EFL environment like Japan, obtaining a high score in English tests is an indicator of good achievement. Students are keen to obtain high scores in high-stake exams, which often determine their future. As a result, learners ought to study outside of class, as well as in class in order to obtain good English proficiency for tests, since they do not have ample opportunities to practice English in an authentic context. However, quite a few students succeed this way. Why do many students fail to be good learners? This study discusses how a student's mind is set toward learning.

Ichikawa, a psychologist in Japan, made a nationwide survey of over 150,000 high school students and designed a chart showing why students study. The chart shows six structured learning motives. (2001: 48). According to his chart, a relation-orientated person studies by influence from friends, parents, and teachers. An esteem-oriented person studies because he or she is driven by pride and competition. An incentive-oriented person studies to aim to a reward and gain. A self-fulfillment-oriented person enjoys studying for its own sake. A training-oriented person studies to develop his or her intellectual ability. An application-oriented person studies to use knowledge and skills for work and or daily life. Ichikawa names the three former motives "content-related motives" and the three latter motives "content-unrelated motives." Ichikawa states that every student has all of the motives regardless of its strength or weakness.

Concerning, the difference of between poor learners and good ones, Hisamura (2004) states that poor performers' training orientation was significantly lower than the other two orientations. Without training-orientation, s/he is rarely a good English performer. Less autonomous ones can be weak in training-orientation. Then, how can a student's training-orientation be enhanced? Everybody understands a learning environment is one of the factors for good achievement, especially for beginners and poor performers. To be motivated implies that one desires to be in the classroom and to study with a teacher and classmates. When one's intention to learn is set, learning starts. Unless his or her mind to learn is set, learning cannot progress. Then, how can this mindset be established? To explain this phenomenon, Maslow's hierarchy of needs (1943) is instructive. It consists of five levels. From needs of love and belonging, learning begins, as it is human nature to seek company of those who like us. Therefore, if a teacher likes a student, s/he can have a will to study with the teacher. One who has not reached this stage may have trouble opening up to a teacher or succumbing to influence of less academically-minded friends.

If one is reluctant to try anything, his or her love of belonging may not be satisfied. Therefore, his/her self-efficacy is low. According to Maslow, a teacher's first role for less autonomous learners is to help them find the classroom comfortable. If a learner wants to excel something in his or her ZPD (Vygotsky, 1978), s/he needs scaffolding from others such as teachers, friends, and parents. Especially from teachers, they can give effective scaffolding. The assistance is to have students feel learning is both fun and useful for their future. Then their training-orientation is raised. They understand the importance of controlling their learning. Then the learners become autonomous. The most difficult challenge is how a teacher helps a less autonomous learner feel learning is fun.

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## **Implications of the Common Core State Standards for Teachers of English Language Learners**

Lasisi Ajayi, California State University San Bernardino

Implementation of the Common Core State Standards (CCSS) in the U.S. is significantly changing the role of teachers of English language learners (ELLs). For example, California revises its English Language Development (ELD) Standards to align with the CCSS in order to provide opportunities for teachers to teach students consistent, high-quality, and rigorous standards “corresponding” to the CCSS for the English language arts (ELA) and Next Generation Science Standards (NGSS). The ELD Standards explicitly include ELLs and requires teachers to prepare students to learn in the content areas—thereby implying that English must play a key role in students’ learning. A key question for ELD teachers, school administrators, teacher educators, researchers and professional developers is how the new ELD Standards will change teaching for ELD teachers regarding English, mathematics, and science. The research objective of this paper is to examine the changing role of teachers of ELLs in the context of the CCSS. Specifically, this paper will address two issues:

- What new English language knowledge and skills are teachers of ELLs expected to develop and be able to teach in the context of the CCSS?
- What instructional strategies and classroom practices do teachers of ELLs have to master to be able to teach effectively in the era of the CCSS?

This research is significant because the CCSS has begun to influence federal and state (California) investment priorities, state policies and standards, assessment development, teacher preparation, curriculum and textbook development, and instructional practices. Hence, teachers of ELD and school administrators in California research-based information to make sound decisions about teaching, learning and testing; instructional material selection and adaptation; teacher collaboration; professional development; and advocacy for ELLs’ best interests. This research addresses some of the issues.

In the sections that follow, I first provide an introduction to the changing demographics of California’s students that necessitate the reform such as ELD Standards to provide effective instruction for ELLs. Next, I discuss an overview of the CA CCSS for ELA and provide a brief introduction to the document and provide a discussion of the English Language Proficiency Development (ELPD) Framework and the CA ELD Standards. Also, I examine the new knowledge and skills required of teachers of ELLs as a result of the CCSS. Finally, I propose steps to support and guide teachers to provide effective instruction for ELLs in the CCSS.

The findings have important implications for teachers and schools. Teachers of ELLs need to develop adequate knowledge of domain-specific practices, discipline-specific conceptual understandings, vocabulary words, discourses, and instructional strategies necessary to provide effective instruction for students in the different content areas. Furthermore, there is a need for ongoing and focused professional development and training that are geared toward preparing teachers of ELLs on how to become more competent in analyzing the domain-specific vocabulary, discourses, and literacies development associated with specific content areas and design lessons to meet the learning needs of students. In addition, schools need to promote professional learning communities where teachers of ELLs and content-area teachers co-teach and/or collaborate and design CCSS-aligned lessons that include explicit scaffolds for ELLs. Finally, there is a need for more investment to help schools in poor communities to implement the CCSS.

## **The Perspective of Japanese Teacher Education Policy: The meaning of “school-based” program**

Tomoko Yamazaki, University of Fukui

### **The context of teacher education policy in Japan**

Teacher education reform has been one of the most important components of education policy. Traditional initial teacher training programs at universities tend to be criticized because they are not practical enough for the teaching profession. In Japan, the report of the Central Council for Education, which was published in August 2012, revealed that “school-based” initial teacher training programs offered by the Department of Professional Development of Teachers (*Kyoshokudaigakuin*) should be developed. Although school-based initial teacher training programs are currently in operation in many countries, such as the U.S. and the U.K., the meaning of “school-based” seems to differ from that of Japan. In Japan, the “school-based” program includes both initial teacher training and continuous professional development, and the program’s scope involves reforming schools entirely.

### **Department of Professional Development of Teachers (DPDT), Graduate School of Education, University of Fukui**

The DPDT, University of Fukui, is regarded as the role model of the school-based ITT/CPD program and is also the center of a professional learning community. To develop organizational learning in schools, the change from “graduate school for individual learning” to “graduate school for school reform” was required. To achieve this goal, a school-based teacher education system was adopted. A team comprising several members of the faculty pays regular visits to partner schools where graduate students work, and these members engage in school reform by facilitating reflective learning. The partner schools are expected to become the hub of the local learning community.

### **Collaboration of University, Schools, and Board of Education**

What enables the DPDT to cultivate the professional learning community is collaboration between the DPDT (University), schools, and the Board of Education. Under ordinary circumstances, these roles are clearly distinguished from each other: universities are responsible for ITT; schools are responsible for in-school teacher training, such as lesson studies; and the Board of Education is responsible for employment, personnel affairs, designated induction courses, designated in-service training courses, and so on. However, to develop comprehensive teacher education, all the main players—the DPDT, schools, and the Board of Education—need to collaborate in all the stages of teacher education (ITT, Induction, and CPD). In this context, the role of the university is not only offering teacher training programs but also designing and coordinating the entire scope of teacher education. Within this concept, several improvements have been implemented in Fukui. For instance, compulsory teacher’s license renewal courses and training courses for newly-appointed vice-presidents are offered in the DPDT style. In addition, personnel exchanges between the DPDT and the Board of Education have been introduced to facilitate the reform.

Thus, in Japanese contexts, “school-based” teacher training programs can be the core of comprehensive teacher education.

## Lesson Study in a Professional Learning Community

Kyoko Ishii, Tamagawa University

In a knowledge-based society, the role of the teacher has shifted from imparting knowledge to facilitating learners' learning. Education has turned away from "how to teach" and toward "how students learn," but this has been a difficult transition.

Particularly, in teacher-training programs at the university level, two main changes are required. One is that university students learn actively, and the other is that they learn how to design classes in which their future students learn actively. However, teacher-training programs at most universities focus on the acquisition of teaching skills, such as creating lesson plans and lecturing using blackboards, instead of considering learners' learning. This is because training and hiring teachers are carried out separately, so teaching skills are given priority in university courses.

Based on the viewpoint that teacher development is a continuous, lifelong process, and the teacher is a reflective practitioner, teacher training should be an active, lifelong endeavor (Schön, 1984). Moreover, the system and structure of the teachers' training requires collaborative reflection in a professional learning community (Lieberman & Miller, 2008; Hargreaves, 1994). The problem is twofold: the teacher-training program in the university and teacher development design as a lifelong process.

This study introduces two solutions to these problems and examines the role of the teacher-training department in lifelong teacher development.

### (1) Collaborative inquiry and micro-teaching in the science classes at the teacher-training department

This study has been conducted at two universities over a period of seven years. We attempt to teach the active learning method not by talking about it, but direct experiences with the teaching materials. Many students in teacher-training universities are poor in their subject matter areas, especially in the sciences. Instead of learning "how to teach" and making lesson plans, the students were asked to inquiry collaboratively about scientific topics. Subsequently, they were asked to facilitate the other students' learning in the same way they had learned (collaborative inquiry). With this type of knowledge acquisition, many students were able to realize a forward consciousness transformation for teaching science, conquer subject matter they were weak in, and acquire a greater amount of scientific knowledge overall.

### (2) Cultivating the professional learning community

The Graduate School of Fukui University, Department of the Professional Development of Teachers, is the center of the professional learning community. The curriculum is designed to support the school-based collaborative practice research, with reflection on practice. Instead of attending a university to learn about teaching and learning by reading and hearing, in-service teachers engage in teaching and cultivating a learning community in school and invite university faculty members to discuss the actual classroom situation. Pre-service teachers stay in the same school to learn teaching and learning together from actual lessons in collaborative schools.

These schools are the hub of the local learning community. As lesson study is often held here, pre-service teachers, incumbent teachers, the Board of Education, and university teachers participate the lesson study and discuss students' learning together.

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## How Do the Teachers Face for the Issue of Cyber-Bullying?

Kiyoharu Hara, Bukkyo University

In late years, the issue of bullying has been greatly dealt with in Japan. Particularly, with the spread of Internet and smartphones, the cyber-bullying comes to be a big trouble among the students, and teachers as well. About the issue of bullying, Ministry of Education, Culture, Sports, Science and Technology enacted "Low Aimed at Preventing Bullying at School" in 2013. In the low, it is cyber-bullying that has been brought into question in particular.

The feature of the cyber-bullying is that we cannot see it from another person, and that is the reason why it is difficult to grasp the actual facts and situation.

Therefore, for high school students of Kyoto and Shiga, I carried out fact-finding research about the cyber-bullying in 2013-2014. The purpose of this investigation was to clarify the actual facts of the cyber-bullying and its background.

The main outlines of the investigation are as follows:

The high-schools of the investigation are classified into 2 groups. Ones are the preparatory high-schools for higher education which premised on university entrance with higher academic grades. The others are the course-various schools which are not only enrolled in University but got in the jobs or enrolled in junior colleges. Samples of both groups and sex ratio are as in the following table.

	The preparatory school	Course-various school
number	3,771	1,323
Male	1,899	529
female	1,872	794
I have a smart phone	3,012(79.9%)	1,132(85.6%)
I have a cell phone	1,133(30.0%)	199(15.0%)

The summary of the research results are as follows:

- (1) The percentage of the cyber-bullying between 2 groups (the preparatory schools and Course-various schools) are almost the same.
- (2) Nevertheless, a quality of the cyber-bullying was quite differ.

The cyber-bullying of the preparatory schools are that they wrote other students' ill-messages on board or SNS community silently. These are the attacks to the partner, as we call it "Indirectly"-bullying. On the other hand, the cyber-bullying of course-various schools are that they wrote other students' ill-message directory with e-mail, homepage or SNS. These are the attacks, as we call "Directly"-bullying.

The results mentioned above suggest that the student-guidance or pastoral care in the high school should be changed. Because the high school students have their own culture based on their own school-atmosphere. The cultures are completely different in Japan. Teachers should teach under considering those aspects.

## Teachers' Eye Movement during Physical Education Class

Kohji Yamaguchi, Bukkyo University

Study results in which it pays attention to the teacher's glance behavior under the class with an eye mark recorder have come to be reported in the region of research of pedagogy in recent years (Kuroda et al. and 2012). The research of the glance movement is admitted in the field of the physical education department education for the experienced teacher and the pre-service teacher (Suzuki et al,2012).

The objective of this research is to examine the eye movement of teachers during physical education class. This research included four elementary school teachers—two young teachers and two experienced teachers—to analyze the differences between them.

In the test, the four teachers wore an eye-movement measuring device (Eye Mark Recorder, EMR-9) and watched a video of a mat-exercise class (elementary fifth graders) taught by a third-party teacher. Eye movement that stopped for more than two seconds was defined as a data set. The collected data were categorized into three groups depending on the following fixation points: Student(s), Teacher, and Exercise Environment. In addition to this, by applying the stimulated recall method, honest feedback and opinions from the four teachers were collected. Their utterances were recorded on an IC recorder and transcribed as recall protocol data. The recall protocols were divided into semantic units. Each unit was defined as a data set and categorized based on “The framework of Teachers' Knowledge” (Yoshizaki, 1991).

The summary of the research results is as follows:

- (1) It was found that the experienced teachers had more fixation points in a class than the young teachers. Both the young and experienced teachers, however, had the same tendencies in terms of the fixation-point categories: Fixations on Student(s) occurred the most frequently among the three, followed by Teacher and Exercise Environment in that order.
- (2) The analysis of the teachers' eye-movement speed from one fixation point to another showed that it is possible to divide the teachers into two types: Dynamic Type with quick eye movement, and Static Type with slow eye movement.
- (3) The recall protocols collected through the stimulated recall method were analyzed based on “The framework of Teachers' Knowledge” (Yoshizaki, 1991). The results of the analysis indicated that the experienced teachers made more utterances than the young teachers, especially utterances within the Multiple Knowledge-Domain centered on the Student category.
- (4) The results mentioned above suggests a high possibility that the wealth of practical knowledge acquired through teaching experience enables teachers to observe students' physical exercise with a plan and purpose.

## **The Role of Culture in the Academic Achievement of Culturally and Linguistically Diverse Students**

Amany Habib, University of West Florida

“Language is deeply implicated with culture” (Nieto, 2010, p. 146) and a number of variables play a role in language learning including social, economic, and cultural factors which influence the education of Culturally and Linguistically Diverse (CLD) students. Culture is, undoubtedly, a complex component of the learning and teaching transaction in the language classroom and “working with students from a variety of ethnic and cultural backgrounds provides ample evidence that this complexity is greater than the sum of its parts” (Helmer & Eddy, 2012, p. 7). The unique effect of culture and the student’s native language are two critical factors that have a significant impact on the teaching-learning processes. Maxine Greene (1993) summarized learners’ individuality best by stating that “No one can be considered identical with any other, no matter what the degree of gender, class, ethnic or cultural identity ostensibly shared”.

Culturally and Linguistically Diverse (CLD) student population is on the rise in many parts of the world and the challenges teachers face in meeting (CLD) students’ needs are certainly multidimensional and complex. The presenter will share commonly held viewpoints of CLD students and actions that are essential in achieving positive learning outcomes for students. This presentation will help practitioners develop an awareness of the issues related to CLD students and their unique needs in today’s heterogeneous classrooms in addition to suggestions for successful communication with this distinct student population.

## **Revised "Group Me!®" for Teachers: A Tool for Building Relationships in Class**

Chie Ohtani, Tamagawa University

This is a continuous study of developing "Group Me!®", a grouping tool to facilitate icebreaking and building relationships to create a better learning environment (Ohtani, 2014). Barkley, Major, Cross (2005) pointed out that each group member's success was dependent on the group's success. Also, some effective methods were suggested in the field of cooperative learning (Barkley, Major, Cross, 2005, Johnson & Holubec, 1993) and collaborative learning (Miyake 2012). However, these methods usually start from natural groupings of students and do not discuss how to make assigned effective learning groups in the classroom. In addition, it was found that student teachers tend to have difficulty in class management and time management (Ohtani et al, 2012, Ohtani, 2013). Class management skills and time management skills are important when learners work in groups to complete their tasks. Thus, grouping is expected to be easy, reflect the instructor's intention, be fair for the learners, and not be time-consuming to help teachers' class management. Reflecting such needs, "Group Me!®" was developed by this researcher.

The advantage of the "Group Me!®" is to shuffle students, while reflecting the instructor's intention without being noticed by learners. It consists of a set of 6 picture cards of tiny creatures or plants that appear in Japanese textbooks from the 1st to 3rd grade, thus, it will help review the science learning. In addition, it provides a topic to share episodes and memories of the participants regarding the picture card. Furthermore, there are many students who have had a variety of experiences that are not directly reflected in athletic or academic achievement. However, "Group Me!®" may provide an opportunity for such students to be recognized by their classmates as well as to stimulate interest in tiny creatures and nature, especially for students who do not have much experience with nature.

In the previous studies (Ohtani & Funaki, 2013, Ohtani, 2014), it was found that Group Me!® is an effective grouping tool to increase mutual understanding and building relationships among 5th graders and it will help new teachers to facilitate to build relationships in the classroom. However, it was also found that there are some challenges in the usability of the tool. First, some teachers found that it was not easy to arrange the cards after the class since there were too many cards in the box, containing 10 sets of living creatures' and another 10 sets of plants' cards. That means, it contains 120 cards in total. Second, the box was not user friendly and easily got damaged in a classroom setting. Another challenge was a lack of teachers' knowledge and experience in these tiny creatures and plants. Although the cards are the pictures of tiny creatures or plants that appear in Japanese textbooks from the 1st to 3rd grade, some teachers didn't have much experience with nature.

Addressing these needs, the revised "Group Me!®" contains 8 sets of living creatures or plants for each box to be able to be used in a regular Japanese classroom setting up to 40 students. In order to avoid damage, the box was changed to a soft box instead of hard plastic box. The directions were revised and activity samples were added. In addition, the back of the card has the title of the series so that teachers can easily arrange the cards after the class when they used the different series of the "Group Me!®" at a time. In addition, in the final stage of development, the names of the tiny creatures were printed on the back of each picture card in nine languages (Japanese, Chinese, Korean, Spanish, Portuguese, English, French, Italian, and German). The intention was to stimulate students' interests in different languages. Furthermore, considering that there are children from diverse cultures living in Japan, some of these languages are their native languages.

In this presentation, the revised "Group Me!®" based on the previous studies will be illustrated and I invite your feedback.

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