

September 14th to 17th, 2017



Proceedings and Abstracts of the 29th Japan-U.S. Teacher Education Consortium



**UNIVERSITY
of HAWAII®
MĀNOA**

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The Ministry of Education, Culture, Sports, Science and Technology-Japan

The American Association of Colleges for Teacher Education

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Remarks

Dear JUSTEC 2017 Participants:

Welcome to the 29th annual conference of the Japan-U.S. Teacher Education Consortium (JUSTEC) at the University of Hawai‘i at Mānoa. The JUSTEC 2017 Planning Committee would like to thank all of the participants for their contribution to the success of the conference. It is our honor to host, once more, a great conversation about the current state and future prospect of teacher education in Japan and America.

JUSTEC 2017 features the theme of “Professional Development in Teacher Education.” It acknowledges that teacher preparation programs are simply the first step in the development of a teacher. It is the concerted and focused effort after a teacher first enters the classroom that turns a beginning teacher into a truly great educator. In recognition of this, we are delighted to announce that Dr. Thomas Jackson, faculty Specialist in the Philosophy Department and Director of the Uehiro Academy in Philosophy and Ethics in Education at UH-Mānoa, will be our keynote speaker. Dr. Jackson is world-renowned for his development of the Philosophy for Children (p4c) program here in Hawai‘i that has now, with the help of the Uehiro Foundation of Japan, spread to other lands, including Japan. In creating an intellectually-safe, community of philosophical inquiry for children of all ages in schools, he has also focused on developing teachers who can facilitate these open, wide-ranging discussions into ultimate issues, questions, and concerns. As part of the conference, the JUSTEC planning committee has arranged for interested participants to visit a few of the schools in the local community that feature Dr. Jackson’s p4c program so that they can see it in action, as well as learn about it from Dr. Jackson’s keynote and special panel to follow.

Honolulu -- with its cooling trade winds, white beaches and crystal blue ocean, multiple golf courses, museums, and outdoor shopping meccas – is certain to beckon a traveler’s attention before and after the conference. Please enjoy your stay here.

I would finally like to say *mahalo nui* (big thank you) to the Governing Board Members of JUSTEC. Mahalo goes especially to Professor Chie Ohtani, Executive Director of the JUSTEC Japan Office who has worked tirelessly to make JUSTEC 2017 a success. Professor Ruth Ahn and Professor Fred Hamel were key in developing the program. And finally I want to thank Ms. Nezia Azmi who is coordinator of International and Special Projects here in the College of Education for her diligence, legwork, and good advice in hosting the conference.

Aloha nui,

David Ericson, Ph.D.
Chair, JUSTEC 2017 Planning Committee
Professor and Chair, Department of Educational Foundations
University of Hawai‘i at Mānoa

About JUSTEC

The Japan-U.S. Teacher Education Consortium (JUSTEC) was established in the late 1980s by deans of education at several universities in the United States and in Japan. The purpose of the Consortium was to foster joint research into teacher education issues of mutual interest. The organization was established under the aegis of AACTE (American Association of Colleges for Teacher Education), and has evolved from being dean-centered to being faculty/researcher-centered. For over 25 years, JUSTEC has continued to hold annual conferences of teacher education professionals in alternate locations in the U.S. and Japan. For much of its history, the annual meetings were sponsored by AACTE and supported by AACTE staff. AACTE's longtime Executive Director, Dr. David Imig played a key role in the establishment and continuing operation of JUSTEC by publishing notices of the annual meetings, dedicating staff to support the planning, and participating in the meetings every year until his retirement. Since 2007, JUSTEC has continued as an independent organization of interested faculty and universities.

The objectives of JUSTEC are to:

- Provide opportunities for colleges and graduate schools of education to examine their study and practice;
- Serve as an incubator for new ideas, to provide opportunities to give presentations and to engage in discussion and cultural exchange for scholars, graduate students, in-service teachers, policy makers and others who are involved in education;
- Facilitate joint study and collaborative projects between US and Japanese scholars/educators and to support scholars' and practitioners' efforts towards better education; and
- Enhance academic networks between Japan and US scholars, educators, and practitioners.

JUSTEC 2010 was a special convocation, as it marked the beginning of a renewal for JUSTEC. With support of their Presidents, Tamagawa University (Tokyo) and University of Puget Sound (Tacoma) became designated as the official hub universities for JUSTEC in Japan and the U.S. These universities have agreed to take the lead in ensuring continuation of JUSTEC. Since 2010, JUSTEC has gained the support of the U.S. Embassy, Tokyo and the Ministry of Education, Culture, Sports, Science, and Technology, Japan (MEXT) as well as AACTE, thereby providing particular educational benefits for Japan-U.S. educators. JUSTEC Seminar continues the tradition of Japanese and U.S. teacher educators convening to promote understanding and collaborative research into educational issues of interest in both Japan and the U.S.

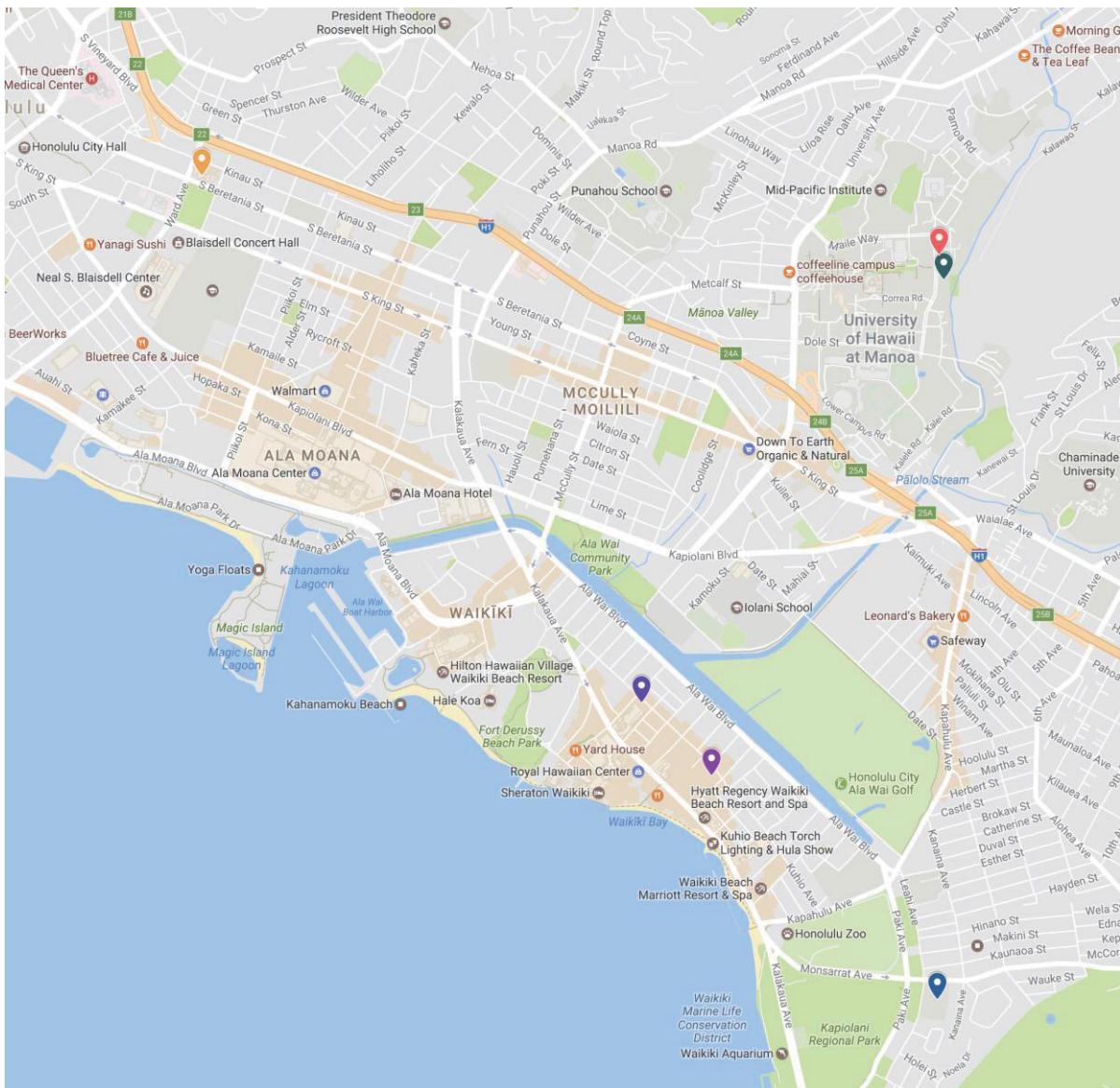
Host Universities for JUSTEC Conferences

| Year | University |
|------|---|
| 2017 | University of Hawai‘i at Mānoa |
| 2016 | Ehime University |
| 2015 | University of West Florida |
| 2014 | Tokyo Gakugei University |
| 2013 | University of Puget Sound |
| 2012 | Naruto University of Education |
| 2011 | University of Massachusetts Lowell |
| 2010 | Tamagawa University |
| 2009 | University of Hawai‘i at Mānoa |
| 2008 | Bukkyo University |
| 2007 | University of Hawai‘i at Mānoa |
| 2006 | Tokyo Gakugei University |
| 2005 | Portland State University |
| 2004 | Waseda University |
| 2003 | California State University-Dominguez Hills |
| 2002 | Naruto University of Education |
| 2001 | University of Puget Sound |
| 2000 | Tamagawa University |
| 1999 | University of Hawai‘i at Mānoa |
| 1998 | Bukkyo University |
| 1997 | San Diego State University |
| 1996 | Naruto University of Education |
| 1994 | Hiroshima University |
| 1993 | University of Hawai‘i at Mānoa |
| 1992 | Tamagawa University |
| 1991 | Stanford University |
| 1990 | University of Tokyo |
| 1989 | University of Hawai‘i at Mānoa |
| 1988 | Kyoto University |

For further Information, please refer to the JUSTEC web-site:

<http://justec.tamagawa.ac.jp>

Key Locations Related to the Conference



Useful links to...

- Campus map (also at the end of this guide): <http://bit.ly/2qTRfJR>
- Campus map in Japanese: <http://bit.ly/2pswqER>
- Campus shuttle (The Rainbow Shuttle) maps:<http://bit.ly/2peoDyo>

Campus Maps

Useful links to...

- Campus map (also at the end of this guide): <http://bit.ly/2qTRfJR>
- Campus map in Japanese: <http://bit.ly/2pswqER>
- Campus shuttle (The Rainbow Shuttle) maps: <http://bit.ly/2peoDyo>

EAST-WEST CENTER CAMPUS MAP

The East-West Center was established by the U.S. Congress in May, 1960. The goal of the East-West Center is to promote better relations and understanding between the United States and the nations of Asia and the Pacific region.

A Abraham Lincoln Hall

B Hale Kuahine

C Thai Pavilion

D Conference Parking

E Japanese Tea House

F Japanese Garden

G Hawaii Imin International Conference Center at Jefferson Hall
(Keoni Auditorium & Pacific Room)

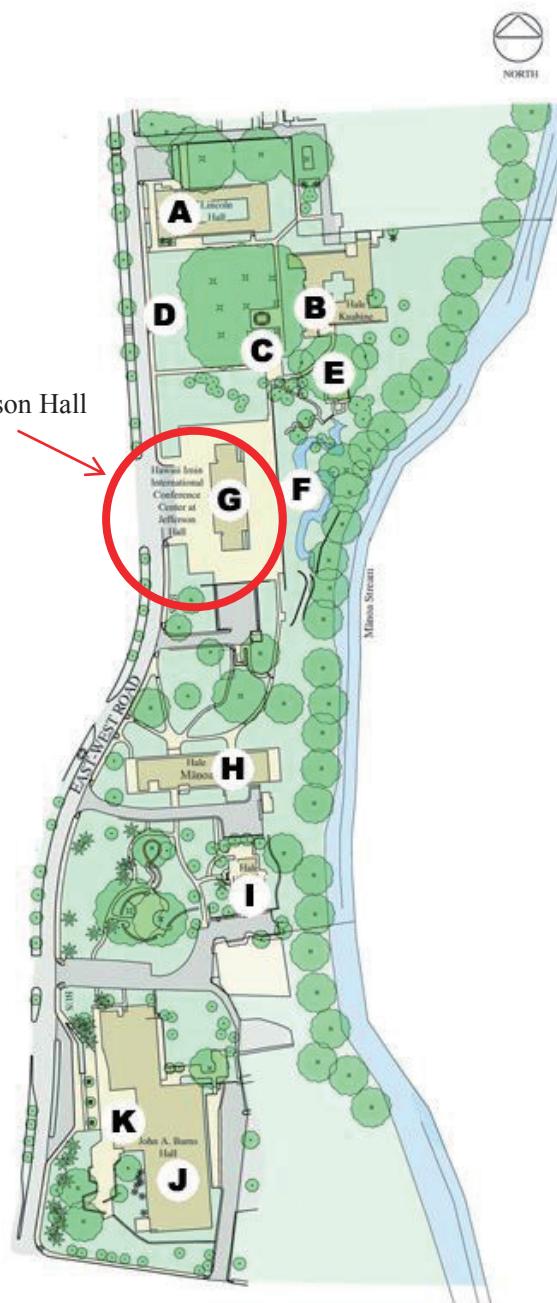
H Hale Manoa

I Hale Halawai

J John A. Burns Hall

K East-West Center Gallery

EAST-WEST CENTER
1601 EAST-WEST ROAD
HONOLULU, HAWAII 96848 USA



JUSTEC 2017 Program

Thursday, Sep 14: School Visit

| | |
|--------------|---|
| 8:45 am | Pickup in front of Imin Center |
| 9:00 - 12:30 | Visit to p4c (Philosophy fro Children) Schools <i>Lunch</i> |
| 12:30 | Bus drop off back at Lincoln Hall Dismiss |

Friday, Sep 15: Presentations and Keynote Address

| | | |
|-------------|---|---|
| 8:30- | Registration | |
| 9:00- | Opening Welcome from Dean Donald B. Young, University of Hawai‘i at Mānoa Remark Dr. David Imig, Senior Fellow, Carnegie Foundation, Stanford; President Emeritus, American Association of Colleges for Teacher Education; Professor of the Practice, University of Maryland | Keoni Auditorium |
| 9:30- | Paper presentations I | |
| | International Teacher Learning Keoni Auditorium Session Chair: David Ericson, University of Hawai‘i at Mānoa | English Education Policy & Practice Pacific Room Session Chair: Xu Di, University of Hawai‘i at Mānoa |
| 9:30-10:00 | Presentation1 Elizabeth Hartmann, University of Fukui; Pauline Mangulabnan, Nara Women's University; Yoshiko Hanbara, University of Fukui “Supporting Professional Learning through International Collaboration and Lesson Study: Reflections on the University of Fukui – JICA 2016 Knowledge Co-Creation Program” | Presentation 4 Gerard Marchesseau, Naruto University of Education “The link between English ability and motivation for pre-service teachers in Japan” |
| 10:00-10:30 | Presentation 2 Eiji Tomida, Ehime University “Motives for Helping International Practice Teachers” | Presentation 5 Chisato Nonaka, Educational Foundations, University of Hawai‘i at Mānoa “Englishization of Japanese higher education and its implications for pre-service teachers in Japanese universities” |
| 10:30-11:00 | Presentation 3 Aaron J. Levine, Institute for Teacher Education College of Education University of Hawai‘i at Mānoa “Developing Empathy and Cultural Sensitivity Through Short-Term International Field Study” | Presentation 6 Chika Takahashi, Ehime University “Third Language Education in the Era of English as an International Language: Current Situations in Japan and Future Perspectives” |

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|---|--|--|---|--|
| 11:00-11:20 | <i>Coffee/tea break</i> | | | |
| 11:20- | Paper Presentations II <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> Professional Development Policy & Practice in Japan Keoni Auditorium Session Chair: Chie Ohtani, Tamagawa University </td><td style="width: 50%;"> Teacher Education Practices for English Learners Pacific Room Session Chair: Akira Nakayama, Ehime University </td></tr> </table> | | Professional Development Policy & Practice in Japan Keoni Auditorium Session Chair: Chie Ohtani, Tamagawa University | Teacher Education Practices for English Learners Pacific Room Session Chair: Akira Nakayama, Ehime University |
| Professional Development Policy & Practice in Japan Keoni Auditorium Session Chair: Chie Ohtani, Tamagawa University | Teacher Education Practices for English Learners Pacific Room Session Chair: Akira Nakayama, Ehime University | | | |
| 11:20-11:50 | Presentation 7 Ruth Ahn, California State Polytechnic University Pomona; Shigeru Asanuma, Tokyo Gakugei University/Rissho University; Hisayoshi Mori, Osaka City University “Professional Development for Beginning Teachers in Japan: Induction Policy and Practice” | Presentation 9 Ken Hisamura, Den-en Chofu University; Hisatake Jimbo, Waseda University; Shien Sakai, Chiba University of Commerce “Developing J-POSTL for Elementary-school English Language Teacher Education” | | |
| 11:50-12:20 | Presentation 8 Yasuko Shimojima, Tokyo Gakugei University; Ruth Ahn, California State Polytechnic University Pomona; Shigeru Asanuma, Tokyo Gakugei University/Rissho University; Hisayoshi Mori, Osaka City University “Professional Development for Mid-Career and Veteran Teachers in Japan: Policy and Practice” | Presentation 10 Eri Osada, Kokugakuin University “Microteaching in an Elementary School English Teaching Methodology Course: How do Students Assess Each Other?” | | |
| 12:20-13:30 | <i>Lunch 1 of 2</i> | | | |
| 13:30-14:30 | Special Presentation “Working with International Partners to Build a Deliberative Democracy Through Social Studies Education: Examples from a Collaborative Research Exchange Between Japanese and U.S. Colleagues” <ul style="list-style-type: none"> • Amber Strong Makaiau, Director of Curriculum and Research at the University of Hawai‘i Uehiro Academy for Philosophy and Ethics in Education and an Associate Specialist at the University of Hawai‘i at Mānoa College of Education Institute for Teacher Education Secondary Program • Suguru Fukui, Faculty of education, Kagoshima University • Noboru Tanaka, Faculty of education of the Gifu University | Keoni Auditorium | | |
| 14:30-15:00 | <i>Coffee/tea break</i> | | | |

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|--------------------|--|----------------------------------|
| <p>15:00-17:00</p> | <p>Open Keynote Address “Philosophy, Primal Wonder, the Future of Education” Thomas Jackson Specialist Faculty member, University of Hawai‘i at Mānoa Director, p4c Hawai‘i and the Uehiro Academy for Philosophy and Ethics in Education</p> <p>philosophy for children Hawai‘i (p4c Hawai‘i) is an innovative approach to education that is transforming the schooling experience by engaging people in the activity of philosophy. The p4c Hawai‘i approach aids students and teachers in converting traditional classrooms into intellectually safe communities of inquiry.</p> | <p>Keoni Auditorium</p> |
| | <p>Open Panel Discussion “International collaboration for the advancement of p4c”</p> <p>Panelists:</p> <ul style="list-style-type: none"> • Mitsuyo Toyoda, Niigata University “The development of Hawaii-Japan p4c exchange” • Benjamin Lukey, UH Uehiro Academy “The impacts of Hawaii-Japan p4c exchange on Hawaii p4c teachers” • Yoshiteru Nozawa, Miyagi University of Education Uehiro Academy “The development of p4c Miyagi at Miyagi University of Education” • Yoshinori Hanzawa, Miyagi University of Education Uehiro Academy “The development of p4c Miyagi in public schools” | <p>Keoni Auditorium</p> |
| <p>17:00-19:00</p> | <p>Reception <i>Heavy pupu, wine and beer evening reception</i></p> | <p>Garden-level dining rooms</p> |

Program Note:

To avoid confusion and to maintain consistency, the JUSTEC board has decided not to include academic titles in the program or with the abstracts, other than with a keynote speaker, special presenters, or panelists in the bio section.

Saturday, Sep 16: Presentations

| | | | |
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| 8:30- | Registration | | |
| 9:00- | Paper Presentations III | | |
| | International Perspectives on Teacher Education Policy Keoni Auditorium Session Chair: Donald Pierson, University of Massachusetts Lowell | In-service Professional Development Pacific Room Session Chair: Eiji Tomida, Ehime University | |
| 9:00-9:30 | Presentation 11 Cancelled Pauline Anne Therese M. Mangulabna, Nara Women's University “Looking Into International Collaboration from the Perspective of the Implementing Teacher: A Case Study of a Japanese Teacher’s Ideas, Experiences and Reflections” | Presentation 14 Amy Gimino, California State Polytechnic University, Pomona | “Transforming Professional Development to Professional Learning through Scoring Performance Assessments: The Stories of Four Committed CalTPA Assessors” |

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|---|--|--|------------------|--|--|---|--------------|---|--|
| 9:30-10:00 | <p>Presentation 12 D. Brent Edwards Jr., University of Hawai‘i at Mānoa “Charter Schools and their Hidden Dimensions: How they both Support and Undermine Teachers”</p> | <p>Presentation 15 Taichi Akutsu, Seisa University/Shujitsu University; Miwako Hosoda, Seisa University; Richard Gordon, California State University; Shizuka Sutani, Okayama University Graduate School of Education “The Seisa model of teacher license renewal program in Japan: An action research to design imaginative and creative model of teaching and learning”</p> | | | | | | | |
| 10:00-10:30 | <p>Presentation 13 Xu Di, University of Hawai‘i at Mānoa “National Accreditation & Effective or Ineffective Models in Teacher Education: The State of the Mind vs. The Bag of Tricks”</p> | <p>Presentation 16 DrB Blackwell & Dawn Evenson, University of Hawai‘i at Mānoa “A Professional Development Model: Teachers as Leaders Transforming Education through the iLEAD Way”</p> | | | | | | | |
| 10:30-10:45 | <i>Coffee/tea break, light pastries</i> | | | | | | | | |
| Paper Presentations IV <table border="1" data-bbox="382 1057 851 1192"> <tr> <td data-bbox="382 1057 663 1125">Innovative Approaches to Teacher Education</td> <td data-bbox="663 1057 851 1125">Keoni Auditorium</td> </tr> <tr> <td colspan="2" data-bbox="382 1125 663 1192">Session Chair: Elizabeth Hartmann, University of Fukui</td></tr> </table> <table border="1" data-bbox="867 1057 1438 1192"> <tr> <td data-bbox="867 1057 1132 1125">Innovative Approaches to Teacher Education</td> <td data-bbox="1132 1057 1438 1125">Pacific Room</td> </tr> <tr> <td colspan="2" data-bbox="867 1125 1132 1192">Session Chair: Kiyoharu Hara, Bukkyo University</td></tr> </table> | | Innovative Approaches to Teacher Education | Keoni Auditorium | Session Chair: Elizabeth Hartmann, University of Fukui | | Innovative Approaches to Teacher Education | Pacific Room | Session Chair: Kiyoharu Hara, Bukkyo University | |
| Innovative Approaches to Teacher Education | Keoni Auditorium | | | | | | | | |
| Session Chair: Elizabeth Hartmann, University of Fukui | | | | | | | | | |
| Innovative Approaches to Teacher Education | Pacific Room | | | | | | | | |
| Session Chair: Kiyoharu Hara, Bukkyo University | | | | | | | | | |
| 10:45-11:15 | <p>Presentation 17 John L. Pecore, College of Education and Professional Studies, University of West Florida; Melissa K. Demetrikopoulos, Institute for Biomedical Philosophy; Mandy, L. Kirchgessner, Informal Learning Consulting; “Teacher Professional Development to Engage Students in Citizen-based Education”</p> | <p>Presentation 19 Shannon Juhan, Marist School; Naitnaphit Limlamlai, University of Michigan; Gina Parnaby, Marist School “Reflection, Planning, and Assessment: Developing a Culture of Inquiry, Investigation, and Collaboration”</p> | | | | | | | |
| 11:15-11:45 | <p>Presentation 18 Kirsten S. B. Bush, University of Hawai‘i at Mānoa “philosophy for teachers (p4t): A Study of the philosophy for children Hawai‘i (p4cHI) Educational Framework Applied in Pre-Service Teacher Education”</p> | <p>Presentation 20 Tazu Togo, Kyoto Notre Dame University; Yasuko Yoshino, Juntendo University Teacher Training Program: from the Viewpoint of Cross-cultural Understanding and Collaborative Learning”</p> | | | | | | | |

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| 11:45-13:00 | <p><i>Lunch 2 of 2 or</i></p> <p>Optional Lunch Session “Open Dialogue on International Research and Collaboration”</p> <p>Ruth Ahn, California State Polytechnic University, Pomona Kensuke Chikamori, Naruto University of Education Eiji Tomida, Ehime University Hisayoshi Mori, Osaka City University</p> <p>This hands-on lunch session provides an opportunity for JUSTEC participants to learn about international research and collaboration from experienced JUSTEC members who have successfully collaborated with other members, resulting in presentations and publications. Participants will be able to share their research interests in small groups to identify areas of common interest and topics for future collaboration.</p> |
| 13:00-14:00 | <p>Poster Presentations</p> <p style="text-align: right;">Keoni Auditorium</p> <ol style="list-style-type: none"> 1. Hannah Nieman, Becca Lewis, & Alison Fox, University of Washington; Elizabeth Sugino Hartmann, University of Fukui; Lynsey Gibbons, Boston University “Japanese Lesson Study and American Math Labs: A Comparative Analysis of Professional Learning in Two School-Based Professional Development Models” 2. Aya Watanabe, University of Hawai‘i at Mānoa “What Do We Mean By ‘Doing Philosophy’? Re-creating Local Community in Kesennuma City” 3. Yoichi Kiyota, Meisei University “Encouraging teachers’ autonomous professional development through using portfolios” 4. Junichi Tanaka, Otani University, Kyoto “The Creation of Teaching Method and the Role of Teachers: Under the Relationship concerning Educational Policy between Cabinet Office and Japan Business Federation” 5. Hiromi Murakami, Kansai Gaidai College “Programs for On-teaching English Teacher’s Training: For the Successful Development of Teaching Skills” 6. Tomomi Usui, Osaka University of Education; Shota Teruya, Ibaraki University; Yumi Kurama, Meiji Gakuin University “Current Status and Issues of Teacher Education for Foreign Students in Japan: Support Tools Development for Teachers to Achieve Effective Teaching and Learning” 7. Kensuke Chikamori & Chie Tanimura, Naruto University of Education “What is Education for Sustainable Development (ESD)? - A case study approach from the perspective of critical realism (CR)” 8. Kiyoharu Hara, Bukkyo University “How common is cyberbullying in Japan?” 9. Tomoko Terai, Mukogawa Women's University; Hiromi Takai, Mukogawa Women's University; Vincent C. Alfonso, Gonzaga University; John Traynor, Gonzaga University; Jon Sunderland, Gonzaga University; Masatoshi Kawai, Mukogawa Women's University “Short-term Longitudinal Study on School Adaptation in Japanese Elementary and Junior High Schools: Focus on the Social and Deliberative Skills” |

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|-------------|---|------------------|
| 13:00-14:00 | Poster Presentations | Keoni Auditorium |
| | <p>10. Mika Nakano, Fukuoka Institute of Technology “Effect of reflection in the parallel-repeated design for argumentation and management”</p> <p>11. Jazmin Cervantes & Eileen Nguyen, California State Polytechnic University, Pomona “Group Presentations as an Active Learning Approach”</p> <p>12. Naoki Sugimori, Ritsumeikan University “Implementing an Online Peer Feedback System for Microteaching: A Case Study of an EFL Teacher Training Course at a Japanese University”</p> <p>13. Katsue Kawamura, Iguchi elementary school & The University of Tokyo “What supports do Elementary school teachers need to conduct English Education as a formal subject”</p> <p>14. Akira Nakayama, Ehime University; Hatsumi Tsukada, Toyooka Elementary School, Asahikawa City; Fumitaka Wakizaka, Toyooka Elementary School, Asahikawa City; Yui Miura, Ehime University; Hiroki Yoshida, Kanto Gakuin University “Developing Assessment Rubric for “Foreign Language Activities”: Focusing on Japanese Elementary School Students with Special Educational Needs”</p> <p>15. Monica M. González, University of South Florida “Video Annotation: A Tool for ESL Teacher Preparation”</p> <p>16. Fatima Ferguson, Arkansas Tech University “An Analysis of Pre-Service Teachers Attitudes Toward the Inclusion of ELL in Mainstream Classrooms”</p> <p>17. Akio Yamamoto, Gakushuin Boys' Senior High School “Integration of regular classes, a school trip, and research”</p> <p>18. Koji Yamaguchi & Hitoshi Takami, Bukkyo University “Research on relation between teacher's movement observation ability and practical knowledge”</p> <p>19. Hitoshi Takami & Koji Yamaguchi, Bukkyo University “A Study on Teachers' Practical Knowledge in Music Classes”</p> <p>20. Shizuka Sutani, Okayama University, Graduate School of Education; Richard K. Gordon, California State University, Dominguez Hills; Taichi Akutsu, Seisa University/ Shujitsu University “A case study of flow experience in mixed instrumental ensemble practice in Japanese middle schools”</p> <p>21. Gloria Y. Niles, University of Hawai‘i at West O‘ahu “Teaching Universal Design for Learning Using Pecha Kucha Presentations”</p> <p>22. Rea Kirk, University of Wisconsin-Platteville “DOTS: Depending on Teachers and Staff: How to Develop a Positive, Inclusive Climate at Your School”</p> <p>23. Yuko Fujimura & Kenichi Matsumoto, Shiga University “A New Trend in Pre-Service Teacher Training in Japan: the Intention of Training, the Impact of Teaching Quality”</p> | |

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| 14:00-14:15 | <i>Coffee/tea break</i> | |
| 14:15- | Paper Presentations V | |
| | University K-12 Partnerships Keoni Auditorium Session Chair: Ruth Ahn, California State Polytechnic University Pomona | Teaching English Learners Pacific Room Session Chair: Kensuke Chikamori, Naruto University of Education |
| 14:15-14:45 | Presentation 21 Jana McCarthy, West Roxbury Academy, Boston Public Schools; Michael Andrews, The Josiah Quincy Upper School, Boston Public Schools “Towards a Global and Growth Mindset: Using Strengths-based Teaching to Build and Internalize Student Stamina and Engagement with Writing” | Presentation 24 Rie Adachi, Aichi University; Shien Sakai, Chiba University of Commerce “The effect of content language integrated learning (CLIL) at a private elementary school in Japan” |
| 14:45-15:15 | Presentation 22 Nobuko Narita, Kokugakuin University “How do students develop their own potential?: awareness-raising and human development through the reading activities in “Ehon Caravan”” | Presentation 25 Priscila Leal, University of Hawai‘i at Mānoa “Engaging with meaningful, authentic, and potentially controversial content: Pearl Harbor and Japanese ELLs” |
| 15:15-15:45 | Presentation 23 William R. Crawley, John L. Pecore, Rashmi Sharma; University of West Florida “Project-based Learning Professional Development for a Summer Community Partnership Program” | Presentation 26 David A. Cypriano, University of Hawai‘i at Mānoa “Crossing Cultures and Languages: What I’ve Learned from Teaching at English Immersion Preschools in Japan” |
| 15:45-16:00 | <i>Coffee/tea break, light snacks (nuts etc)</i> | |
| 16:00- | Paper Presentations VI | |
| | Diversity & Preservice Learning Keoni Auditorium Session Chair: Sachiko Tosa, Niigata University | Teaching English Learners Pacific Room Session Chair: Gerard Marchesseau, Naruto University of Education |
| 16:00-16:30 | Presentation 27 Lasisi Ajayi, California State University, San Bernardino “Pre-Service Teachers’ Perspectives on How a Teacher Education Program Prepares Them to Use Social Justice as a Pedagogical Influence in Classroom” | Presentation 30 Wakako Kobayashi, Nihon University “How can we teachers provide effective listening activities for lower level learners?” |

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| 16:30-17:00 | <p>Presentation 28 Felice Atesoglu Russell, Ithaca College; Amanda Richey, Kennesaw State University</p> <p>“Transforming ESOL Teacher Praxis through Community Asset Inquiry and Reflective Practice”</p> | <p>Presentation 31 Emika Abe, Daito Bunka University; Mami Ueda, Chiba Prefectural University of Health Sciences; Toshiko Sugino, Kogakuin University</p> <p>“A small enjoyment gives a big leap to learners’ motivation”</p> |
| 17:00-17:30 | <p>Presentation 29: Cancelled Jared R. Stallones, University of Kentucky</p> <p>“Transforming Practice through Teacher Development: Preparing Pre-Service Teachers for 21st Century Schools”</p> | <p>Presentation 32 Alexis Kinchi, Ehime University</p> <p>“Goal Orientation theory, the affective filter and Error Correction: Assessing university students’ goals and attitudes to teacher error correction methods and the motivational impact within the L2 classroom in Japan”</p> |
| 17:30-18:00 | <p>JUSTEC Governing Board Meeting <i>Dinner on your own</i></p> | Pacific Room |

Sunday, Sep 17: Presentation and Optional Tour

| | |
|-------------|---|
| 9:00- | <p>Featured Presentations</p> <p>Teacher Learning in Indigenous Communities Keoni Auditorium Session Chair: Xu Di, University of Hawai‘i at Mānoa</p> |
| 9:00-9:30 | <p>Presentation 33 Amy Vinlove, University of Alaska Fairbanks</p> <p>“Teacher-led Professional Development to Sustain Indigenous and Local Knowledge, Arts and Teaching in Rural Alaska”</p> |
| 9:30-10:00 | <p>Presentation 34 Louise Cayetano, Hawaii Teacher Standards Board Member and National Education Association Asian and Pacific Island Caucus; Lynn Hammonds, Hawaii Teacher Standards Board Executive Director; and Anthony (Joe) Frazer, Kaho‘iwai Teacher Education Program</p> <p>“A Successful Model of Collaboration to Prepare and License Teachers in Indigenous Schools in Indigenous Schools in Hawaii!”</p> |
| 10:00-10:15 | <p><i>Coffee/tea break, light muffins</i></p> |

| | |
|-------------------------------------|---|
| 10:15- | Paper Presentations VII |
| | Innovative Approaches to Teacher Learning Keoni Auditorium Session Chair: David Ericson, University of Hawai‘i at Mānoa |
| 10:15-10:45 | Presentation 35 Minako McCarthy, University of Hawai‘i at Mānoa “Teacher Education of Multicultural Students’ Identity Representation in Studying Fashion” |
| 10:45-11:15 | Presentation 36 Sachiko Tosa, Niigata University “What Makes Japanese High-School Physics Teachers Stay Away from Using Active Learning Instructional Strategies?” |
| 11:15-11:30 | Closing & JUSTEC2018 Announcement Photo Session <i>Lunch on your own</i> |
| 12:15- | Optional Tour to Honolulu Museum of Art (We can provide some shopping and transportation information for shoppers.) |
| 12:15 13:00 17:00 (18:00) | Pickup at Imin Center Drop off at Honolulu Museum of Art Bus pick up. Drop off at OHANA by Outrigger Malia about 17:30, then Imin Center at about 6 pm. <i>Dinner on your own</i> |

School Visit on September 14th

Waikiki Elementary School

Waikiki Elementary's vision is to nurture and practice thinking, collaboration and thoughtfulness. The school offers such programs as Philosophy for Children, creative movement and dance, Hawaiian studies, computer, peer mediation, drama, reading improvement to support emergent readers and after school enrichment academies. Flourishing partnerships with the Master of Education in Teaching program and the Philosophy Department at the University of Hawaii provide exceptional opportunities for professional growth supportive of student achievement. Waikiki Elementary's emphasis on developing thinking skills and promoting mindful behaviors has not only resulted in enhanced student performance, but has led to the emergence of students with a strong sense of civic responsibility. The school has a strong School Community Council and regularly involves all factions of the school community in essential decision making.

Source: Hawaii State Department of Education

<http://www.hawaiipublicschools.org/ParentsAndStudents/EnrollingInSchool/SchoolFinder/Pages/Waikiki-Elementary.aspx>

Lunch Session on September 15th: 11:45-13:00 “Open Dialogue on International Research and Collaboration”

This hands-on lunch session provides an opportunity for JUSTEC participants to learn about international research and collaboration from experienced JUSTEC members who have successfully collaborated with other members, resulting in presentations and publications. Participants will be able to share their research interests in small groups to identify areas of common interest and topics for future collaboration.

Presenters:

Ruth Ahn, California State Polytechnic University, Pomona

Kensuke Chikamori, Naruto University of Education

Eiji Tomida, Ehime University

Hisayoshi Mori, Osaka City University

Working with International Partners to Build a Deliberative Democracy Through Social Studies Education: Examples from a Collaborative Research Exchange Between Japanese and U.S. Colleagues

Date: September 15th, 2017

Time: 13:30-14:30

Presenters:

Dr. Amber Strong Makaiau is the Director of Curriculum and Research at the University of Hawai‘i Uehiro Academy for Philosophy and Ethics in Education and an Associate Specialist at the University of Hawaii at Manoa College of Education Institute for Teacher Education Secondary Program. She is a dedicated practitioner of philosophy for children Hawai‘i who achieved National Board Certification while teaching secondary social studies in the Hawaii State Department of Education for over ten years. Her current projects include carrying out multicultural, social justice, and democratic approaches to pre-service social studies teacher education, using self-study research methodologies to promote international collaboration, and developing the emergent field of deliberative pedagogy.

Dr. Suguru Fukui earned his Ph.D. from Hiroshima University and is a lecturer in the faculty of education at Kagoshima University. His field of study is curriculum and instruction, and he teaches in the area of Social Studies Education. Prior to his current position, he was teaching Geography and Ethics at the National Institute of Technology at Gifu College. He is a member of Japanese Educational Research Association for the Social Studies (JERRAS) and The Japanese Society for Curriculum Studies. His current research interests include, the role of philosophy in transforming curriculum, instruction and schooling for the creation of better citizens.

Dr. Noboru Tanaka earned his Ph.D. from Hiroshima University and is Associate Professor at faculty of education of the Gifu University. He is a board member of the Japanese Educational Research Association for the Social Studies (JERRAS). His current research centers around the teaching and learning of social issues, schooling in a deliberative democracy, dialogue based practices for citizenship education based on the communication theory advocated by Niklas Luhmann, and research about the methodology of social studies education for the purpose of social relevance. His latest book is “Curriculum Management for Social Studies Education: Instruction for goal-oriented methodology to making lessons in schools and teacher education” published in April 2017.

JUSTEC 2017 Theme: Professional Development in Teacher Education

The preparation of new teachers is often seen as the core of teacher education. However, teacher preparation is only the first step in the development of truly excellent teachers and educators. The experience that teachers gain through the initial years of classroom practice helps. But it is only that experience when combined with focused reflection on and ongoing inquiry into that practice that makes for really great educators. At this point in a teacher's career, imaginative and creative educator professional development programs and sustained opportunities at the graduate level can make all the difference between fair enough performance and mastery engagement in schools. It is also through excellent professional development programs that engage the intellectual and ethical ideals of education that teachers begin to develop the "eye" to see the whole of the school beyond their own classroom, to see how a harmony of whole school practice can be created out of initially unconnected classroom performances. This is the transformation through professional development from classroom teacher to teacher as school leader. JUSTEC 2017 sets the theme of "Professional Development in Teacher Education" and invites proposals that focuses on sustained professional development programs and opportunities at the graduate level and those that aim to turn classroom teachers into teacher and school leaders.

Open Keynote Address: Dr. Thomas E. Jackson

Specialist Faculty member, University of Hawai'i at Mānoa

Director, p4c Hawai'i and the Uehiro Academy for Philosophy and Ethics in Education

"philosophy for children Hawai'i (p4c Hawai'i) is an innovative approach to education that is transforming the schooling experience by engaging people in the activity of philosophy. The p4c Hawai'i approach aids students and teachers in converting traditional classrooms into intellectually safe communities of inquiry. Together, they develop their ability to think for themselves in responsible ways by exploring "big questions" that arise from their interests, experiences, and learning contexts. The school visit on Thursday is tied into the keynote address to see "philosophy for children" in action in the classrooms.

Open Panel Discussion

"International collaboration for the advancement of p4c"

Panelists: Mitsuyo Toyoda, Niigata University
"The development of Hawaii-Japan p4c exchange"

Benjamin Lukey, UH Uehiro Academy
"The impacts of Hawaii-Japan p4c exchange on Hawaii p4c teachers"

Yoshiteru Nozawa, Miyagi University of Education Uehiro Academy
"The development of p4c Miyagi at Miyagi University of Education"

Yoshinori Hanzawa, Miyagi University of Education Uehiro Academy
"The development of p4c Miyagi in public schools"

International collaboration for the advancement of p4c

Panelists:

Mitsuyo Toyoda is Associate Professor at the Niigata University Center for Toki and Ecological Restoration. After receiving her MA in Philosophy from the University of Hawai‘i at Mānoa in 2006, Dr. Toyoda has been working with Japanese school teachers for the development of p4c-based school education. Having received her doctorate in Environmental Education from the Tokyo Institute of Technology, she also specializes in consensus building and communal dialogue, and applies key ideas of p4c in community development projects.

Benjamin Lukey received his doctorate in comparative philosophy from the University of Hawai‘i at Mānoa. His interests in philosophy of disability, comparative philosophy, and philosophy for children (p4c) have developed from his broader goal of including more voices in philosophical discourse. Since 2007, he has been part the p4c Hawai‘i initiative at the University of Hawai‘i at Mānoa, piloting and developing a Philosopher in Residence project at Hawaii public high schools. Dr. Lukey continues to support p4c Hawaii teachers and students at Waimanalo Elementary & Intermediate School, Kailua High School, Waikiki Elementary, Ka’elepulu Elementary, and the University of Hawai‘i at Mānoa. He is currently Associate Director for the UH Uehiro Academy for Philosophy and Ethics in Education.

Yoshiteru Nozawa is Director of the Miyagi University of Education Uehiro Academy for Ethics in Education. In his career as a school teacher for 34 years, he was appointed as a vice director and a supervisor of Sendai City Board of Education. After working for Teraoka Elementary School (Sendai City) as a principal, he became a professor of Miyagi University of Education and has been engaging in restoration projects after the Great East Japan Earthquake.

Yoshinori Hanzawa is an Educational Support Coordinator of the Miyagi University of Education Uehiro Academy for Ethics in Education. During his 38 year career as a school teacher, he completed his graduate program in Social Studies at Joestu University of Education. He was one of the first principals who started p4c in Shiroishi, Miyagi. Since April 2017, he has been helping school teachers who want to include p4c in school curriculum.

Philosophy, Primal Wonder, the Future of Education

Thomas E. Jackson
University of Hawai‘i at Mānoa

The American philosopher John Dewey, in his seminal work, Democracy and Education, observed that “If we are willing to conceive education as the process of forming fundamental dispositions, intellectual and emotional toward nature and fellow men, philosophy may even be defined as the general theory of education (Dewey, 1916, p. 328). Another American philosopher, Matthew Lipman, founder of the international movement Philosophy for Children, observed that “There is no real education without Philosophy! Philosophy belongs at the heart of education, which means at the heart of the school curriculum.”

In the spirit of these quotes, this keynote will present a view of philosophy that illuminates one way in which this shared view of the centrality of philosophy in both education and schooling is being realized in a joint initiative between educators in Japan and Hawai‘i. This partnership grows, in part, out of a concept of ‘primal wonder’, a form of wonder present in all of us at birth. It draws some of its inspiration for its centrality for philosophy in the shared observation of both Plato and Aristotle that “philosophy begins in wonder”. This primal wonder, once it is given voice through language, is able to express itself first and foremost through children in their persistence in questioning. This is recognizable in their insistent “But WHY?’s” in response to our initial adult efforts to answer that often prove unsatisfactory.

Most adults agree that this initial primal wonder diminishes as we grow. Many also agree that this loss is due in no small measure to formal schooling. It is clear from the implementation of the philosophy for children Hawai‘i (p4cHI) approach in Japan and Hawai‘i that this loss of the energy of primal wonder need not and does not occur. It does, however, require a special set of conditions in schools and their classrooms if it is to be nurtured and grow. Briefly, this involves educators learning how to create intellectually safe classrooms, schools and ultimately communities. These are settings that are first and foremost intellectually safe communities where wonderings, questions and topics of interest to the community are pursued through inquiries of a special sort, with the intent of achieving deeper understanding of the initial question or topic and, as appropriate, to take some form of action as a result.

These ideas and others to be developed in the talk, are at the heart of the fruitful, growing and evolving collaboration between the Uehiro Academies at Miyagi University, the University of Hawai‘i at Mānoa, teachers and their students, faculty, administrators and other educators in Hawai‘i and Japan. These partners are equally essential to the success and growth of this work in progress.

The talk will conclude with evidence that already demonstrates of the promise of this initiative for the Future of Education not just in Japan, but other areas of the world where similar initiatives, inspired by our example are growing as well.

The talk will be followed by a panel of educators who are key participants who represent the complex network of skills and organizations necessary for such a daunting initiative.

Optional Tour on September 17th

Honolulu Museum of Art

The Honolulu Academy of Arts was founded in 1927 by Anna Rice Cooke, a woman born into a prominent missionary family on O'ahu in 1853. Growing up in a home that appreciated the arts, she went on to marry Charles Montague Cooke, also of a prominent missionary family, and the two settled in Honolulu. In 1882, they built a home on Beretania Street, on the site that would become home to the museum.

As Charles Cooke prospered, he and his wife began to assemble an art collection, starting with "parlor pieces" from the shop of furniture maker Yeun Kwock Fong Inn who had ceramics and textile pieces sent from his brother in China. Fong Inn eventually became one of Honolulu's leading art importers.

When the Cookes' art collection outgrew their home, Anna Rice Cooke decided to create Hawai'i's first visual arts museum, which would reflect the islands' multicultural make-up, for the children of Hawai'i. In 1920, she and her daughter Alice (Mrs. Phillip Spalding), her daughter-in-law Dagmar (Mrs. Richard Cooke), and Mrs. Isaac Cox, an art and drama teacher, began to catalogue and research the collection as a first step.

With little formal training, these women obtained a charter for the museum from the Territory of Hawai'i in 1922. The Cookes donated their Beretania Street land for the museum, along with an endowment of \$25,000, and the family home was torn down to make way for the new institution. They hired New York architect Bertram Goodhue to design the plans. Goodhue died before the project was completed, and his colleague Hardie Phillip finished the job. Over the years, the museum's revival mission style has been imitated in many buildings throughout the state.

Since it opened, the museum has grown steadily, both in acquisitions and in stature, to become one of the finest museums in the United States. Additions to the original building include a library (1956), an education wing (1960), a gift shop (1965), a cafe (1969), a contemporary gallery, administrative offices and 280-seat theater (1977), and an art center for studio classes and expanded educational programming (1989).

The museum's permanent collection has grown from 500 works to more than 50,000 pieces spanning 5,000 years, with significant holdings in Asian art, American and European painting and decorative arts, 19th- and 20th-century art, an extensive collection of works on paper, Asian textiles, and traditional works from Africa, Oceania, and the Americas.

From Anna Rice Cooke's vision has grown one of the most beautiful and extraordinary museums in the world with state-of-the-art facilities for displaying its internationally renowned art collection. It is the state's leading arts institution and the city's center for visual and performing arts. The Academy's mission continues to reflect Mrs. Cooke's vision by being dedicated to the collection, preservation, interpretation, and teaching of the visual arts, and the presentation of exhibitions, performing arts, and public programs specifically relevant to Hawai'i's ethnically diverse community.

In 1961, Thurston Twigg-Smith opened an art gallery—the Contemporary Art Center—within the Honolulu Advertiser building, which he owned. The gallery featured work from Twigg-Smith's collection and work by local artists. In 1988, the Twigg-Smith family donated Spalding House, which was built by Honolulu Academy of Arts founder Anna Rice Cooke, to create The Contemporary Museum, a private, nonprofit museum for contemporary art in Honolulu.

In 2011, The Contemporary Museum gifted its assets and collection to the Honolulu Academy of Arts and in 2012, the combined museum changed its name to the Honolulu Museum of Art.

Source: Honolulu Museum of Art "History" <<http://honolulumuseum.org/11592-history>>

Supporting Professional Learning through International Collaboration and Lesson Study: Reflections on the University of Fukui – JICA 2016 Knowledge Co-Creation Program

Elizabeth Hartmann
University of Fukui

Pauline Therese Mangulabnan
Nara Women's University

Yoshiko Hanbara
University of Fukui

Globalization has led to increased sharing of innovative methods to improve practice (Schleicher, 2012). There is growing interest in Japanese Lesson Study as a model facilitating sustainable, school-based professional development (Fernandez & Yoshida, 2004). However, cultivating Lesson Study in international contexts remains difficult (Hart, et al, 2011; Lewis, et al, 2006). Prior efforts, particularly in Africa, have often been top-down approaches focusing on the structure of Lesson Study, and providing support beyond initial trainings has proved challenging (Fujii, 2014; Africa Development Congress アフリカ開発会議, 2015). In contrast to simply providing vertical assistance, recent efforts focus on partnering with local educators to co-create professional learning opportunities and co-facilitate Lesson Study (JICA, 2015).

The 2016 Knowledge Co-Creation Program, a collaboration between University of Fukui and Japan International Cooperation Agency (JICA), is one such effort. This intensive three-week program focused on inquiry-based learning and reflective Lesson Study. Participants included seven educators from Ethiopia, Malawi, Nigeria, and Uganda.

In this textual descriptive report, we describe the program and convey our reflections and implications learned as co-facilitators. Our purpose is to describe the program goals and implementation, reflect on the program outcomes, and consider implications for this year's program. In consideration of this purpose, we ask: How was a community of practice of reflective Lesson Study cultivated? Data includes field notes, observations, and materials of planning sessions and the training, our facilitator reflections, informal participant interviews, and participants' reflective reports.

In examining the programmatic structure and implemenation, two key ideas emerged around cultivating a community of practice:

1. Designing learning opportunities through cycles of inquiry; and,
2. Connecting school-based activities to reflective reading and writing;

Through multiple cycles of inquiry, participants experienced a reflective learning process by writing, discussing, and reconstructing how they viewed students, classrooms and learning. Participants and facilitators co-constructed the meanings of student learning, professional learning, and reflective Lesson Study.

This study contributes to emerging research documenting the potential and challenges of international collaborations around Lesson Study. The next step in this research is to better understand how to *continue* supporting these communities of practice. Continuation of this analysis can help educators consider how to support international communities of Lesson Study and to learn from other contexts to improve practice.

Motives for Helping International Practice Teachers

Eiji Tomida
Ehime University

My colleagues and I are implementing an international practice teaching program, in which American students teach in Japanese elementary/junior high schools for two months. The implementation of the program requires volunteered assistance of Japanese college students, mostly who would like to become an English teacher in Japan. However, recruitment and retention of such students is sometimes challenging task for the professors in charge of the program, since their assistance work requires the students who have enough English fluency. Furthermore, the activity begins early morning and takes a long time, even though those volunteering students have their own academic tasks and part time jobs.

I have just started a study on how university students decide to participate in and leave a certain activity and how they learn through the participation. The assumption of the study is that their participation to volunteering activities, such as helping international practice teachers, would enhance ability and identity development, mediated by socially and academically meaningful learning opportunities. The final objective of the study is to understand a learning and identity formation process of teacher candidate students through assistance activity for American student teachers, in addition to extracting some practical techniques for better recruitment of the student volunteers based on an empirical research.

As a part of the project, the present paper reports the preliminary result of the survey, which is still in progress. I assumed that there may be motivational difference between the students who volunteered to help international practice teachers using English as a second language (Student Tutor Group) and the other students who participated in volunteering activities with some educational purposes (General Volunteer Group). The immediate objective of the present paper was to explore the difference between those two groups using an originally developed self-rating scales, based on some preliminary studies on motivational factors of college students to volunteer.

The survey form consisted of 5 divisions: (1) basic description of a volunteering activity the respondents participated previously or are now participating, (2) motives to participate in the focal volunteering activity with educational purposes, (3) process evaluation of their participation, (4) constraints to inhibit continuing participation, (5) free writing section which asked what they learned through their participation and further activities which triggered by the participation to the focal activity.

Participants of the research were Japanese undergraduates who enrolled in a teacher education course in a regional national university in Japan. Currently, 122 students responded to the survey. Only six students of the total were categorized as Student Tutor Group. The all other students were of General Volunteer Group. All responses were collected through online survey, installed on the Moodle system.

An exploratory factor analysis was implemented to extract factors explaining motives for their participation, which were asked in the division (2) of the survey. The extracted factors were a) Utility in Career Development, b) Ability Development in New Situation, c) Altruistic Value, d) Passive Participation. Among all those factors extracted in the present survey, only scores of a) Utility in Career Development and b) Ability Development in New Situation were significantly different between who helped international practice teachers and who did not. On the former score, Student Tutor Group was significantly lower than General Volunteer Group. On the latter score, Student Tutor Group was significantly higher than General Volunteer Group. The results indicate that the students, who would like to learn new things and enhance their own ability in a new interesting situation, took part in the opportunity to help international preservice teachers in a challenging situation, with less expectation that their experience can be utilized to sell themselves in a job interview or other career development opportunities. This charlatanistic style of their participation might be related to their developmental process of ability and identity.

Developing Empathy and Cultural Sensitivity Through Short-Term International Field Study

Aaron J. Levine
University of Hawai'i at Mānoa

Hawaii already has one of the most culturally and linguistically diverse populations in the United States and continues to grow. Increased access to technology and inbound and outbound travel is expanding the boundaries of an educational context beyond the local community. Preparing new teachers and helping in-service teachers to be more culturally responsive educators is imperative to ensuring a thriving democracy, and to understanding the dynamic relationship between local and global. Over the past five years the University of Hawai'i at Mānoa's College of Education has collaborated with P-20 international partners in Japan through Bukkyo University, Doshisha University, and Miyagi University of Education to provide teacher candidates and in-service teachers with short-term field study opportunities through participant inquiry. The inquiries are designed and executed in the context of a 3-credit elective course with an embedded two-week field study in Japan. Initial findings indicate that the course helps to foster participants' empathy and cultural sensitivity, and helps participants to be more aware of the strengths and needs of traditionally marginalized student populations such as multilingual learners. The presenters hypothesize that such international field experiences disrupt, what David Greenwood (2010) refers to as, sense of "place," and creates spaces for more democratic and culturally responsive practice to emerge. Such place-based inquiries may also help participants develop more place-consciousness (Greenwood, 2010), and imbed more place-based practices in their own teaching. However, challenges such as cost, linguistic, cultural, and institutional differences raise the question of whether such international collaborations and field studies are worth the effort and investment, or whether similar outcomes could be achieved through simpler means.

The link between English ability and motivation for pre-service teachers in Japan

Gerard Marchesseau
Naruto University of Education

This research shows the correlation between pre-service teachers' English ability and various motivational factors. In addition to specialized English teachers, all elementary school teachers are theoretically required to be able to teach English and are expected to learn the content area (English) to a certain extent. Additionally, English teachers in Japan are increasingly facing a diverse range of learners. In the context of globalization, the number of students with international backgrounds; either Japanese students who have lived abroad, mixed-race Japanese students, or students of families from abroad, has been continually increasing. This puts additional pressure on teachers to master their content area, simply to keep up with their students.

In this study, the English ability of 230 pre-service teachers was measured using the grade 2/3 level of the Eiken institution-based test. Despite some limitations, this test provided a quantitative measurement and is clearly related to the construct of 'English ability' observable in Japanese public English language education. To assess motivational factors, a five point Likert scale questionnaire was given to the students. The questionnaire consisted of ten items which were derived from the main contemporary theories on motivation. SPSS was used to calculate the correlation coefficient between the different motivational factors represented by the questionnaire items, and students' scores on the test. Statistically significant correlation was found for eight of the ten items.

A general trend was found where the factors which correlate most highly with students English ability were the least observable among the students. Likewise, factors which appeared to have less of an impact on academic success were more prevalent with the students. For example, many students show specific interest in the culture of their second language (L2) but this interest has a weaker correlation to successful English learning than, for example, having a well-defined image of one's future L2 self, as discussed in the research.

This research is primarily quantitative, so the approach of the presentation will be first, to explain the background issues and theory, and then to outline the study. At the end of the presentation I will discuss some of the implication in a more qualitative way. Basically, students' motivation appears to be somewhat misdirected. The factors which motivate students do not appear to be as effective at developing their English ability. We, as teacher trainers, but foster the aspects of motivation which correlate more strongly with successful learning.

Englishization of Japanese higher education and its implications for pre-service teachers in Japanese universities

Chisato Nonaka
University of Hawai‘i at Mānoa

Over the past few decades, the Japanese government has spent billions of yen (=millions in USD) to “internationalize” the higher education sector. While large-scale *kokusaika* [internationalization] policies are being launched one after the other, many of them advocate English education (as both a subject and as the medium of instruction) with little reservation—postulating that English is *the* “international” language. For Japanese university students who hope to pursue teaching profession in the future, the implications of such policies can be significant and complex.

First, since many of the current *kokusaika* policies and their funding opportunities are merit-based, they may be creating/sustaining a wall of English between those who enjoy (or excel in) English and others who dislike (or are weak in) English. In other words, the Japanese university students who pursue an interest in English may benefit from the abundant resources available from the government while others who are indifferent, resistant, or even phobic of English continue to lag behind in the current *kokusaika* campaign with its focus on English education.

Second, in general, Japan’s *kokusaika* funds are often being allocated to a select few universities (=the *have* universities¹) whereas other universities (=the *have-not* universities¹) without the necessary means to attract such funds are left out of the *kokusaika* campaign. What this means for the university students is that if they cannot financially or intellectually afford the education at one of the *have* universities—many of which are often financially and/or academically advantaged—the students have significantly less access to learning opportunities and resources that are otherwise made available by the government. This is particularly serious given Japan’s academic career-based society [*gakureki shakai*] where the type of education one receives has a lasting effect on his/her career and overall welfare.

Third and most specific to pre-service teachers in Japanese universities, the current teacher education system and related employment practice may discourage the pre-service teachers from participating in *kokusaika* activities and programs. That is, due to the nation’s relatively homogenous (and rigid) path to teacher licensing, even for those who excel in English and/or are able to afford the education at a *have* university, it is extremely difficult to make a decision to “deviate” from the licensing path unless they are willing to delay their graduation or employment.

Given the above background, this presentation aims to stimulate a conversation among policymakers, teacher educators, and pre-services teachers by highlighting the existing gap between policies and realities. More importantly, while the focus of this presentation is on Japan and its higher education, some of the findings/discussion are intended to serve as a touchstone for gauging the global experience in other contexts outside of Japan. For example, the College of Education (COE) at UHM has multiple partner universities in Japan and by taking into account the current *kokusaika* landscape of Japan and Japanese higher education, educators and students at the COE will be able to better tend to the needs and desires of Japanese partner universities and their students in the future collaborations.

¹ Nonaka, C. (2017). *Projecting self and other through akogare [desire] among Japanese university students: The English language and the internationalization of higher education in a changing Japan* (Ph.D.). University of Hawai‘i at Mānoa.

Third Language Education in the Era of English as an International Language: Current Situations in Japan and Future Perspectives

Chika Takahashi
Ehime University

In this presentation I will discuss third language (L3, languages other than English) education in comparison to second language (L2, English) at the tertiary level in Japan, with a particular focus on the interaction between L2 and L3 motivation. In an era when English functions as an international language, instructors teaching L3s might face challenges in motivating their students. Research on L3 motivation that might suggest improvements for L3 education is also scarce. This presentation (a) describes current situations surrounding L3 education at the tertiary level in Japan, (b) reviews past studies on L3 motivation, and (c) suggests what should be examined to improve L3 education.

Some researchers argue that English is too highly emphasized in foreign language education in Japan, particularly after the standards for establishing universities were relaxed by the Ministry of Education, Culture, Sports, Science and Technology in 1991 (e.g., Oiwa, 2012). After these changes, L3 education was no longer mandatory at the tertiary level in Japan. Furthermore, even in universities where L3s are taught, there remains a problem of teacher education: many L3 instructors specialize in areas other than language teaching without having had any teacher development programs as L3 language instructors.

Past studies conducted outside Japan demonstrate that learners might have distinct motivation to learn an L2 and L3. More specifically, studies demonstrate how learners simultaneously studying English and an L3 prioritize their English studies over L3 studies because they consider English an international language, whereas they find difficulty motivating themselves to study their L3s. Consequently, although many learners possess “ideal L2 selves” (Dörnyei, 2009) or a future self-image as competent English speakers, they have difficulty envisioning themselves as competent L3 speakers, therefore lacking ideal L3 selves (Henry, 2015). Furthermore, to my knowledge there has never been a study that has focused on ideal L3 selves in Japan.

These situations, I argue, are in contrast to plurilingualism, which has been emphasized in some contexts such as Europe, and prioritizing English too much might have a negative impact on L3 learners. I propose that one way of improving L3 education might be to listen to the voices of L3 instructors themselves and take them as cases of both successful L3 learners and L3 instructors. By examining the development of their ideal L3 selves, any influence English had on their L3 studies, and what they consider necessary to develop as L3 instructors, ways of improving L3 education may be clearer.

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Professional Development for Beginning Teachers in Japan: Induction Policy and Practice

Ruth Ahn, California State Polytechnic University Pomona;
Shigeru Asanuma, Tokyo Gakugei University/Rissho University;
Hisayoshi Mori, Osaka City University

After being hired as a teacher by a local government, beginning teachers in Japan undergo extensive structured and unstructured professional development activities. The Ministry of Education, Culture, Sports, Science, and Technology (MEXT) set forth policies in this area, with the actual implementations done by boards of education in each prefectural and municipal government. For example, first-year teachers are required to complete 10 hours per week on-site training to total approximately 300 hours a year, facilitated by assigned mentor teachers and off-site training for 25 days in their first year in *shoninsha kenshu* (Ozaki & Nunomura, 2013). On-site induction is mainly conducted by a mentor teacher assigned by the school district and on-site mentor teacher who plays a coordinator role to work with the mentor teacher from the school district. In addition, some of the prefectures such as Osaka offer a fifth year *gonen-kenshu* professional development training (Osaka City Education Center, 2016). Although these mandated programs provide some professional development opportunities for beginning teachers, they are distant, intermittent, and often decontextualized from the idiosyncratic needs of each teacher and school (Authors, 2016)

Previous research indicates beginning teachers in Japan are continuously mentored and nurtured in a unique space called *shokuin shitsu*, or teachers' room (Author, 2014; 2016). This mentoring is especially significant when teachers in Japan are hired after only four short weeks of formal student teaching. In this collaborative teacher space, all teaching staff overseen by administrators meet daily to prepare, complete work, and collaborate on practice from their individual desks. The previous study found three critical roles for *shokuin shitsu* in beginning teacher learning and development: 1) information exchange and communication, 2) nurturing collegial relationships and 3) providing a safe and supportive environment to make sense of questions and concerns. This space essentially becomes a learning classroom for beginning teachers, as they make sense of their experiences with the support of their colleagues and administrators through apprenticeship to become more proficient professionals. The role of *shokuin shitsu* becomes especially critical in challenging *shindoi* contexts and times when the school as an organization goes through major issues.

In this presentation, the policy related to beginning teacher professional development by the MEXT and Osaka Prefecture will be discussed, followed by a case study of *shokuin shitsu* from Mirai Junior High School in Osaka. The case study included formal interviews, informal conversations, observations, and document analysis and the researcher applied grounded theory (Strauss & Corbin, 1998) to analyze the data. Rogoff's sociocultural approach to understanding human behaviour (1995) was used as the theoretical framework to understand the beginning teacher learning. Results from the presentation will offer insights for K-12 practitioners and university educators about professional development policy and practice for beginning teachers in Japan.

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Professional Development for Mid-Career and Veteran Teachers in Japan: Policy and Practice

Yasuko Shimojima, Tokyo Gakugei University;
Ruth Ahn, California State Polytechnic University Pomona;
Shigeru Asanuma, Tokyo Gakugei University/Rissho University;
Hisayoshi Mori, Osaka City University

Japanese teachers at different career stages must engage in various professional development activities required by law: 1) First-year teacher induction with over 300 hours of on-site training; 2) 10th year teacher activities that total 28 days on the annual average (some prefectures require an additional fifth-year teacher training); and finally 3) Teacher certificate/license renewal courses and activities totaling at least 30 hours for 35, 45, and 55 years old teachers respectively or every 10 years from the receipt of their first teaching license (MEXT, 2015a; Ozaki & Nunomura, 2013). Introduced in 2009, teachers in Japan are required to renew their teaching credential every 10 years under this new system for the purpose of improving teacher quality (Tsuchiya, 2009).

These different types of on-the-job-training (OJT) are administered through the boards of education in each prefecture and municipal government. Formal workshops are offered at prefectoral levels through universities and other agencies to offer topics and experiences as articulated in the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) policies (2015b; 2017). In-school training (*konai kenshu*) differs from school to school without any uniform policies by the government. In fact, school-level professional development addresses those mandated programs that are often distant, intermittent, and decontextualized from the idiosyncratic needs of each teacher and school (Authors, 2016).

In Japan, each school has a unique space called *shokuin shitsu* or teachers' room. In this collaborative teacher space, all teaching staff overseen by administrators meet daily to prepare, complete work, and collaborate on practice from their individual desks. Previous research found that this space essentially becomes a learning classroom for beginning teachers in three critical areas: 1) information exchange and communication, 2) nurturing collegial relationships and 3) providing a safe and supportive environment to make sense of questions and concerns (Author, 2014; 2016). While it is an indispensable ground for novice teachers in their continuum of professional growth, *shokuin shitsu* is also found to be a necessary space for experienced mid-career and veteran teachers.

In this presentation, the presenters will first delineate the policies for mid-career and veteran teacher professional development by the MEXT and Osaka Prefecture, followed by examples of school site professional development activities. The presentation will conclude with a case study of *shokuin shitsu* in Osaka in which eight participants with substantial years of teaching experience were interviewed regarding the role of *shokuin shitsu* for their professional growth, using grounded theory (Strauss & Corbin, 1998) to analyze the data. Results from this presentation will offer insights for K-12 practitioners and university educators about professional development policy and practice for mid-career and veteran teachers in Japan.

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Developing J-POSTL for Elementary-school English Language Teacher Education

Ken Hisamura, Den-en Chofu University

Hisatake Jimbo, Waseda University

Shien Sakai, Chiba University of Commerce

The *J-POSTL* (*Japanese Portfolio for Student Teachers of Languages*) (Jimbo, Hisamura, Sakai, et al., 2014), the adaptation of *EPOSTL* (*European Portfolio for Student Teachers of Languages*) (Newby et al., 2007), is a reflection tool for secondary-school pre-service and in-service English language teachers in Japan. The key component of this instrument is 180 self-assessment descriptors as core didactic competences, which language teachers strive to attain. A follow-up project to contextualize these descriptors for elementary-school English instructors in Japan started in April 2016, and will be completed in March 2019. This paper describes the rationale, the methodological principles, and the interim results of the project.

Background

In 2020, compulsory English instruction will begin in all Japanese elementary schools. Informal foreign language activities will start in grades three and four, with regular EFL classes from grade five. The merit and the feasibility of this plan have been the subject of an ongoing debate among all concerned stakeholders. Despite a divided public opinion, the government is determined to implement the new policy.

Key Issues

One of the biggest challenges is the shortage of qualified teachers. Until now, proficiency in English has not been required of elementary-school educators who will be expected to teach EFL. As an interim solution, native English speakers, secondary-school English language teachers, or part-time experienced instructors will be utilized in a team-teaching format. Also, training programs in English and EFL methodology will be provided for experienced elementary-school teachers, who will serve as a pedagogical resource for the school community. Under these circumstances, *J-POSTL* as a flexible reflection tool to help prospective teachers enhance their pedagogical competences, has the potential to play a pivotal role.

Methodology

A comprehensive critical review of *J-POSTL* is necessary to adapt this document to the needs of elementary-school educators who are not qualified language teachers, nor possess the requisite English proficiency. The first vital step in this process would be to identify which descriptors in *J-POSTL* are relevant and what other competencies need to be addressed. A pilot group of elementary-school teachers and language educators has been assembled to examine the issues at stake and provide input.

Interim results

As of the end of March, 2017, about 30% out of total of 180 descriptors have been considered adaptable; about half need significant modification. Several new items have been proposed. Additionally, and even more importantly, we have identified clear differences in instructional and methodological preferences between elementary- and secondary-school teachers. Two examples are: attitudes towards project / portfolio work and the role of homework.

Presentation approach

After briefly outlining the rationale for the project the presenters will share key interim findings, discuss the next steps in this study, and conclude with the analysis of the role the new reflection instrument can play in raising the quality of language teacher education in Japan.

Potential implications

This document will help prospective elementary-school teachers have a clearer and more introspective vision of what qualities and competencies they need to be successful in English language classrooms. It will also facilitate a transition in teacher-training methodologies for language teachers destined for elementary and for secondary schools.

Microteaching in Elementary School English Teaching Methodology Course: How do Students Assess Each Other?

Eri Osada

Kokugakuin University

The purpose of this study is to examine how students assess each other in microteaching in elementary school English teaching methodology class.

The new school curriculum guidelines will be fully implemented in 2020, when the pupils in Grades 3 and 4 will have one 45-minute “Foreign Language (English) Activities” lesson and those in Grades 5 and 6 will have two Foreign Language (English) lessons a week. Now it is indispensable to train pre-service teachers to be able to teach English by themselves. The Ministry of Education, Culture, Sports and Technology (MEXT) published a tentative core curriculum for teacher education which recommends not only to cultivate knowledge necessary for lesson practice but also to provide microteaching. Microteaching is “a teaching situation which is scaled down in terms of time and numbers of students” (Allen & Clark, 1967) and is usually done in the classroom at university where one or more student-teachers teach while the other students pretend to be their students. In fact, even though more than five years have passed since the Foreign Language Activities was implemented, pre-service teachers do not have chances to teach it in their teaching practicum, and therefore it is important to provide a teaching occasion for them in the teacher education course. Microteaching is beneficial not only for student-teachers but also for teacher trainers as “a research tool to investigate which training strategies are most effective for teacher trainees with different backgrounds and aptitudes” (Allen & Eve, 1968). This study will reveal what should be focused on in elementary school Foreign Language classes by analyzing student-teachers’ peer assessment as well as self-assessment.

The participants of this study are twenty-nine second or third year students in the department of elementary education at a private university. All the third-year students had already experienced four-week teaching practicum but they had not taught Foreign Language Activities then. The students were divided into 6 groups and each group was assigned 15-minute microteaching. Before planning a lesson, they were told the criteria of assessment: 1) appropriateness of the activity to the lesson objective, 2) appropriateness of teacher talk, and 3) effectiveness of team-teaching. Two students in each group were chosen as teachers, a homeroom teacher and an assistant language teacher, in their microteaching, and after each microteaching, all the students including those who worked as teachers wrote a comment on it for about three minutes. The teacher trainer took notes while observing students’ microteaching.

The results showed that the students made comments mostly on teachers’ language use, effectiveness of the activity, and the role sharing between the two teachers, which related to the criteria that the teacher-trainer indicated. Some students who conducted a lesson mentioned the benefit of actually making a trial lesson. However, there were some differences between the student-teachers’ perceptions and the teacher trainer’s expectations. The comments of the students revealed what they had and had not learned from the course, and led the teacher-trainer to revise the foci of her instructions.

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Charter Schools and their Hidden Dimensions: How they both Support and Undermine Teachers

D. Brent Edwards Jr.
University of Hawai'i at Mānoa

Charter schools are different from public schools in that they receive public funding but are managed by private entities. Although charter schools have been increasingly popular in the United States since the early 1990s, they have received heightened attention recently with the election of Donald Trump as President and with his appointment of Betsy DeVos as the Secretary of Education. Indeed, Ms. DeVos has been a long-time proponent of charter schools. Given this context, it is more important than ever that we fully understand how charter schools operate and with what implications. To that end, while scholars have conducted many studies on the effects of charter schools on academic achievement, there are at least two issues which have received less attention—teacher management and resource acquisition.

This paper sheds light on these aspects by presenting the results of a case study of the “Concession Schools” charter school program in Bogotá, Colombia. For teacher management, findings indicate that charter school teachers in Bogotá feel that many aspects of their work environment are positive, though they also report tradeoffs in terms of job security and financial compensation. Indeed, charter schools use the flexibility afforded to them around employment to spend half as much on teachers by hiring non-unionized teachers, contracting them for periods of a year or less, assigning teachers to lower compensation categories, and offering significantly lower salaries, despite teachers working over 12 hours more each week than their public school counterparts. Findings with regard to resource acquisition address differences between public and charter schools, perceptions of school leaders, and the routes to resource acquisition used by charter schools, namely: budget prioritization, donations, volunteers, partnerships, and alumni networks. Through these avenues, charter schools are able to significantly supplement government funding and thus to offer additional health and medical services, after school clubs, weekend engagement, university scholarships, and support for teacher post-bachelor study, among others.

In addition to presenting key findings, this paper considers the implications of this study for charter school policy in the United States. Areas for future research are discussed as well, including the need for studies to distinguish among types of charter schools. The paper concludes that, when addressing the costs and benefits of charter schools, we need to ask: Costs in what sense? Benefits for whom? And at whose expense?

National Accreditation & Effective or Ineffective Models in Teacher Education: The State of the Mind vs. The Bag of Tricks

Xu Di
University of Hawai'i at Mānoa

What is, and should be an effective, meaningful, and professional approach or focus in teacher education for both pre-service and in-service in America? While the majority of scholars, researchers, and providers of teacher education tend to agree on the need of knowledge in specific areas such as English, math, social studies and etc., there has been a classic and lasting debate between preparing teachers via the transformation of the state of mind vs. training them with the provision of the bag of tricks (Bennet, 1995; Darling-Hammond, 2012; Ozman & Craver, 2012). This paper examines the teacher education accreditation standards in America from National Council for Accreditation of Teacher Education (NCATE) (2009) to Council for the Accreditation of Educator Preparation (CAEP) (2015) to illustrate the continuous tug of war and its implications for teacher education and its outcome in America. It discusses the pitfalls of lack of philosophical inquiry and the important role of educational philosophy in teacher education as it has been manifested on multiple levels from the national standards, policy, teacher education, and classroom outcomes. It argues for an integrated pedagogy for teacher education to infuse educational philosophy throughout all elements of teacher education in knowledge, skills, and development of the heart and mind (Dewey, 1916; Greene 1978; Banks, 2002). It seeks insights for transformative teacher education in and beyond America, such as Japan and other countries in Asia and the world.

Key words: Educational philosophy, teacher education, pedagogy.

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Transforming Professional Development to Professional Learning through Scoring Performance Assessments: The Stories of Four Committed CalTPA Assessors

Amy Gimino
California State Polytechnic University, Pomona, USA.

The majority of states in the United States have added a Teaching Performance Assessment (TPA) requirement to assess pre-service teachers' knowledge and skills on professional standards before recommending them for a preliminary credential. Most TPA models in the United States are structured around an inquiry model of practice, such as the New Teacher Center's Plan-Teach-Reflect-Apply Model (adapted from Deming, 1986). One objective for the TPA requirement is for each beginning teacher to develop a habit of mind around self-reflecting and self-assessing professional practice (CTC, 2017). Another objective for the TPA requirement is to transform the culture of US schools away from the current model of isolated, linear *professional development*, to a model of continuous, collaborative, iterative and contextualized *Professional Learning* (Easton, 2008; Kepp, 2016). The ultimate goal is to enhance professional practice and increase student learning for all education professionals.

TPA assessors are qualified education professionals (e.g., teachers, supervisors, administrators, and professors) with advanced degrees and pedagogical expertise in the content area(s) they score (CTC, 2017). Although studies have documented the positive impact TPAs have on preparing quality pre-service teachers, there is need to understand the impact TPAs have on the professional learning of TPA assessors.

This study applied Clandinin and Connelly's (2000) narrative inquiry approach to interview and tell the stories of four assessors who have demonstrated a high-level commitment by scoring California Teaching Performance Assessment (CalTPA) tasks for over five years. Two research questions guided the study: (1) Why do these educators continue to choose to score pre-service teachers' CalTPA tasks? and (2) How does scoring these performance assessments contribute to their professional learning and practice? This presentation will share the stories of their experiences, values, beliefs and actions surrounding CalTPA scoring, and discuss implications for using TPAs in the US and Japan.

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The Seisa model of teacher license renewal program in Japan: An action research to design imaginative and creative model of teaching and learning

Taichi Akutsu, Seisa University/ Shujitsu University

Miwako Hosoda, Seisa University

Shizuka Sutani, Okayama University, Graduate School of Education

Machiko Yoda, Seisa University

Richard K. Gordon, California State University, Dominguez Hills

In 2009, the Japanese government revised their teacher license renewal policy (TLRP). All in-service teachers are covered by this new policy. The purpose of TLR is to provide teachers with the most updated pedagogical knowledge and instructional techniques. Japanese teachers now take a total of 18 hours over 10 years of university provided professional development courses for their teacher license renewal (TLR). A few studies indicated that participants in TLR programs were somewhat satisfied with their learning experiences during the TLR training (Akiba, 2009; Higashiyama & Hara, 2010).

By employing case study methodology, this action research focuses on TLR programs at Seisa University. The study describes how the TLRP contributes to the ongoing professional development of K-12 teachers, and seeks to further understand imaginative and creative models of teacher development at Seisa University.

The TLR program at Seisa University utilizes a unique practice known as *kyosei* - the symbiotic relationship between individuals and the world around them. *Kyosei* influences teacher and administrator everyday lives. *Kyosei* practice is interdisciplinary. *Kyosei* practice, in TLR programs at Seisa, finds all subjects integrated and designed to bridge knowledge between areas such as life network science, communication, sports, arts and education.

By adapting the investigative strategy of action research, the study describes an imaginative and creative model of teaching and learning, particularly for constructing an art-based/integrated curriculum, for teachers and professors to practice *Kyosei*. Action research often considers the researcher as an insider and practitioner, who continuously plans, acts, and reflects on their practice in order to improve it (Prince, 2009). According to Herr and Anderson (2005), one aim of action research is to improve practice and to develop individuals. Action research requires a reflective stance towards practice and considers the uncertainty of practice as a source of professional development (Schön, 1983). This study, integrated Rother's (2010) PDCA (plan-do-check-act), a four-step business management method, for the control and continual improvement of TLP processes and products at Seisa. Rother's model was used to describe TLR implementation and reflection processes leading to the creation of a new action.

Researchers conducted interviews with faculty and staff members to investigate how they planned and conducted the art-based integrated curriculum *kyosei* goals. Second, we used Gordon's (2015) Instructional Template (IT) to organize and construct the *kyosei* influenced TLR curriculum. The IT is a seven-step template used to map a democratically based pedagogy addressing elements of classroom life: Identity; Partnerships; Cooperative Groups; Teacher Efficacy; Instruction; Concept Formation and teacher / student Reflection.

Assessment of *kyosei* influenced this TLR program employed Custodero's (1998, 2005) *flow indicators*. Custodero (1998) applied Csikszentmihalyi's event sampling methods to conceptualize *flow* in teaching and learning.

The research rests on the belief that teaching and learning is a social phenomenon and human practice involving intense social interaction and collaboration. This is the first practical study that examines the implementation and impact of the art-based integrated curriculum in Japanese TLP. At the same time, the in depth study of *kyosei* practice at Seisa University reveals ways in which Japanese teachers are supported in their own professional growth and the satisfying feeling of connecting and learning in an artful manner.

A Professional Development Model: Teachers as Leaders Transforming Education through the iLEAD Way

DrB Blackwell and Dawn Evenson
University of Hawai'i at Mānoa

The teaching profession is an ongoing journey of professional development. Even after many decades as an educator, the researcher experienced new pathways to enhance professional development for beginning and experienced teachers. After teachers graduate from the university's teacher preparation program, there will be many years of professional development that lies ahead for them. But what model would be most effective which encourages teachers to be leaders?

The basic design of the study was to provide a portraiture of a professional development model that is based on transforming education today and preparing our youths for the 21st Century. Through cognitive science research, it has been proven that project-based learning, social emotional learning, and deeper thinking strategies engage students and prepare them to be thinkers, entrepreneurs, and leaders. Would not it make more sense to promote a professional development model that provided an on-going support for classroom teachers and administrators that enhanced teachers knowledge of best practices that are actually being used to transform education? In a model called the "iLEAD way of professional development", an ongoing supportive model is offered for teachers that includes year-long empowerment. The teachers are "facilitators" and students are "learners". Facilitators/teachers learn, or re-learn, the power of having their learners/students become leaders and concurrently teachers become leaders within their own pedagogical field.

The instructional theories and methodologies form the acronym "iLEAD" from which this model is based. The letter "i" stands for International Learning with studying foreign languages and information about different cultures as well as one's own culture, establishing learners as compassionate open-minded world citizens of tomorrow. The letter "L" stands for Leadership or practicing for a lifetime of listening, collaborating, and inspirational guidance with self-confidence. The letter "E" stands for Entrepreneurial Development as it encourages learners to work in teams, take risks, and learn from failure, acquiring innovative ways of thinking. The letter "A" stands for Arts since creating and exploring the world through artistic experiences enhances all learning. And the letter "D" stands for Design as participating in project-based learning and deeper thinking. Deeper thinking leads to more meaningful experiences and a more in-depth understanding of our selves, others, and the way in which we need to interact with our changing world.

With a ten-year history of proving the model through success in learning within K-12 classrooms, iLEAD Schools Development designed an ongoing professional development training model for teachers as leaders. Providing professional development training for teachers involved five intense days of face-to-face training and experiencing, having teachers take on responsibility, having a plan, prioritizing, establishing win-win situations, practicing good listening skills, seeking first to understand and then to be understood, synergizing-valuing and seeing the strengths of others and learning from them, and achieving balance personally and professionally. Teachers receive tools, strategies, encouragement and support throughout the year to create a school culture of leaders through working with the "Leader in Me" concept. This on-going and year-long professional development model for teachers is to prepare learners for the future, and the future is unknown.

The study involved mostly primary resources whereas the researcher conducted onsite classroom visits, interviews with 12 students ranging from K-12 grades, reviewing and analyzing parent surveys, observations of learning and teaching methodology, interviewing two different families to gather stakeholder perspective, and participating in board development training for the leaders of the schools.

The foundation of project-based learning externalizes the learning process to help the learner to construct their own knowledge. The pedagogy is an integrative, cross-curricular approach that includes identifying the problem to research, exploration of material, applying different learning strategies, and processing through deeper thinking. Having a professional development model that enables teachers to be facilitators that guide instruction and prepares their students to engage in meaningful experiences that demonstrate a comprehensive view of the learner's knowledge advocates for a higher criterion of learning.

In teacher education programs, it is generally a short-term time-period preparing teacher candidates to become knowledgeable, skillful, and caring practitioners. What is needed after becoming teachers is mentoring and on-going professional development. Basing a professional development model on how children learn and what is going to work for our 21st Century will require educators to look seriously at what kind of professional development will be necessary to provide our teachers for the future. Encouraging teachers as leaders with the ability to be 'free to think and inspired to be leaders', who in turn guide their students to be 'free to think and inspired to lead,' will transform education.

Teacher Professional Development to Engage Students in Citizen-based Education

John L. Pecore, University of West Florida

Melissa K. Demetrikopoulos, Institute for Biomedical Philosophy

Mandy L. Kirchgessner, Informal Learning Consulting

Teacher Professional Development (PD) in citizen-based education is key to bringing real-world content to life for students with teacher-guided and learner-driven investigations. Engaging local populations in data collection can be an enormous asset to practicing scientist and organizations. Participation in citizen-based education projects is a collaborative effort whereby teachers partner with active professionals in other areas of expertise and receive both process and content support. The proposed PD provides a mechanism for sustained professional development as it mutually benefits both partners. In many US communities, one of the major challenges for educators in conducting citizen-based projects is 1) finding partnerships to bridge experts with the public and 2) providing content and tech-specific pedagogical support. Informal science education centers, such as zoos, museums, and nature parks, benefit from serving as a hub for citizen-based projects by increasing learner participation and mobilizing volunteers, thereby making these informal institutions more relevant to the communities in which they serve (Ballard, et al, 2017). This presentation shares a collaborative PD framework for implementing citizen-based education.

Approaches to in-service and pre-service teacher PD in citizen science may vary, but many researchers and science organizations often lack the manpower to fully conduct the data-collection range they wish. Many such activities have the potential to engage teachers with experiences that will actively empower students in authentic learning endeavors that are equally as meaningful to the host organizations. Truly collaborative citizen-based educational professional development offers teachers curriculum, materials and support. Such efforts should also provide teachers and their students with meaningful feedback on the role of their data in the ‘big picture,’ demonstrating purpose behind the activity. Through such collaboration, students have the opportunity to interact with scientific professionals and mentors while assisting with projects that may lead to self-identification with a particular profession. The Field Museum of Chicago, the Natural History Museum of Los Angeles and the North Carolina Museum of Natural History are a few organizations that have found citizen-based education to be a key tool for engaging the public in educational activities that align with their missions.

Moreover, citizen-based projects can provide zoos and museums with meaningful educational programs along with the human resources and skills necessary to tackle projects that are central to the organization. For example, teacher-student-zoo partnerships help Zookeepers to document animal behavior, analyze biological samples and monitor animal welfare. Informal education centers can bridge the divide between scientists and community educators (Pecore, et al, 2017) and pair teachers hosting citizen-science in support of regional interests. Common or widespread sampling projects may include monitoring watersheds and coasts by collecting data and observing the environment. Given the benefits of citizen-based projects, we contend that participants in the US and Japan can provide meaningful professional development resulting in engaged citizen-based projects that can occur collaboratively, across these nations.

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philosophy for teachers (p4t): A study of the philosophy for children Hawai‘I (p4cHI) educational framework applied in pre-service teacher education

Kirsten S. B. Bush
University of Hawai‘i at Mānoa

As teacher candidates progress through teacher education programs, too often they are taught in manners that perpetuate socially-constructed, hierarchical norms of schooling. Typically, teacher educators transmit their vast knowledge of how to teach down to the teacher candidates. Though learner-centered and inquiry-based learning are often advocated as effective practices in teaching, frequently the practices of teacher educators do not support them. Teacher candidates who are not taught in manners that support learner-centered or inquiry-based practices will be less likely to use them in their own pedagogies as they will not have experienced learning in such a way. Thus, the art of teaching becomes affiliated with gathering tricks of the trade passed on from experts instead of empowering the teacher candidates themselves to develop their pedagogies and practices through a learner-centered, inquiry-based approach. The cycle continues and hierarchical educational norms persist.

The philosophy for children Hawai‘I (p4cHI) framework aims to shift how education can be perceived and to break down the hierarchical structures that often govern what happens in classrooms from kindergarten through post-secondary education. Through a study into the use of a p4cHI framework in teacher education courses, it was found that teacher candidates felt empowered by being part of an intellectually safe community of inquiry in which their wonderments and ideas were respected. They reflected on and questioned educational norms, which led to an openness of new perspectives and pedagogical aims towards education. However, there was a clear hesitancy when discussing the realities of implementing an innovative pedagogy based on a p4cHI framework in their own future classrooms. This was due to fears of how other educators or administrators would interpret the innovative practices. Many participants saw the hierarchical norms perpetuated through certain teacher educators and mentor teachers, which led them to question the realities of going against the norm. Others perceived the educational system as unchangeable and therefore questioned the impact of using innovative p4cHI practices in their own classrooms.

Philosophy for teachers (p4t) has grown out of this study in an aim to empower teachers to develop their pedagogies through collaboration, inquiry, philosophy, and reflection. Through grounding teacher educator pedagogies in these four pillars of p4cHI and allowing for a shift in the traditional hierarchical classroom power structure, teacher educators and teacher candidates can inquire together and more meaningful learning about education can occur. It is time that we empower educators to inquire together in an intellectually safe manner to foster new perceptions of the teaching of teachers. If we reconceive of how teachers are taught, new teachers can reconceive of how their students can learn and provide a more meaningful educative experience.

Reflection, Planning, and Assessment: Developing a Culture of Inquiry, Investigation, and Collaboration

Shannon Juhani, Marist School
Naitnaphit Limlamai, University of Michigan-Ann Arbor
Gina Parnaby, Marist School

Teachers at any level of experience (novice to master) must reflect on their practice of teaching, as educational researcher Stephen Brookfield notes in *Becoming a Critically Reflective Teacher* (1995): “If we have been teaching a particular discipline, content, or skill area for a long period of time, we have most likely forgotten what it feels like to come to this learning as an uncertain novice” (p. 50). Examining the mastery gap between teacher and student allows for teachers to become more aware of how a student, brand new to the material, approaches it and potential questions s/he may have. Even novice teachers should critically reflect on their practice, as many of us teach what we love and know; our students do not always arrive with the same passions and excitements (p. 50).

As teachers engage in focused reflection on our practice, Brookfield encourages us to view our craft through the culture of the campus on which we work to influence how we conceptualize and enact teaching.

Lesson Study presents one way for teacher teams to engage in ongoing, meaningful, and intentional reflection on their work. Throughout the modified lesson study cycle presented by Tonya Ward Singer in *Opening Doors to Equity* (2015), teachers define a problem of practice; plan; teach and observe each other teaching; analyze the data collected; and reflect on the teaching, learning, and process. This lesson study cycle of “collaborating in inquiry in cycles of planning, observation, and reflection builds the collective capacity of teacher teams to use formative data strategically to refine instruction according to students’ diverse and evolving needs” (p. 17). If we hold that teaching is strengthened by ongoing inquiry and focused reflection (Brookfield, 1995), we find that a model inspired by lesson study enriches our teaching for student learning.

The modified lesson study cycle of professional development further helps schools retain teachers and develops teacher leaders, allowing professionals at various levels of experience to collaborate and use their expertise to help each other and their students grow.

Participants joining us in this session will hear from three teachers who have worked together on a collaborative cycle of focused reflection, planning, and evaluation; our goal is increasing student learning and growing professionally through ongoing inquiry. We will discuss barriers and benefits and assist participants in developing a plan for integrating this process in their own schools.

As well as improving individual teacher growth, this approach to reflection enhances the culture of the entire school. In “The Promise of Collaboration” (2016), Michelle Bauml observes that “joint planning brings teachers together to talk about their work and their students; thus, *it fulfills one of the conditions identified as necessary for school improvement*” (Jalong, Rieg, & Helterbran, 2007; emphasis added). While collaboration and reflection deepen teachers’ professional development and student learning outcomes, they also benefit the school community and teachers involved in the process. MetLife’s 2010 Survey of the American Teacher reported greater job satisfaction for teachers at schools with high levels of collaboration (p. 60).

Without reflection on the practice of planning, instruction, and evaluation, a teacher is likely to miss moments of instructional opportunities that lead to an increase in student learning. Understanding our own conceptions of teaching and learning enables teachers to more fully reflect on the process of teaching: teachers can learn from one another as expert practitioners.

Teacher Training Programs: from the Viewpoint of Cross-cultural Understanding and Collaborative Learning

Tazu Togo, Kyoto Notre Dame University
Yasuko Yoshino, Juntendo University

In this presentation, we look back at various teacher training programs that focused on cross-cultural understanding and collaborative learning and were carried out during August in 2015 and January in 2017. We distributed a questionnaire to the participants for the purpose of soliciting their opinions with a view to further improving the programs. The teacher training programs were conducted for the following: public junior high schools in the Tokyo Metropolitan area; a private university in Kyoto for the purpose of preparing faculty members to be ready for renewal of their teacher's license; training activities for faculty members and students in the department of education at a private university in Osaka Prefecture; and for teachers in primary and junior high schools in Osaka Prefecture.

Recently, active learning is being emphasized as an overall educational methodology (see 2012 recommendations by the Central Council for Education), as well as being given a prominent focus in various educational reforms as institutions and policy-makers try to adequately respond to a perceived need for citizens who can thrive in the era of globalization. A prerequisite for implementing active learning is having teachers who can design and conduct appropriate lesson plans, and guide and nurture active learning attitudes in students. There is an immediate and urgent need to give both current and future teachers training in how to respond adequately to these challenges.

In order to help meet this need, Yoshino prepared for training sessions by examining recent trends in English education, as well as theories of cross-cultural understanding and collaborative learning, and was responsible during training sessions for helping participants reach an understanding of the relevant theory, while Togo led the practical application of collaborative learning section of workshops. Extensive reflective notes were kept for all training sessions in order to understand the reactions of participants and to make recommendations or improvements for future sessions.

For the theoretical part, participants first examined the Five Proposals for Reforms for Better English Teaching in view of the recent emphasis on active learning and globalization (by the Expert Committee on How to Teach English, 2014), and were given an overview of how these five proposals are related to collaborative learning. These were then compared with the methods used in lessons according to the degree of academic achievement of the students. In the practical application part of the program, after some ice-breaking activities, participants were divided into workshop groups of three to five, and the activities 'The bus won't wait for you,' (Tsumura, 2001) or 'Takumi no Sato,' (Tsumura, 2001) were demonstrated.

Post-training program participant questionnaires showed mostly positive evaluation continuing the joint theory-practical application for teacher training programs. Many participants expressed positive opinions to the effect that the theory and application were useful for better mutual understanding and that it can be applied to actual classroom exercises.

At the beginning we focused solely on collaborative learning. Under a close review of the responses to the questionnaires, we found that several participants who wrote negative opinions seemed to misunderstand crucial features of collaborative learning, and regarded it simply as activities in groups. Collaborative learning, it seems, requires many teacher participants to adjust their understanding of the roles, rules, and 'culture' of the classroom, for some, an experience akin to culture shock. We found that this shock can be overcome by incorporating a cross-cultural understanding element to the training. We thus started to put this into practice on the theoretical level also. We will explain the challenges, activities, and changes of the teacher training programs, and provide suggestions for future programs.

How do students develop their own potential?: awareness-raising and human development through the reading activities in “Ehon Caravan”

Nobuko Narita
Kokugakuin University

“Ehon Caravan” is an activity in which university students read picture books to children in educational organizations. The purpose of this study is to examine how our university students learn from the series of steps from the preparation to the execution of reading a picture book and develop their own potential. The Human Development faculty in our university holds the belief that everyone should be recognized as an individual, and their potential should be developed. Based on these beliefs, a proper education should be developed. Under this philosophy, our faculty encourages students to be aware of their potential and develop themselves. For pre-service teachers, being aware of their own potential leads to discovering the potential of a child. Through “Ehon Caravan”, university students will be aware of their ability to accept children’s reactions, their ability to capture the charm of a story or a picture, their ability to choose age-appropriate books, and so on.

In 2016, as a coordinator of “Ehon Caravan”, I gave a presentation about “Ehon Caravan” at JUSTEC. I reported two cases. Both cases showed the importance of reflection after the book reading. Through the discussion, I got two points to think about. One was the relationship between the aim of “Ehon Caravan” and the belief of The Human Development faculty. The other was how students become aware of their development. I think these two points are linked to each other.

This year, I intend to develop the philosophy of human development identified in the faculty foundation letter submitted to the Ministry of Education, Culture, Sports, Science and Technology (MEXT). In light of this philosophy, the activity of “Ehon Caravan” will be verified. When our university students read the book to children, the students record their own reflections. These reflections will be analyzed. In addition, I will interview the graduates.

The findings of this study were that participants became aware of their own development through communicating with fellow participants of “Ehon Caravan”. They found a diversity of views and broadened the range of their own view. They noticed the children’s honest reaction to the activity and learned much from them. Through this activity, they also gain a perspective of a child, which is important for teachers. Picture books especially help one to communicate with others and to pull out the natural reaction of children.

Project-based Learning Professional Development for a Summer Community Partnership Program

William R. Crawley, John L. Pecore, and Rashmi Sharma
University of West Florida

Community-School-University partnerships are evolving over the past few years in high-needs communities with goals to collaborate for increasing student achievement, improving the well-being of families, and rejuvenating economically depressed communities (Boyer, 2016; Sanderson, 2016). Mutually beneficial, synergetic partnerships offer organic space for a local school as well as the university to engage authentically with the local community. These partnerships provide universities diverse prospects to bring together academic and practitioner resources for in-service teachers and student volunteers. Partners have to explore the common ground and stay committed with mutually agreed goals. Successful partnerships require shared decision-making and resources for academic success and community engagement. Both in-service teachers and university students volunteered to participate in a series of professional development workshops, create weekly activities in conjunction with common goals of the partnership, and facilitate the project-based learning activities during a summer program. The purpose of this presentation is to share success and challenges when engaging novice teachers and students in teacher professional development for a summer program in a local community school partnership. In 2015, a local non-profit organization initiated a longtime partnership between the university, community organizations, and a local elementary school. The University partnered with the non-profit organization to focus on positively impacting student academic achievement, health and wellness, and community engagement in a high-need, low-performing elementary school.

Community-School-University partnerships face challenges and require restructuring and reorganizing for the partners (Sanderson, 2016). The partners bring together resources to work on issues directly affecting the school, especially for schools identified as underperforming and facing teacher shortages. In our case, the after-school program is under a lot of pressure for student achievement with an emphasis on reading skills and math. High-stake standardized testing is a priority for the school district. However, engaging in-service teachers through an ongoing regular activity has been a challenge. This paper will provide insight into a unique community-school-university partnership model for professional development and community engagement. This partnership is in the early phase of implementation. Successes and challenges are molding the partnership to work on common ground for after-school student achievement.

This session presents lessons learned from a teacher professional development workshop given to teachers, novice teachers, and university students providing a project-based learning summer program. These teachers, novice teachers, and university students participated in a series of professional development workshops in which they have opportunity to enhance their skills and acquire tools for engaging with elementary level children. In the current model, teachers take lead in teaching and designing project based learning activities. The novice teacher assist teachers in class management and learning activities. The university students volunteer for enrichment activities for the after-school program. For some of the international students, this summer program was their first exposure to the US educational schooling system. Through this paper, we discuss challenges such as turnover (after-school students and volunteers), logistical arrangements, and a sustainable in-service program for university students. Community-School-University partnership offer possibilities for universities across the US and Japan to engage with local communities for student success.

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The effect of content language integrated learning (CLIL) at a private elementary school in Japan

Rie Adachi, Aichi University
Shien Sakai, Chiba University of Commerce

Background

In 2020, compulsory English education will begin in all Japanese elementary schools. However, this may be problematic for many schools since there are various difficulties in conducting English lessons. Therefore, it will be necessary for practitioners and researchers to find better ways to teach English as a foreign language. CLIL can be considered a useful and desirable approach to improving the level of motivation for Japanese pupils toward learning both content and foreign language. In one private elementary school in Kanto area, the teachers very effectively used CLIL lessons to teach English and international understanding together. The authors visited the school and observed many classes. Most of the students seemed to have good English skills. The purpose of this study was to investigate pupils' perceptions toward the CLIL lessons. If positive perceptions were found, CLIL teaching methods could be suggested as a better teaching methodology to teachers who are struggling with English education in elementary schools in Japan.

Study

A questionnaire was created based on prior studies, which consisted of 24 questions using a 5-point Likert scale, ranging from 1(Negative answer) to 5(Positive answer). Two items dealt with personal information (gender and grade), 21 items were about their perceptions, and one item asked respondents about their foreign language learning experiences. The survey was conducted on 81 pupils (ages 11–12) with the cooperation of teachers in March, 2017.

Results and Discussions

Based on the 5-point Likert scale, the top 10 items were:

| Questionnaire items | Likert Score |
|--|--------------|
| Q8. To study English is important to be friends with people who use English daily. | 4.62 |
| Q10. To study English is important to play an active part internationally in the future. | 4.54 |
| Q4. I want to study English to speak, write, and understand English more. | 4.52 |
| Q11. To study English is important not to make conflicts with or misunderstand foreigners. | 4.52 |
| Q12. I study English because my classmates are making a big effort. | 4.52 |
| Q7. To study English is important when I work on many project studies. | 4.45 |
| Q3. I try to memorize words and phrases learned in class. | 4.43 |
| Q1. English classes are fun. | 4.38 |
| Q13. I study English because my family supports and encourages me. | 4.35 |
| Q14. I study English because English teachers support and encourage me. | 4.35 |

The result showed that CLIL helped the pupils have positive perceptions about international understanding, willingness to become good English communicators, and environment where they were supported and encouraged. Four factors were extracted through factor analysis; learning English, attitude toward foreign people, subject contents, and encouragement from others. All these factors were interrelated and led to the conclusion that if other elementary teachers used the CLIL method, they could raise pupils' cultural awareness, develop their cognitive and social skills, and help them focus on English language learning. Therefore, it is important for elementary school teachers in Japan to understand the benefits of CLIL and expand that teaching framework in the Japanese EFL context.

Engaging with meaningful, authentic, and potentially controversial content: Pearl Harbor and Japanese ELLs

Priscila Leal
University of Hawai‘i at Mānoa

How can we engage Japanese students with the English Language in meaningful and authentic ways? I propose bringing context-based, relevant, and potentially controversial topics into the classroom.

I share my experience teaching English to Japanese students in Hawai‘i within a critically oriented curriculum. Critical Language Teaching (CLT), based on Critical Pedagogy, sees teaching as a cultural, moral, social and political practice. Its goal is to engage students in questioning taken-for-granted worldviews, becoming aware of their role in society, and of their potential as agents of change. CLT aims at teaching languages through questioning dominant ideologies, reflecting on these questions and on individual’s roles in society and potential action (Chun, 2016).

However, the nexus between critical pedagogical theories and L2 classroom practices is under-researched (Crookes, 2013). Thus, this presentation hopes to be a space where critically oriented practitioners and researchers can dialogue and bridge theories and actual approaches.

Through a potentially controversial topic (i.e., the attack on Pearl Harbor), students learned how to engage in and develop linguistic, cognitive, and socio-emotional skills. Tasks were designed to build up on the previous task and to prepare students for the next with each task becoming increasingly more challenging linguistically and socio-emotionally. Students were asked to take pictures during a fieldtrip to USS Arizona Memorial (aka Pearl Harbor); these student-generated pictures were used as springboard to explore students’ knowledge, beliefs, and emotions related to this event. Classroom audio recordings and students’ journals indicated feelings of guilt for home country’s past actions, questioning of country’s current stance, and desire to never forget.

Implications include using student-generated pictures to engage students in critical thinking, and to facilitate meaningful, authentic discussions. In addition, student-generated pictures can “... help create dialogic spaces for students to explore and create newer ways to make meanings, enabling their agentive roles as knowledge producers in their own right.” (Chun, 2016, p. 3). In addition, when L2 teachers work with a curriculum that is context-based, this becomes meaningful to the students and provides them with authentic opportunities to engage with the L2. As L2 teachers - together with their students - examine students’ knowledge, challenge their beliefs, and help them reflect on their emotions, again students have meaningful and authentic opportunities of L2 learning.

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Crossing Cultures and Languages: What I've Learned from Teaching at English Immersion Preschools in Japan

David A. Cypriano
University of Hawai‘i at Mānoa

In light of the fast-approaching Tokyo 2020 Olympics, Japan seems to be reaffirming the importance of English language education. The renewed focus on English language education is also evident in the new Course of Study (effective April 2020) in which English is to become a compulsory school subject for lower grade levels. The September 2016 Overview of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) emphasizes the nurturing of global individuals with strengthening English language education as one of the guidelines. In addition, the use of information and communication technology (ICT) in education is highlighted in the Course of Study alongside the importance of “Active Learning.”

Considering this national trend and the ever-expanding duties and responsibilities of P-20 education institutions, I use my own teaching experience at two English Immersion Preschools in Japan as a case study to present and discuss pedagogical and curriculum approaches to engaging a diverse range of learners. Currently as a doctoral student in the Department of Learning Design and Technology at the University of Hawaii at Mānoa, I revisit my teaching experience in Japan from the aspect of educational technology.

Admittedly, it has been over 7 years since I last taught English in Japan and much has changed over the years (e.g., iPads were then still in their infancy and I was using Windows XP, which was still being supported by Microsoft). Therefore, in consideration of the types of technology available today, I will present examples in which the use of technology may help bridge the gap in linguistic and developmental abilities of preschool children in the context of Japan.

Through these examples, I will discuss how the use of technology helps add elements of interactivity and engagement to classroom lessons. In other words, I emphasize the importance of the use of technology in the classroom (hence the necessity of developing pre-service teacher capacity in this area) in order to create an engaging and fun learning environment for students of diverse linguistic and developmental abilities. This presentation not only offers implications for English teaching in Japan, but also it urges us to rethink what roles technology may play in engaging a diverse range of learners within and beyond Japan. Ultimately, this presentation aims to encourage teacher educators, pre-service teachers, in-service teachers, and school personnel to renew their outlook on the use of technology.

Pre-Service Teachers' Views on How a Teacher Education Program Prepares Them to Use Social Justice as a Pedagogical Influence in the Classroom

Lasisi Ajayi
California State University, San Bernardino

This study investigates the pre-service teachers' perspectives on how a teacher preparation program prepares them to use social justice teaching (SJT) as a pedagogical influence in a Southern California/Mexico border—where the issues of knowledge, pedagogy, class, language, ethnicity, and culture are continua areas of contention and competing political ideologies. The research objectives of the study are to examine the participants' views on how well they thought that a teacher preparation program prepared them to use SJT to influence their instruction and how they implement SJT practices in the schools and the challenges they face. Fourteen pre-service teachers participated in the study. Fourteen pre-service teachers participated in the study. The pre-service teachers were enrolled in the *Secondary School Student Teaching Seminar*—a course designed to prepare the participants to pass the Performance Assessment for California Teachers (PACT). The class met weekly for 16 weeks. The topics included discussions of the features of classrooms that influence instruction; school district requirements; strategies for selecting and organizing instructional strategies and learning tasks to offer students equitable access to curricula; and critical policy analysis. During the 6th to 13th weeks, all the pre-service teachers participated in a fieldwork where they designed lesson plans and taught lessons that provided evidence of their ability to design learning tasks and materials that offer students access to curriculum content. The participants submitted their lesson plans, commentaries, and reflections through TaskStream. In weeks 15 and 16, the participants participated in follow-up interviews. The sources for data for the study were the pre-service teachers' lesson plans, commentaries, reflections, and interviews. The findings suggest that even though coursework may have prepared the participants to integrate social justice principles and practices into teaching, they are faced with significant institutional factors that constrain their practices in developing culturally relevant practices. The findings further suggest that the pre-service teachers' coursework seems to have prepared them to learn about students' cultural background and value aspects of learners' cultural identities as assets. However, the findings suggest that the pre-service teachers have not been prepared to build on the unique rural border experiences of their students, nor to identify or implement a range of strategies that connect instruction to students' experiences. The findings are discussed in light of the pre-service teachers' abilities to examine and produce structural critiques of school policies and practices. The findings have important implications for teacher preparation and, more specifically, for guiding coursework development and pedagogy that recognize and relate to the particularities and affordances of rural communities.

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Transforming ESOL Teacher Praxis through Community Asset Inquiry and Reflective Practice

Felice Atesoglu Russell
Ithaca College

Amanda Richey
Kennesaw State University

Communities serve as sites for families' "funds of knowledge" (Moll, Amanti, Neff, & Gonzalez, 1992) as well as collective sites of social memory that have deep connections to community schools. In this presentation, we argue that developing community engagement frameworks through inservice teacher education candidates' active engagement with school communities and members of that community is an important step in developing culturally sustaining pedagogy (Paris, 2012), equity literacy (Gorski & Swalwell, 2015) and, ultimately, transforming our candidates' praxis to one that seeks justice.

As the number of English learner (EL) students continues to grow in U.S. (United States) schools, many teachers find themselves unprepared to address and leverage the strengths and assets that diverse children bring to the classroom (Elfers, Lucero, Stritikus, & Knapp, 2013). As teacher educators in a Master of Education (M.Ed.) program in Teaching English to Students of Other Languages (TESOL), recently converted to an entirely online delivery model, we present a self-study of our practice. Insight into the development and implementation of assessments designed to support practicing teachers develop an asset-based framework and equity literacy (Gorski & Swalwell, 2015) were used as a starting point for examination of our own practice. The following questions guided our empirical analysis:

- How can we develop and implement assessments within a new online program for inservice teachers to align with a theoretical framework rooted in equity and social justice for linguistically diverse students?
- How do inservice teachers take-up an asset-based framework through engagement with their school communities?

In analyzing student work samples from across two cohorts and triangulation with co-researchers' reflective data, the following themes emerged: (1) Teachers developed an improved sense of the geographical and social boundaries. (2) Teachers recognized multiple strengths found within their school communities. (3) New literacy practices encouraged the development of new professional identities. (4) Teacher educators reflected on the connections between praxis through the development of an online learning community and use of assessments that engaged students with their communities.

In the process of planning, teaching, and reflecting upon our courses, we were able to engage in a collaborative process of shared discussion, dialogic memos and a public presentation. The goal of praxis in TESOL online programs should not be just "applying" theory but actually engaging in theorizing in local contexts (Garton & Edge, 2012). In addition, we developed a new model for visualizing the asset/equity approach, the Community Asset Inquiry model. This model puts community strengths, memories, and stories at the center of inquiry while allowing students to ask important, context-specific questions about those collective community features.

Our self-study indicates that through engagement with these assessments, ultimately what we call a Community Asset Inquiry model, inservice teachers were supported in the development of an asset-based framework and equity stance as they taught and led in linguistically diverse communities. This presentation will provide an overview of our self-study and development of the Community Asset Inquiry model. Ample time for audience interaction and engagement on these issues will be included.

How can we teachers provide effective listening activities for lower level learners?

Wakako Kobayashi
Nihon University

Some researchers mention that listening is one of the most difficult activities in four skills (Rost, 2002; Peterson, 1991). Vandergrift (1999) explains that listening comprehension is a complex process in which listeners play an active role in discriminating between sounds, understanding vocabulary and grammatical structures, interpreting intonation and stress, making use of all the skills mentioned above, interpreting the utterance within the socio-cultural context. For not only Japanese learners of English, but also many EFL learners, listening is the thing that they feel most frustrated with. I pick up three to four reasons for Japanese learners' listening difficulties. How we teachers help them in dealing with these difficulties?

In the literature review section, I provide some information on (a) input features that affect listening ease and difficulty, (b) Differences among beginners, intermediate, advanced learners in listening, (c) effective lessons in listening, (d) Rost (2002)'s three purposes for listening, and (e) Effective EFL listening comprehension strategies. I present two research questions as follows. (a) How can a self-assessment checklist influence the learners' attitude for listening activity? (b) How can implementing the listening strategies effect the participants' listening ability?

Participants of this study is 15 students who are all in the first year in a university in Tokyo area, Japan. Their proficiency level is relatively lower than other classes and many of the participants have from Eiken 3rd grade to 4th grade. This research follows the form of action research (Nunan, 1992), because it is important for the teacher to reflects on , returns to and extends the initial inquiry.

Lastly, I provide limitation, and implications of this study, following the discussion and conclusions. It should be suggested that schema buildings such as vocabulary learning, are really important especially in the pre-listening phase as Rost (2002) claims. Since I had conducted the listening activities as the literature review section suggests, the process of the listening activities went smoothly and well. First, the pictures in the textbook enabled the participants to understand better the content of the listening. Second , schema building activitiy in the pre-listening activity helped the participants to expect what they were going to listening to, and answer to the questions. Thirdly, Sato (2010) claims that in the self-assessment checklist, Japanese tend to underestimate their own ability and critical about themselves, which might have produced the negative results.

As the results for the questionnaire, the most participants answered negatively toward the listening activities, as I had expected. Since they did not have enough vocabularies, grammatical knowledge, cultural background knowledge, I found that they need more bottom up knowledge building before conducting listening tasks. In spite of m negative expectation, many participants answered that it was really effective to know listening strategies when they try to solve listening quizzes, which was really positive and promising. Therefore, it could be pointed out that even lower level learners should be provided sufficient knowledge on listening strategies, before solving listeing tasks in prelistening phases.

As a conclusion, I would like to sum up the arguments that we teachers should prepare for implementing listening strategies even for the lower level learners so that we could seek for an effective listening lesson in a longitudinal landscape. Furthermore, not only by implementing listening skills and listening strategies, but also by conducting overall English teaching which aims to increase all four skills (reading, listening, speaking and writing), it is important to connect this action research with more effective teaching which aim for more practical communicative proficiency in the future.

A small enjoyment gives a big leap to learners' motivation

Emika Abe, Daito Bunka University
Mami Ueda, Chiba Prefectural University of Health Sciences
Toshiko Sugno, Kogakuin University

Positive psychology includes positive self-development, enjoyment of the learning process, and positive interactions with speakers of the language (MacIntyre et al., 2016). Even those demotivated students of studying English will be able to gain such positive feelings when they experience enjoyment of the learning process.

In Japanese education environment, however, students don't have much opportunity to experience enjoyment of learning English since students have to study English for the entrance examinations for university. In order to pass the examinations, they must try hard to memorize vocabulary and grammar. Those who are suited for learning English in this way can achieve high marks on the test. They can get positive feelings toward learning English. These high achievers can maintain their motivation throughout. On the other hands, those who fail in the test feel difficulty learning English. Their motivation for learning English decreases. Then, low-level students of English come to university with "learned helplessness" state of the mind (Nakata, 2006). They hate English and their motivation to study English is very low.

In this study, researchers make demotivated students lower their affective filters by achieving their own goals of learning English and promote their English learning. Forty-five students at a junior college in Tokyo participated in a conversation group work. This group work focused on helping others who cannot understand Japanese in Japan such as foreign tourists or customers at a café. Recent increase of foreign tourists and residents in Japan enabled Japanese students to make easily contact with non-Japanese speaking people. That is to say, students can interact positively with them in English. For example, a student can talk to them in English at her workplace like a restaurant or a convenience store in order to help them. Experiencing of helping others gives students self-confidence. Moreover, from the motivational point of view, these positive experiences can give them reasons for studying English even though studying English is not their original cup of tea and English is a foreign language in Japan. In other words, they have positive chances, i.e., of helping foreign people if they somehow manipulate English.

Low-level students practiced speaking English through conversation group work in class before they actually used English at their part-time jobs. In each group, students discussed what they wanted to say in English, translated it into English, and practiced saying it. After that, each product of group work shared with class. Then, teachers encouraged them to use English outside the class. At the end of the group work, teachers had them to reflect their learning. During the semester, two group work activities were conducted. Two reflections were compared. Students commented that positive interactions with English speaking people fostered their English learning motivation.

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Goal Orientation theory, the affective filter and Error Correction: Assessing university students' goals and attitudes to teacher error correction methods and the motivational impact within the L2 classroom in Japan

Alexis Kinchi
Ehime University

Topic:

Goal Orientation Theory, the affective Filter and error correction: Assessing University Students' Goals and attitudes to teacher error correction. The aim of this study was to examine the attitudes of Japanese first year university students to teacher error correction methods and the motivational impact within the L2 university classroom.

Methodology:

The study was two pronged. The study consisted of 150 university students, aged 18-20, with 50 percent males and 50 percent female. Their majors were from the Education, Mechanical Engineering, Science and Civil Engineering faculties. The students were first year students with a semester of university level teaching prior to participating in this study. A survey of 20 questions were administered to the students. The study also utilized the correction methods of 6 university lecturers. The lecturers were three female and three males.

Main Findings:

Error correction strategies in English as a Foreign Language (EFL), classrooms have always been proven to be a debatable topic. Many theorists insisted that error correction can be extremely effective for EFL learners, while others have asserted that there are no benefits to be derived from their usage. Proponents of error correction strategies posited that the sole way through which learners could develop their L2 language skills more effectively is through the use of corrective feedback measures, and that this approach facilitates solid communicative development, in addition to other skills. Conversely, those researchers who were not as keen have noted that this method was not effective in improving a student's ability to speak or write grammatically, and also can precipitate other student issues such as affective problems which may lead to issues of heightened states of learner anxiety. Meanwhile, the related concept of self-correction, which states that it is effective if EFL learners correct themselves immediately after committing an error, is closely associated with goal orientation and motivation, both products of learner autonomy. This study sought to examine the terms of language development at the university level in Japan. Moreover, this research endeavor also explored the impacts of error correction on learner autonomy and motivation levels. The study revealed that students are more motivated dependent upon the personality of the teacher, the classroom atmosphere, and the external factors such as their familial situation.

Keyword: Error correction method, goals, EFL, Speaking class, Motivation.

Teacher-led Professional Development to Sustain Indigenous and Local Knowledge, Arts and Teaching in Rural Alaska

Amy Vinlove
University of Alaska Fairbanks

This presentation will present a teacher-led professional development model created through a grant titled *Sustaining Indigenous and Local Knowledge, Arts and Teaching (SILKAT)*. The SILKAT grant represents a partnership between faculty in the University of Alaska Fairbanks School of Education, the Bering Strait School District (BSSD), a district in Western Alaska with 1800 students, nearly all of who are Alaska Native, and Kawerak, Inc., a regional non-profit affiliate of the Bering Strait Native Corporation. One of the goals of the grant is to improve BSSD teacher confidence and competence in teaching in and through arts and cultures over an extended period of time (nine years). Early in the planning stages of the grant, my co-project leader and I decided to work towards this goal through an approach that centers on increasing the capacity of teachers in the BSSD to become leaders of professional development themselves, rather than a model that brought outside “experts” to the district to try to change teacher practices. Over the past two years my colleague and I have developed and taught a series of graduate level courses to our identified BSSD “teacher leader cohort” in topics like *Strategies in Place-Based Educational Reform*, *Core Practices in Arts-Based Teaching*, and *Multicultural Curriculum Design*. We have also brought the five teacher leaders together several times a year, and taken them to professional development activities outside of Alaska.

In collaboration with the BSSD teacher leader cohort, we developed a set of seven “core practices in arts and place-based teaching” that form the foundation for our professional development model. Examples of the core practices include teacher **ability to identify and respectfully incorporate local resources (including people, the land, and any aspect of the community) into the classroom** and teacher **ability to actively listen to students and to learn from them and other non-conventional sources of knowledge**. After eighteen months of work with this small cohort of teacher leaders in the BSSD, we will begin, in Fall 2017, to have them lead school-wide professional development around these core practices in five (of fifteen) BSSD communities. During the 2017/18 school year they will also each partner up with a teacher in five different BSSD communities and begin mentoring those teachers to lead professional development in *their* communities. Through a peer-teaching model we plan to grow the professional development efforts to address all fifteen BSSD communities by the end of the 2019/20 school year.

One of the challenges we have faced in developing a professional development model for the region is how to deliver new ideas and opportunities to teachers across fifteen different communities, none of which are connected by roads (all can only be reached by small plane). Costs to bring people together via plane are exorbitant so we created a model consisting of seven web-based modules that can be used to facilitate both face-to-face learning and individually-paced (asynchronous) learning. We have integrated opportunities for peer-observation and de-briefing using an on-line video hosting service for educators called Edthena, and have also embedded protocols to facilitate productive conversations between teachers.

Potential Implications: We expect that the seeds we have planted for high quality teaching with and through the arts and culture will grow and expand over the next six years of our grant to eventually touch all fifteen communities, 250 teachers and 1800 students in the region. Through increasing the competence and confidence of BSSD teachers in the arts and place-based teaching we hope to improve student engagement and retention and positively impact the extent to which the district curriculum and teaching reflects the rich knowledge and culture of the Alaska Native people of the region.

We are also actively incorporating the seven core practices in arts and place-based teaching into our pre-service elementary teacher preparation programs at the University of Alaska Fairbanks, and are developing assessments to evaluate pre-service teacher competence and confidence in the skills both at the end of their preparation program and into their first years of teaching.

A Successful Model of Collaboration to Prepare and License Teachers in Indigenous Schools in Hawaii

Louise Cayetano, Hawaii Teacher Standards Board Member and
National Education Association Asian and Pacific Island Caucus
Lynn Hammonds, Hawaii Teacher Standards Board Executive Director
Anthony (Joe) Frazer, Kaho`iwai Teacher Education Program

Hawaii's public school system supports education opportunities in both official languages of the state, Hawaiian and English. Hawaiian Immersion, or *Kaiapuni*, Schools offer instruction exclusively in the Hawaiian language through the fifth grade. To meet this need, Kaiapuni Schools were developed to meet the needs and wishes of Native Hawaiian families and communities.

Because regular methods of preparation, review of preparation programs, and licensure did not allow for the unique nature of the Kaiapuni schools, the Hawaii Teacher Standards Board worked with the preparation programs and the newly formed Office of Hawaiian Education to develop policies, new processes, and new licenses and permits to meet this need.

The Panel will share information on how multiple stakeholders collaborated to meet the needs of the Native Hawaiian Immersion schools and communities by developing and supporting:

- Preparation programs conducted exclusively in Hawaiian language and/or with a cultural focus
- Review for state approval by an Indigenous accrediting body
- Specific licenses and permits in the fields of Hawaiian language, history, immersion
- Professional development to support cultural growth of practitioners in the field

Panelists will share how their organizations collaborated to effectively develop and support needs for qualified, licensed teachers, current practices and challenges, and plans for the future. If time allows, a question and answer period will be included.

Teacher Education of Multicultural Students' Identity Representation in Studying Fashion

Minako McCarthy
University of Hawaii Mānoa

Studying identity is a fervent topic in teacher education. Many studies examine teacher identity development and teacher professional identity; however, when examining student identity, there appears to be limited sources. In multicultural education, the fundamental concept is to endorse equal opportunities for distinctive minorities in schools (Banks & McGee, 2004). Although this framework promotes equal opportunities for minorities and other groups of people, an individual's uniqueness within the group may be overlooked. In this view, educators must not only understand students' biological characteristics, but they also focus on exploring how students identify and represent themselves.

University of Hawaii at Mānoa (UHM) is populated with students from multicultural backgrounds. One field that has prominent diversities, such as gender, sexual orientation, age, and ethnicity, is fashion study. Grounded theory is used to explore diverse students' identity representation. This inductive approach is advantageous because the finding is based on empirical data that does not fit into the predefined theory.

Identity contains various classifications and definitions. Personal identity refers to personal features for each individual that is also described by national, biological, or core identity (Gee, 2000). Essentialist perspective refers to identity and representation are fixed and unchangeable, whereas non-essentialist perspective refers to identity never be singular rather transformable (Woodward, 1997; Joseph, 2002). Although identity tends to be described by ones' personal views, people possess multi-identities that are represented by their sociocultural contexts (Hall, 1997), which indicate that experiences and interactions allow structuring people's identity. This suggests that identity representation has a complexity and distinctiveness that is worthwhile to explore in teacher education.

One research question is stated in this study; how do students in fashion courses represent themselves in studying in fashion? Questionnaire and interview are conducted in fashion course at UHM. Participants (n=18) are the U.S. citizens with multiethnic backgrounds, except for one student who claimed to be a citizen of the United Kingdom.

During the data analysis, open coding is used to explore common themes. Five themes are identified, which will be presented in the paper presentation. Personal and social identities coexist throughout the results. Students' identities are formed based on their experience, their family culture, and their routes rather than roots. In addition, these identities appear to be socially constructed. Ethnicity may not be the central role forming one's identity; rather, their unique cultural and family backgrounds seem to explain their identity.

The study results indicate that students' identities are not fixed; rather it has multidimensional features based on background and history. Without studying students' identity, educators may classify students by merely their biological and core identity. This study is the initial process of educational improvement of the further research, which will provide opportunity to expand techniques for teacher education professional developments of multicultural education.

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What Makes Japanese High-School Physics Teachers Stay Away from Using Active Learning Instructional Strategies?

Sachiko Tosa, Niigata University

Deep learning through student-centered, interactive teaching methods is emphasized as the central idea in the next Course of Study in Japan (MEXT. 2017). Student-to-student talk is considered to be one of the most effective instructional strategies to help students express their thoughts and understandings in their own words. However, at the high-school level, student discussions are not usually included in lessons. According to the results of TIMSS 2003 Questionnaire (Ogura, 2007), only 9% of Japanese high-school students reported that their science lessons include student discussions about the science questions they explore in the lesson. This percentage is much lower than the OECD average of 42%. The results indicate that interactive teaching methods are not well implemented in Japanese science lessons in the high school. Although some recent survey results indicate that the percentage of teachers who incorporate elements of active learning in their lessons is increasing (Kimura, et al., 2015), it is questionable what their instructional strategies really are. Under the circumstance, it is important to investigate how Japanese high-school science lessons are conducted through actual lesson observations and teacher interviews, and to find out what makes science high-school teachers stay away from implementing more student-centered, interactive teaching methods.

In the previous study (Tosa, 2016), high-school physics lessons in the U.S. (N=9), China (N=10), Indonesia (N=4), and Japan (N=3) are observed and compared using Reformed Teaching Observation Protocol [RTOP] (Sawada, et al., 2000). It was found that lessons in the four countries have different characteristics. While student-centeredness is emphasized in U.S. physics lessons, they often lacked rigorous content development to help students understand physics concepts. Chinese lesson tend to emphasize rigorous content development, however, many of them failed to include opportunities for students to present and test their own thoughts. Indonesian and Japanese lessons are placed between the two countries in terms of the teachers' use of active learning instructional strategies.

In this study, high-school physics lessons in Japan are newly observed, and ten Japanese lessons (N=10) are compared with U.S., Chinese, and Indonesian lessons using RTOP. The preliminary results indicate that many Japanese high-school teachers tried to include student discussions in the lesson. However, student discussions happened only because students are told to do so, and lessons are often conducted through one-way approaches. Furthermore, lesson analysis revealed the fact that lessons do not include effective teacher questions and solid lesson structure. The lack of lesson design of the Japanese high-school lessons is rather surprising considering the fact that the importance of the effective lesson design is strongly emphasized in elementary and middle-school science. The reason for this lack of effective lesson design can be traced in the abstractness of high-school physics content: teachers focus more on "what to teach" than "how to teach". Also, the coverage is considered to be important because of the pressure from students' and parents' high expectations to be successful on the college entrance examination. It is advocated that Japanese high-school physics teachers should make a transformation from the teaching paradigm to learning paradigm. The situation is different in the U.S. where the instructional approach is more divergent depending on the social and economic situation of the school district. Cultural implications of the findings are further discussed.

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Japanese Lesson Study and American Math Labs: A Comparative Analysis of Professional Learning in Two School-Based Professional Development Models

Hannah Nieman, Becca Lewis and Alison Fox

University of Washington

Elizabeth Sugino Hartmann

University of Fukui

Lynsey Gibbons,

Boston University

Our increasingly globalized and information-rich society has created a pressing need for innovative, high-quality teaching practices. To develop these types of practices, teachers need school-based experiences beyond initial teacher education (Ball & Forzani, 2009; Heibert & Morris, 2012; Little, 2002; Schleicher, 2012). Ongoing school-based experiences that are closely connected to problems of practice can support teachers' professional learning and allow teachers to learn in practice as they enact instruction together with students present (Ball & Cohen, 1999; Kazemi & Franke, 2004; Lampert, 2010; Lewis, et al, 2006; Putnam & Borko, 2000).

Two school-based models of professional development have aimed to support ongoing professional learning: Lesson Study in Japan and Math Labs in the U.S. While they take many different forms to serve a variety of purposes, both follow a cycle where teachers collaboratively plan a lesson, enact the lesson in a K-12 classroom, and debrief and reflect on the lesson (Fernandez & Yoshida, 2004; Gibbons, et al, 2017; Hart, et al, 2011). In both models, the goal is for teachers to make practice public and to develop a shared vision of high-quality teaching. Despite emerging research on Math Labs and large knowledge bases on Lesson Study and professional learning, these areas of study remain largely siloed and isolated from one another. We know little about how these two approaches can inform each other to improve teaching practice globally.

While Lesson Study and Math Labs have some similarities, there are key structural differences, including the activities teachers participate in, who defines the problem and how, whether teachers "rehearse" the lesson, the duration of a cycle, the role of other teachers during the lesson, and whether results are shared in a report. Additionally, there are more nuanced differences not immediately visible, such as the impact of cultural context and expectations, the professional learning goal, and participant roles. There is currently limited comparative analyses of these differences.

The purpose of this study is to understand and compare how professional learning is supported in these school-based professional development models. We ask: How do Lesson Study and Math Labs support school-based professional learning? We examine the communities of practice supported by each model and the ways in which professional learning was supported. Data includes field notes and observations of a complete cycle of each model.

This study contributes to research examining how professional development models create opportunities that exist to work on practice, in practice together and to improve practice. Continuation of this analysis can bridge ideas and innovative practices and connect literature bases from two important models of professional development.

This poster describes Lesson Study in a Japanese setting and Math Labs in an American setting. A description of the structure of each model and analysis of how these models supported professional learning are included. Initial findings of our comparative analysis of the two models' common features and nuanced differences that influence professional learning are displayed.

What Do We Mean By “Doing Philosophy”? Re-creating Local Community in Kesennuma City

Aya Watanabe

University of Hawai‘i at Mānoa

This presentation is trying to explain how “doing philosophy” contributes creating a safe community. I have worked with “Philosophy for Children (P4C/p4cHI)” for about five years. P4C is the creation of Matthew Lipman. The idea for P4C was born in 1969 when Lipman was teaching at Columbia University. He was deeply concerned about his students’ inability to reason and make judgments. Lipman’s concerns led to his development of a philosophy based K-12 curriculum consisting of 7 novels and an accompanying teachers’ manual for each. P4C is now an educational initiative in countries throughout the world. P4C seeks to develop children’s ability to think for themselves and to learn to use that ability in responsible, caring ways.

Through my experiences, I have realized that “doing philosophy” is important for our communication with others in any relationships. I would like to define what we mean by “doing philosophy” in a context of P4C at first. Also, I will explain what is the most important thing for adults to “do philosophy” with children and how it influences to their life and education.

There is one example of a project of “doing philosophy” for re-creating a local community in Kesennuma city where Tsunami hit in 2011. We have tried to re-create local communities through “doing philosophy”. People have been having a hard time to gather and spend time together because many lives and places were destroyed by the tsunami. This project was for re-creations people’s connection and prosperity.

This project was held in a new public library in the city. We had a biologist and an architect in our group, and explored the city with local students and adults. We tried to have experiences together through perspectives of biology, art and philosophy. At the end of the project, we had P4C inquiry. What I found out from this project was that creating community has three factors: getting common experiences together, sharing ideas with each other and creating new ideas together.

It explains how “doing philosophy” in the context of P4C dialogue connects people and contributes creating a local community. Also, this presentation would explain how to “do philosophy” in teacher education. In the project in Kesennuma has a goal that local people can create and maintain their own community for themselves without researchers like us. It means that researchers have to give the initiative of the project to the local people. It is very difficult to explain in words what the benefits to “do philosophy” are. It is only the way to have them ‘do philosophy’ to let them understand it. This presentation shows the process to teach teachers to “do philosophy” in the presentation.

Encouraging teachers' autonomous professional development through using portfolios

Yoichi Kiyota
Meisei University

Generally, teachers scarcely have the opportunity to autonomously enhance their professional development as their busy daily schedules often make their teaching a simple matter of repeating routines. English teachers are no exceptions. In this context, the presenter considered that a project in support of redesigning classroom instruction would provide teachers with a good opportunity to analyze their teaching. The project used two types of portfolio: a language learning portfolio for senior high school students, and a portfolio for teachers to evaluate their didactic abilities.

A language learning portfolio for senior high school students was developed aiming to improve students' English by encouraging their autonomous language learning. The portfolio included: (a) lesson goals as a form of short-term self-evaluation and (b) can-do statements related to English language functions as a form of long-term reflection. Students were able to evaluate their own attainment in language learning using this portfolio and this evaluation and recording of their learning process was expected to enhance their learning autonomy. Together with the students' learning portfolio, teachers also used their own portfolios to reflect on their teaching practices and evaluate their didactic abilities.

Moreover, language learning in the classroom should be more demanding in order to make the whole project using portfolios more efficient. For students, language learning should give them a lot of chances to deepen and widen the perspective on their learning as well as confirm their own learning style. For teachers, they should have appropriate chances to redesign their way of instruction, which may give teachers chances to improve their didactic competences.

Generally, teachers who have taught for many years and who have already established their own teaching style require opportunities that will enable them to springboard out of their fixed teaching routines. Kubanyiova (2012) proposed the integrated model of Language Teacher Conceptual Change, which promotes change in teachers' fixed teaching views. By developing this model, she analyzed the process whereby language teachers change their teaching concept when faced with an unusual situation that causes certain strains in their self-image as language teachers. Redesigning whole instruction through making language portfolio may present this "an unusual situation".

Considering those conditions which possibly give both students and teachers a good chance to improve their learning and teaching, project-based Learning is one of the appropriate methods for conducting classroom learning using a language learning portfolio.

Project-based learning is a teaching method in which students gain knowledge and skills by working to investigate an authentic and complex question or problem, which has some features as follows:

- The project demands skills such as critical thinking/problem solving, communication, collaboration, and self-management.
- The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students' personal concerns, interests, and issues in their lives.
- Students make some decisions about the project, including how they work and what they create.
- Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.

(from Buck Institute for Education https://www.bie.org/about/what_pbl)

Through analysis of the process by which teachers developed their awareness of their didactic competences, it can be concluded that the learning portfolio project was effective in promoting teachers' autonomous reflection and developed their awareness regarding their didactic competences.

The Creation of Teaching Method and the Role of Teachers: Under the Relationship concerning Educational Policy between Cabinet Office and Japan Business Federation

Junichi Tanaka
Otani University

February 2017, Ministry of Education opened the plan about new guideline of teaching. In this guideline, Ministry of education suggests the new educational method and the new school management. Formerly how the students acquire the scholastic ability was regarded as an important issue. However now, new problem is occurring. That is, “globalization” and “innovation”. Adopting students to the global world and letting students make new innovation has become a central interest from the standpoint of government. In this presentation, I will argue 4 points. ①The content of new guideline of teaching, and educational policy of the cabinet Office (内閣府) and its influence. ②Japan Business Federation (Keidanren 経団連)'s demand in educational policy. ③Examining the ideal type of teacher at present. ④Teaching method at present.

①First, I analyze the content of new guideline of teaching. In this guideline, new teaching method and school management method is advocated. “Subjective and Interactive learning method” (so called “active learning”) is suggested to be introduced in the teaching. This method's aim is that students should not learn passively, but acquire the knowledge actively. Moreover, the new school management system which is named “curriculum management” is recommended. Formerly, educational directions in each school were determined only by a principal and a few executives. But from now, educational directions should be determined by all teachers. All teachers' opinion should reflect each school's direction. I think that such tendency is based on the cabinet office's policy. The Cabinet Office made announcement the 2nd Fundamental Plan for Promotion of Education 2013. In this plan, four suggestions are established, but I especially focus on the concept “*Cultivating the Power, which helps to live through the society*”. Educational policy at present urges each student to be “independent person”. To live in global world and make new innovation, students should acquire the ability to think by themselves and act by themselves. I examine the significance of this concept in current situation.

②Thus, “becoming an independent person” is regarded as important. I think that the economic situation at present is influencing educational policy. Because of the low birthrate, the number of people who can engage in production is declining. So from the standpoint of Japan Business Federation, cultivating the talented person is an urgent problem. Keidanren which is the biggest economic circle in Japan made an announcement March, 2016. This announcement called to introduce a new teaching method (active learning) and strengthen the subject English. Moreover, adopting excellent teachers who can deal with such current problems is advocated. According to this announcement, teachers should concentrate teaching, and sharing the task with school counselor, school social worker and coach of extra curriculum activities. So I think the role of teacher is stressed in teaching mainly. ③Thus I examine the role of teacher in current situation. I think that the attitude of the government and Japan Business Federation is proper and introducing active learning is adequate. I will abstract the teacher's quality (ability of using English, Active Learning, and Career education). ④I think that active learning is a useful method but we should be careful when using it. It is important for students to learn the basic scholastic ability while they acquire the ability of presentation and communication. Then I will examine the teaching method in “Morrison Plan”, for example. It will teach us how teachers let students get both the basic scholastic ability and the ability to present and communicate.

Programs for On-teaching English Teacher's Training: For the Successful Development of Teaching Skills

Hiromi Murakami
Kansai Gaidai College

The Ministry of Education, Culture, Sports, Science and Technology is trying to offer more practical and communicative teaching curriculum for Japanese English learners. This means that Japanese English educators need to learn new teaching skills and methods. For many Japanese college teachers, especially literature-major teachers, these innovations embarrass them and require them to change their teaching methods. In Japan, translation centered teaching was the traditional way of English education for many years and the style has been widely considered the proper way to learn among teachers. Accordingly, it was natural for teachers to have a teacher-centered style. Moreover some teachers have no teaching experience after their business careers or a teacher's license at college. But innovations in English education mean that teachers need to encourage students to be more active and effective learners in class.

In the Japanese education system, there is no official teacher training institute or trainers, especially for teachers in higher education. To remedy this issue various research groups and Faculty Development programs at each university try to offer a variety of programs to support teachers. The author also trying to offer various kinds of training activities for college teachers, such as introducing active learning methods, project-based learning, flipped learning and so on. In each activity, teachers are eager to learn the new teaching methods, however, it is difficult for them to put them into practice in their own classes. As a result, there is a huge gap between knowing about teaching skills and their application in the classroom. In other words, gaining new teaching skills is not just a matter of understanding the method but also entails a comprehensive understanding of education. It is difficult for participants to recognize the latter during a single lecture or a short training activity. Yet, without a comprehensive understanding of education, the participants will not be able to act as self-directed teachers. In order to solve this problem, the author is developing teacher's comprehensive training program for Japanese English teachers.

The program consists of three cores: teacher's self-reflections, communication between students, and teaching skills. For those who do not have a teacher's license, learning self-reflection will prove most helpful. Many teachers have problems communicating with students in class, and this aspect is connected with self-reflection. There is a very wide range of different teaching skills in English education; teaching skills for reading, writing, listening, speaking, presentation, vocabulary building, and so on. In the program, each core has additional smaller groups for training. The author will illustrate the whole program in the paper and analyze the effects on teacher's practices in class.

Current Status and Issues of Teacher Education for Foreign Students in Japan: Support Tools Development for Teachers to Achieve Effective Teaching and Learning

Tomomi Usui, Osaka University of Education

Shota Teruya, Ibaraki University

Yumi Kurama, Meiji Gakuin University

1. Background

This research examines the current status and issues of teacher education for foreign students in Japanese public elementary and secondary schools, and suggests support tools for teachers to achieve effective teaching and learning for those students.

In 2014-2015, 73,289 foreign students were enrolled in Japanese schools and 29,198 required Japanese language instruction as a special curriculum. Of the total number of public elementary and secondary schools, 17.6% accept those students who are in need in Japanese. Japan is a jus sanguinis country, therefore, students whose parents are foreigners are categorized as foreigners even if they are born in Japan. In this research, we only focus on students who are non-native speakers of Japanese.

2. Status surrounding Foreign Students in Japan

If foreigners wish to enter Japanese public elementary and secondary schools, they are accepted free of charge, and the opportunity of receiving the same education as Japanese students is guaranteed. However, compulsory school attendance is mandatory only for Japanese, and domestic laws do not cover foreigners. School budgets and teacher allocations are insufficient to support foreign students and Japanese as a second language classes are inadequate in helping students master the language necessary to learn school subjects. Furthermore, a formal teacher education program and professional licensure to teach foreign students do not exist in Japan. Both teacher candidates at the university-level and teachers at the in-service level do not have opportunities to learn about foreign students with diverse backgrounds. Therefore, it is not difficult to show examples that teachers make ineffective teaching because they lack training. Thus, these statuses surrounding foreign students make them not to receive adequate educational support in schools.

3. Research Questions and Methods

In order to support Japanese teachers who need knowledge and skills to educate linguistically and culturally diverse students, we conducted action research at several schools where such students were much enrolled and investigated the following questions;

- What kind of teacher preparation programs are needed?
- What kind of in-service programs are needed?
- What would be the elements for effective instruction for foreign students at Japanese schools?

4. Conclusion and Potential Implication

Through our action research, we identified the following six categories to improve the situation of foreign students in Japanese schools: Japanese language, subject learning, cultural differences, special-needs students, mental healthcare, and family. We subsequently developed models for individual development and study plan, and a school-based in-service training program.

5. Brief Description of our Presentation Approach

At this presentation, we will show institutional and practical features of the education for foreign students in comparison with the American way to support ELL students. We would like to discuss the differences regarding the support systems, teacher education, and the philosophy for those students.

What is Education for Sustainable Development (ESD)?

A case study approach from the perspective of critical realism (CR)

Kensuke Chikamori¹ and Chie Tanimura
Naruto University of Education

Responding to the increasing global concern of social-ecological risks that are supposed to be threatening our sustainability, Education for Sustainable Development (ESD) has now been strongly emphasized. Although we can see school-based active engagements in ESD in Japan, for example, Niihamachi-city, Ehime prefecture, educational stakeholders may still have an ontological question (What is ESD?) and pedagogical question (How to implement ESD in a school?). Its primary reason may be lie in that ESD is not content-based but value (Sustainability)-centered education. It may urge stakeholders to change totally their view of education. Additionally primary interest or focus of stakeholders appears to be more in pedagogical aspects of ESD including lesson design, its implementation and assessment and thus ontology of ESD appears to be not so much discussed among them in Japan.

Although our key question is “What must a teacher education be like for ESD implementation in a school to be possible to implement ESD?”, firstly we have to approach to get the answer to the question of “What is ESD?”

“Sustainable Development (SD)” was defined as “the development that meets the needs of the present without compromising the ability of future generation to meet their own needs” (The World Commission on Environment and Development, 1987). We could draw two critical points from it. The first is that two different points of time, *the present* and *the future* are introduced to give “Sustainability” meaningful. The second is that there exist the recognition that the way of living of *the present* would be the major constraint to that of *the feature*. Thus, the key issue in ESD is to encourage for people including students as agents to transform their ways of living based on their concern of social-ecological risks. It leads us to CR for our approach as metatheory.

CR was established by Roy Bhaskar (1944-2014) in 1970s to underlabor natural science and he then extended his work to social science. As part of the outcome in social science field, he proposed the transformational model of social activity (TMSA) with the emphasis on social structure and human agency as an independent constructs-non-identity of structure and agency (Bhaskar, 2016) as well as not on ignoring time for the explanation of social phenomena. He further elaborated the TMSA in the conception of *four-planar social being*: (a) material transactions with nature (b) social interaction between people (c) social structure and (d) the stratification of the embodied personality (*ibid*). Moreover, he defined the seven disctinct levels “with which social explanation may be concerned” (*ibid*). It extends from “sub-individual or psychological level to the planetary (or cosmological) level. As we mentioned, the ultimate goal of ESD is to raise the people as agency who could transform continually their own way of living with concomitant their activity-dependent transformation of social structure.

In our presentation, we would like to provide our preliminary answer to the question of “What is ESD?” through the case studies on the ESD activities implemented in some schools in Shikoku Island in Japan using the elaborated TMSA in the conception of *four-planar social being* in associate with seven disctinct levels concerning of social explanation as an analytical framewrok

¹ Correspondence to K. Chikamori on this presentation: chika@naruto-u.ac.jp

How common is cyberbullying in Japan?

Kiyoharu Hara
Bukkyo University

It is often noted that one aspect of modern bullying is that it is hard for others to observe. A typical example of this is cyberbullying, which takes place in children's network environments (virtual spaces).

The Act to Promote Countermeasures against Bullying, enacted in 2013, defines bullying as "actions (including actions performed via the Internet) which have psychological or physical effects on other children or students and which the affected children or students find physically or mentally distressing." Psychological or physical bullying via the Internet is broadly defined as cyberbullying.

How common is cyberbullying? We conducted a study of 66,399 students in 98 senior high schools in Kyoto Prefecture and Shiga Prefecture in 2015. 8.7% of the senior high school students surveyed responded "I have had a painful experience online" (5.4% of respondents said this was true after entering senior high school). The main types of painful experiences were "abuse on twitter" (51.8%) and "abuse on LINE" (39.7%). Scores for "abuse via email" (18.4%) and "abuse on blogs and profiles" (19.0%), which were formerly more common, fell. Other responses included "photos or videos" (9.7%) and "unofficial school websites" (3.9%).

Based on this, I would like to point out three characteristics of senior high school student cyberbullying.

The first is that unfounded statements regarding victims, and their personal information, are posted online by bullies not with clear malicious intent, but for comedic purposes. Exposed to the general public, victims suffer from isolation and staring.

The boundary between bullying and teasing is a blurred one, and in recent years teasing has become a prominent method of rough communication between children. This relationship has also begun to spread online as well. The second is that 86.1% of victims responded that "I was able to identify who posted the material," indicating that the degree of anonymity is decreasing.

Some degree of interpersonal relationship often exists between the victims of cyberbullying and their bullies. Victims are invited to online spaces in order to communicate with their peers, and they feel pressured to go along or be rejected from the group. Alternatively, some victims feel so scared that they could be targeted by cyberbullying that they go overboard in going along. For groups based on weak friendships, and even in some cases for victims, it is easy to become a bully as the result of going along with the group.

The third is that real-world bullying easily transfers to online spaces. Students who had experienced real-world bullying ("ridicule, jeering, derogatory remarks," "exclusion from the group, ignoring," "assault, extortion") had higher incidences of being victims of cyberbullying.

Schools cannot merely take the position of "we don't understand the Internet" or "Internet problems need to be handled by children themselves." Instead, schools must strive to assess the actual conditions of the new educational challenge posed by cyberbullying and create countermeasures that are tailored to the conditions at each school.

Short-term Longitudinal Study on School Adaptation in Japanese Elementary and Junior High Schools - Focus on the Social and Deliberative Skills -

Tomoko Terai, Mukogawa Women's University

Hiromi Takai, Mukogawa Women's University

Vincent C. Alfonso, Gonzaga University

John Traynor, Gonzaga University

Jon Sunderland, Gonzaga University

Masatoshi Kawai, Mukogawa Women's University

Purpose Both in the U.S. and Japan, schools are experiencing social and learning issues among elementary and middle school students. As a result, long term maladaptive behaviors are causing negative social issues in their future schoolings. To prevent latent problems in their futures, all adults who have direct contact with them, including faculty members, provide careful assistance to them. This time, we focused our attention on students in the “long-continued teased group” which have been included in our study for the previous 5 years.

Method The data was collected from schools in Japan twice a year in the spring and winter seasons from 2012 to 2016. The data has been collected 10 times up until now. Data was collected from all students (1st grade to 9th grade), however only the students who have perfect data (present for every questionnaire and no unanswered questions) were analyzed in this study. “Q-U” (Questionnaire- Utilities) as known as “Survey for making a comfortable classroom” is utilized for calculating the number of students who are in the “long-continued teased group”. Data from original items was additionally used for 5th to 7th graders in 2015 and 6th to 8th graders in 2016(Table1). All data was collected using a specific ID number for each student throughout the study.

Table 1. The number of subjects in this study

| | Using data in this study | | | | | Subjects | | |
|----------|--------------------------|-----------------|-----------------|---------------------|---------------------|----------|------|-------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | Boy | Girl | Total |
| | Spring / Winter | Spring / Winter | Spring / Winter | Spring / Winter | Spring / Winter | | | |
| A cohort | 2nd | 3rd | 4th | 5th | 6th | 41 | 30 | 71 |
| B cohort | 3rd | 4th | 5th | 6th | 7th | 34 | 38 | 72 |
| C cohort | 4th | 5th | 6th | 7th | 8th | 30 | 34 | 64 |
| | Q-U | Q-U | Q-U | Q-U& original items | Q-U& original items | | | |

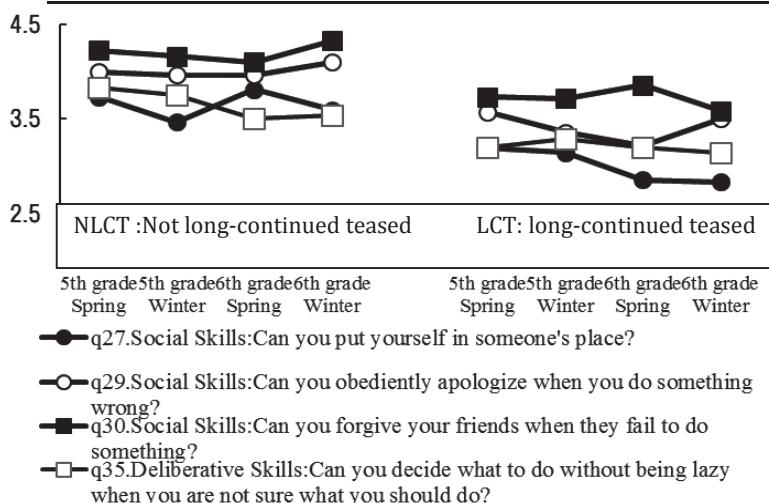


Figure 1. The score of social and deliberative skills
(A Cohort)

Result and Discussion First we had to identify the students who were in the high teased group for a continued time. Their scores were in the teased group greater than 7 out of in the 10 times and are identified as “long-continued teased(LCT)” students while students who were less than 3 times are “not long-continued teased(NLCT)” students. We looked at the data from the A cohort group (2nd graders in 2012 to 6th graders in 2016) (Table1) and found that there were 13 for in the “LCT” and 30 in the “NLCT” (Figure 1). It doesn’t particularly mean LCT students’ skills are not so good but that may have difficulties dealing with some social situations. It is possible that without any intervention or increased social interactions, these deficiencies may develop into irreversible behaviors.

Effect of reflection in the parallel-repeated design for argumentation and management

Mika Nakano
Fukuoka Institute of Technology

1. Introduction

In recent times, Japanese higher education has focused on “Active Learning,” which encourages students’ initiative in learning. This trend has introduced new approaches of argumentation and presentation in many courses. However, empirical studies are scarce, and teachers need practical instruction on the methods of teaching presentation, especially to students who hesitate to present their opinions in front of an audience. Nakano (2012) introduced the parallel-repeated learning design of argumentation and management, which was designed for Japanese college students, according to the practices prevalent since 2008 in the subject of “presentation” (Fig. 1). In 2014, the program was revised as shown in Fig. 2. to collaborate with the other specialized subject “Engineering Design 1” in which students design their own car. Although previous studies revealed the overall effects of these programs (Nakano, 2014), we still discovered individual differences in performance. In 2016, the new task of reflection was added to the latter program to deepen the understanding of both knowledge and practical wisdom in action. Since 2016, the author has taught the above program to teachers for license renewal.

2. Method

The number of students who took the class in 2016 was 24 ($N = 24$). In this study, we analyzed the relation between how they reflect on their action and the final score. The final score consisted of two evaluations for the presentations. Each evaluation was conducted on the presentation performance (structure, contents, manner, QA) and the worksheets the students wrote in every class. For analysis, we counted the number of letters and perspectives they wrote in the two reflection files.

3. Result and Discussion

The main findings were as follows: (1) they verbalized more what they had learned and improved the way of reflection, (2) there was a significant difference between the number of letters they wrote in the reflection sheet and the final scores, (3) students who reflected by themselves using several perspectives and analyzed well achieved higher scores. These results indicated that the parallel-repeated design was effective in cultivating the skill of reflection. By discussing the results of qualitative analysis and its developmental process, future prospects of teacher education will be further explored.

4. Summary

This study aimed at introducing the method of reflection in the program in 2016 and examining its effect. The three-year practice led to a better educational program, and we found that reflection in this framework was effective. Its application will be the next research theme.

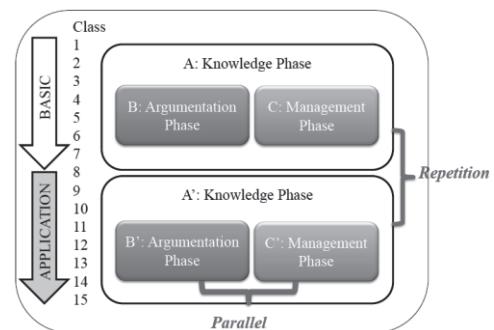


Fig. 1. Original parallel-repeated design.

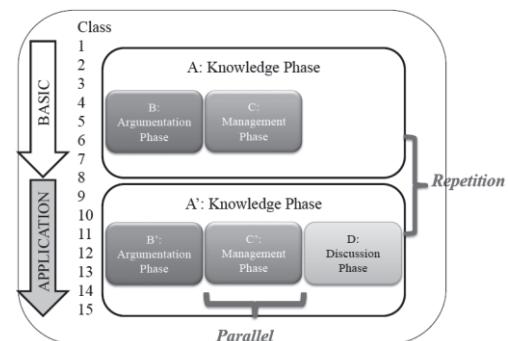


Fig. 2. New parallel-repeated design for inter-curriculum learning.

Group Presentations as an Active Learning Approach

Jazmin Cervantes & Eileen Nguyen,
California State Polytechnic University, Pomona

Students today are more diverse than ever before. One of the many challenges teachers face is how to engage diverse learners. An effective approach that can be used to engage diverse learners in the classroom is a student-centered activity such as a group presentation where the students are put in control of their own teaching and learning to participate actively rather than passively listen to a lecture (Buchenroth-Martin, DiMartino, & Martin, 2017). Research indicates that active-learning methods on average improve student achievement in college STEM courses (Freeman et al., 2014) and experiences (Stoerger & Krieger, 2016).

In this presentation, two student presenters who are preservice teachers will engage the conference participants in the following activities. First, they will demonstrate traditional passive learning and compare with student centered learning. The student presenters will then show how the group presentation can be used as an active learning approach for preservice teachers in their K-12 classrooms. It begins with clearly articulating the expectations and criteria for a group presentation by watching effective past group presenters, which serves as *modeling*, as part of instructional scaffolding (Walqui, 2006). In the group presentation, the use of multisensory approaches or multimodalities of learning such as auditory, kinesthetic, tactile, and visual, to engage diverse learners is emphasized. The group presentation focuses on *experiencing* the concepts actively rather than passively talking about the concepts. This follows the Moses' 5-Step Approach, a scaffolding framework, to provide experience first before learning the academic jargon (Moses, 2001). During the whole process of preparing for the presentation, presenters work collaboratively with their group members based on formative and summative feedback given by the instructor, culminating in written and verbal feedback from peers and instructor. After presentation, presenters engage in reflection of their teaching and learning to improve future presentations. The student group presentation thus provides the student the opportunity to move away from the traditional lecturing that is passive and move into student-centered active learning.

Implementing an Online Peer Feedback System for Microteaching: A Case Study of an EFL Teacher Training Course at a Japanese University

Naoki Sugimori
Ritsumeikan University

Microteaching is an effective way for student teachers to gain practical teaching experience in less intimidating circumstances. This is a case study of an EFL teacher training course at a Japanese university. As a part of a TEFL methodology course, student teachers practiced microteaching in class, where they taught English grammar using PowerPoint slides. After each microteaching lesson, comments and assessments from their peers were electronically submitted to the course instructor through an online peer feedback system. These assessments evaluated their delivery, teaching skills, interaction with students, and their use of teaching materials. Feedback was anonymously returned to the student teachers to take into personal consideration. At the end of the course, students were given a questionnaire about their teaching experience and were asked to write a reflective essay about their microteaching based on the comments and assessments from the instructor and their peers. The analysis of the questionnaire shows that the use of an online peer feedback system encouraged them to give frank comments on their peer's microteaching because of its anonymity. In their reflective essays, many of the student teachers mentioned that they appreciated objective comments and feedback from their peers and considered them to be invaluable and beneficial in improving their teaching skills. It is suggested that in a collective society like Japan, where students are liable to avoid giving critical comments to their peers, an online peer feedback system would be an effective tool to elicit more straightforward and constructive comments about their peers.

What support do Elementary school teachers need to conduct English Education as a formal subject

Katsue Kawamura^{1,2}, Grace Kiddie¹.

Iguchi Elementary school, Mitaka, Tokyo¹ and The University of Tokyo²

Introduction: According to the next educational reform, Junior high school English teachers should conduct classes exclusively in English and establish primary English education a subject from 5th grade at Elementary schools. This impacts the history of education in Japan. The purpose of this research was to reveal the actual needs of homeroom teachers to promote English education as a subject.

Methods: Eighteen Home Room Teachers (HRT) and 8 Assistant Language Teachers (ALT) participated in this study. The questionnaire asked how important is it for the home room teachers to learn these skills and circle the numbers which reflected their opinion and also asked to write some comments (5 : extremely important~1 : not important). The mean scores were compared using an independent t-test. Statistical significance was set at a *p* value of 0.05.

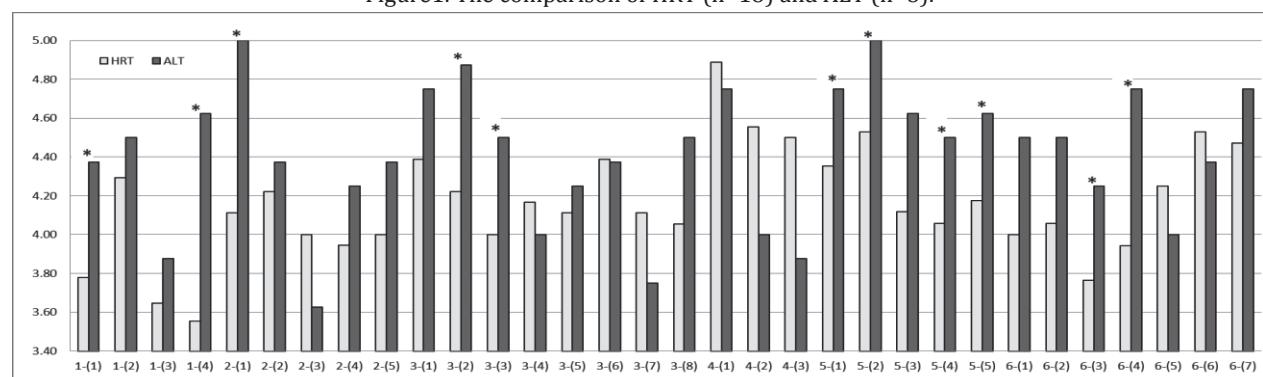
Results & Discussions: The mean score of the HRT and ALT were 4.16 and 4.41 respectively (Table 1). Nine of thirty-two results of ALT were higher than that of HRTs (Figure 1). ALTs are more serious about the English education in Japan. The highest score of HRT was 4.89 ‘Demonstration by English teachers’. HRTs felt that the chance to observe a properly conducted English lesson might help them to conduct lesson successfully.

Conclusion: HRTs need support to improve English communication skills and the basic knowledges of English Lesson as a subject. The results of ALTs showed more skills are needed for HRTs in order for English education to be successful in Japan.

Table1. The mean scores of HRT and ALT.

| | | | HRT | ALT |
|---|-------|---|------|------|
| 1. The knowledge of Elementary school English education. | 1-(1) | The government course guidelines | 3.78 | 4.38 |
| | 1-(2) | Text books, Digital materials | 4.29 | 4.50 |
| | 1-(3) | The role of each school | 3.65 | 3.88 |
| | 1-(4) | Diverse needs from children and schools | 3.56 | 4.63 |
| 2. The knowledge of process of Second language acquisition in children. | 2-(1) | Using language | 4.11 | 5.00 |
| | 2-(2) | Difference of the sound | 4.22 | 4.38 |
| | 2-(3) | To compare Japanese language | 4.00 | 3.63 |
| | 2-(4) | Importance of the contents of study materials | 3.94 | 4.25 |
| | 2-(5) | Input-Output structure | 4.00 | 4.38 |
| 3. Skills to conduct English lesson. | 3-(1) | English conversation skill | 4.39 | 4.75 |
| | 3-(2) | Enhance student become more active | 4.22 | 4.88 |
| | 3-(3) | Teaching skills of reading and writing | 4.00 | 4.50 |
| | 3-(4) | Creating materials and work sheets | 4.17 | 4.00 |
| | 3-(5) | To produce lesson plan and school curriculum | 4.11 | 4.25 |
| | 3-(6) | Team teaching skill | 4.39 | 4.38 |
| | 3-(7) | To use ICT materials | 4.11 | 3.75 |
| | 3-(8) | Evaluation skills | 4.06 | 4.50 |
| 4. Observation and model lesson | 4-(1) | Demonstration by English Teachers | 4.89 | 4.75 |
| | 4-(2) | Video and Observing each other's lesson | 4.56 | 4.00 |
| | 4-(3) | Model lesson | 4.50 | 3.88 |
| 5. English communication skills | 5-(1) | Listening | 4.35 | 4.75 |
| | 5-(2) | Speaking | 4.53 | 5.00 |
| | 5-(3) | Reading | 4.12 | 4.63 |
| | 5-(4) | Writing | 4.06 | 4.50 |
| | 5-(5) | Combination of four skills | 4.18 | 4.63 |
| 6. English basic knowledge | 6-(1) | Phonics | 4.00 | 4.50 |
| | 6-(2) | Vocabulary and grammar | 4.06 | 4.50 |
| | 6-(3) | The relationship between pronunciation and spelling | 3.76 | 4.25 |
| | 6-(4) | Basic knowledge of acquisition of second language | 3.94 | 4.75 |
| | 6-(5) | English picture books and literatures of beginner | 4.25 | 4.00 |
| | 6-(6) | Understandings of different culture and life style | 4.53 | 4.38 |
| | 6-(7) | Communication with foreigner | 4.47 | 4.75 |
| | | Mean | 4.16 | 4.41 |
| | | SD | 0.28 | 0.35 |

Figure1. The comparison of HRT (n=18) and ALT (n=8).



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Developing Assessment Rubric for “Foreign Language Activities”: Focusing on Japanese Elementary School Students with Special Educational Needs

Akira Nakayama, Ehime University

Hatsumi Tsukada, Toyooka Elementary School, Asahikawa City

Fumitaka Wakizaka, Toyooka Elementary School, Asahikawa City

Yui Miura, Ehime University

Hiroki Yoshida, Kanto Gakuin University

This study reviews the current situation of “Foreign Language Activities” for special needs students in Japan, then reports on the activities by describing how students enjoy the activities in English as a foreign language, and finally provides the assessment rubric we are developing for the students in class.

In the first half of our presentation, we report the following three activities. The first one is an activity for students with emotional disorders, since most of them usually demonstrated “visual-dominance” in their learning styles. We installed digital picture books in class instead of read-aloud paper-based books. In addition, we conducted the “missing game” activity using ICT devices (Kubo et al, 2012). The second one includes “social skills training (SST)”, since Foreign Language Activities consist of playing games in English. The students often quarreled with their classmates due to their difficulty in controlling their feelings (e.g., anger and sadness) when they lost a game. However, after conducting SST in class, they could work along with their friends smoothly (Tsukada et al, 2013). The final activity was for learners who were poor at expressing their facial gestures according to their feelings. In the beginning of class, we recorded students’ faces while they were expressing how they feel with words on how they felt in English. Then, we showed the videos for them to understand the differences between the words they were saying and their facial expressions (Matsuoka & Nakayama, 2014).

In the last part of our presentation, from the results of the above, we propose the followings implications and suggestions: First, even though students have developmental disorders, teachers can facilitate students’ learning by installing ICT devices which enable them to make attractive materials for students. Also by introducing SST in class, they help students concentrate on content. Second, a lack of research studies might not only lead to insufficient support for teachers, but also cause some misgivings about the legitimacy of conducting foreign languages activities for special needs education in Japan. Thirdly, it is important to promote empirical studies about the activities in the long-term. Moreover, we provide the assessment rubric to evaluate students’ performance based on the objective psychological tests (e.g., K-ABCII and WISC-IV) to assist teachers on their daily lessons.

Acknowledgment

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Video Annotation: A Tool for ESL Teacher Preparation

Monica M. González
University of South Florida

This presentation combines the research on ESL teacher reflection (Farrell, 2015), and video in teacher education (Calandra & Rich, 2015) to suggest a video reflection method for bilingual or English as a Second Language (ESL) teacher education programs. This presentation will introduce V-Note, a free video annotation tool, and will discuss a five-month research where three, undergraduate, ESL teacher candidates used V-Note to analyze their instruction to elementary-aged English Language Learners (ELLs). Concepts of tools and mediation (Vygotsky, 1978), and a qualitative analysis of teacher candidates' recorded instruction to ELLs, post-lesson interviews and written reflections highlight the benefits video annotation tools may have on bilingual or ESL teacher candidates' agency, confidence, and understanding of language instruction for bilingual or ESL student populations.

An Analysis of Pre-Service Teachers Attitudes Toward the Inclusion of ELL in Mainstream Classrooms

Fatima Ferguson
Arkansas Tech University

Rationale:

The theoretical prospective of the sociocultural theory of learning establishes the central nature of the social relationship between teachers and their students. A sociocultural viewpoint with cultural reciprocity requires an understanding of what is normal with a cultural bias for interpretation of the child's world (Harry et al., 1999). Teachers' relationships with their students identify literacy and establish the kinds of activities that take place in the classrooms of our K-12 schools. Hence, pre-service teachers' perceptions about English language learning are very important. A strong background in linguistics and cultural diversity in teacher education is requisite for the most optimum classroom communication (Durgunoglu & Hughes, 2010). Inextricably connected to communication and learning, research into language perceptions of preservice teachers may address many of the current concerns of K-12 education. Communication is a fundamental vehicle for realizing the full potential of humankind (Wolfram & Schilling-Estes, 1995). Thus, pre-service teachers' attitudes in these areas could shed light on curricular decisions and departmental planning for teacher education.

Purpose:

The purpose of this study is to look beyond previously explored paths of ELLs, bilingual, multicultural, and foreign language education to uncover pre-service teachers' beliefs about ELLs. By doing this, teacher preparation programs will be better informed and equipped as they instruct education classes with insight into potential preservice teacher beliefs regarding language diversity. In addition, curricular decisions and pre-service teacher experiences could be guided by knowledge of the current pre-service teachers' perceptions about teacher population. It is essential that teacher education programs be informed about language attitudes of pre-service teachers in order to strengthen the linkage between perceptions and teacher education curriculum planning and practice.

Potential Implications:

There is a need for additional training to equip them with content knowledge and instructional practices to enhance their level of confidence. By incorporating additional cultural awareness and second language theory classes into teacher education programs, a reinforcement of teachers' positive disposition toward ELLs is made as well as an increase of teachers' content and instructional knowledge.

Description of Presentation Approach:

This paper presentation will be presented using a PowerPoint presentation. The presentation will consist of an overview of the research study. The presenter will share will the audience key highlights from the research study including participant demographics, methodology, results. In addition, audience will receive "take away" strategies in which they can incorporate into their institutions.

Integration of regular classes, a school trip, and research

Akio Yamamoto
Gakushuin Boys' Senior High School

Hawai‘i is an island where different peoples have grown together and merged into a cosmopolitan society. The characteristic of Hawai‘i reminds us of schools where students with different backgrounds, motivations, aptitudes, and growth processes work together and grow together to reach different goals that each of them aims at, and merge into a society for young people with values, standards, stature, integrity and a scholarly approach to learning. There are several school events such as a sports day, a school festival, and a school trip. Those events are considered to give students important educational experiences, giving students integral skills and knowledge that would be learned in each school subject. It will be ideal if the school events are connected to daily regular classes, however, those events and regular classes tend to be treated separately; events are events, and regular classes are regular classes. It will be more ideal if the teacher’s research interest assists the integration of school events and regular classes. This presentation shows an educational practice connecting a school trip to Okinawa to regular English classes as a foreign language and to a teacher’s individual research project on Japanese immigrants to Hawai‘i.

The presenter’s school goes to Okinawa for a school trip. The students have pre-activities and post-activities of the school trip. The school this year has given the students chances to learn about Okinawa and its images created by commercialism and political reasons, and similarities and connections between Okinawa and Hawai‘i since last July. Last January the students also learned the history of Japanese Americans in Hawai‘i in World War II who fought the enemy in Europe and the Pacific area, and prejudice, in association with Dr. Martin Luther King Jr. and former US President Barack Obama. They practiced reciting their historical speeches in class and joined in the intramural recitation contest.

Their teacher, the presenter of this poster session, has been involved in an individual research project on Japanese immigrants who moved to Hawai‘i more than 100 years ago. The main purpose of the project is to send the Japanese Cultural Center of Hawai‘i in Honolulu the full copy of the list of Kan-yaku Imin, or government-contracted Japanese immigrants to Hawai‘i for labor, which had been thought missing for about thirty years in Hawai‘i. The immigrants are thought to be the pioneers who moved to foreign countries from Japan and spread Japanese culture accordingly. The list would help the descendants of the immigrants identify their roots. The list would be beneficial for those who research the history of Japanese Americans in Hawai‘i. However, most Japanese do not know of them. They even do not know how severely Japanese immigrants lived in Hawai‘i and suffered because of World War II, and they have contributed to regaining their honor in the American society. Daniel Inoue, whose name is now the name of Honolulu Airport, is an icon of the legacy of Japanese Americans, however, his name is not so famous in Japan as in the US.

Learning about Hawai‘i will help the students know more about Okinawa. If the students learn about people who moved to an English speaking country from Japan and built a life there, acquiring communication abilities in English and fighting for equality, the story of those people will help the students realize the essence of mastering practical English. A research project related to those issues will deepen and enrich the contents of class and field trip at school.

Acknowledgement

This research was a further study of the program supported by Grant-in-Aid from Shoyu Club in 2016.

Research on relation between teacher's movement observation ability and practical knowledge

Kohji Yamaguchi & Hitoshi Takami
Bukkyo University

Introduction

In general, it is thought that practicing knowledge and teaching skills rise along with it if the teaching job experience years increase. Up to now, such skill teacher's excellence has been clarified by various approaches. It is clarified that the skill teacher is excellent in the inspection ability, and is pointed out that the background abundantly has the exclusive knowledge in the field of the physical education department education (Suzuki et al 2012 ; Yamaguchi 2015). However, neither the concrete realities of the ability nor the relation to the expertise are clarified.

Methodology and Procedures

In the present study, it aimed to clarify their movement observation abilities for experienced teachers and young teachers, and to examine the background from the difference of their practical knowledge (student stumbling blocks and countermeasures). The objects assumed three experienced teachers of the teaching job experience years in total for 20 years or more with three young teachers of year of 3-5 of the teaching job experience years when it worked for the elementary school. It was requested to wear an eye-movement measuring device (Eye Mark Recorder, EMR-9) in the effect teacher, and to watch VTR of same "The straddle vault (gymnastic exercises)" three times. The content of VTR showed stumbling student's appearance in straddle vault. Moreover, "The Extensive Form (Yamaguchi 2010)" expression style of Game Theory was invoked to clarify the realities of their practical knowledge (student stumbling blocks and countermeasures) to object person's "The straddle vault", and the description was requested.

Results and Discussion

The outline of the result of obtaining is as follows.

- 1) It was clarified that young teachers were gazing at various points generally centering on various parts such as the leg, arms, and the shoulders while watching three degrees. On the other hand, it was clarified that the experienced teachers provided, and were staring at the gaze point as the frequency of watching advanced.
- 2) The experienced teachers were able to move the glance intentionally, and to read the aspect to which the gaze point is provided. Such an aspect was not admitted from young teachers.
- 3) Practical knowledge was clarified of the experienced teachers when "student stumbling blocks and countermeasures" was seen compared with young teachers and it was clarified to "Quantitative" and "Qualitative" that it was abundant.

Conclusion

It was guessed that the experienced teachers instantaneously judged child's movement teaching it based on abundant, practical knowledge, and was developing correspondence according to the child's state from the above-mentioned.

Acknowledgement

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A Study on Teachers' Practical Knowledge in Music Classes

Hitoshi Takami & Kohji Yamaguchi
Bukkyo University

Introduction

A chance of advice to novice teachers by Mentor such as skillful teachers and guidance teachers decreases by colleague's rarefaction in a field of education in recent years. Such tendency is also seen conspicuously in music classes. "There are few teachers who can advise on music classes in one school. We also have the atmosphere we don't need to be able to teach music." such report of a novice teacher can also be confirmed. Such problem is getting intensified. So consideration of the policy which supports growth of novice teachers in music classes is an urgent problem.

During such background, I have decided to make educational program for novice teachers in music classes. The guideline of the program is indicated from the angle of teacher's practical knowledge in music classes.

Methodology and Procedures

At first, teacher's practical knowledge was regarded as their thinking processes. This study investigates thinking processes of elementary-school teachers during music classes, and tries to provide strategies for improving their abilities and competence of instruction. Three categories of thinking processes are proposed: thinking process for grasping current situations, thinking process for decision making, and thinking process for choosing options.

Two novice teachers and two experienced teachers participated, teaching 'choir model' music lessons in their elementary schools. And the difference in the thinking process between novice teachers and experienced teachers was compared. Stimulated recall method was used for data collection and analysis. The procedure of Stimulated recall method is as follows.

- (1) The state of the music class is put in a video.
- (2) Recording is shown to the person who taught at the early time when it doesn't pass as much as possible after the class.
- (3) When teaching behavior has formed, a video is stopped. Thought of the person who taught is investigated through questions about teaching behaviors.
- (4) Utterance of the person who taught is recorded.

Results

As a result, the novice teachers and the experienced teachers showed notable differences in eight points: concerning category of thinking process for grasping current situations, 1) degree of concerns on children's musical performance, 2) degree of concerns on children's interest, motivation, and attitudes, 3) variety of concerning points, 4) concretion of concerns, 5) characteristics of concerned individuals or groups, concerning category of thinking process for decision making, 6) judgment along with extrapolation, 7) judgment with perspective, and concerning category of thinking process for choosing options, 8) completion of thinking processes.

Conclusion

Based upon implications of the analysis, strategies for enhancing abilities of grasping current situations, decision making and choosing options for instruction are proposed.

Acknowledgement

This research was supported by Grant-in-Aid for Scientific Research (C) No. 16K04724.

A case study of flow experience in mixed instrumental ensemble practice in Japanese middle schools

Shizuka Sutani

Okayama University, Graduate School of Education

Richard K. Gordon

California State University, Domingues Hills

Taichi Akutsu

Seisa University/ Shujitsu University

This study investigates how Japanese middle and high school students experience *flow* in mixed instrumental ensemble settings. Traditionally, in Japan for a few decades, middle and high school music classes taught recorder exclusively. Also taught were general music activities such as choral singing and listening. Recently, some schools have added guitar and *koto*, a Japanese traditional instrument, to their music curriculum. Nonetheless, most schools still teach the recorder in large classroom settings. Students in these settings, have no opportunity to play music with other instruments or interact with each other in small groups.

Traditional music education in Japan focusses on skills and talents, not found in an ensemble setting. In this study Custodero's Flow Indicators in Musical Activities (FIMA), based on Csikszentmihalyi's flow theory, help to identify students' *flow experiences* during music instruction. *Flow* is "the experience of complete absorption in the present moment, and the experimental approach to positive psychology that it represents" (Nakamura & Csikszentmihalyi, 2009), and theorized by Csikszentmihalyi.

In this study the authors describe and present data on mixed instrumental ensembles for Japanese middle and high school students. In the study we investigate student *flow experience*. *We recorded these student flow experiences* while observing their music production in small and large multiple instrument ensembles.

This study describes two same grade music classroom cases. Each classroom for purposes of the study had a control and experimental group:

In Case 1, music classes in a public middle school had a mixed *koto*, recorder and violin (experimental group) with 80 students ($n=80$). The control group of students only played the recorder ($n=80$). A written questionnaire along with video data were used along with Custodero's FIMA in collecting and analyzing students' *flow experiences* ($N=160$).

In Case 2, the *shyamisen* was added to the mixed ensemble settings. Small ensembles were then created with *shyamisen*, recorder, violin and guitar in the manner similar to that of chamber music rather than a large orchestra. All possible collaborations between and among students were assessed in questionnaire and interview forms in 6 classes with total of 240 participants ($N=240$).

Cross case analysis reveals that mixed instrument ensembles fostered students' *flow experiences*. An inclusive and experimental stance towards music instruction that introduced a variety of instrumentation helped to highlight individual differences between and among the groups. The mixed instrumental approach encouraged student listening to different musical sounds and increased their music learning and appreciation and musical desire.

Selected Literature

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Teaching Universal Design for Learning Using Pecha Kucha Presentations

Gloria Y. Niles
University of Hawai‘i West O‘ahu

Undergraduate research-led assignments often involve a presentation component included as part of the assessment of student learning. Multimedia slide presentations often fall short of audience engagement due to common presentation pitfalls. Commonly, presenters loose audience engagement due to the ineffective use of text-heavy slides, font selection, size and color contrast between text and background. Similarly, verbal presentations often become disjointed from the information presented on the slides. These common shortcomings of slide presentations can be addressed through the use of the Pecha Kucha style to present findings for research-led presentations.

In a pre-service teacher preparation program, Pecha Kucha style presentations were used to implement the principles of Universal Design for Learning (UDL). The Pecha Kucha Research project provides a multimedia alternative to submission of a written term paper for undergraduate pre-service teacher candidates enrolled in a course titled “Foundations of Inclusive Schooling.” The Pecha Kucha project scaffolds instruction in research design, UDL, and application of the Cognitive Theory of Multimedia Learning (Mayer, 2008).

Pecha Kucha style presentations originated in Tokyo, Japan in the field of architecture. . The Pecha Kucha presentation uses 20 slides that automatically advance every 20 seconds. The images on the 20 slides use visual imagery through pictures, graphics and illustrations. Text is very limited or not involved in the slides. The Pecha Kucha Research Project has been implemented as a semester-long signature assignment. A “PK Planning Template,” designed specifically to correlate the process of undergraduate research with the concepts of the specifications of a Pecha Kucha, was developed to scaffold the instructional design of this project. In addition to guiding the research process, the PK Planning Template also guides the teacher candidate in accessible multimedia presentations for diverse learning needs and abilities.

Pecha Kucha, developed in 2003, is a popular presentation style outside of the classroom. The rapid auto-advancing pace of the slides requires the presenter to be organized and focused in their narration of the presentation. Based on Pavio’s Dual Coding Theory, the presenter’s message should be clearer because the presenter’s message is not competing with text. The student’s process of creating the Pecha Kucha presentations requires the student to synthesize their findings into images, and create concise, focused points in their narration to convey their findings. This presentation will demonstrate how Pecha Kucha presentations are used in an undergraduate course for Education majors. However, the process has cross-disciplinary application to assessment of student research-led projects in all fields of study.

Through a self-study process of engaged scholarship, qualitative data was used from anonymous course evaluation comments and anonymous discussion posts written in the course management system to identify themes related to student engagement. The intent is to identify how this authentic learning experience of developing and delivering the Pecha Kucha Research Project informs the teacher candidate’s developing inclusive pedagogy.

DOTS: Depending on Teachers and Staff: How to Develop a Positive, Inclusive Climate at Your School

Rea Kirk
University of Wisconsin-Platteville

This poster is based on research conducted at a large Midwestern high school whose demographics have significantly changed over the past few years. Originally, and for most of the tenure of this school, the student body population was white, Christian, upper middle class, and spoke English as the primary language. Now, the majority of the student body receives free or reduced lunch and consists of a large variety of ethnically and culturally diverse students. Drop-out rates increased exponentially as did the number of students who were labeled as "at risk."

The questions we wished to answer were:

1. What can faculty do to make this high school more inclusive and to help students feel more connected?
2. What can staff do to make this high school more inclusive and to help students feel more connected?
3. What can administration do to make this high school more inclusive and to help students feel more connected?
4. What other recommendations, based on student perceptions, can be used to help students feel more included and more connected?

A mixed methods research design was used. Subjects were the entire student body population (over 1400 adolescents). A survey instrument was administered to them, and focus groups of students were held. The demographic information provided at the beginning of the survey allowed the investigator and her team to tease out specific population groups by gender, ethnicity and socio-economic status. The school board would not allow the investigator to ask about sexual preference.

Any student could opt out of the survey and/or focus groups. Assent forms were collected for both. If a student chose to opt out, s/he worked on homework during the administration of the survey and focus groups. No school employee saw the surveys; nor were they allowed to participate or observe the focus groups.

Surveys were collected and three of the investigator's undergraduate students tabulated these data. The investigator, her students, and a colleague who teaches statistics analyzed these data. The results were used to help individual staff, administrators and teachers set their annual professional goals.

The investigators' team of the three undergraduate students conducted the focus groups after receiving training on how to do so. It was felt that high school students would be more honest and open with college students than with the investigator because of the age differential. No demographic information was collected during the focus groups. The investigator and her students analyzed these results. The purpose of these groups was to get a general sense of areas of need or concern based on student perceptions. This was done to help the school set its annual school-wide goals.

The final report was presented to the principal of the school who then submitted it to the superintendent and then to the school board. The recommendations were implemented. It was such a success (lower drop-out rates, less students being labeled "at risk," more co-curricular involvement) that this survey continues to be used annually.

This poster contains the focus group questions, parent consent form, letters of informed assent for both the focus groups and the survey, and the instrument used as well as the step-by-step protocol to replicate this study.

A New Trend in Pre-Service Teacher Training in Japan: the Intention of Training, the Impact of Teaching Quality

Yuko Fujimura
Shiga University

Kenichi Matsumoto
Shiga University

Purpose and background:

The purpose of presentation is to clarify the impact of new pre-service teacher training program. In most of the countries such as U.S. and Japan, pre-service teachers have been educated in higher education; however, in Japan, a new trend in teacher training (also known as pre-service teacher training) has been emerging. Secondary school Boards of Education have created additional training programs for pre-service teachers, through which pre-service teachers are given an additional training curriculum, besides an existing curriculum. After World War II, historically, teacher training in Japan has been implemented largely in institutions of higher education. In a traditional route, students are taught in a teacher training program accredited by the accreditation association named Japan University Accreditation Association, and Prefectural Board of Education has authority to recruit teacher candidates. The roles of training and recruiting institutions are clearly divided; therefore, the training institution and the recruiting authority have not built strong collaborative structures for a consistent process of recruiting and training beginner teachers.

The more teachers in the Japanese baby boomer generation are going to be retired, the more serious the shortage of teachers and the quality of teachers are going to become. An effective strategy of teacher education is needed. The Ministry of Education, Culture, Sports, Science and Technology (MEXT) has been improving the whole continuum of teacher education by promoting a collaborative relationships between the recruiting authority and the teacher training facility. The systematic support for beginner teachers and the effective collaboration are significant for the quality of initial teacher education. Most of the Board of Education has started implementing the new teacher training projects called “Kyoshi-jyuku”.

Research Questions:

- What does new teacher training look like?
- What is the impact of the new program on the quality of teaching?
- What do boards of education implement the new program for?

The study consists of two parts; in the first part, we describe the implementation of new program in each prefecture and the content of each program. In the second part, we clarify the intention of board of education and the training's impact on teaching.

Methodology:

Mixed methods combining qualitative and quantitative approaches are used in the study. The study includes both questionnaires and in-depth interviews. Respondents may accept interview offers only, without filling out a questionnaire.

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Editors: Chie Ohtani, Tamagawa University

David Ericson, University of Hawai‘i at Mānoa

Nezia Azmi, University of Hawai‘i at Mānoa

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