Japan-U.S. Teacher Education Consortium 30th Annual Conference

JUSTEC2018

September 14 – 17, 2018

Proceedings and Abstracts of the 30th Japan-U.S. Teacher Education Consortium

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Remarks

Dear JUSTEC 2018 Participants, Colleagues, and Friends:

Welcome to the 30th annual conference of the Japan-U.S. Teacher Education Consortium (JUSTEC). As representatives of JUSTEC, we would like to thank all of you for your contribution to the success of this conference.

JUSTEC 2018 features the theme of "Next Steps in Teacher Education in the U.S. and Japan: Celebrating 30 years of JUSTEC." This conference marks the 30th anniversary of JUSTEC and will celebrate a rich history of collaboration in teacher education between Japan and the United States. It is our honor to have a keynote address by Dr. Lynn M. Gangone (President, American Association of Colleges for Teacher Education) and Prof. Kazuko Takano (President, Japanese Society for the Study on Teacher Education; Professor, Meiji University) who represent major organizations for teacher education in both countries. Also it is our honor to have a plenary session by a JUSTEC founding member, Dr. David Imig (Senior Fellow, Carnegie Foundation, Stanford; President Emeritus, American Association of Colleges for Teacher Education; Professor of the Practice, University of Maryland, College Park). The conference will be an opportunity to look back upon our accomplishments, to assess the changing landscape of teacher education in the 21st century, and to look forward to new approaches, frameworks, technologies, and international relationships that support teacher learning and educational research.

Special thanks to Bukkyo University for hosting JUSTEC during this special anniversary year. Also we thank the continuous support of the American Association of Colleges for Teacher Education (AACTE); Ministry of Education, Culture, Sports, Science, and Technology (MEXT), Japan; and the U.S. Embassy, Tokyo.

Thank you very much,

Chie Ohtani
Executive Director,
JUSTEC Japan Office
Acting Director of Center for
University International Programs
Associate Professor
Tamagawa University

Fred Hamel
Executive Director
JUSTEC U.S. Office
Professor & Director of
School-Based Experience
University of Puget Sound

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 30 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
2018	Bukkyo 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

Access to Murasakino Campus

Access to Murasakino Campus, Bukkyo University:
http://www.bukkyo-u.ac.jp/english/pdf/14.pdf

Campus Maps

Concurrent Sessions: Raihaido (礼拝堂)
Room 314, No.1 Building（1 号館）
Room 315, No.1 Building（1 号館）

Keynote Address & Panel: Raihaido (礼拝堂)

Luncheon Seminar: Room 310, No.1 Building（1 号館）

JUSTEC 2018 Program

Conference Theme:

Next Steps in Teacher Education in the U.S. and Japan: Celebrating 30 years of JUSTEC

This conference marks the 30th anniversary of JUSTEC and will celebrate a rich history of collaboration in teacher education between Japan and the United States. The conference will be an opportunity to look back upon our accomplishments, to assess the changing landscape of teacher education in the 21st century, and to look forward to new approaches, frameworks, technologies, and international relationships that support teacher learning and educational research.

Optional School Visit: Friday, September 14th, 2018

10:30	Meet in front of Raihaido, Bukkyo University (Murasakino Campus)
11:00-12:00	Kyoto Junior School Attached to Kyoto University of Education
12:00-	Lunch
13:00-14:00	Kyoto Prefectural Seimei High School
14:00	Dismiss

Note: Optional School Visit is limited to signed-up participants.

Day 1: Saturday, September 15th, 2018 Venue: Raihaido

8:30-	Registration
9:15-9:30	Opening
	Paper Presentation **COLLABORATIVE LEARNING IN A GLOBAL CONTEXT** **Session Chair: Fred Hamel (University of Puget Sound)**
09:30-10:00	Presentation 1 Toshiya Chichibu, National Institute for Educational Policy Research; Yumiko Ono, Waseda University "Promoting Teacher Collaborative Learning in Lesson Study: Exploring and Interpreting Leadership to Create Professional Learning Community"
10:00-10:30	Presentation 2 Elizabeth Hartmann, Western Washington University "Using Classroom Visits to Support Professional Learning in Practice: A Comparative Analysis of Japanese Lesson Study and American Math Labs"
10:30-10:45	Break

10:45-11:15	Presentation 3 Jon Yoshioka, Vail Matsumoto, University of Hawai‘i at Mānoa; Eunice Fukunaga, Waipahu High School “Beyond the Classroom: Next Steps in Teacher Professional Development that are Creating Mutually Beneficial Relationships in Professional Development School Partnerships”
11:15-11:45	Presentation 4 Fred Hamel, University of Puget University “Centering Race in Teacher Education: Generating Intersections, Changing Practice “
11:45-	**Lunch on your own**
(12:30-)	(Simultaneous earphone registration opens)
13:00-15:00	**Open Keynote Address: Current Issues in Teacher Education** Moderator： Kiyoharu Hara (Executive Board Member of Kinki Region, Japanese Society for the Study on Teacher Education; Professor, Bukkyo University) Greetings: President Norihiko Tanaka (Bukkyo University) Keynote Speakers: □ Lynn M. Gangon (President, American Association of Colleges for Teacher Education) □ Kazuko Takano (President, Japanese Society for the Study on Teacher Education; Professor, Meiji University) **Q&A**
15:00-15:30	Break
15:30-16:45	**Open Panel Discussion:** **Celebrating 30 Years of JUSTEC: Valuing the Past and Blazing a New Trail** Moderator： Fred Hamel (Professor & Director of School-Based Experience, University of Puget Sound; Executive Director, JUSTEC U.S. Office) Panelists： □ David Imig (Senior Fellow, Carnegie Foundation, Stanford; President Emeritus, American Association of Colleges for Teacher Education; Professor of the Practice, University of Maryland, College Park; JUSTEC Founding member) □ Sachiko Tosa (Professor, Niigata University; Principal, Nagaoka Junior High School Attached to Faculty of Education, Niigata University) □ Ruth Ahn (Professor, California State Polytechnic University, Pomona; Executive Editor, International Journal of Teacher Leadership)

	□ Chie Ohtani (Acting Director, Center for University International Programs, Associate Professor, Tamagawa University; Executive Director, JUSTEC Japan Office)
17:30-	Micro-bus pick up (only 5-10 minutes to the restaurant by taxi, 10-15 minutes on foot)
18:00-20:00	Reception at a restaurant "Syozan"
20:00 20:15	Group Photo Micro-bus pick up *Notice: The bus only goes to the JUSTEC recommended hotels, Rubino Horikawa and ARK Hotel. If you miss the bus, you will back to your hotel on your own.

Day 2: Sunday, September 16th, 2018

8:30-	Registration
9:00-11:45	**Concurrent Presentation I in 3 rooms (See p.11-13)**
11:45-12:45	**Lunch on your own** **or** **Luncheon Seminar (signed-up participants only) Room:310, No.1 Building** **Effective Public Speaking in for Scholarly Presentations** • Ruth Ahn, California State Polytechnic University, Pomona • Fred Hamel, University of Puget Sound This hands-on seminar provides practical tips and feedback to make effective presentations in English. The intent of this seminar is to assist participants in the dynamic delivery of their scholarly work with individual feedback in a small group setting. Students and junior scholars who are non-native speakers of English are especially encouraged to take advantage of this special professional learning opportunity. It will be conducted in bilingual English/Japanese. Please bring a 3 minute sample of your presentation.
13:00-14:00	**Plenary Session Venue: Raihaido** **Being Inspired by the JUSTEC Tradition: Reflecting on a 30 -Year Heritage** • David Imig (Senior Fellow, Carnegie Foundation, Stanford; President Emeritus, American Association of Colleges for Teacher Education; Professor of the Practice, University of Maryland, College Park JUSTEC Founding member) • David Ericson (Professor and Chair, Department of Educational Foundations and Interim Chair, Department of Educational Administration, College of Education, University of Hawai'i at Mānoa)
14:00-14:20	**Break 20 min.**
14:20-15:50	**Concurrent Presentation II in 2 rooms (See p.14)**
15:50-16:10	**Break 20 min.**
16:10-17:10	**Poster presentation (See p.15-17)**
17:30-18:30	**Governing Board Meeting Room:310, No.1 Building**

Day 3: Monday, September 17th, 2018 Venue: Raihaido

	PARTNERSHIPS **Session Chair: Denise Patmon, University of Massachusetts Boston**
09:00-09:30	Presentation 24 Lori Fulton, Aaron Levine, Nicole Schlaak, University of Hawai‘i at Mānoa “Creating Opportunities for Professional Development: Synergy in a Professional Development School Partnership”
09:30-10:00	Presentation 25 Waynele Yu, University of Hawai‘i at Mānoa; Satoshi Hamamoto, Education Bureau of the Laboratory School, University of Tsukuba; Tara O’Neill, University of Hawai‘i at Mānoa; Yasunobu Kino University of Tsukuba; Shari Jumalon, Kua o ka Lā New Century Public Charter School; Hirohisa Nagai, University of Tsukuba; Shayne Torikawa, University of Tsukuba; Joseph Zilliox, University of Hawai‘i at Mānoa “Building U.S. and Japan educational collaborations through STEMS2: Shared Learning Journeys between the University of Hawai‘i, Mānoa and the University of Tsukuba”
10:00-10:15	**Break 15 min.**
10:15-10:45	Presentation 26 Vail Matsumoto, Jon Yoshioka, Lori Fulton, University of Hawai‘i at Mānoa; Eunice Fukunaga, Cesceli Nakamura, Waipahu High School “Design for Education: Developing Teacher Candidates as Design Thinkers”
10:45-11:15	Presentation 27 John L. Pecore, William R. Crawley, University of West Florida “Learning Sciences: Reconsidering Research Practice Partnerships in Context
11:15-11:45	**Closing and Announcement regarding Future JUSTEC** (Lunch on your own)
13:00-	Optional Tour (on your own)

Program Note:

To avoid confusion and to maintain consistency, the JUSTEC board has decided not to include academic titles in the program.

Paper Presentation

Program Note:
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Concurrent Presentation I
Day 2: Sunday, September 16th, 2018

Room1: Raihaido
CULTURALLY RESPONSIVE TEACHING
Session Chair: Elizabeth Hartmann, Western Washington University

09:00-09:30	Presentation 5 Aaron J. Levine, Charlotte Frambaugh-Kritzer, Brook Chapman de Sousa, Nezia Azmi,Adam Tanare, and Kuʻulei Serna, University of Hawaiʻi at Mānoa; Chisato Nonaka, Kyushu University "Where Am I? Who Am I? Who Are You? Guided Disruption and Culturally Responsive Practice Through International Exchange"
09:30-10:00	Presentation 6 Felice Atesoglu Russell, Ithaca College; Amanda Richey, Kennesaw State University "Teacher Education Praxis: The Potential of Community Asset Inquiry as a Methodology for Transformational Learning"
10:00-10:30	Presentation 7 Minako McCarthy, University of Hawaiʻi at Mānoa "How can Pre-service Teachers Prepare and Understand LGBTQ Students in Their Future Practices?"
10:30-10:45	**Break (15 minutes)**
10:45-11:15	Presentation 8 Monica Gonzalez Smith, Jennifer Padua, University of Hawaiʻi at Mānoa "Using Local Cultural Simulations to Promote First-Year Teacher Candidates' Intercultural Communicative Competencies"
11:15-11:45	Presentation 9 Linda Oshita, University of Hawaiʻi at Mānoa "I Was Willing to Get on Board with It": Out of School Para-Professional Perspectives on Using Culturally Responsive Pedagogy"

Room2: Room 314, Building No.1
SUPPORTING TEACHER DEVELOPMENT
Session Chair: Shawn Christiansen, Southern Utah University

09:00-09:30	Presentation 10 Ryuichi Minami, Sachiko Tosa, Niigata University "Improving High-School Physics Lessons through Action Research"
09:30-10:00	Presentation 11 Sachiko Tosa, Niigata University "What Can Japanese Teachers Learn from Lesson Study in US?"
10:00-10:30	Presentation 12 Chie Tanimura, Naruto University of Education "Planning of P4C-based lessons on thinking about nature and life as part of disaster prevention education (DPE) : Analysis of the Process of Teaching Practices as Part of Teacher Training in the Graduate School of Naruto University of Education using the Concept of 'Absenting Absence' in Critical Realism"
10:30-10:45	**Break (15 minutes)**
10:45-11:15	Presentation 13 Tomoko Terai, Hiromi Takai, Mukogawa Women's University; Vincent C. Alfonso, John Traynor, Jon Sunderland, Gonzaga University; Masatoshi Kawai, Mukogawa Women's University "How Teacher's Involvement Correlate to a Student's School Adaptation: Focused on Differences and Similarities in American and Japanese Schools"

Room3: Room 315, Building No.1

TEACHING ENGLISH & LITERACY

Session Chair: Yasuko Shimojima, Research Organization for Next-Generation Education, Tokyo Gakugei University

09:00-09:30	Presentation 14 Glenn Magee, Ehime University "Japanese Elementary School English: The Mismatch between Policy and Practice"
09:30-10:00	Presentation 15 Rie Adachi, Aichi University; Kagari Tsuchiya, Sophia University Junior College Division "The Effect of Linguistic and Intercultural Awareness Activity in a Japanese Elementary School"
10:00-10:30	Presentation 16 Katsue Kawamura, Igucgi Elementary School, Mitaka & The University of Tokyo Grace Kiddle, Igucgi Elementary School, Mitaka "In-Service Training and Daily Based Supports Reflect HRT's Motivation Toward to English Education"
10:30-10:45	**Break (15 minutes)**
10:45-11:15	Presentation 17 Denise Patmon, University of Massachusetts Boston; Olga Frechon, East Boston Early Learning Center, Boston Public Schools; Adeleine Mannion, East Boston Early Learning Center, Boston Public Schools "With Different Languages and Cultural Lens: A Whole School Approach to Improving the Teaching of Writing in a Multilingual Community at a Boston Public School Early Literacy Level"

Concurrent Presentation II in 2 rooms
Day 2: Sunday, September 16th, 2018

Room 1: Raihaido

TEACHER HEALTH & PROFESSIONALISM

Session Chair: Hisayoshi Mori, Osaka City University

14:20-14:50	Presentation 18 Scott Imig, University of Newcastle, Australia "Coaching, Wellbeing and Leadership: Findings from a Year-Long Professional Development Program"
14:50-15:20	Presentation 19 Shigeru Asanuma, Rissho University; Shuji Masuda, Shiraume University "Laughter Makes Teachers More Powerful -More Real than Didactics"
15:20-15:50	Presentation 20 Lynn Hammonds, Hawaii Teacher Standards Board "What's Next for Teacher Licensure and Preparation? : The Model Code of Ethics for Educators"

Room2: Room 314, Building No.1

SUPPORTING DIVERSITY IN SCHOOLS

Session Chair: William Crawley, University of West Florida

14:20-14:50	Presentation 21 Kaori I. Burkart, Global Education and Intercultural Advancement (GAIA) Center, Oita University "Instrument Applicability across Monocultural Environments: Constructing a Japanese-language Version of Global Competency and Intercultural Sensitivity Index"
14:50-15:20	Presentation 22 Yasuko Shimojima, Research Organization for Next-Generation Education, Tokyo Gakugei University "Equity and Excellence: Culturally and Linguistically Diverse Students in a "Super-Global High School""
15:20-15:50	Presentation 23 Yuki Shimojo, Tokyo Gakugei University; Shigeru Asanuma, Rissho University "The Efficacy of Mixed Age Grouping in a School -Experiences of Non-graded Activities-"

Poster Presentation

Program Note:
To avoid confusion and to maintain consistency, the JUSTEC board has decided not to include academic titles in the program.

Day 2: Sunday, September 16th, 2018
16:10-17:10 Venue: Raihaido

Professional Development

Poster Presentation1
Kaori I. Burkart, Global Education and Intercultural Advancement (GAIA) Center, Oita University
"Internationalizing Teacher Education Programs: Preservice Teachers' Perceptions of Intercultural Sensitivity and Global Competency"

Poster Presentation 2
Yasuko Yoshino, Juntendo University
"Philosophy and Practice of Teacher Training Programs in Japan: With Special Reference to Intercultural Understanding"

Poster Presentation 3
Kevin Watson, University of the Ryukyus
"Teacher Training Program Development and Implementation for Non-Language Specialist Educators: The Use of Integrated Internal Action Frameworks (IIAF) and Active Learning Cycles"

Poster Presentation 4
Minako Yogi & Kevin Watson, University of the Ryukyus
"Learning Cycle Focussed Curriculum: Self-Regulating Learner Development"

Teacher Education for Diverse Learners

Poster Presentation 5
Yuko Ida, University of Hawai'i at Mānoa
"Benefits and Challenges of International Baccalaureate (IB) Programms in Japan"

Poster Presentation 6
Amelia Jenkins, University of Hawai'i at Mānoa
"Designing a Merged Elementary and Special Education Teacher Training Program"

Poster Presentation 7
Jenny Wells & Patricia Sheehey, University of Hawai‘i at Mānoa
“Effects of Self-Monitoring on Math Competency of an Elementary Student with Cerebral Palsy in an Inclusive Classroom”

Poster Presentation 8
Hitoshi Takami & Kohji Yamaguchi, Bukkyo University
“A Study on Experienced Teachers' Practical Knowledge in Music Classes”

Poster Presentation 9
Kohji Yamaguchi & Hitoshi Takami, Bukkyo University
“Research on Teacher's Movement Observation Ability in Learning Outcome”

International Comparative Study

Poster Presentation 10
Miwako Hosoda; Seisa University; Taichi Akutsu, Seisa University/ Shujitsu University; Richard K. Gordon, Seisa University; Shizuka Sutani, Fukuoka Women’s University; Kensho Takeshi, Kokugakuin University/ Tokyo Gakugei University
“Comparative and International Aspect of Arts and Physical Education in the US, Japan and Bhutan”

Poster Presentation 11
Kiyoharu Hara, Bukkyo University
“Cross-national Comparison of Cyber-bullying”

Poster Presentation 12
Felicity Greenland, Doshisha University
“Japan-US Exchange Activities at University Level: Lessons Learned from Observation and Reflection”

Poster Presentation 13
Matt Schmidt, Shawn Christiansen, Markie Nelson; Southern Utah University
“Increasing US Students Understanding of Japanese Nutrition, Culture, and Family Life through a Short-term Study Abroad”

Poster Presentation 14
Shawn Christiansen, Southern Utah University
“Katei-ka (Home Economics) in Schools: What Can Japan and the US Learn From Each Other?”

Ongoing Professional Development: Models & Practice

Poster Presentation 15
Brian C. Ludlow & Shawn Christiansen, Southern Utah University; Ray Whittier, Cedar North Elementary School
“SUU – ICSD Partnership: A Pathway to Excellence”

Poster Presentation 16
Guofang Wan, Francis Godwyll, Wisdom Mensah, Mark Malisa, William Crawley; University of West Florida
“Mentoring through the Structured Doctoral Seminars: A Pathway to Increase Graduation Rates for an Online Ed.D. Program”

Poster Presentation 17
Akio Yamamto, Gakushuin Boys' Senior High School
“Students’ Participation in Off-campus Lecture Meeting and Workshop”

Poster Presentation 18
Ryutaro Shintani, Heian Jogakuin St. Agnes' University in Osaka
“Comparative Study of DuFour’s PLCs and "Manabi-no-kyodotai" in Secondary School”

English Education in Japan under Educational Reform

Poster Presentation 19
Toshiko Sugino, Kogakuin University & Waseda University; Emika Abe, Daito Bunka University; Mami Ueda, Chiba Prefectural University of Health Sciences
“Teacher Belief in College English Classes in Japan: How to and How Much to Reflect It”

Poster Presentation 20
Junya Narita, Atsugi-Daini elementary school in Kanagawa; Shien Sakai, Chiba University of Commerce
“Teachers’ Anxiety to English Education as a Required Subject and Ways to Support Teachers in a Bottom-up Fashion”

Poster Presentation 21
Yoichi Kiyota, Meisei University
“Using Portfolios to Encourage the Personalization of English Language Learning”

Poster Presentation 22
Tazu Togo, Kyoto Notre Dame University
“Teacher Training Programs in Japan: Putting a theory into practice”

Poster Presentation 23
Kant Koga, Wake Shizutani High School, Okayama
“How can Non-lincesed Teachers help School in Japan? ”

Current Issues in Teacher Education in the U.S.

Lynn M. Gangone
President and CEO, American Association of Colleges for Teacher Education

The United States is in a great period of flux throughout many sectors, especially PreK-12 and higher education. The US Department of Education Secretary prefers funding for private charter schools to public schools, the Every Student Succeeds Act (ESSA) gives even more local/state—and less federal—responsibility for PreK-12 education, and the proposed PROSPER Act (H.R. 4508), a bill that reauthorizes the Higher Education Act, eliminates every provision targeted to support teacher candidates, educator preparation and transformative programs, such as residencies, loan forgiveness and TEACH grants. Furthermore, as of June 2018 there have been 154 mass shootings in the US, including 44 in elementary and secondary schools, resulting in 40 deaths and 66 injuries. Against this backdrop, the American Association of Colleges for Teacher Education (AACTE) and its member institutions continue to elevate and strengthen teacher education. Through scholarly research, clinical practice, teacher and principal leadership, quality assessment, and a deep commitment to bringing more men and underrepresented populations into the profession, there is much to being done in teacher education in the United States.

Bio

Lynn M. GANGONE, President and CEO of the American Association of Colleges for Teacher Education, is a seasoned education leader with association, agency, and campus-based leadership experience, which allows Gangone to bring a unique perspective to her work. She began her career in education working on Carl Perkins Vocational Equity grants, first through the New York State Education Department, and later, New Jersey, developing and delivering PK-12 professional development to teachers and guidance counselors. Later, as Vice President of the Maryland Independent College and University Association, she led the association's academic policy and related lobbying work, with specific oversight of teacher education and education accreditation. She has held faculty appointments at two colleges of education, the George Washington University Graduate School of Education and Human Development (DC) as a visiting professor, and a full professor (clinical) at the University of Denver’s Morgridge College of Education.Prior to her appointment as President and CEO of AACTE, she served as Vice President at the American Council on Education (ACE) and Dean of Colorado Women's College, University of Denver. She has also served as executive director of the National Association for Women in Education, and as vice president of development, as well as vice president/dean of students, at Centenary University (NJ). She consults, writes, and speaks on education leadership, advancement of underrepresented men and women, strategic planning, and change management

Current Issues in Teacher Education in Japan

Kazuko Takano
Professor, Meiji University; President, Japanese Society for the Study on Teacher Education;
Director, Japanese Educational Research Association

The first JUSTEC Forum was held at Kyoto University in 1988. Since then, in addition to the changes in society, the expected role of school teachers has also changed, creating many challenges and difficulties in teacher education. Many reforms have been accomplished to address these concerns; however, even now, in 2018, teacher education in Japan is still in the process of transformation.

This keynote speech is composed of three parts. First, I present an overview of the reforms made in the teacher education system over the past three decades, which were brought about mainly by the amendments of the Educational Personnel Certification Act and the Act for Special Regulations Concerning Educational Public Service Personnel. Second, using the data, I elucidate how both the shape of the teaching profession and teachers' working conditions have changed. Finally, I highlight the current problems that we are facing and discuss what is needed to cope with them.

1. In the past 30 years, a highly organised system of in-service training that covers a teacher's entire teaching career has been steadily developed. For example, a one-year induction programme (conditional probation period) for newly employed teachers (1988; Act amendment year), in-service training for 'teachers with 10 years' experience' (2002; altered to in-service training for 'mid-level teachers' in 2016), systematic plan for the development of in-service teachers (2002), teacher certificate renewal system (2007), additional training for teachers whose teaching is found to be inadequate and/or improper (2007), and professional schools for teacher education that provide high-level professional training at both pre- and in-service stages (2008). Apart from the teacher certificate renewal system and the development of professional schools for teacher education, the remaining fall under the responsibilities of those who appoint teachers—teachers in public schools are appointed by the superintendents of the prefectural boards of education. Moreover, following 2017, each prefectural board of education establishes the Council for Preparation and Development of Teaching Personnel, identifies the Teachers' Capability Index (Capability Index for the Enhancement of the Quality of School Principals and Teachers) after consulting with the Council, and formulates an annual professional development plan that corresponds with the Teachers' Capability Index (2016). Thus, the prefectural boards of education have become the major players in teachers' in-service training.

For pre-service training, the teacher training system in Japan has been based on two principles, since the post-war reform: 'teacher training in universities' and the 'open system'. The 'open system' allows any higher education institution to conduct pre-service teacher training, provided that the institution obtains course approval from the minister of Education. The curriculum for teachers' pre-service training has been set by the Act and other regulations as specifies mandatory subjects and a required number of credits. Under the 'open system', there has always been a major gap between the annual number of teacher certificates conferred and newly employed teachers. This situation has been criticised as an over-supply of teacher certificate holders, wasteful resource expenditure, and hindrance to the supply of high quality teachers. The minimum condition for acquiring the teacher certificate has become increasingly severe over the past 30 years, and the 'quality assurance' of teacher education has emerged as a challenge. In the past decade, management reinforcement for the course approval system 'is being set as a mechanism for nationwide "quality assurance"' (Iwata, 2015). Furthermore, in 2017, the

Ministry of Education, Culture, Sports, Science and Technology (MEXT) introduced the first nationwide standards for pre-service teacher training course curriculum; course re-approval under this standard is currently in progress.

Although teacher training has a relatively tighter central control, compared to other university courses (Ota, 2000), concerns regarding teacher education have, nevertheless, been 'dealt with within the larger framework of university problems'(Kobayashi, 1993) owing to the introduction of the 'open system' in the post-war reform period. However, at present, the situation seems to be changing; following the organisational restructuring of MEXT in October 2018, matters concerning pre-service training, certification, and in-service teacher training, which have been undertaken in both the Elementary and Secondary Education Bureau and the Higher Education Bureau, will be transferred to the new General Education Policy Bureau. This implies that the administration of teacher education will be separated from that of higher education. However, there is a concern that this organisational restructuring will render pre-service teacher training as a more isolated area within higher education, although pre-service training courses are provided by universities.

2. The percentage of Japanese teachers with academic achievements higher than a bachelor's degree has increased, along with the percentage of female teachers. However, similar to other OECD countries, the large scale turnover of generations has continued.

The percentage of teachers in non-regular employment among the total teaching workforce is rapidly and continually increasing in every school type. Considering the actual situation of schools, it is necessary to increase the number of teachers; however, it is extremely difficult for municipalities to accomplish this under a severe financial situation. In 2001, the so-called *Teiin-kuzushi* measure (breaking down of quota) was adopted; the measure enables, for example, one regular teacher who works for 40 hours per week to be legally replaced with four non-regular teachers who work for 10 hours each per week. Thus, although this measure increases the total number of teachers, it can also reduce the salary per person. The employment conditions for non-regular teachers are very harsh, a fact that discourages students who are considering the teaching profession. This is also a major problem for the quality of education.

The fact that Japanese teachers work long hours is now a common knowledge. According to the OECD Teaching and Learning International Survey (2913) results, Japanese teachers' average working hours per week (53.9 hours) far exceeded that of teachers in the 34 countries and regions surveyed (38.3 hours) and were the longest among them. In Japan, many teachers are not only forced to work without holidays but are also overworked to a point that exceeds the level defined as death from overwork (*Karoshi*). MEXT also conducted a survey on teachers' actual working condition, revealing that the amount of teachers' overtime had increased more than four times from 1966 to 2006.

3. At present, teacher recruitment has emerged as a critical issue; despite the over-supply of teacher certificate holders, which I discussed previously, some prefectural or local boards of education are currently struggling with severe recruitment problems.

In case of public school teachers, employment examinations are conducted once a year usually by the prefectural boards of education. However, in recent years, the competition rates of these exams are experiencing a downward trend. This situation affects both the quality and quantity of the teaching workforce in the prefecture. Many of the non-regular teachers accept the position because they aspire to become teachers but fail the employment examination. As the non-regular teachers' pool is shrinking, there are some schools which cannot secure non-regular teachers to fill the vacancy, and therefore do not provide lessons in certain subjects (e.g. science or English) for weeks.

Although teaching is considered 'a highly secure profession for both men and women' (Kobayashi, 1993),

and ‘until recently the teaching profession has been regarded as “a sacred job” with better salaries than that of other public sector workers’(Ota, 2000), it now seems to be at the brink of losing its stable position.

Thus, analysis of the data especially on females elucidates that we should focus on the choices made by potential teachers (i.e. those who enrolled in teacher training courses). In other words, teacher recruitment should be considered within the university graduate labour market as a whole. There is an urgent need to make teaching a more attractive career option for university graduates. Although this will become increasingly difficult because of the continuing decline in the population of young people, without the recruitment of talented and enthusiastic graduates, the effect of any quality assurance system and elaborated in-service training system is limited.

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Bio

Kazuko TAKANO, a Professor in Teacher Training Course at Meiji University, is the President of the Japanese Society for the Study on Teacher Education and the Director of the Japanese Educational Research Association. Her research interests and her many articles explore the policy and system of teacher education both in Japan and England, with respect to the role of the university in teacher education and the positioning of teacher education within higher education system. She also pays attention to how young students develop themselves through the process of pre-service teacher training.

Open Panel Discussion

Celebrating 30 Years of JUSTEC: Valuing the Past and Blazing a New Trail

Moderator: Fred Hamel (Professor & Director of School-Based Experience, University of Puget Sound; Executive Director, JUSTEC U.S. Office)

Panelists:
David Imig (Senior Fellow, Carnegie Foundation, Stanford; President Emeritus, American Association of Colleges for Teacher Education; Professor of the Practice, University of Maryland, College Park; JUSTEC Founding member)

Sachiko Tosa (Professor, Niigata University; Principal, Nagaoka Junior High School Attached to Faculty of Education, Niigata University)

Ruth Ahn (Professor, California State Polytechnic University, Pomona; Executive Editor, International Journal of Teacher Leadership)

Chie Ohtani (Acting Director, Center for University International Programs, Associate Professor, Tamagawa University; Executive Director, JUSTEC Japan Office)

School Visit on September 14th, 2018 (Optional)

Kyoto Junior School Attached to Kyoto University of Education（京都教育大学附属京都小中学校）
http://www.fuzokukyoto.jp (Japanese only)

Kyoto Prefectual Seimei High School（府立清明高等学校）
https://www.kyoto-be.ne.jp/seimei-hs/cms/ (Japanese only)

Optional Tour on September 17th, 2018

Kyoto has so many sightseeing spots and activities, so Japan Travel Bureau (JTB) will provide some optional tours (on your own). It will be a regular tour by JTB.

SUNRISE TOURS JTB https://www.jtb.co.jp/shop/itdw/info/e/list2011.asp#srAnc1

New Federal Policy Strategies for Recruitment, Preparation, Placement and Support of Teachers in the US

David Imig
Senior Fellow, Carnegie Foundation, Stanford;
President Emeritus, American Association of Colleges for Teacher Education;
Professor of the Practice, University of Maryland, College Park

The implementation of the *Every Student Succeeds Act* (ESSA) in the US has brought a renewal of interest in finding better ways to recruit more and more able candidates to teaching, prepare them in enhanced preparation programs, and ensure their placement and support in K-12 schools. This law, premised on a reassertion of federalist principles, drove policy making to the state level and created expectations that states would address a range of issues including educator preparation. Each state was required to create an ambitious plan to secure federal funding. Those plans describing the ways that they would both respond to provisions in the law and offer ways they would implement and evaluate their successes offer researchers and policy makers a range of options and alternatives for states to use to implement the law. The state plans also provide a basis for understanding ways proposed to meet educator preparation needs. These state plans were submitted to the US Department of Education over the course of 2017, reviewed, and, often, returned to the states for further explanation or additional detail. Resubmitted, almost all of the state plans have now been approved (2018) and are the focus of intense efforts by the states to be put into place for this 2018-2019 school year.

In many of the plans being developed by states, much attention has been given to ways that other nations (and provinces or states within those countries) are preparing and supporting teachers for "world class" schools. OECD databases are examined and national and regional structures and policies are described. Thirty years ago, JUSTEC was formed to enable US teacher educators to better understand the successes of Japanese teacher education. The lecture will reexamine those efforts and compare contemporary efforts with those of the 1980s.

Today, when the US is recasting its efforts regarding educator preparation, seeking to meet the needs of a more diverse and challenging student population, attempting to provide greater personalization of learning for all students, and reexamining every aspect of a standards-based school curriculum, there is recognition that US educators can learn much from colleagues in other countries. The 30th anniversary of JUSTEC gives participants in this conference the opportunity to both learn and share promising practices. ESSA provides a framework for us to do so. While the Trump administration has to-date shown little interest in teacher education, states are responding and a series of common strategies are emerging that will impact educator preparation at this time. This session will highlight those efforts and ideally identify efforts underway in Japan that will bolster American efforts to refashion every aspect of educator preparation in the US.

JUSTEC and American Teacher Education in Retrospect: The Rise and Fall of Internal Reform Efforts in the U.S.

David P. Ericson
Professor and Chair, Department of Educational Foundations Interim Chair,
Department of Educational Administration, College of Education, University of Hawai‘i at Mānoa

The publication of “A Nation at Risk: The Imperative for Educational Reform” in 1983 launched a fury of national educational criticism in the U.S. about the state of public education that has yet to crest thirty-five years later. Within a few short year after its publication, that fury found itself directed not merely at the schools and educators within them, but at the suppliers of school incumbents as well: schools and colleges of education. If teachers and school administrators were deficient or derelict in their duties, the blame should be evenly showered on those who prepare them. Within the next five years, three different, but connected, efforts by American schools and colleges of education developed as a response to the national criticism of teacher education: (1) **JUSTEC** in 1988, now celebrating its 30th anniversary; (2) JUSTEC, at the international level, was preceded by formation of **the Holmes Group** in 1985, a consortium of schools and colleges of education within leading American research universities which adopted a platform of teacher education reform and the reform of the teaching profession itself; (3) and the third effort in 1986 led by the acclaimed author of several critical reports on American education and respected leader in educational research and inquiry, John I. Goodlad, who launched the **National Network for Educational Renewal (NNER)**, an ambitious and simultaneous effort to revamp teacher preparation, schools of education, and the schools themselves.

A number of these American schools and colleges of education which helped found or participated in JUSTEC were also members of the Holmes Group or participated in the National Network for Educational Renewal. In the remainder of this talk, while I will comment on the Holmes Group, I shall focus on the National Network for Educational Renewal, since it is goes into lengthy detail in prescribing principles for practice. I especially wish to note how some features of NNER resemble certain features of Japanese teacher education. Finally, both the Holmes Group and NNER garnered the greatest enthusiasm in the 1990’s. And while the NNER still exists today, unlike the demise of the Holmes Group in 2010, It is a shadow of itself due to its internal demands for schools and colleges of education and its partnership with connected schools, as well as the inimical educational environment created by No Child Left Behind and Race to the Top at the federal level.

Promoting Teacher Collaborative Learning in Lesson Study: Exploring and Interpreting Leadership to Create Professional Learning Community

Toshiya Chichibu, National Institute for Educational Policy Research
Yumiko Ono, Waseda University

Lesson study embedded in Japanese organizational culture has contributed to enhancing and maintaining high standards of academic achievement. Many countries in the North but also in the South are borrowing lesson study as a strategy to improve teaching skills as well as to transform school culture. In Japan, however, because lesson study has become a norm and routinized in schools, there are some schools where teachers feel forced to plan and do lesson study for the sake of lesson study, but not to meet the real needs of students and/or school. This is a case study of reform efforts at a Japanese elementary school to build a professional learning community around school-based lesson study. We first narratively reconstruct a school reform journey by an elementary school, then explore and interpret their reform efforts from two theoretical frameworks of leadership. We conclude by highlighting lessons learned for school leaders from this case study.

When Mr. Uchizaki, our research collaborator, was transferred to school X as a principal[1], he questioned the way school-based lesson study had been conducted: teachers were so specific about forms and formality in lesson planning stage and mealy-mouthed comments without evidence-based or critical comments of the lesson presenters without alternative ideas were predominant in post-lesson reflections. As a result, many teachers were discouraged and tended to avoid opening their classes to colleagues.

A careful analysis of the reform process revealed that Mr Uchizaki used both instructional leadership and leadership for learning. He had a firm belief that teachers themselves are the most important learning environment and teachers must be aware of their primary responsibility to develop full potentials of each learner. What he aimed at was twofold: first was a transformation of teacher perception of lesson study as an obligation to lesson study as a professional community of learning, and second was a transformation of lessons from teacher-centered to student-centered. Four strategies played effectively to change school culture: building multiple communities of learning, effective use of middle leaders and efficient time management, utilization of external knowledgeable others and not imposing a change by top down management, but facilitating a gradual change of teachers' perception.

The school's reform efforts resulted in improved students' attendance and the achievement test results excelled both the prefectural and national average. The school reform/improvement strategies that Mr. Uchizaki relied on are context specific and different strategies may work better in different contexts. But an emphasis on professional community of learning and respect on individual teachers' emotion and feelings are common across many successful school improvement cases in Japan.

[1] Once hired as a full time, tenured school staff, teachers are transferred to a different school every several year. School administrators may serve one school from 2 to 5 years.

Using Classroom Visits to Support Professional Learning in Practice: A Comparative Analysis of Japanese Lesson Study and American Math Labs

Elizabeth Sugino Hartmann
Western Washington University

Ongoing school-based experiences that are closely connected to practice can support professional learning (Ball & Cohen, 1999; Lampert, 2010; Lewis, et al, 2006). Two professional learning models, Lesson Study in Japan and Math Labs in the U.S., include a classroom visit to support professional learning in practice (Fernandez & Yoshida, 2004; Gibbons, et al, 2017; Hart, et al, 2011). Despite emerging research on Math Labs and large knowledge bases on Lesson Study and professional learning, there is little research comparing the roles of the classroom visit, arguably the core of both models.

Purpose and Research Question

The purpose of this paper is to compare the role of the classroom visits: What are the purpose(s) and the nature of classroom visits in Lesson Study and Math Labs?

Four elementary school sites (two in Japan and two in the U.S.) were purposely selected to provide images of classroom visits. Data included field notes and observations of a complete cycle in each site and interviews with teachers, administrators, and university teacher educators. Using sociocultural theory, qualitative analysis examined the participant roles and interactions, nature of the visits, and community of practice cultivated within each model.

Findings

Classroom visits in Math Labs were characterized as being exploratory and experimental. Any educator present could contribute to the lesson and make in-the-moment suggestions. In Lesson Study, participant roles were more observational. Teachers carefully followed particular students and shared about these students during the debriefing session. The lesson was more authentic to daily lessons (in that they were a full class period and a lesson from the curriculum) and more polished (teachers met multiple times to plan and revise the lesson).

In both models, the classroom visits were opportunities to make practice public. Through the classroom visits, teachers moved beyond talking about practice to actually enacting lessons with students. The classroom visits provided a common experience for teachers to reflect and learn from. This common experience served as a foundation to develop a shared vision of high-quality teaching.

Contribution and Implications

This analysis contributes to comparative research examining how professional learning models create opportunities to improve practice *in practice*. This study contributes to understanding how classroom visits can support teachers to develop a shared vision of high-quality teaching and to improve teaching practice. Deprivitazing practice through classroom visits can provide space for teachers to: 1) build from their collective expertise and experiences; 2) understand and develop their practice in response to students and with the support of colleagues, and, 3) be empowered to lead and tailor professional learning models based on their context and needs as professionals. The nature, structure, and participant roles in classrooms visits can be varied based on the purpose and goal for teacher learning. Attention to the purpose of classroom visits can improve opportunities for professional learning in practice.

Beyond the Classroom: Next Steps in Teacher Professional Development that are Creating Mutually Beneficial Relationships in Professional Development School Partnerships

Jon Yoshioka & Vail Matsumoto, University of Hawai‘i at Mānoa
Eunice Fukunaga, Waipahu High School

Creating opportunities for teachers to take their expertise beyond their own individual classrooms is a logical next step in a teacher's professional development program. To achieve this, Colleges of Education and their school partners must be able to create mutually benefical relationships that allow each partner to gain meaningful benefits from the process. To better understand the benefits of this process, we explore how one College of Education and a complex of schools formed a unique Complex-wide Professional Development School (PDS) partnership to help create the next generation of educators.

This unique partnership serves all stakeholders in the PDS - the University, seven partner schools (five elementary, one Intermediate and one high school), the in-service teachers, and the pre-service teacher candidates. This PD model recognizes and values all stakeholders' expertise and invites each individual to grow professionally by taking advantage of the opportunities provided to them. All stakeholders in the Complex-wide PDS partnership possess distinct skills and talents. Tapping into and utilizing the unique characteristics that each person brings to our collaborative endeavor creates a synergy that exponentially strengthens what our partnership can achieve.

Teaching is ever-evolving and requires a philosophical approach that allows individuals to incorporate new ideas and theories that align with their core ideas and values. To help all educators develop this philosophical approach, we used focused reflection and ongoing inquiry to develop the skills necessary to engage in meaningful practices that allow teacher candidates to see these theories put into action. Stakeholders in this mutually beneficial Complex-wide PDS partnership are afforded opportunities for ongoing professional development**.** Opportunities, which span the classroom to the community, can take many forms and include such things as mentoring and teaching university courses to teacher candidates, sharing information with local, national, and international audiences via publications and presentations, etc. Educators involved in our Complex Wide PDS partnership take on many different roles as agents of change, mentors, role models, and university instructors. These roles, once clearly defined, are now blurred, with participants on all sides working in situations that cross over into one another's formerly well-defined territory. With this blurring comes change and uncertainty as many of the roles and responsibilities are relatively new. The best view of these changes comes from those who are directly participating - the teacher candidates, mentors, administrators and university faculty, who will share what they believe make successful educators. As each stakeholder in the Complex-wide PDS has input into how it functions, the way that people who contribute to the success of the PDS reflect on, revise, and refine their practice is essential to the ongoing success and future growth of the partnership.

Centering Race in Teacher Education: Generating Intersections, Changing Practice

Fred Hamel
University of Puget Sound

This presentation describes a university program development effort focused on "centering race" in the curriculum of teacher education. I trace the journey of my own institution, a small teacher education program embedded within a mostly white private liberal arts university, to re-orient its curriculum. Our goal has been to acknowledge more centrally the complex legacy and dynamics of racial oppression and inequity in American schools – and to place race talk, race-based identity work, and social justice education more actively at the center of our work.

Students of color make up over 50% of the student population in public schools in the United States. The modal American teacher, by contrast, is white, female, middle class – having attended all-white or mostly white schools – and having grown up in segregated, white neighborhoods. It is not uncommon for teacher candidates to claim that they have "little experience with race" as they enter a teaching program. The vast majority of teacher educators in the U.S. are also white and middle class. In this context, what does it mean to prepare teacher candidates for social justice? What work is needed among faculty to bring about meaningful change?

This presentation will describe my own engagement and learning during the first year of our work – particularly by tracing the impact of our collaborative intersections with university colleagues in African American Studies. Such work has included the naming of painful histories together, reviewing and revising program goals, co-visits to classrooms, and shared presentations to local educators. Among the most powerful, illuminating dimension of this work has been the opportunity for shared dialogue with colleagues who are positioned differently yet highly invested in the work of teacher development. Working with faculty members of color, from a department beyond teacher education, has helped us to see what has been otherwise hard for us to see with mainstream eyes.

Our work also includes restructuring of existing curriculum – as well as the development of new curriculum. This presentation will trace some of the central steps we have taken to revise what and how we teach in relation to race – to yield new forms of consciousness and questioning for teacher candidates.

This presentation will provide an overview of the racialized context of teacher education in the U.S., outline our program development initiative, articulate key themes emerging from our work with colleagues in African American Studies, and describe steps in our curriculum reform. Participants will be invited to review and discuss a new course description, and to consider the changes suggested by colleagues in African American Studies.

Where Am I? Who Am I? Who Are You? Guided Disruption and Culturally Responsive Practice Through International Exchange.

Aaron J. Levine, Charlotte Frambaugh-Kritzer, Brook Chapman de Sousa,
Nezia Azmi, Adam Tanare, and Ku‘ulei Serna, University of Hawai‘i at Mānoa;
Chisato Nonaka, Kyushu University

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 inservice teachers to be more culturally responsive is imperative to ensuring a thriving democracy, and to understanding the dynamic relationship between local and global.

The University of Hawai‘i at Mānoa, College of Education has innovative exchange agreements with Bukkyo University and Miyagi University of Education. These agreements allow for both faculty and student exchange and encourage collaborative teaching and research. Dozens of faculty members and hundreds of teacher candidates from these institutions have participated in exchange over the past decade. The presenters hypothesize that such international field experiences disrupt, what Greenwood (2010) refers to as, sense of “place,” and creates spaces for more democratic and culturally responsive practice to emerge. Moreover, Shoffner (2018) agued this disruption means “Abroad. Away. Elsewhere...teachers need to experience more than their slice of the world before entering a whole new world of diverse learners. They need to leave the comfort of familiarity and meet new people, try new things, explore new places” (p. 5). Such exchanges may be particularly well suited in helping faculty and teacher candidates create more culturally responsive practices, especially practices that address the needs of traditionally marginalized multilingual learners.

Our world and society is rapidly becoming more and more interdependent. A *sustainable* globalized society requires a population that is more culturally and linguistically sensitive, and requires educators with the dispositions and skills to 1) help students be more culturally responsive, and 2) work with an ever-increasing culturally and linguistically diverse population. Guided international exchange in teacher education programs may be a particularly powerful tool to help realize these goals.

This presentation will provide an overview of exchange opportunities to date, share an analysis of how these opportunities encourage more culturally responsive practice, and solicit questions and feedback from the audience.

Teacher Education Praxis: The Potential of Community Asset Inquiry as a Methodology for Transformational Learning

Felice Atesoglu Russell, Ithaca College; Amanda Richey, Kennesaw State University

Teacher education for preservice and inservice teachers requires active engagement with school communities in order to develop culturally sustaining pedagogy (Paris, 2012), equity literacy (Gorski & Swalwell, 2015) and, ultimately, transforming our candidates' praxis to one that seeks justice. Through our research, we have developed a community engagement framework that focuses preservice and inservice teacher education candidates' active engagement with school communities (Author, 2017). In this paper presentation, we propose the use of our framework, community asset inquiry, as a method for transformational learning in teacher education.

As the number of English learner (EL) students continues to grow in U.S. (United States) schools, many teachers find themselves unprepared to leverage the strengths and assets that diverse children bring to the classroom (Elfers, Lucero, Stritikus, & Knapp, 2013). We know that communities serve as sites for families' "funds of knowledge" (Moll, Amani, Neff, & Gonzalez, 1992) as well as collective sites of social memory that have deep connections to community schools. This paper presents the use of community asset inquiry as a method in teacher education. Drawing on our recent self-study research of our practice, (Author, Under review), we seek to understand how teacher educators can take a creative approach to merging the praxis between family and community engagement and transformational learning of teacher candidates enrolled in education programs located within institutions of higher education. The following questions guide our empirical analysis:

- How can we use community asset inquiry as a methodology for teacher education?
- How can the use of community asset inquiry lead to transformational learning?

The following themes emerged from our theorizing:

(1) Teacher candidates enrolled in education program in institutions of higher education need opportunities to understand and grapple with praxis
(2) Learning about and drawing on the strengths found within school communities is a skill that needs to be cultivated in order to positively impact teacher learning
(3) New methods of teacher education are required for moving past current ideologies and policy limitations that can negatively impact culturally and linguistically diverse students.
(4) Teacher educators need to consider the multiple factors that impact teacher candidates' understanding of what is and is not possible in particular community contexts.

Implications

Our research indicates that the community asset inquiry model is a promising methodological tool. The goal of praxis in teacher education programs should not be just "applying" theory but actually engaging in theorizing in local contexts (Garton & Edge, 2012). The community asset inquiry model provides such a framework. This model puts community strengths, memories, and stories at the center of inquiry while allowing students and teacher educators to ask important, context-specific questions about those collective community features. The use of this methodology holds promise as a lens for unpacking the possibilities of teachers as advocates for linguistically diverse students, families, and communities.

Presentation Approach

This presentation will provide an overview of our theorizing and research on the community asset inquiry model. Ample time for audience interaction and engagement on these issues will be included.

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How can Pre-service Teachers Prepare and Understand LGBTQ Students in Their Future Practices?

Minako McCarthy
University of Hawai‘i at Mānoa

Multicultural education acknowledges the importance of diversity and promotes equality and social justice (Banks & Banks, 2003). Diversity includes different sexual orientations, which are defined as LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer). LGBTQ have been recognized in society and have become an increasingly important discourse in the last thirty decades (Cahill & Tobias, 2006). However, in the United States, only 2.2 % of women and 1.4 % of men disclose their LGB identities in 2011 (Gate, 2011). In schools, teachers with LGQ face the challenge of disclosing their sexual orientations because it may potentially stigmatize their roles on losing their jobs (Mckenna-Buchanan, Munz, & Rudnick, 2015). Likewise, LGBTQ students encounter many challenges in education and their lives. Therefore, teacher training essentially needs to reevaluate its curricular programs to include diversity training for their pre-service teacher candidates in the current classrooms (Doepler, 2015).

This case study took place in the multicultural education course at University of Hawai‘i at Mānoa in Fall 2017. Pre-service teacher students (age ranges between 18 to 50 years old) participated in pre-survey (n=16) and post-survey (n=14) to compare their perceptions toward sexual orientations. During the middle of semester, the working session was conducted to expand students’ professional knowledge regarding sexual orientations.

The survey results were analyzed and compared to pre-service teacher students’ learning change regarding the topic of LGBTQ. Quantitative findings show that students have gained knowledge regarding LGBTQ noticeably. They recognize that needs of improvement for people who identify under LGBTQ in schools increase from 36% to 41% from the pre-survey to post-survey. Similarly, students answered that the LGBTQ prevalence in education needs a serious improvement, increasing from 7 % to 12 % from the pre-survey. In the working session, two separate images of a person were showed. The first image was of a woman, whereas the second image includes her disclosing her sexual identity. The qualitative findings show that the majority of students displayed their perceptions in the first given image as the person is pretty, graceful, positive, whereas a few others described, “man dressed as woman.” In the second image, students’ positive comments were continued; however, some students reacted their resistance of revealing her sexual identity. The working session helped students reflect on their own perceptions on LGBTQ.

This case study demonstrates students’ perceptions and awareness of LGBTQ that have changed in a semester period. Findings suggest that in order to discuss the sensitive topic and induce their truth perceptions, creating a comfortable, safe, and trusted atmosphere is necessary in multicultural education, which might be the major challenge in practice. LGBTQ is a prevalent topic, but many pre-service teachers may not have the chance to learn and discuss in teacher training. One recommendation for the future teacher education is to implement professional development of LGBTQ preparation in the calm and easy atmosphere; so pre-service teachers prepare confronting their own biased perceptions. The potential implication is to include this delicate topic in the teacher education will help pre-service teachers to enhance their understanding of LGBTQ.

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Using Local Cultural Simulations to Promote First-Year Teacher Candidates' Intercultural Communicative Competencies

Monica G. Smith, Jennifer Padua
University of Hawai'i at Mānoa

Effective instruction to culturally and linguistically diverse (CLD) classrooms beings with teachers embracing beliefs and practices that recognize the strengths of students who are culturally diverse. To meet this task, many teacher education programs (TEPs) have begun to provide teacher candidates with diversity coursework and field experiences as precursory preparation for the CLD classroom. Despite these attempts, empirical research has found that teachers lack the cultural competencies they need to effectively work with CLD students, while other research argues that studies informing TEPs on the practices they can use to develop candidates' cultural competencies are sparse.Recognizing the multicultural nature of society in the state of Hawai'i, our research presentation reports on how we integrated three, local cultural simulations (LCS) to an elementary TEP field experience course. These simulations included a Japanese tea ceremony; Hawai'i plantation village; and, Buddhist temple.

Guided by Byram's (1997) and Lussier's (1997; 2003) descriptions of *Intercultural Communicative Competence* (ICC), defined as a teacher's ability to communicate effectively with students in different cross-cultural situations and contexts; we explore the following research question and sub-questions:

1. How do local cultural simulations inform first-year teacher candidates' intercultural communicative competencies?

    a. What similarities and differences do teacher candidates identify when considering the larger world and CLD students in Hawai'i public schools?

    b. How do teacher candidates integrate experiences from local cultural simulations to consider ways to effectively communicate with CLD students?

    c. How do teacher candidates accept and interpret other cultures in relation to their own?

Data were collected throughout the courses of one 16-week semester and include 21, first-year, undergraduate teacher candidates' written reflections and two sessions of focus group interviews. A deductive dominant qualitative analysis was used to analyze the data according to the three sub-domains of ICC (*knowledge, know-how and being*). Findings report that LCS shifted candidates' definitions of culture from general to specific; influenced considerations on the use of student culture for instruction; and led to feelings about their ancestors and a personal loss of culture. Findings from this presentation lay a groundwork for ongoing cultural simulations in teacher education, suggest that candidates be provided with opportunities to (re)examine their own culture, and conclude with recommendations for future research to explore how candidates' apply components of ICC in practice.

"I Was Willing to Get on Board with It": Out of School Para-Professional Perspectives on Using Culturally Responsive Pedagogy

Linda Oshita
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In this exploratory qualitative study, the author investigated out of school program (OSP) staff perceptions of the CREDE Standards for Effective Teaching (CREDE), a culturally responsive pedagogy, with regard to its applicability to their programs. The research questions were: (1) What are OSP workers' perceptions of the CREDE standards; and (2) Can the CREDE standards be adapted to fit the needs of OSPs?

The CREDE Pedagogy for Effective Teaching (CREDE), based on Vygotsky's socio-cultural theory, was developed by educational researchers from the Center for Research, Education, Diversity, and Excellence and the Kamehameha Early Education Project (Tharp, Estrada, Dalton, & Yamauchi, 2000). The CREDE standards and a brief description are found in Table 1 below:

Table 1.

CREDE Standard*	Description
1. Joint Productive Activity (JPA)	Teacher and students work *together* on activities.
2. Language and Literacy Development (LLD)	Teacher models, uses and gives students opportunities to use activity-related vocabulary/language to develop students' language across content areas.
3.Contextualization (CXT)	Teacher connects program activities to students' prior knowledge and experiences from their home and community.
4. Complex Thinking (CT)	Teacher encourages students to think and ask about the "why."
5. Instructional Conversation (IC)	Teachers teach by facilitating discussion among students
6. Modeling (MD)**	Teacher models for students skills they are teaching and/or behaviors they expect of students.
7.Student Directed Activity (SDA)**	Teacher encourages students' decision-making and help them become more independent by allowing choice.

* From Tharp, Estrada, Stoll Dalton, & Yamauchi (2000) and http://manoa.hawaii.edu/coe/crede/
***Standards 6 & 7 have not yet been substantiated in research*

Agency X is a non-profit organization that provides OSPs to ethnically and culturally diverse (ECD) children/youth in a mid-sized American city. An agency administrator asked the author and two colleagues to conduct a 45-minute CREDE training for the nine OSP staff. The training centered on four standards the author felt were most applicable to the OSPs: (1) JPA, (2) LLD, (3) CXT, and; (4) MD. Participants were unfamiliar with CREDE prior to training.

Seven of nine OSP staff participated in this study. Participants completed written surveys and were individually interviewed. The author and two colleagues used comparative content analysis to identify themes and sub-themes. Inter-rater reliability was initially at 90 % and eventually reached 100% agreement. Member checks were also conducted.

Three themes emerged from the data: (1) OSP staff felt CREDE is doable with support; (2) OSP staff felt CREDE standards are already being implemented to some degree in their programs and; (3) There are several pre-requisite skills staff should possess before effective CREDE implementation can occur.

This exploratory study was conducted with a very small group of purposefully selected OSP staff from a single agency. It is unknown whether these findings are generalizable to other OSPs. Further, the responses from the interviews and written surveys are based solely on participant self-reports.

The findings of this study suggest that the CREDE standards can be adapted to meet the needs of OSPs. However, program administrators may need to identify and train staff on skills, such as behavior management, in order to more effectively implement CREDE standards.

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Improving High-School Physics Lessons through Action Research

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Implementing active learning instructional strategies is strongly emphasized in primary and secondary education in the new Course of Study published by the Ministry of Education in 2017 and 2018 in Japan. However, in the education community of high schools, teacher-centered didactic teaching is common traditionally, and there are many hurdles to achieve educational reform. Especially in physics, because of the abstract nature of the subject and the pressure from the college entrance examination, teachers tends to be more concerned with covering the materials in the textbook rather than student understanding of the concepts. In this poster presentation, ways to improve high-school physics lessons are proposed based on data collected though lesson observations.

As the pilot study, 7 high-school physics lessons, 2 middle and 2 elementary school science lessons were observed and analyzed using the S-T graph analysis method, which describes how the locus of the lesson shifts between students (S) and teacher (T). The results suggest that high-school physics lessons are either a techer-directed style or a student activity focused type, and that often lack an effective lesson design. Science lessons in elementary and middle schools typically have student-teacher interactions in the beginning when the teacher introduces the topic of the lesson and at the end of a lesson when the teacher wants students to summarize what they learn during the lesson. In between, student exploration of the problem under the discussion happens. However, in high-school physics lessons, such a solid lesson structure is not usually found. Lessons are filled mostly by either teacher's presentation or student activity throughout the lesson.

Under such a situation of the high-school physics lessons, it is important to collect more detailed data so that hints for improving high-school physics lessons are obtained. New observations of high-school physics lessons are conducted. Researchers observe physics lessons in a particular class taught by a particular teacher in a certain period of time. Data are analyzed to reveal the relationship between student understanding of the physics concepts and student-teacher or student-student interactions during the lesson. Suggestions to include active learning instructional strategies based on the data analysis are offered to the teacher and implemented in some of the lessons.

The preliminary data suggest that active learning instructional strategies such as the use of clickers and peer instruction is effective in helping students get motivated in physics learning. Also, data suggest that challenging physics problems and the group discussion help students think more deeply in the process of understanding the physics concepts. However, despite the effectiveness of active learning, the teacher is still concerned with the coverage of the materials. It is more likely that teachers would not implement active learning instructional strategies on a regular basis.

In this poster presentation, ideas for better ways to improve high-school physics lessons are solicited and discussed. It is anticipated that implementation of active learning instructional strategies would face many difficulties, such as excessive materials to cover in lessons and students' lack of interest for discussion, and new ideas are very much needed. It is expected that discussions between US and Japanese educators would be able to bring up some ideas to break the habit of passive learning in high-school physics. It is expected that this poster presentation would shed light on the issue of how to improve high-school physics lessons.

What Can Japanese Teachers Learn from Lesson Study in U.S.?

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Originated in Japan, Lesson Study is spreading world-wide including the United States as an effective professional development model for K-12 teachers. Lesson Study is a form of PD that has been long practiced in Japan. Its effectiveness is thought to be rooted in the practice-based, collaborative nature of the PD model. Lesson Study is also said to be teacher-led and job-embedded. In the process of spreading, Lesson Study has evolved in a way to adopt needs of teachers in countries other than Japan. In this study, features of Lesson Study practiced in the US and Japan are examined to find similarities and differences between them. Furthermore, this study examines the effectiveness of the US model of Lesson Study based on data collected in Lesson Study conducted in a US city in 2011-17. Two research questions that guided us through this study are 1) What are the differencies and similarities between US and Japanese Lesson Study?, 2) How effective is the US Lesson Study model on the regular teaching of the partipating teachers? The significance of this study is to find what Japanese teachers can learn from the US model of Lesson Study by answering to the research questions.

Literature suggests that Lesson Study in Japan started as a teacher's movement for improving teaching for writing in 1920. Lesson Study was teacher-led PD from the beginning. Also, the purpose of Lesson Study in Japan is on the improvement of the lesson practice, and implementation of the lesson is the center of the discussion. Thus, the theoretical framework of the Japanese Lesson Study activities has not been much explored.

A review of literature of Lesson Study in the US suggests that the US model is more theoretically oriented. Lewis et al proposed a theoretical model in 2009 based on the Japanese practice of Lesson Study (Lewis, Perry, & Hurd, 2009; Lewis, 2009). This study adopt the Lewis's model for outlining Lesson Study in the US. Lewis's model describes Lesson Study as a cycle of "Study", "Plan", "Do Research Lesson", and "Reflect", and the purpose of Lesson Study is to improve teachers' knowledge in discipline-specific content, instructional strategies, and collaboration. In Lewis's model creating an effective lesson plan is not the end.

In this study, 19 lessons taught by 8 different teachers in 5 teams in 1-6 grades in 2 schools were examined using a rubric called Reformed Teaching Observation Protocol [RTOP] (Sawada, et al., 2000). Through the observation of Lesson Study processes, this study identified two features that are particularly eminent in US Lesson Study. One of them is the planning of the research lesson by all the members of the team. In Japanese Lesson Study, the teacher who implements the research lesson is usually decided from the beginning of the process. It often happens that multiple teachers get together and discuss the research lesson. However, in Japanese Lesson Study, the teacher who implements the lesson usually decides what to teach and how to teach based on the discussion they have with the colleagues. Lesson plan is the product of the teacher who implemtnts the lessons. In US Lesson Study, teachers usually decide who implement the lesson at the end of the planning session so that the lesson is a product of the team rather than the individual. The other feature in the US model is the re-teaching of the lesson using a revised lesson plan. Based on the observations of student learning and difficulties in the initial implementation of the lesson., the team make recommendations on changes in the lesson plan. The team create a revised lesson plan and implement the lesson in another class.

The results of the RTOP analysis show the higher scores of the research lessons than regular lessons especially in the category of instructional strategies in the first year of the Lesson Study project. The results also indicate that the re-taught lessons show higher scores than the original research lessons. It is reasonable to say that the improvement of the RTOP scores in the research lessons and the regular lessons in the sedond and third year reflects the effectiveness of the Lesson Study.

Based on these findings for the features of US Lesson Study, team planning of research lesson and re-teaching are suggested to be included in Japanese Lesson Study. Cultural implications of the findings are further discussed.

Planning of P4C-based Lessons on Thinking about Nature and Life as Part of Disaster Prevention Education (DPE) : Analysis of the Process of Teaching Practices as Part of Teacher Training in the Graduate School of Naruto University of Education using the Concept of 'Absenting Absence' in Critical Realism

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Disaster Prevention Education (DPE) is one of essential approaches to achieve the 11th Sustainable Development Goal (SDG-11: Sustainable cities and communities) in the practice of Education for Sustainable Development (ESD) to build up the sustainable society. So far Tanimura & Ota (2014), and Tanimura (2015, 2016, 2018) have already reported the four years' DPE field practices from 2012. In these practices, our graduate course students engaged in the outreach program in kindergarten and elementary schools in the neighborhood of Naruto University of Education. In addition, targeting the students and teachers at primary, lower and upper secondary levels, Tanimura have conducted the lessons on how it is important to make the shelter in suffering time more smooth and comfortable even in the diversity of evacuee including those who need special care, particularly, through taking care of lives and rights each other.

Reflecting on these works of DPE, I found the absence of providing students and children with opportunity to think how to face the the nature and life in the current civilized society. For absenting this absence, the lesson of DPE is designed focusing how to face nature and life in the practices as part of teacher training in the graduate school of Naruto University of Education. In this practice, we will introduce the "Philosophy for Children (P4C)" as a process for promoting and enhancing for teacher and children to think together about how to face nature and life in their current context. Philosophical dialogue with student teachers are implemented exactly in NUE, but they are expected to do practice of DPE with P4C for their students in the future.

In this presentation, 'composition of this lesson', 'the theme, contents and process in P4C activity', and outcomes will be primarily discussed. And the process of this practice will be analyzed based on the concept of 'absenting absence' in critical realism as philosophy for practice.

How Teacher's Involvement Correlate to a Student's School Adaptation: Focused on Differences and Similarities in American and Japanese Schools.

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Masatoshi Kawai, Mukogawa Women's University

Issues and Purpose

This paper will consider how teacher's involvement and the condition of a student's private life correlate to a student's adaption in school. We will use the "Healthy Youth Survey: HYS", a survey which collects data from schools in America. The survey asks questions about safety and violence, physical activity and diet, alcohol, tobacco and other drug use, and related risk and protective factors. Schools, communities and state and local health departments use survey results to guide policy and programs in service to youth. Students are in Grades 6, 8, 10, and 12 across Washington State. The number of participants has grown from only a few thousand students to over 200,000 since 1988.

Method

Participants: We used HYS data of Spokane county (6^{th} grade *N*=1141, 8^{th} grade N=4104). Japanese students are junior high school students (7^{th} grade N=72, 8^{th} grade N=82, 9^{th} grade N=66).

Questionnaire: We selected 27 questions from "HYS" and adapted them to Japanese junior high school students. The questions we used to Japanese students are, for example, Q1) Have you ever, even once in your life: Drank more than a sip or two of beer, wine , or hard liquor (for example: vodka, whiskey, or gin)? Q8)When you feel sad or hopeless, are there adults that you can turn to for help? Q15) If I had a personal problem, I could ask my mom or dad for help. Q17) Enjoy being in school? Q19) Try to do your best work in school?

Result and Discussion

The results show that American students tend to consume alcohol more regularly at a younger age than Japanese students, but feel more comfortable expressing themselves logically. In contrast Japanese students tend to eat breakfast more regularly than American students (Figure1), but tend not to find ways to solve their problems as good as American students (Figure2).

From these results, it seems that there are many differences in Japanese and American school environments. Furthermore we can predict that there are many different school environments even in the same country. Teachers should be aware of how different school environments can affect the school adaptation of their students.These environments have been changing over time and will continue to do so in the future. Having a broader outlook on the behaviors of their students will help teachers maintain a better relationship with them, and therefore it enables the students to adapt to their school easier.

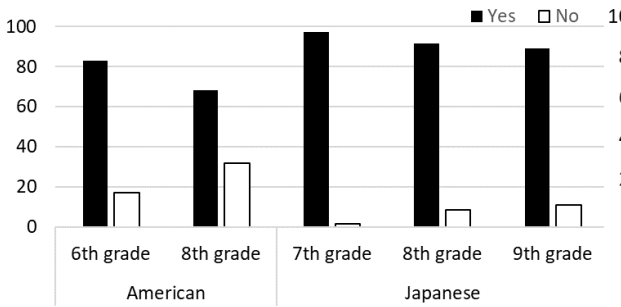

Figure1 Did you eat breakfast today?(Q3)

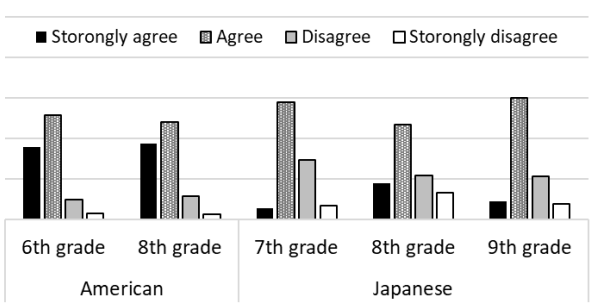

Figure2 When I have problems at school, I am good at finding ways to solve them.(Q11)

Japanese Elementary School English: The Mismatch between Policy and Practice.

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Until recently English has been taught in Japanese elementary schools as part of the *sogoteki gakushu jikan* (period for integrated study). However, despite calls for more research at the elementary school level prior to the implementation of foreign language activities as part of the curriculum, there are presently few studies that have focused on team-teaching in this context. This has contributed to a significant gap in the literature on foreign language assistants and their role with the elementary school system in Japan.

This exploratory study emerged in response to this general lack of research on foreign teaching assistants. The study was intended as an initial step in developing a more extensive plan of action for use at the local school level. Semi-structured qualitative interview data were used to reveal potential mismatches between the beliefs of foreign language teaching assistants and the beliefs that support government policy (MEXT, Courses of Study 2008).

In both the interviews and the government guidelines the category of teacher role received the most textual coverage. Specifically, within the category of teacher role, a clear theme that emerged from the interview analysis was a mismatch between beliefs about the role assistants and their Japanese counterparts take in the classroom. In particular, the idea that the Japanese homeroom teachers should be the assistants and the foreign language assistants should be the lead teachers. Supported by Japanese teacher's views that English should be taught by a native English speaker the danger is that an over-reliance on foreign ALTs creates an atmosphere of ALTs as *owners* (Butler, 2007). Ownership, or the native speaker fallacy (Phillipson, 1992) is neither supported in EFL literature, nor in the intent of the government policy.

Interestingly, ALTs views on being a lead teacher did not extend to classroom management. Classroom management was separated from their view of teaching roles and responsibilities. In particular, a clear theme was that Japanese teachers maintain discipline and organization. Finally, foreign language assistants' preference for using a presentation, practice, and production approach, which Minematsu and Yoshida (2013) describe as a traditional model based on repetition, is in stark contrast to the recommended experiential learning theme of the government guidelines.

The implications of this research are that while English language policy needs to be clearer and guidelines to specify more clearly the role of foreign language assistants, the empowerment and inclusion of Japanese teachers in the planning and design of lesson content through professional development will be key to introducing experiential learning activities in the classroom that do not solely rely on the inclusion of a foreign language assistant.

Acknowledgment
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The Effect of Linguistic and Intercultural Awareness Activities in a Japanese Elementary School

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Summary of Research

This presentation discusses how intercultural awareness can positively impact on students. It also explains how to introduce other cultures in a foreign language learning context, as well as, improve pupils' learning attitudes. The comments of pupils after the demonstration lesson was given showed that most of them had positive attitudes towards learning English and it helped raise their awareness about other cultures and foreign languages.

Background

Japan will start English activities in primary schools for third and fourth grades, as well as, make English a compulsory subject for fifth and sixth graders from 2020 onward. However, many elementary schools are in trouble, since most teachers do not have a high level of English proficiency or any qualification to teach it. Moreover, it is difficult for pupils to keep their motivation to study English in the Japanese EFL context. The presenters have been thinking of ways to improve pupils' motivation towards participating in foreign language activities and how to nurture their interest in foreign languages.

Activities

A project named "Seeing the world through languages and numbers" aims to enhance linguistic and intercultural awareness of Japanese elementary school pupils in the context of the new curriculum for foreign language education in Japan. This project was conducted with sixth graders at a public elementary school in Tokyo as a part of "Foreign Language Activities." First, three types of date formats (Japanese-style, British- style, and American-style) were shown and explained to the pupils. The adoption of a date format varies depending on the countries or regions, so a world map that shows the distribution of the date formats was also shown to pupils with the aim of widening their viewpoints. Second, some date formats shown on packages of various products (such as cheese, chocolate, or cosmetics) in various countries, were introduced as questions. Pupils then discussed and guessed what the date on each package represented. Furthermore, the information on the surfaces of the products (such as photos or words) were introduced to pupils with a view to inspire interest in different cultures and the customs.

Findings and Discussion

The pupils could find that there are a variety of date format types depending on the country. They could also become aware of the different languages around themselves, especially the date shown on the package, and develop an understanding of the different customs, cultures, and so on. At the end of the project, the pulpils wrote comments about this project on their own reflection sheets.

We conducted a qualitative analysis of their reflection sheets to discover what they learned and how it helped to enhance their linguistic and intercultural awareness. The results implied that the pupils were motivated to learn more about other cultures, customs and things through something they could relate to. As Rampone (2017) noted "Learning is primarily a social activity and participation in the social life of the school is central for learning to occur," it is important for teachers to start at a point that tweaks children's curiosity to familiarize them with different languages and cultures. Showing some practical materials in this presentation, we will report the content of the lesson that was used and what kind of activities are necessary to stir the interests of pupils toward foreign languages.

Rampone, S. (2017). A presentation file on CLIL in LEND at a workshop held in a school in Italy on 21st February, 2017.

In-Service Training and Daily Based Supports Reflect HRT's Motivation Toward to English Education.

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Introduction: According to the next educational reform in 2020, primary English education at all public Elementary schools will be launched in Japan. Although this historical event meets the reality of globalization, most Elementary school teachers have been struggling to teach classes consiting of fourty students with various English levels. Teachers are usually nonnative English speakers nor are they professional English teachers. Motivation and encouragement are required to improve teaching skills in a new subject and also to conduct team teaching lessons with Native speakers; assistant language teachers (ALT). The purpose of this study was to reveal how In-service training reflects HRT's motivation toward English Education.

Table1. The scores of each topic (5: extremely important ~1: not important).

Category	No.	Topic	May	Dec.	
1. The knowledge of Elementary school English education.	1-(1)	The government course guidelines	**3.78**	**3.75**	**-0.03**
	1-(2)	Text books, Digital materials	**4.29**	**4.10**	**-0.19**
	1-(3)	The role of each school	**3.65**	**3.75**	0.10
	1-(4)	Diverse needs from children and schools	**3.56**	**3.75**	0.19
2. The knowledge of process of Second language acquisition in children.	2-(1)	Using language	**4.11**	**4.05**	**-0.06**
	2-(2)	Difference of the sound	**4.22**	**3.95**	**-0.27**
	2-(3)	To compare Japanese language	**4.00**	**3.65**	**-0.35**
	2-(4)	Importance of the contents of study materials	**3.94**	**3.75**	**-0.19**
	2-(5)	Input-Output structure	**4.00**	**3.85**	**-0.15**
3. Skills to conduct English lesson.	3-(1)	English conversation skill	**4.39**	4.45	0.06
	3-(2)	Enhance student become more active	**4.22**	4.55	0.33
	3-(3)	Teaching skills of reading and writing	**4.00**	**4.25**	0.25
	3-(4)	Creating materials and work sheets	**4.17**	**4.40**	0.23
	3-(5)	To produce lesson plan and school curriculum	**4.11**	**4.25**	0.14
	3-(6)	Team teaching skill	**4.39**	4.60	0.21
	3-(7)	To use ICT materials	**4.11**	4.50	0.39*
	3-(8)	Evaluation skills	**4.06**	**4.05**	**0.00**
4. Observation and model lesson	4-(1)	Demonstration by English Teachers	4.89	4.85	**-0.04**
	4-(2)	Video and Observing each other's lesson	4.56	4.60	0.04
	4-(3)	Model lesson	4.50	4.50	**0.00**
5. English communication skills	5-(1)	Listening	**4.35**	**4.40**	0.05
	5-(2)	Speaking	4.53	**4.40**	**-0.13**
	5-(3)	Reading	**4.12**	**4.05**	**-0.07**
	5-(4)	Writing	**4.06**	**3.90**	**-0.16**
	5-(5)	Combination of four skills	**4.18**	**3.89**	**-0.29**
6. English basic knowledge	6-(1)	Phonics	**4.00**	**4.20**	0.20
	6-(2)	Vocabulary and grammar	**4.06**	**4.15**	0.09
	6-(3)	The relationship between pronunciation and spelling	**3.76**	**4.05**	0.29
	6-(4)	Basic knowledge of acquisition of second language	**3.94**	**3.70**	**-0.24**
	6-(5)	English picture books and literatures of beginner	**4.25**	**4.20**	**-0.05**
	6-(6)	Understandings of different culture and life style	4.53	**4.35**	**-0.18**
	6-(7)	Communication with foreigner	4.47	**4.20**	**-0.27**
		Mean	**4.16**	**4.16**	

Methods: Based on questionnaires, practical components including basic models of framework for English lessons were introduced through in-service trainings. In-service trainings were held four times and daily support especially for making lesson plans and materials were offered. Twenty Home Room Teachers (HRT) for Grade 1-Grade 6 conducted lessons as the main teacher with the ALT following the framework and materials. The questionnaire conducted in May and December asked how important it was for classroom teachers to learn the skills shown in these six categories. The mean scores were compared using a t-test. Statistical significance was set at a p value of 0.05.

Results & Discussions: The highest score was marked in "Demonstration by English teachers" both in May and December. Without any prior experience and not having been taught English at Elementary level in the past, many difficulties have emerged. Because teachers are implementing a new subject in public Elementary School Education, sharing images of lessons was the most helpful support for HRTs. The score "to use ICT materials" statistically increased (Table 1). Seven of eight components of "Skills to Conduct English Lesson" increased. From these results, it can be considered that the HRT started focusing on practical teaching skills through conducting lesson as a main teacher.

Conclusion: The results showed proper In-service training and supports increased HRT's motivation toward "the skills to conduct English lessons".

With Different Languages and Cultural Lens: A Whole School Approach to Improving the Teaching of Writing in a Multilingual Community at a Boston Public School Early Literacy Level

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Adeleine Mannion, East Boston Early Education Center/Boston Public Schools

Who we are and how we see and write about ourselves and our realities have a tremendous impact on our relationships within and outside of our classrooms. Issues of identity and language development as evidenced through writing are central to the pedagogy of the early education practitioner. The purpose of this study is to explore how the principal researcher in collaboration with the co-researcher from a lower elementary school in the urban setting of Boston, MA sought to improve the teaching of writing through teacher professional development using the processes and practices of the Boston Writing Project. Furthermore, the investigation looks at the relationship between cultural identity and writing proficiency and how they manifest themselves among teachers in a school where the majority of the children's home language is a language other than English. The researcher's hypothesis is that the connection between teachers' understanding of L2 students' cultures and linguistic backgrounds, coupled with their understanding of how writing works which impact their teaching of writing influence greatly L2 student writing achievement in English.

Background of the School
The focus of this Kindergarten through grade one school setting is to provide children with an extended day literacy-based program that integrates reading and writing into all subject matter including music, art, and science. There is also in-school tutoring by teachers and computerized reading programs. Individual classroom libraries have more than 500 books and the school has national recognition by the National Associate for the Education of Young Children.

There are 206 children in attendance at the school and the breakdown of students by race is:
Black (including children from Morocco, the West Indies, Haiti, African-American, etc.) 7%
White 15%
Hispanic 76%
Asian 2%

There are 16 teachers representing the following races: Black, Hispanic, White and Asian

Anecdotal and data analysis of student achievement using multiple assessment measures continue to place this school in the "Needs Improvement" status of current U.S. law. There is evidence that a significant achievement gap persists for the children at this predominantly L2 public school. An analysis of student achievement provides a socio-emotional/socio-economic/academic perspective indicating a broad array of factors affecting student achievement that encompass everything except teacher preparation for teaching this particular L2 immigrant population. Despite the well-intentioned and vigorous efforts to bridge this gap and provide a clear, effective and replicable pathway to improved student achievement, particularly in writing/literacy, assessment data indicate the persistence of disparate student achievement. The need for creative and effective intervention to reverse these trends is paramount.

During the Winter 2018 term in collaboration with the leadership at the school, Dr. Denise Patmon conducted a series of 4 professional development seminar sessions to faculty. A descriptive analysis of the sessions will be articulated, underscoring the theoretical underpinnings and instructional practices used as well as the outcomes discovered among our initial findings. Teacher developed classroom inquiries about language, culture and writing are at the heart of this study. Links between teachers' attitudes about their own cultural lens and the need to better understand the cultural and linguistic backgrounds of the children (and their families) are also explored in this study. Short term findings will inform the research community about this largely immigrant L2 student population regarding the promotion of early writing success and literacy and improved teacher instructional practice.

Coaching, Wellbeing and Leadership: Findings from a Year-Long Professional Development Program

Scott Imig
University of Newcastle, Australia

This presentation will describe findings from a year-long professional development program implemented in a large high school in New South Wales, Australia. Designed to address teacher's dissatisfaction with their roles, poor mentoring practices, and teacher attrition, the program has four major objectives: 1. Support the wellbeing of teachers; 2. Enhance the quality of mentoring/coaching; 3. Develop the leadership skills of experienced teachers; and, 4. Support the pedagogical and curriculum development skills of teachers. Built around a coaching philosophy the program relies heavily on Costa and Garmston's (2002) cognitive coaching framework. 22 participants (18 teachers and 4 high school administrators) were trained in the cognitive coaching approach and then engaged in bi-weekly coaching with their partners. With an eye towards improving pedagogy and mentoring, each of the professional development sessions was explicitly focused on one of the Australian Professional Teaching Standards (AITSL, 2014). In addition, throughout the eight sessions, participants were introduced to multiple wellbeing topics including relationship building, nutrition, dealing with stress, work/life balance and exercise.

For the study, participants completed pre- and post-surveys that gauged their professional satisfaction, aspirations, and perceptions of support. Further, after each of the eight PD sessions, participant qualitative reflections were gathered and a final focus group yielded valuable information related to wellbeing, coaching, leadership and pedagogical development. Findings indicate that participants strongly valued the wellbeing components, reported increased feelings of professional support and were more concerned with the quality of their lessons. Additionally, participants identify characteristics of an emerging learning organisation (Senge, 1990) in their reflections on the school culture. s

Potential Implications
The potential implications for this research and this presentation are multiple and varied. As this session will describe a comprehensive professional development program and the findings from a research study, it is quite possible that session participants may identify opportunities to translate findings into their own work. The professional development has Further, participants may find opportunities to collaborate with each other or the presenter based on shared PD or research interests.

Brief description of your Presentation Approach
This will be a very interactive presentation. I plan to poll the audience (using a polling app) at the outset of the session to capture their attitudes and understandings about the topic. I will then describe the problem, the professional development program and the findings from our research. Finally, the audience will be involved at the conclusion through questions and a discussion about possible next steps with the research.

Citations:

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The Laughter Makes Teachers More Powerful -More Real than Didactics-

Shigeru Asanuma & Shuji Masuda
Rissho University, Shiraume University

1. Paradox of deregulation of education 1990's and 2000's in Japan: More regulation

This is a paper attempting to create a new horizon to empowering a teacher to be able to enlarge his/her professional life in terms of aesthetic dimension. A number of contemporary educational approaches to push up teachers' status and professional skills have been enacted since the privatization and deregulation of schools became the major political agenda 1980's. The freedom and individualization of curriculum are major tenets among the mass media. However, those deregulation trends inspired the bureaucrats to protect their own interests in education. One of the most important interests for them is the regulation of teacher education. So many workshops and programs of teacher education including teacher's certificates have been institutionalized with slogans of qualifying teachers' professionalization. At the same time, a number of rational planning of curriculum have been employed, e.g. behavioral objectives approaches, cost-benefit analysis, PDCA model, and curriculum management. Entire population of Japanese teachers became obsessed with rational management not only of school but also classroom teaching. The obsession with overwhelming paper works has piled up on the desk of Shokuinshitsu and teachers have been pushed to do more bureaucratic writings rather than sitting side of children. They have lost time to reflect on them.

2.Reflection and laughter

Reflection is the most important time for teachers to be reborn and regenerate their professional life. However, teachers need time for the reflective thinking for resilience. How can we attain that? It cannot be done in terms of goal-oriented rationality but can be done in aesthetic horizon. Shuji Masuda named this horizon "humor poem." The children simply write their own everyday lives without any intention. Their naturally written essays turn out to be humor poem. It is actually action or art intended to provoke laughter to the others. The reality created by humor poem provides us more than real resilience and empowerments not only for children but also teachers.

Humor poem is a kind of medium transforming two poles of "antithetical contradiction" and providing the status of the subject of action by writing his/her story. This medium makes it possible for dialectical change, which is called "symbolic exchange" by Jean Baudrillard. Once s/he identifies her/him as a subject in the real worlds, s/he freely writes about her/his own life world as s/he sees and senses. No teacher need to suggest what s/he writes about and talks about. Writing about her/his selves automatically leads to the reflection and action at the same time. The transformation of the subject or "doer" from an object can be the symbolic exchange between reflection and action in the internal mind of the individual. Beyond the relationship between the position of the watcher and the position of the watched, we find no boundary between subject and object.

3. Children's and self-subversive reflection and teacher's empowerment

As a professional teacher, Shuji Masuda started this practice in the middle of the 1990's. He said that he had a hard time with the children when he had a six graders class because the children were out of their minds for the entrance examinations of the private middle schools. His class was almost on the edge of "classroom collapse," which was named after the situation that the children were out of control by homeroom teacher. He happened to be enlightened to begin to assign children to write poem. It was children's own essay writing about his/her everyday life situation. After the cildren were told to write their own stories freely, they suddenly started writing a number of scandals and gossips of their families. However, their stories did not sound neither desperate nor pessimistic at all. The children self-evidently developed their life skill of "self-subversive self-reflection." Their way of disclosure functioned to reverse their own psychological burden into the optimistic laughter. Once they disclosed their deep secret, they felt being emancipated. But they tried to reflect on today and extend their hope for tomorrow's transition. Once they developed this kind of "epoche" (stop and think), they were encouraged to publicize their limited oppressed reality. We found this epoche could be a source of empowerment of teachers' transition for superior profession.

What's Next for Teacher Licensure and Preparation? The Model Code of Ethics for Educators

Lynn Hammonds
Hawaii Teacher Standards Board

In 2015, at the Annual Conference of the National Association of State Directors of Teacher Education and Certification (NASDTEC), the Model Code of Ethics for Educators (MCEE) was unveiled. For the first time, American educators has a model code to guide their ethical decision making. The Mission Statement of the MCEE states:

> The purpose of the Model Code of Ethics for Educators (MCEE) is to serve as a shared ethical guide for future and current educators faced with the complexities of P-12 education. The code establishes principles for ethical best practice, mindfulness, self-reflection and decision-making, setting the groundwork for self-regulation and self-accountability. The establishment of this professional code of ethics by educators for educators honors the public trust and upholds the dignity of the profession.

The MCEE was developed by the National Council for the Advancement of Educator Ethics, a group composed of practitioners and educational partners from professional teacher licensing boards, commissions and state departments of education that prepare and license educators. The MCEE is built around five principals of ethical practice:

- Responsibility to the Profession
- Responsibility for Professional Competence
- Responsibility to Students
- Responsibility to Parents/Guardians, Colleagues, the Community and Employers
- Responsible and Ethical Use of Technology

This presentation will trace the history and development of the MCEE and the presenters will share how it has been adopted by states for use in teacher licensing and implemented in teacher preparation programs, providing a framework for ethical decision making at national, state, and local levels, for both pre- and in-service educators.

Lynn Hammonds is the Executive Director of the Hawaii Teacher Standards Board, which is responsible for teacher licensing and approval of teacher education programs in Hawaii. She is Vice President of the National Association of State Directors of Teacher Education and Certification (NASDTEC), Vice-President of the Professional Educator Standards Board Association (PESBA), and on the Board of Directors of the Association for Advancing Quality in Educator Preparation (AAQEP). She is a doctoral student at the University of Hawaii at Manoa.

Instrument Applicability across Monocultural Environments: Constructing a Japanese-language Version of Global Competency and Intercultural Sensitivity Index

Kaori I. Burkart
Oita University

A previously study utilizing a publically available instrument developed by Olson and Kroeger (2001), the Global Competency and Intercultural Sensitivity Index, indicated that intercultural communication skills have the strongest influence on preservice teachers' perceived development in global competence and intercultural sensitivity (Burkart, 2018). A survey instrument was constructed containing three intercultural elements: communication skills, knowledge, and awareness. Based on the results of this previous study, the current study focuses on developing a Japanese-language instrument for similar application. The main purpose of the study is to examine the applicability of the Global Competency and Intercultural Sensitivity Index in a different cultural and linguistic environment. The instruments are translated from English to Japanese in order to facilitate examination of the translated instrument's reliability and validity via pilot testing. The study is expected to generate a Japanese version of the Global Competency and Intercultural Sensitivity Index, making it possible to make steps toward comparing preservice teacher groups from multicultural and monocultural teaching environments in a Japanese setting.

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Equity and Excellence: Culturally and Linguistically Diverse Students in a "Super-Global High School"

Yasuko Shimojima
Research Organization for Next-Generation Education, Tokyo Gakugei University

According to Ministry of Education, Culture, Science and Sports in Japan (MEXT 2009), teachers are required to foster competencies to cope with contemporary educational issues. As competencies required for teachers especially in globalized world, MEXT included one of the competencies for teachers as "competencies for actions in global perspectives." There are growing numbers of pupils/students with culturally and linguistically diverse background, and there is growing demands to foster "global human resources" in students from primary to higher education in Japan.

Fostering students' global competencies in Japanese high school classrooms has been emphasized, especially after 2011 Tohoku Earthquake, in terms of sustainable development toward the future. Curriculum reform for 'global human resources', including the 'Super Global High School' project, is a center of focus in Japanese education.

However, this project seems to exclude non-Japanese and Japanese Language Learners (JLLs). There is a dichotomy between fostering global Japanese citizens and accommodating culturally and linguistically diverse (CLD) students at school. Among Japanese public high schools there are some kokusai (international) schools. The kokusai schools are for Japanese students and a certain number of CLD students who pass the entrance exams, or JLLs with Japanese nationality.

CLD students at the kokusai high school are required to learn Japanese language and content knowledge. Even if the CLD students can pass the competitive entrance exam, they are still learning Japanese as a second language. In the SGH program, students are required to work on project studies that include academic writing, research, and group presentation. This project is a burden for JLLs with limited Japanese literacy.

Teachers are required to have "competencies for actions in global perspectives" in both fostering students' global perspectives and fostering Japanese language and content mastery of CLDs.

The purpose of this study is to explore how a kokusai high school teachers try to accommodate CLDs and mainstream students in the project for SGH project to promote global competencies for students. Semi-structured interviews were conducted to eight teachers at the high school, and interviews were recorded and transcribed. Participatory observation was also conducted as an advisor for this project.

Potential implications include insights from teachers that collaborative learning might be effective for both helping language mastery for CLDs and brainstorming for ideas in global themes for both CLDs and mainstream students. Presentation will be conducted using PPTs, showing interview data of teachers, and student presentations on inclusive themes of their CLD classmates.

The Efficacy of Mixed Age Grouping in a School - Experiences of Non-graded Activities-

Yuki Shimojo & Shigeru Asanuma
Tokyo Gakugei University, Rissho University,

This is a presentation attempting to point out the importance of children's experiences without the boundary of aged grading. This exploration can be pursued in terms of various ways.

First, it can be done in terms of logical positivistic way. For instance, John Goodlad argued the efficacy of non-graded system of a school in the 1960's. He claimed the irrationality of streaming children simply calendar aged groups. Despite the fact that IQ, aptitude, and other developmental indicators vary from individual to individual, it is irrational to segment children into a same calendar years classroom in which individual child are treated in the same curriculum. Additionally, he alleged that equal opportunity is to be constant distance between children and core curriculum and that a classroom should be the place children can meet elder and younger children. That leads to guarantee diversity of all learners. So, he addressed non-graded system that treats children in optimal curriculum that assumed individual difference of development. His idea realized in open schools in Japan. Its goal is directed mainly to raising the scholastic achievement of children. Anyway, "non-grade" have deferent meanings between U.S.A. and Japan.

Second, it is justifiable through the quite different perspective from the first one. It is more plausible and convincible when we refrect on our own childhood experiences in our school days. The mixed age grouping of children can contribute to the development of individual whole heart potential, which is hardly rationally explained. Younger children can learn the everyday life skills such as greeting from elder children as a hidden curriculum. Elder children are the good models of social behaviors. There is a phrase "Oya no senaka wo mite sodatsu", this means "Children learn what their parents do" in Japan. So is the school, the elder children play the role of parents. On the other hand, elder children can learn how to take care of the younger children as to be guarded, who are used to be beings gently cared. "Niko-niko dan" or "pair learning" are the names which are successfully functioned to create human character among children. The life situation of those intervenes create the children's own hidden curriculum mostly positive way. We would like to explore the significant practice at an elementary school Kokura at the beginning

The group dynamics of mixed age grouping in a school should be carefully scrutinized. We have to examine even the negative aspect of "chouyou no jo," which implies not only respect to the elder fellows but also mere obedience to the elder simply in terms of age lacking its dignity. Learning irrational power relations might lead to the cohesive pressure on the individual. That is obligatory lesson of the social order without spiritual freedom. This type of conformity oriented method does not necessarily produce the good results. Adolescent burying mostly spring out of individual's inability against the irrational cohesive pressure of the group such as school circles. Reflecting on such a negative side effect of the mixed aged grouping, we have to carefully reach the conclusion.

We need to go beyond the simple characterization of mixed age grouping as good or bad categories. So, it is imperative to examine the real practices rather than stereotyped conceptual frameworks. Thus, we explore the "life world" of mixed age grouping in the school. Our research method is composed of diverse records and data collection, including children's autobiography and drawings, works, video tapes and others. They are called ethnography or narratives. This type of evidence based empirical research would make possible to illuminate how much productive and efficient the mixed age grouping in Japanese schools is.

In particular, we would like to investigate on the children's writings on the life experiences created through the interaction of the younger with the elder. The elder children are mostly likely to become the models the younger admire and look for. The younger adorns the elder beyond teachers and parents. The elder is a symbol they admire. This kind of symbolic exchange constitutes hidden curriculum for both the elder and younger children.

Creating Opportunities for Professional Development: Synergy in a Professional Development School Partnership

Lori Fulton, Aaron Levine, and Nicole Schlaak
Univeristy of Hawaii at Manoa

By creating a complex-wide Professional Development School (PDS) relationship between the schools in the Waipahu Complex and the University of Hawaii at Manoa, College of Education (COE), we also created opportunities for professional development and synergy to take place. The complex consists of five elementary schools, one middle school, and one high school, serving more than 8,300 students. This community also supports approximately sixty-five teacher candidates from five undergraduate and graduate teacher preparation programs as they conduct field and clinical work in these schools and the greater community.

The multi-partner nature of a PDS within a single PK-12 complex furthers the education profession by providing opportunities that would not exist otherwise. One such opportunity includes improvement of professional practice at both the complex and individual school/classroom levels as well as across the five different teacher education programs involved. For example, the high school began implementing the Design Thinking approach to problem-solving. High school students then provided training for other schools within the complex as well as for University based teacher candidates. Another example of synergy is the opportunity for all PDS stakeholders to develop a better understanding of the PK-12 student experience and all that it entails. This includes creating opportunities for teacher candidates to conduct field work in a grade level(s) and/or area(s) that would otherwise be outside of their desired area of licensure. For example, a candidate in a "K" setting may want to see how a grade 5 class operates, or when candidates may want to experience a similar grade level at a different geographic or socioeconomic location, or if a high school teacher candidate wants to visit an elementary or intermediate school to better understand the experiences their students have prior to high school. Such experiences can provide these future teachers with a broader view of the educational system on which they can base decisions for their own classrooms one day.

The complex-wide nature of the partnership has also provided the university with more opportunities for collaboration and articulation across teacher preparation programs. Similarly, mentor teachers, teacher candidates, and students have taken advantage of new opportunities to collaborate across school sites. Collaborative research opportunities have allowed the PDS to examine common strengths and areas for growth across individual school sites, and consider ways to better support complex-wide initiatives. One of the goals of our PDS is to help grow-our-own teachers; by having teacher candidates at multiple sites, administrators are able to collaborate across schools to hire more candidates from within the complex. Finally, the scale of the PDS provides mentor teachers and administrators with opportunities for professional development that include, specialized support at the classroom, school, or complex level; access to a subsidized professional practice master's degree; and adjunct faculty and/or university co-teaching opportunities.

Building U.S. and Japan Educational Collaborations through STEMS^2: Shared Learning Journeys between the University of Hawai‘i, Mānoa and the University of Tsukuba

Waynele Yu, University of Hawai‘i at Mānoa
Satoshi Hamamoto, Education Bureau of the Laboratory School, University of Tsukuba
Tara O’Neill, University of Hawai‘i at Mānoa
Yasunobu Kino University of Tsukuba
Shari Jumalon, Kua o ka Lā New Century Public Charter School
Hirohisa Nagai, University of Tsukuba
Shayne Torikawa, University of Tsukuba
Joseph Zilliox, University of Hawai‘i at Mānoa

Over the last three years faculty from the University of Hawai‘i, Mānoa (UHM) have been developing a professional development initiative known as STEMS^2. STEMS^2 is an educational construct, a pedagogy and a graduate field of study. The construct integrates science, technology, engineering and mathematics (STEM) with the social sciences and sense of place (S^2). STEMS^2 involves study within the context of society and place, giving STEM purpose. By cultivating relationships to place, educators seek to instill a sense of civic responsibility and encourage students to take action. Studying the world through a STEMS^2 lens means that students think critically about how STEM fields are being used and should be used to bring about change in communities. The opportunities STEMS^2 provides for students to connect to the content, the community, and back to their own lives results in increasing student academic engagement and achievement (O’Neill, et al., in press; Yu, 2017).

As a pedagogy, STEMS^2 education utilizes interdisciplinary, place-based and project-based learning, encouraging students to draw on their sense of self as local and global citizens to emulate the processes of professions in a variety of fields (i.e. historians, engineers, etc.) in an effort to design solutions to real problems in their communities.

Faculty of University of Tsukuba (UT) in Tokyo approached UHM faculty about a possible collaboration to see how STEMS^2 could be adapted at UT. Following this initial contact faculty from UT facilitated students and teachers from the 11 laboratory schools (1st – 12th Grades) affiliated with UT traveling to Hawai‘i to engage in STEMS^2 activities, to discuss the framework of STEMS^2 and to design projects that could be implemented with students in Japan. The collaboration was built on a series of “Learning Journeys” that involve learning by doing. As participants have engaged in these cross-continental, cross-cultural learning journeys, they realized that the journey itself is more important than the destination.

Based on the on-site STEMS^2 training on Oahu and Hawai`i islands, UT has developed the T-STEM competency model. This interdisciplinary model is designed to measure the learning performance of the students by integrated competencies of 5 areas (Science, Social, Communication, Cross-Cultural Understand, and Team Management.)

This presentation will describe details on the collaboration among faculties of UT and UHM to build an understanding the STEMS^2 and to design projects for students; report the successes and challenges experienced as both faculties attempted to understand the context in which each other worked and the programs and activities that each developed; and seek feedback and suggestions from conference participants on their local experiences in hopes that both universities can advance their programs and collaboration. The feedback may be useful in furthering a collaborative research agenda to inform other educators of the project’s potential.

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Design for Education: Developing Teacher Candidates as Design Thinkers

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Cesceli Nakamura, Waipahu High School

Design Thinking is a mindset and an approach that allows participants to engage in complex problem-solving, collaboration and critical thinking. (IDEO Riverdale, n.d.). These competencies are all promoted in education, but at what point do the classroom teachers become design thinkers? Do they receive a day of training and are then expected to overhaul their curricula and transform their teaching overnight because of a few buzzwords? By being introduced to the principles of Design Thinking as they are being *prepared* for the classroom, candidates are better able to learn and grow within the framework and *enter* the profession with appropriate training and experience in Design Thinking. In short, they enter the profession as design thinking teachers instead of teachers who must learn to become design thinkers.

The movement of Design Thinking has been embraced by those in business and technology related fields since the 1980s when Peter Rowe published his book Design Thinking (1987). Today, this way of thinking and problem-solving is utilized by savvy elementary and secondary students and has seen tremendous growth in schools across the country (Wise, 2016), but it has not yet firmly established itself in teacher education programs. Instead of replacing the important elements of a teacher preparation program, Design Thinking can be introduced and embedded into those existing elements. The Design Thinking principles are versatile enough to be applied to nearly any task or assignment that exists within a course or program. The skills that are products of Design Thinking are not only versatile, but critical elements that every teacher candidate should have in his/her arsenal.

While many teacher preparation programs require service learning and aim for candidates to develop as teacher leaders, the lack of a framework for the projects can be problematic. In many cases the school and community projects are being done, but with no specific and consistent guideposts. Lacking a framework for this important work led us to Design Thinking, which was already being used regularly in our partner Professional Development School, where our candidates were being placed.

In order to honor our partnership by sharing resources and providing opportunities for all constituents to grow, the teacher candidates were trained in Design Thinking by high school students in the partner school. Later, the candidates were tasked with seeing the cohort’s Design Thinking project through to fruition. Candidates later took the principles further and used them in small group and individual school and community projects, while applying the concepts in their classrooms with students, bringing the cycle full circle.

Learning Sciences: Reconsidering Research Practice Partnerships in Context

John L. Pecore & William R. Crawley
University of West Florida

The learning sciences is an interdisciplinary field that works to advance the understanding of the learning process to support learning and developing skills necessary for youth to navigate their future worlds (Richland, 2017). This broad discipline has evolved over the last two decades from a focus on cognition in terms of learning in real-world contexts to a shift in understanding the complexities of learning in real-world social settings (Lee, 2017). Previous research focusing on student learning based on what is known about how people learn has yielded promising results within the scope of specific projects. While this research often describes the potential implications for improving practice, few studies elaborate on implementing the recommendations for improving learning in consideration of context (McKenney, 2018). As the field of learning sciences is focused on learning, addressing the complexities of context (teachers, students, learning environment, etc.) is a necessary component for influencing education. McKenney (2018) proposes studies on research-practice partnerships (RPPs) to understand the social, historical, and economic factors that influence the learning process.

RPPs are long-term collaborations between researchers and practitioners intentionally organized to investigate problems of practice and develop solutions (Coburn, Penuel, & Geil, 2013). McKenney (2018) describes three broad models of RPPs as linear, clinical, and collaborative. Linear RPP models are primarily unidirectional with knowledge flowing from research to practice and are typical of most teacher professional development programs. Clinical RPP models involves interaction between researchers and practitioners within defined roles of researchers investigating the work of practitioners. In the clinical RPP model, researches and practitioners seek to understand why a particular intervention does or does not work in a particular setting. Unlike the other two, Collaborative model is multidirectional with knowledge flowing between researchers and practitioners whereby practitioners are integrally involved in investigations with researchers. The collaborative RPP model includes forms of lesson study and professional learning communities (McKenney, 2018).

The current climate of accountability has led to an increase in researcher engagement with practice and increased funding to support more clinical and collaborative RPP models (McKenney, 2018). This paper seeks to present the three RPP models and the possibilities of RPPs to influence education beyond the scope of specific projects by providing insight into the significant role of context (i.e. school setting) in the learning environment. Given the importance of professional development, participants in the US and Japan can provide meaningful research-based opportunities to teachers that improves learning in consideration of context.

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Internationalizing Teacher Education Programs: U.S. Preservice Teachers' Perceptions of Intercultural Sensitivity and Global Competency

Kaori I. Burkart
Oita University

In the field of education, teaching effectiveness and adequacy of teacher preparation are perpetual themes. Local focus and accountability pressures mean that efforts in this area persistently trail complex and rapidly changing educational environments. Despite the urgency of program reform, internationalization in teacher eduation varies significantly across institutions.

The purpose of this study is to examine relationships between preservice teachers' perceptions of intercultural sensitivity and their perceptions of global competency. In this particular study, Olson and Kroeger's (2001) Global Competency Index and Intercultural Sensitivity Index are used to measure perceptions. A combined theoretical framework based on cognitive development theory and human holistic development theory posits possible relationships among the factors of global competency and intercultural sensitivity.

Preservice teacher perceptions were sampled through survey data retrieved from seven institutions in the State University System of Florida. Multiple regression analysis was performed to examine the contributions of three global competency subscales to intercultural sensitivity scores. Findings suggest that each of the three global competency factors contributes positively to intercultural sensitivity. Intercultural communication skills were found to have the strongest influence, followed by substantive knowledge and perceptual understanding. Intercultural communication skills carry almost five times more weight than perceptual understanding, and substantive knowledge has almost twice the weight of perceptual understanding (Burkart, 2018). Further analysis extended the model using demographic variables.

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Philosophy and Practice of Teacher Training Program in Japan -With Special Reference to Intercultural Understanding -

Yasuko Yoshino
Juntendo University

This study reconsiders the philosphy for in-service English teacher training in Japan and suggests the importance of intercultural understanding as part of any training intervention. This is necessary as a new approach is required to meet changing needs and new government guidelines. This is true particularly for elementary school teachers, who have heretofor relied too much on ‘play-like’ and ‘game-like’ activities in the classroom.

In foreign language education in Japan ‘practical communication ablities’ have been emphasized over the last few years. Helping students to increase their knowledge of language and developing their skills, as well as providing opportunities for meaningful communication in class are all important. Another important focus of any course should be to help students develp an understanding of and skills for coexisting with others from different ethinic and cultural backgrounds. As language and cultures are intricately and inseparably intertwined, foreign language education plays a vital role in intercultural understanding (Morizumi, 2006).

The Course of Study are guidelines for education by the Japanese Education Ministry, revised and released every 10 years. A new Course of Study has recently been announced, and it includes the directive that English will be taught as an official subject in elementary school from 2020. Other directives call for the development of practical communicative proficiency with foreign languages while developing an understanding of language and culture. Also, the phrase ‘active learning’ is being stressed as an overall education methodology (see 2012 recommendations by the Central Council for Education), as well as being given a prominent focus in various educational reforms as instituions and policy makers try to adequately respond to a need for citizens who can thrive in the era of globalization. A 2017 survey of 1327 elementary school teachers found that elementary school teachers are under pressure regarding the teaching of English, with teachers, who have more than 10 years’ experience requesting more theoretical content, and teachers with less than 10 years’ experience requesting more practical content.

In order to help meet this diverse set of needs, the presenter prepared for training sessions by examining recent trends in English education, as well as theories and practice of intercultural understanding. The training sessions sought to provide a balance of theory and practical techniques to help participants understand the importance of intercultural skills training and learn some activities that they can begin using in their own classes, along with theories and practical suggestions for English language teaching.

In the training sessions, three functions for language are explained. The first is the Cognitive function, comprising the knowledge learners need to build up, including linguistic elements such as sounds, letters, vocabulary, grammar and expressions. Second, the Communicative function sees language in terms of practical communication abilities, including practical skills and fluency. The third, Relative function, considers the relationship of language and society, including values and linguistic viewpoints. All functions are important, but during training courses, Relative function related to thinking is focused on, with the aim of building awareness in order to avoid language bias. A self-quiz about viewpoints of intercultural understanding (based on Morizumi, 1999) is also introduced. The point is stressed that while English may be one useful language for globalization, all languages are equal, a message that is important for pupils to understand.

Various teacher training programs focusing on intercultural understanding were carried out in August 2015 and August 2018. The presenter will explain the challenge of the teacher training programs, and provide suggestions for future programs gleaned from personal reflection and participant feedback.

Teacher Training Program Development and Implementation for Non-Language Specialist Educators: The Use of Integrated Internal Action Frameworks (IIAF) and Active Learning Cycles

Kevin Watson
University of the Ryukyus

In response to MEXT's recent call to have English taught in Japanese elementary schools, universities have begun the process of providing elementary teaching professionals with professional development and certification to be qualified to teach English and also to be able to confidently teach English to Japanese ESL students. To date, the University of the Ryukyus has been providing this important conduit for teachers in Okinawa to integrate valuable experiences into their comprehensive teacher skill-set towards credits for qualification. Here is a small sample of Modules that the University of the Ryukyus offers elementary educators.

1) English Teaching Methodology I
2) Language and Culture I
3) Intercultural Communication
4) Linguistics I
5) English Grammar
6) Oral Communication I
7) Comprehensive English
8) Media English
9) Introduction to American & British Literature

Integration Continuity and Engagement (ICE) within these training modules serves as the foundation of the continual and lifelong learning focus of this program. This integration, continuity, and engagement exists on several levels. First, Native Japanese Education professors combined with Native English Education Professionals each provide synergy in the planning and implementation to build an effective language teaching model in Okinawan schools. Second, each module focuses on the development of knowledge, skills attitudes and values towards communicative purpose and professional competence. Third, adding English-based professional qualifications to their already professional teaching skillset serves as a foundation for the educators in this program.

Based upon inquiry-based focused modules we concomitantly develop reflective practitioners who can build upon their solid base of teaching knowledge and skills within the scope of English while concomitantly developing their L2 teacher identity. Specifically, this presentation investigates the synergy between (1) **L2 Teacher Identity Development**, (2) **Reflective Experiential Learning,** (3) **Transformative Team-based Learning**, and (4) **multi-modal curriculum construction** towards the development of self-reflective educators through a coordinated set of Integrated Internal Action Frameworks (IIAF) and Time Released Micro-cycles of Learning (TRML). Through this combination, I show the structure of this teacher development program, how it is structured to liberate and support educators throughout the process of their professional development. Additionally, I highlight one of the initial module courses within the curriculum process. This process, including structured IIAF and TRML, develops learner control over their L2 identity from a **personal, relational, social and material** perspective and reinforces the importance of lifelong learning through reflection and hypothesis testing.

Methodology:

Mixed methods research was employed within this module program. First, qualitative methodological data in the form of student logs were collected. They included pre and post anecdotal self-analysis. Second, quantitative survey data was taken post module based on self-perceived language and communication skills used and developed throughout the module.

Learning Cycle Focussed Curriculum: Self-regulating Learner Development

Minako Yogi & Kevin Watson
University of the Ryukyus

Within the current 21st century landscape there is a clear necessity for university students of all years and backgrounds to develop a strong critical knowledge and skills focus with respect to their studies. Developing a comprehensive mobile learner's skillset requires instructors to systematically plan and integrate knowledge, skills, attitudes, and values that offer mentored learning cycles in order to operationalize student skill-sets. These mentored cycles work to improve student self-concept and thoughts about their perceived competence and efficacy as a self-directed learner. This includes Time Released Micro-cycles of Learning (TRML) that focus on Integration, Continuity and Engagement (ICE) and Integrated Student Response (ISR). However, in most cases, Japanese students have often had their role within the classrooms laid out to reflect Japanese value-based set-social-practices. This can significantly restrict mobile learner identity development. This has great potential to significantly change within a learning cycle focussed curriculum as students develop 3 levels of self-regulating awareness and learner development. On point to this, teachers must systematically plan and integrate knowledge, skills, and attitudes that offer the appropriate balance between (a) deeper reflective-level learning/hypothesis testing, and (b) surface-level memorization skills. Exploring this balance requires careful streaming of an "I' orientation learning cycles and embedded integrated assessments that are time released throughout the semester. This presentation demonstrates the curriculum in action.

Methodology:

In an Advanced Learning Seminar Course at a Japanese National University, a total of 25 participants were part of this study. However, we report on only three students using qualitative maximum variation strategy; a method that allows the researcher through purposeful sampling to focus in on 2-3 very different participants amongst the sample. Through the use of interview, reflective essay writing analysis, and classroom observations that charted progress through 3 course assessments, this study found a between levels of (1) Identity Development, (2) Experiential Learning development, (3) Transformative Team-based Learning, and (4) multi-modal curriculum construction. These 4 elements were considered to be part of the process of self-regulated learning and relate to the 4 "I" Orientation.

Benefits and Challenges of International Baccalaureate (IB) Programs in Japan

Yuko Ida
University of Hawai'i at Mānoa and University of the Ryukyus

International Baccalaureate (IB) has been expanding its presence in Japan since the government developed a plan titled "Japan is Back" in 2013. The plan clearly stated the implementation of IB programs (Japan, 2013), and educational intuitions have been preparing for it. In fact, Tamagawa University started a graduate program of IB education in 2014 (Tamagawa University, 2018) followed by University of Tsukuba in 2017 (University of Tsukuba, 2018). Now the government has a partnership with the IB organization (IBO, 2018c) and has been working closely with the organization to develop a dual language IB Diploma.

IB started in Geneva in 1968 (IBO, 2017a), offering Diploma Program (DP) at seven schools (IBO, 2017b). Three more programs were introduced later: Primary Year Program (PYP) in 1997, Middle Year Program (MYP) in 1994, and Career-related Program (CP) in 2012 (IBO 2017a; IBO, 2015). The aim of these programs is to "develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect" (IBO, 2018d). In 2016, the number of IB World schools reached 4538, and 56 % of which are public/state schools (IBO, 2017a).

Benefits of IB education include "21st-century skills development" (Wright & Lee, 2014, p.199), cultivating students' critical mindsets and their problem-solving skills (Taylor & Porath, 2006), and preparing students for post-secondary education (Saavedra, Lavore & Flores-Ivish, 2014). These skills developed through IB education will help students in Japan prepare for a new college entrance exam that starts in 2020, which assesses "the powers of thinking, judgment and expression" (Mccrostie, 2017).

The major challenges of IB education identified include its high cost and teacher training. Application and candidate fee is required for schools to be authorized as an IB school. In addition, annual school fee is also required to maintain its affiliation with the IB organization. Lack of funding often leads to public schools' dropping IB programs in U.K. (Bunnell, 2015). This means that educational inequality among public schools might increase, and IBDP will become "an indicator of new and emerging forms of social differentiation" (Outhwaite and Ferri, 2017, p. 413). Additionally, preparing teachers for IB programs is another challenge. In order to teach its rigorous curriculum, IB teachers themselves need to possess profound knowledge, critical thinking and problem-solving skills. When teaching a course Theory of Knowledge (TOK), for example, IB teachers need to know the answer of a question "to what extent are areas of knowledge shaped by their past?" (IBO, 2018 e)

Designing a Merged Elementary and Special Education Teacher Training Program

Amelia Jenkins
University of Hawai‘i at Mānoa

Summary of Research/Content, including rationale or purpose:
This presentation reports the results of the redesign of an existing undergraduate dual elementary and special education program into a fully merged program (supported by OSEP grant H325T110015). The work contributes to the growing body of knowledge on preparing elementary general and special education teachers to meet the needs of students with and without disabilities.

Potential Implications:
A merged, co-taught elementary and special education teacher-training program holds potential to improve the delivery of course content and field experiences to improve the preparation of teacher candidates, and produce teachers more capable of working with a diverse population of students (Blanton and Pugach, 2007). This information may be useful to other teacher educators who are engaged in merging general and special education curricula.

This presentation describes the five-year experience of the Departments of Elementary Education and Special Education to design a merged elementary and special education program to model best practices in preparing teacher candidates for inclusive elementary classrooms. The purposes of the redesign included: (a) merging standards-based coursework with tutoring support; (b) expanding clinical practice with mentoring and induction; and (c) providing evidence-based instructional approaches that address the challenges of high needs children with high incidence disabilities. Our process included: (a) plan, (b) prepare, (c) pilot, (d) scale-up, and (e) evaluate. This projects' objectives were aligned with the five domains of:

(A) Improvement of Licensure (or Certification) Standards - The program was redesigned to meet national accreditation, state and program standards.

(B) Improvement on Organizational Structure and Instructional Delivery - The organizational structure and instructional delivery were revised to enhance the ability of our candidates to collaborate with regular education teachers and other personnel to provide effective services and instruction in academic subjects to children with high incidence disabilities in K-6 regular education classrooms and address the challenges of serving high-need children with disabilities. All courses were co-taught by elementary and special education faculty.

(C) Improvement on Curriculum and Course Content - The project resulted in a complete redesign of the existing program that allowed for both a streamlining and enhancement of the curriculum. All merged coursework was comprised of elementary and special education content.

(D) Improvement on Student Support – A cohort model supported candidates and cohorts were subdivided into four smaller groups with each group assigned a faculty coordinator. This structure allows for greater individualized attention/support for the candidates.

(E) Program Evaluation - Project faculty evaluated the fidelity of program implementation, the performance of all candidates in the new merged program, and measuring the impact of the newly developed program on K-6 students within the schools.

Effects of Self-Monitoring on Math Competency of an Elementary Student with Cerebral Palsy in an inclusive classroom

Jenny Wells & Patricia Sheehey
University of Hawai‘i at Mānoa

Summary of Research/Content:
Students with cerebral palsy (CP) without severe intellectual impairments often experience difficulties in mathematics performance. Given the high prevalence of learning difficulties in students with CP, few studies have examined interventions to improve the math competency of these students (Jenks et al., 2009). A single-subject reversal design was used to examine the impact of a tactile cued self-monitoring with self-graphing intervention on the number of basic math problems completed and the number of math problems completed accurately by a student with CP in a first-grade inclusion classroom. Results indicated that the student increased the number and accuracy of single-digit addition and subtraction computations during independent work in an inclusion setting using this intervention.

Potential Implications:
In agreement with Middleton and Spanias (1999), achieving fast and accurate completion of basic mathematics problems did improve the confidence and motivation for mathematics of this student. In addition, the teachers reported that the intervention eliminated the need for any additional teacher verbal cueing or prompting during independent math work, providing further evidence of its utility in an inclusive setting.

Brief description of your Presentation Approach:
This poster will provide a brief bullet point summary of the research supporting self-management interventions for students with disabilities in general education. The research procedures and outcomes of this study will be outlined in a clear, linear manner. A copy of the full paper will also be available to participants to take with them.

A Study on Experienced 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 rarefication 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 experienced teacher's practical knowledge in music classes.

Methodology and Procedures

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 of using this method, it was reported last year that many suggestions for creating educational program for novice teachers in music classes were obtained. At the same time, however, research vulnerability remained a problem. That means that the awareness during class observation has already been made up of posterior knowledge. (reflection after action or reflection on action) In other words, data based on practical knowledge that can only be realized under that circumstance has not been obtained. In music classes, intuition such as a "feel for the music (Schön 1983)" born instantaneously on the spot is most important.

In Stimulated recall method, it is possible that the thought which occurred unconsciously is not extracted. Therefore, we must examine highly accurate methodology, assuming the existence of the teacher's thinking which we could not confirm in previous studies so far.

Conclusion

There is a need for lesson study based on cognition embedded in the situation. From this point of view, the possibility of the "on-going method" emerges.

In this presentation, we will show the research purpose and expected outcome. Then report on the procedure, contents and methodological issues of the on-going method.

Acknowledgement

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

Research on Teacher's Movement Observation Ability in Learning Outcome

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. On the other hand, the report that no do proportion of the ability of the teacher who improves the learning outcome to the teaching job experience years is admitted. Up to now, the excellence of the teacher who improves such a learning outcome has been clarified by various approaches. It is clarified that such a 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. 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 constantly for a teacher with high learning outcome and a teacher not so, and to examine the background from the difference of practicing of their knowledge (stumble to the movement teaching material and knowledge of the action method).

The object person assumed that he or she worked for the elementary school constantly with six people (three teachers with high learning outcome [attitude score] and three teachers not so) in total. It was requested to install eye mark recorder (EMR-9) in the effect teacher, and to watch VTR of same "Forward upward circling (horizontal bar movement)" three times. Moreover, the development type expression style of game theory was invoked to clarify the realities of practicing knowledge (stumble to the movement teaching material and knowledge of the action method) to object person's "Forward upward circling movement", and the description was requested.

Results and Discussion

The outline of the result of obtaining is as follows.

1) It was clarified that the teacher with low learning outcome was gazing at various points generally centering on various parts such as the leg, arms, and heads while watching three degrees. On the other hand, it was clarified that the teacher with high learning outcome provided, and was staring at the gaze point as the frequency of watching advanced.

2) The teacher with high learning outcome was 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 the teacher with low learning outcome.

3) Practicing knowledge was clarified of the teacher with high learning outcome when "Stumble to the movement teaching material and knowledge of the action method" was seen compared with a teacher not so and it was clarified to "Quantitative" and "Qualitative" that it was abundant.

Conclusion

It was guessed that child's movement under the class was instantaneously judged based on abundant, practicing knowledge, and original was guessed that the teacher with high learning outcome was developed correspondence according to the child's state.

Acknowledgement

This research was supported by Grant-in-Aid for Scientific Research (C) No.16K04723.

Comparative and International Aspect of Arts and Physical Education in the US, Japan and Bhutan

Miwako Hosoda; Seisa University
Taichi Akutsu, Seisa University/ Shujitsu University
Richard K. Gordon, Seisa University
Shizuka Sutani, Fukuoka Women's University
Kensho Takeshi, Kokugakuin University/Tokyo Gakugei University

Arts and sports have deep connections in our daily lives. many of us enjoy music, various arts, dance and participate regularly in sport related activities. These art and sport activities are mostly considered as socialized ones. We enjoy for own sake listening to, and/ or playing music, watching sport games and/ or participating in athletic activities. Despite the seeing positive aspects of art and sports the introduction of these activities in schools becomes a cause of concern among parents, teachers and school officials. Numerous concerns and doubts arise as to whether or not arts and sports should be taught in schools, how many hours of classes are needed and what art or sport to teach. In Japan and the US, in the past 15 years the number of hours for sports and arts instruction has been reduced.

The present paper investigates how arts and sports are viewed and delivered by teachers, administrators, students and the public in the school curriculum in the US, Japan and Bhutan. Researchers conducted semi-structured interviews with administrators, in-service and retired teachers and teacher education faculty members as well as students in the three countries (N=27) on the efficacy of arts and sports education in the curriculum.

The research question addressed the following: 1) placement of arts and sports in school curriculum 2) instructional focus in the curriculum, and 3) challenges teachers and students face during teaching and learning in the arts and sports.

Additionally, the study explores how people learn sports and arts outside formal instruction in school. For example, in Bhutanese schools sports and arts instruction are excluded from the curriculum, however, both arts and sports are well integrated in the lives of Bhutanese citizens.

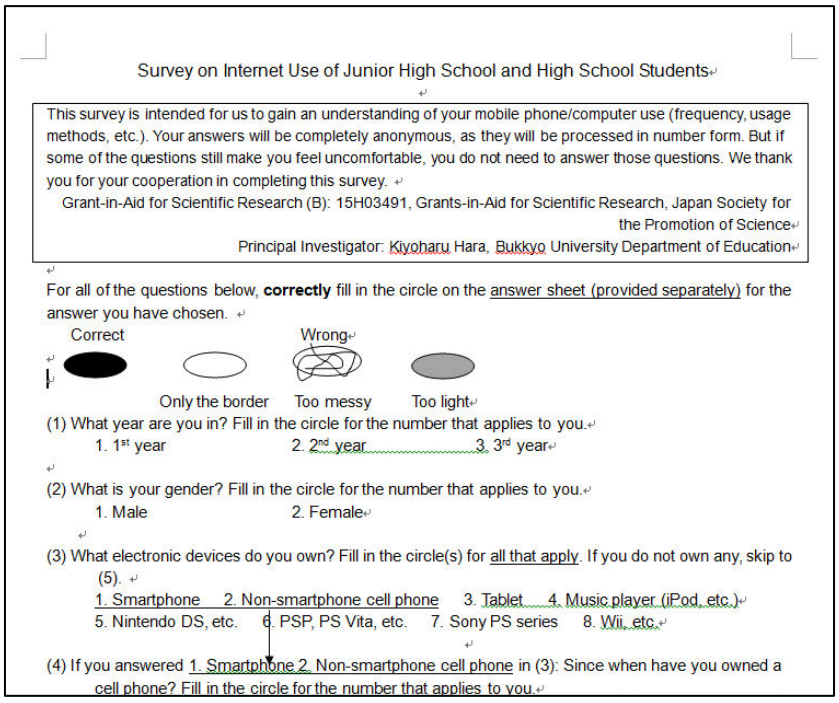
Cross-national Comparison of Cyber-bullying

Kiyoharu Hara
Bukkyo University

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

In Japan, 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 questionnaire conducted in Japan, researcher's local advice, and, country-by-country comparison makes a questionnaire by the possible shape using the same expression to the utmost. The knowledge obtained by then, and, the shape that a question to peculiar bullying is added at each country is adopted and a questionnaire by the shape that country-by-country comparison is possible is made, and makes it clear how the net bullying is different in the current state depending on countries. Advanced nations are put into effect as the germinating study to lead the country-by-country comparison to make it clear how is the net bullying which becomes a problem different in the occurrence rate depending on countries, and by what kind of mechanism it occurs to the big scientific research project which becomes the large-scale investigation I premised on by this research.



Survey on Internet Use of Junior High School and High School Students

This survey is intended for us to gain an understanding of your mobile phone/computer use (frequency, usage methods, etc.). Your answers will be completely anonymous, as they will be processed in number form. But if some of the questions still make you feel uncomfortable, you do not need to answer those questions. We thank you for your cooperation in completing this survey.

Grant-in-Aid for Scientific Research (B): 15H03491, Grants-in-Aid for Scientific Research, Japan Society for the Promotion of Science

Principal Investigator: Kiyoharu Hara, Bukkyo University Department of Education

For all of the questions below, **correctly** fill in the circle on the answer sheet (provided separately) for the answer you have chosen.

Correct Wrong

Only the border Too messy Too light

(1) What year are you in? Fill in the circle for the number that applies to you.

1. 1st year 2. 2nd year 3. 3rd year

(2) What is your gender? Fill in the circle for the number that applies to you.

1. Male 2. Female

(3) What electronic devices do you own? Fill in the circle(s) for all that apply. If you do not own any, skip to (5).

1. Smartphone 2. Non-smartphone cell phone 3. Tablet 4. Music player (iPod, etc.)
5. Nintendo DS, etc. 6. PSP, PS Vita, etc. 7. Sony PS series 8. Wii, etc.

(4) If you answered 1. Smartphone 2. Non-smartphone cell phone in (3): Since when have you owned a cell phone? Fill in the circle for the number that applies to you.

Japan-US Exchange Activities at University Level: Lessons Learned from Observation and Reflection

Felicity Greenland
Doshisha University

This poster presentation synthesizes the lessons learned from observation and reflection on four recent international exchange events undertaken by a Japanese university in co-operation with a US university (3 events) and a US high school (1 event).

The events took two different forms: campus visits to the Japanese university, and a Japan-US university video-conference. This poster documents the events and shares teacher observations, and teachers', students' and other involved parties' reflections on each event, from both the Japanese and US sides, as a mode of advice for others wishing to initiate or improve similar events and projects.

The highlighted challenges included anticipating and fulfilling a range of expectations as varied as the participants in each event, and attaining balances between structure and spontaneity, purpose and freedom, support and autonomy, monitoring and space, value and workload.

The series of events in this study was initiated in 2016 when two lecturers, one at a US university and another at a Japanese university, agreed, via social media, to arrange an international exchange between their students. In the first event, in April 2017, 20 students from the US university visited a Japanese university (15 Japanese students) who were studying English. On that occasion, the Japanese students led the visitors on a tour around the Japanese university campus. Subsequently, in February 2018, a second collaborative event between the two universities was held in the form of a video-conference on the topic of "Hiroshima." This involved different students (18 on each side). A third event – a campus tour and classroom visit – took place in May 2018, this time involving two classes at the Japanese university (18 students in each group) and a new group of 13 visiting students from the US university. The US students met the two Japanese classes separately. In a fourth event, in July 2018, two groups of US high school students (12 in each group), who were touring Japan through a Japanese youth organisation, each visited a class (of around 20 students) at the Japanese university. In total there were six different classes involved at the Japanese university.

After each event, all involved parties were invited to write personal reflections. After the initial event's reflections proved positive rather than critical, criticism was specifically requested in reflections on subsequent events. Although students, teachers and other involved parties stated, without exception, that these events were beneficial overall, with each event there were new lessons learned. Although all the events were intended to offer relaxed opportunities for authentic student interaction, nevertheless, observation and the solicited reflections signalled many areas for consideration in terms of content, organization, preparation and management. Furthermore, changes made based on perceived deficiencies in a preceding event did not all prove advantageous to a subsequent event. However, some general points emerged.

The first event, a purposely-informal campus visit, indicated the necessity for a firmer framework, at least to fall back on, and more, or different, preparations. As a result, the second event (video-conference) and third event (campus visit) were approached very deliberately with multiple detailed communications between the teachers, and with Japanese students undertaking detailed preparation and practice in their preceding classes. In these instances, although the preparation stood everyone in better stead, there were still surprises in terms of the flexibility/spontaneity demanded in the actual events. It was found that, in order to be able to be 'spontaneous,' both sides must pre-consider language and social skills. For example, in L2, the Japanese students needed to be not only better prepared, via practice and vocabulary acquisition, to articulate opinions on everyday topics and contemporary issues, but also equipped to deal with the unexpected. Furthermore, detailed consideration of potential lingusitic, social and cultural pitfalls was necessary on both sides in order to improve confidence, comfort, and inclusivity. In addition, there were some issues specific to US-Japan L1-L2 cross-cultural video-conferencing. These and other areas worthy of attention are identified in this poster with a view to improving similar exchanges in the future.

Increasing U.S. Students Understanding of Japanese Nutrition, Culture, and Family Life through a Short-term Study Abroad

Matt Schmidt, Shawn Christiansen, Markie Nelson
Southern Utah University

Over the years, study abroad programs have become more attractive for many college students throughout the United States. Students are more driven to gain a broader knowledge and understanding on a global level. In the 2012/2013 school year, 289,408 students studied abroad. There was also a two point one percent increase in the 2013/2014 school year (ILE, 2013). Southern Utah University (SUU) has put a special emphasis on study abroad programs by requiring each student to complete their own "EDGE" project. EDGE stands for Education Designed to Give Experience. In order to complete an EDGE project, the student must spend at least 20 hours completing their project. Southern Utah University encourages students to go on a study abroad as one way to complete their EDGE project, although the study abroad is not mandatory. Goals that SUU has for this project is for the students to engage in the community, gain practical experience, to work directly with faculty and staff, and for students to gain an experiential education (Southern Utah University EDGE Program, 2015).

Gaining an experiential education requires students to critically analyze and reflect back on their experience (Kolb, 1984). It is a way for students to engage with educators by direct experience and focused reflections. As study abroad programs have become more popular, average durations have decreased (Dwyer, 2004). Short-term study abroad programs are convenient for those who are trying to manage their money, do not want to conflict with their school schedule or who may have little experience traveling.

Some may question how effective a short-term study abroad is because of its limited duration. Furthermore, there are scarcely any articles with strategies describing how to manage these short-term programs (Sachau et al., 2010). Although fewer concepts may be addressed in a shorter duration, students can learn experientially and expand on their experiences after the study abroad concludes. This article discusses the effectiveness of one short-term study abroad and the benefits to the student's learning outcomes.

Southern Utah University has many short-term study abroad programs. Among these programs is a two and a half week study abroad to Japan. This program is unique because of the distance that is traveled in such a short amount of time. This creates an environment where students are constantly moving from one place to another. Students participating in this study abroad in the year 2015 explored eight major cities spanning a distance of 2,074 miles in just 15 days. This does not include the two days traveling to and from Japan (10,934 miles) or miles walked by the students when visiting each city. Possible disadvantages to this fast-paced study abroad could be anxiety for those with little experience traveling, decreased sleep, and inadequate alertness of their surrounding environment. On the other hand, benefits may exist such as increased productivity through varied experiences and activities. An additional benefit may include an increased diversity of experience because of meeting different people, contrast in rural and urban environments, and seeing several different cities and geographies. There have been no published studies examining the impact of a fast-paced trip on learning outcomes.

The purpose of this research was to see whether a short-term study abroad in Japan that is fast-paced improved the student's view of nutrition through interactions with families, communities, and social systems. This presentation will summarize this research and the experiences of 15 students who participated in a short-term study abroad to Japan in May 2015.

Potential Implications

One hundred percent of students indicated in the survey that the study abroad impacted their view of nutrition and 94% of students indicated that they would recommend this study abroad to others in the future. Students also reported having meaningful experiences in each food and nutrition activity. Results also gave insight about some activities that might be improved. The differences students observed in nutrition between the US and Japan and their feedback showed consistency in the principles learned. Despite the fast paced short-term study abroad, students learned many important nutritional principles as well as differences in diet and nutrition between the US and Japan. A well-designed fast paced study abroad program can have important and profound educational impacts even when they are of a short duration.

Brief description of your Presentation Approach – The presentation will use PowerPoint and discuss the details of a May 2015 short-term study abroad to Japan and its impact on students understanding of nutrition in general and specifically nutrition education in Japan. The PowerPoint presentation will take 20 minutes. Eight minutes will be given to the audience to answer any questions they have about our study abroad program and the experiences of students.

Katei-ka (Home Economics) in Schools: What Can Japan and the U.S. Learn From Each Other?

Shawn Christiansen
Southern Utah University

In Japanese Home Economics curriculum, Japan puts heavy emphasis on nutrition, meal planning, and meal preparation which is reinforced through classroom activities, nutritional education, growing gardens, and having healthy school lunches. America puts more emphasis on relationships and family development. In America, dating, parenting, child rearing, communication, mate selection, family finance, marriage preparation, family roles, balancing work and family, developing positive interpersonal relationships, and principles of strong marriages and family life are covered in the curriculum.

Potential Implications:
In Japan, nutrition and food education seems to make a profound impact on Japanese society as the Japanese have one of the longest life expectancies in the world. America can learn many things about nutrition and food education from Japan. Though America has many challenges related to family life, America does have better work and family balance, more egalitarian gender roles, more support for women working, higher marriage rates, and higher birth rates. Considering the crisis in Japan related to low marriage and birth rates, Japan may want to consider including more curriculum related to dating, developing interpersonal relationships, mate selection, preparing for marriage, and balancing work and family in their Home Economics Curriculum.

Brief description of your Presentation Approach:
Presentation will be a PowerPoint presentation that discusses the strengths of Home Economics within Japan and the US for 20 minutes and how each country can learn form these strengths. Eight minutes will be given to the audience to discuss their observations and experiences with Home Economics within their particular country and school.

SUU – ICSD Partnership: A Pathway to Excellence-Mentor Teacher Reflection and Evaluation

Brian C. Ludlow
Southern Utah University

Two years ago, at JUSTEC 2016, we reported on how Faculty members from Southern Utah University (SUU) and teachers/administrators from the Iron County School District (ICSD) had been working together for several years in various capacities. During the 2015-2016 school year, a team was organized to discuss future opportunities for a bona fide partnership. The new Partnership Advisory Team (PAT) created a memorandum of understanding (MOU), to provide a list of roles that each entity in the SUU-North Elementary School partnership would play. We recounted that In May 2015 a final draft was of the MOU was signed by all stakeholders.

Based on the "No Tears with 5 tiers" model we developed and then shared at the conference in 2016, we decided to gather data aimed at measuring the effect of the "master mentor" program on in-service teachers. With this in mind, four high-performing preservice teachers in the first semester of their senior year were paired with four master teachers at Cedar North Elementary school for the majority of their practicum program. During the first semester of their senior year at SUU, students are enrolled in the Elementary block, which consists of five methods courses equaling 15 credits.

It is known that providing pre-service teachers with high-quality clinical experiences is a primary key to success, and leads to win-win outcomes (Hammond, D. 2006) With this in mind the PAT developed a five-tiered system that would support the goals of all parties involved, based on a expectation that five tiers of engagement would allow for pre-service teachers and school personnel to experience top quality training at all levels. Within each tier, constructs related to practice, curriculum, and student performance were addressed to ensure positive outcomes related to each of the priorities established by the various stakeholders.

As the program is in its first full year of implementation, stakeholders agreed to begin to gather qualitative data to inform current practices and determine the overall effectiveness of the program. It was decided that the first area to study should be the effect of the program on the performance, growth, and attitudes of the master teachers participating in the program.

The purpose of our follow-up presentation will be:

1. To share information regarding our current practices as an active University/Public School District partnership.
2. To share the data we collected regarding teacher development.
3. To share our next steps in research and implementation.
4. To gain insights from conference attendees following the sessions.

Implications:
Of interest to universities and public schools seeking ways to implement and strengthen professional development for teachers via partnerships.

Mentoring through the Structured Doctoral Seminars: A Pathway to Increase Graduation Rates for an Online Ed.D. Program

Guofang Wan, Francis Godwyll, Wisdom Mensah, Mark Malisa, William Crawley
University of West Florida

High attrition rates in doctoral programs have negative consequences for higher education stakeholders (Spaulding & Rockinson-Szapkiw, 2014) and lead to concerns among college educators. In educational institutions where high rates of attrition occur, students suffer from emotional and financial losses, while affected institutions lose funding, ranking among peers, and prestige (Spaulding & Rockinson-Szapkiw, 2014). Therefore, it is critical to explore effective strategies that will address the common challenge of attrition in doctoral programs, especially those offered online.

According to Bollinger and Halupa (2012), attrition rates are higher in online doctoral programs where students are not interactively supported by instructors. Multiple strategies have been identified to promote doctoral student success such as providing a comprehensive orientation to prepare students for graduate school; articulating program expectations; developing online mechanisms so students and faculty can track progress; and implementing regular advisor/advisee meetings (CGS, 2010). To promote students' success in their doctoral journey, the University of West Florida online Ed.D. Program designed and implemented an innovative practice—systematic and structured doctoral seminars to mentor students. The colloquia included a series of credit earning seminars designed for students to work with professors and peers throughout their program.

This quasi-experimental comparative study investigates whether there are differences in graduation rates between online doctoral students who receive mentoring through structured doctoral seminars, and those who do not. Secondly, the study investigates whether the structured doctoral seminars affect online doctoral students' graduation rates and program completion time. The independent variables are the structured/unstructured doctoral seminars while the dependent variables are graduation rates and completion time. Approximately 200 doctoral students will participate in the structured doctoral mentoring seminars and a similar number in the unstructured program. The goal of the study is to determine whether mentoring online doctoral students through structured seminars increases online doctoral students' graduation rates and shortens the length of their program studies.

Potential Implications:

This study will contribute to research on effective strategies to enhance the success of online doctoral programs, address common challenges of student attrition, and increase online student graduation rates. Findings will be disseminated among doctoral education communities. Future research efforts will include a study involving surveys and focus group interviews to uncover why and how structured doctoral seminars contribute to completion rates.

Students' Participation in Off-campus Lecture Meeting and Workshop

Akio Yamamoto
Gakushuin Boys' High School/Gakushuin University

This presentation is a practical report on the assignment of the students' participation in an off-campus lecture meeting and workshop. The students in the class of English language teaching methods at Gakushuin University can learn more on English language teaching and experience deeper learning outside the classes.

The class of English language teaching methods at university has no more than 15 lessons spread over half a year though there are numerous topics to be taught before becoming a trainee teacher. If the students go out to participate in some off-campus lecture meeting and workshop that they are interested in, it will complement the university class.

The assignment of the students' participation in an off-campus lecture meeting and workshop is considered to have three merits. First, the teacher can show a variety of topics of English language learning and teaching as a list of lecture meetings and workshops and the students can choose depending on their tastes. Second, it is hoped that this assignment will develop the students' autonomy by choosing some lecture meetings and workshops on their own and taking part in them outside the campus. This experience may lead to future participation in lecture meetings and workshops when they become teachers. Third, the students can widen and deepen their knowledge of English language learning and teaching by joining in those lecture meetings and workshops.

In addition to that, the participation in lecture meetings and workshops will be conductive to the development of meetings and conferences of English language learning and teaching.

The table 1 shows that most of the students submitted regular tasks and extensive reading logs. However, It seems that the students felt difficulty working at the tasks of participating in lecture meetings and workshops and reading logs of articles of English language teaching and learning.

Table1 Types of assignments and submission

Types of assignments	Regular tasks	Participation of lecture meeting and workshop	Article report on English language teaching and learning	Extensive reading log
Frequency of assignments	Every class	Once or more during the term		
Submission %1（the total number of all the assignments /the number of students）	80	56	60	164
Submission %2 （the number of students who submit the assignments/ the number of students）	80	48	52	72

Comparative Study of DuFour's PLCs and "Manabi-no-kyodotai" in Secondary School

Ryutaro Shintani
Heian St. Agnes' University

It is commonly believed that teacher's colleague is needed when educational reform occured. However, it remains to be elucidated that how school design teacher's collaboration. To determine that, two types of school reform models based on teacher collaboration and learning is compared in this paper. One is a "Manabi-no-kyodotai(School as Learning Community) " advocated by Japanese professor Manabu Sato who have been studying about curriculum reform in U.S., especially about progressive education. Another one is the "Professional Learning Communities (PLCs)" advocated by Richard DuFour who had been a high school principal. Both models contribute professional development and correspond to national educational reform recently though, here we found that the following differences can be seen in both models as long as my fieldwork at secondary school in Japan and U.S.

Table. the deference between DuFour's PLCs and "Manabi-no-kyodotai at secondary school

	DuFour's PLCs	Manabi-no-kyodotai
Date of field work	2013.10.17-18, 2014.9.15-26	2007 May, June, July once a week
Social background	NCLB(2002)	Revised Course of Study(1998)
reference	Management study	Lesson study
Focus	Effectiveness of lesson plan	Learning embedded in students converstioan
Emphasis of Dewey's idea	Learning by Doing	Realization of democratic society
Conversation for	PDCA of common weekly plan	Share of lesson reflection narrative
Keywords	Hypothesis, examination, development	Reflection, learning story
Methods	Structured conference: What do we want each student to learn? How will we know when each student has learned it?How will we respond when a student experiences difficulty in learning?	U-shape desk row in classroom for listning each other, Issues that cause cooperative learning called "Jump" based on Lev Vygotsky's zone of proximal development idea.
Analogy of teacher's learning community	Laboratory for unit and teaching tool development	martial arts "dojo(training] hall)" for refining physical techniques and developing eyes to see student's learning in class
Mediation of teacher's learning community	Data, format, best practice	Teachers' habitus based on school organizational culture which direct one's cognition, judgment and action
Output of teacher's collaboration	Lesson plan, common formative assessment	Common understanding about students, tact in class

These observations indicate that creative routine and facilitation is an issue for moth model to develop teacher's collaboration. These results provide new insight to teacher's collaboration in Japan that frequent monitoring based on data and develop common formative assessment is good to think for development of learning community.

Teacher Belief in College English Classes in Japan: How to and How Much to Reflect It

Toshiko Sugino, Kogakuin University & Waseda University
Emika Abe, Daito Bunka University
Mami Ueda, Chiba Prefectural University of Health Sciences

According to Borg (2001), beliefs play an important role in many aspects of teaching, as well as in life. Teachers' beliefs influence their consciousness, teaching attitudes, teaching methods and teaching policies (Dogruer et.al, 2010).

As globalization is progressing, English seems to have gained in importance in universities so much so that many universities offer courses only to prepare for standardized tests. At the same time, many universities designate course syllabus and teaching materials and procedures accordingly.

In this presentation, three presenters share their ways of teaching that reflect their teacher beliefs within the limitation of designated teaching materials and approaches in liberal arts education curricula. Applying holistic teaching is one example, which includes reactions papers, discussion, presentations, and group-project in order to deepen students' awareness and knowledge.

Our in-person or e-mail interview data also show several other examples of teaching that reflect their teaching beliefs. We believe that this presentation will help teachers or future teachers to become reflective practitioners as well as develop learners' cognitive abilities to become active members of this multicultural and multilingual world.

Borg, S. (2001). Self-perception and practice in teaching grammar. *ELT Journal 55 (1)*, 21-29.
Dogruer, N, Menevis, I. & Eyyam, R. (2010). EFL Teachers' beliefs on learning English and their teaching styles. *Science Direct Procedia Social and Behavioral Sciences 3*, 83-87.

Teachers' Anxiety to English Education as a Required Subject and Ways to Support Teachers in a Bottom-up Fashion

Junya Narita, Atsugi-Daini Elementary School
Shien Sakai, Chiba University of Commerce

With the revision of the Course of Study in Japan in 2020, the English language education will become a formal subject for fifth- and sixth-graders in Japan. Most elementary school teachers, however, still have a lot of anxieties about making lesson plans of the English language because most of them are not adequately trained for the English language teaching or do not have certificate of the English language teaching. In addition, they do not have a clear understanding of foreign language teaching in the context of public elementary school education. Teachers have been conducting lessons of foreign language (English) with full of anxieties in the transition period from this year, 2018.

Students of public elementary schools in Japan are essentially different from those who study English at private English conversation schools because they are not at the classroom for trying to study English. As long as English education would be implemented in the Japanese elementary schools, it could not stand alone because it must be positioned as part of whole elementary school education. If English education would be provided without adequate consideration and if teachers would try to teach English just only with knowledge and skills of English language teaching, it might be seen as an unwelcome intrusion for most teachers. This point, however, has hardly been taken into account in discussion of English education in elementary schools. Moreover, most of information and supports provided to teachers are focusing on how they should improve their own English proficiency or English teaching skills. This is why they get depressed, lose their pride as educators or show marked anxiety and a sense of rejection of English education.

This study focuses on offering answers to the questions arising from teacher's anxiety, in which relationship between elementary school education and foreign language education is carefully taken into account. With such bottom-up supports, it would be possible that teachers are aware of the value of foreign language education and have a positive attitude towards creating lessons for it.

The research group consisting of 16 people including the authors, three incumbent elementary school teachers, seven English instructors, and six university teachers, had collected 125 questions from teachers (60 out of them were originally asked by their students) through interviews and questionnaires in three months from September, 2017. Each member of the group offered his/her own idea to answer them, and they elaborated proposal answers based on their experiences and expertise. An example is presented below:

[Question] Is it necessary to teach English to students without adequate Japanese proficiency?
[Proposed answer] English teaching only for a few hours a week does not conflict with Japanese language teaching. Instead, it is beneficial for following two reasons: 1) Students' sense of communication in languages will be improved: 2) Through comparing Japanese and English from an objective viewpoint, students will be able to refine their knowledge of Japanese language. This perspective can coexist with Japanese language education.

In the future, product of this study will be provided to teachers and the effect of provision will be investigated through interviews and questionnaires to them.

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Using Portfolios to Encourage the Personalization of English Language Learning

Yoichi Kiyota
Meisei University

The purpose of this presentation is to explore the advantages of introducing portfolios for the personalization of English language learning in Japan.

Generally, English language classes in Japan are mainly conducted pursuing group-oriented goals such as placing great importance on results of periodical examinations at school and the percentage of students who go on to higher-level schools. This situation causes dismissing of personal continuous learning based on individual needs, which is very important to support language learners to become competent target language users. Additionally, under the pressure of such short-sighted learning goals teachers have difficulties in designing their classes in a communicative way.

The author has been developed an English learning portfolio as a practical tool for encouraging independent learning. This paper highlights a point of view of “personal cultural capital” as a basic concept of the research. This concept has a significant possibility to change the learning situation of EFL classrooms mentioned above. Common European Framework of Language refers cultural capital for language learning at the beginning of Chapter 4 as follows:

“The language learner becomes plurilingual and develops interculturality. The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to inter- cultural awareness, skills and know-how. They enable the individual to develop an enriched, more complex personality and an enhanced capacity for further language learning and greater openness to new cultural experiences.” (Council of Europe, 2002）

The concept of “cultural capital” is adopted from a topic of sociology. Pierre Bourdieu(1977) insisted that cultural capital is one of personal capitals which differentiates the levels of performance and academic achievement of children within the educational system of France. He created this concept to demonstrate how an individual is defined by his or her embodied, objectified, and institutionalized assets in addition to their economic wealth and social class.

This paper adopts this concept as personal language cultural assets which enrich personal cultural experiences and encourages continuation of language learning as a lifelong learning. Consequently, they enable the learner to obtain a rich and comlex personality and access to new culture as well as strengthen language abilities.

The following list suggests elements of abilities which are thought to build up the personal language cultural assets:

- language ability of native and foreign language
- knowledge of domestic and foreign culture and society
- thinking ability to comprehend and compare domestic culture and foreign society
- response abilities for access to domestic and foreign culture and society
- appreciation of domestic and foreign excellent arts

There are three main sections in a language learning portfolio, namely a personal statement, self-assessment descriptors and dossier. This paper especially focuses on the function of last section, dossier. Dossier provides various evidences of language learning and these evidences may encourage its users to evaluate their learning and enhance awareness of personal language cultural assets.

A project-based learning using a lapbook is introduced as a practical example of a dossier for a primary school level usage. Generally, it is a file folder that contains a variety of mini books and other material that cover detailed information about the central learning topic. Making a lapbook related the learning topic can be an efficient tool which enhaces awareness of personal language cultural assets as the learning evidence.

Teacher Training Programs in Japan: Putting a Theory into Practice

Tazu Togo
Kyoto Notre Dame University

In this presentation, the author, looks back at the teacher training programs that were conducted in August 2015 and December 2017. These training programs focused on intercultural understanding and collaborative learning and were conducted for junior high school English teachers in Tokyo Metropolitan area and others in Kansai area. Of these programs, two were conducted for the teachers who wished to renew their teaching licenses, two for the teachers and students taking teacher-training course in a private university, and one for private elementary school teachers.

Since the recommendations of the Central Council for Education in 2012 emphasized on introducing active learning as an overall educational methodology into the classroom, institutions and policy-makers have been trying to implement the urgently needed reforms in education system. The purpose behind this is to produce excellent human resources who can contribute to Japan as competitive global citizens, or at least as those who can stay motivated to learn new technologies or acquire new knowledge needed in a sustainable society. This might cause confusion among Japanese teachers, who have inherited the tradition of teacher-centered instruction.

In the presentation at the JUSTEC Conference in 2017, the author introduced both intercultural understanding and collaborative learning theories with the co-researcher, including their practical application, to help practicing as well as prospective teachers experience and understand these approaches and apply them in their classroom activities. The author conducted a workshop on practical application of collaborative learning and intercultural understanding, while the co-researcher presented the theories of intercultural understanding and collaborative learning with respect to recent trends in English education. At the end of each workshop, we administered a questionnaire to the participants to solicit their opinions with a view to further improve the programs.

At first, we focused solely on collaborative learning. After the theory was explained, the participants were divided into groups of three to five, and demonstrated the activities “The Bus can’t wait for you (Tsumura, 2001),” or “Takumi no Sato (Tsumura, 2001)” in the practical application part of the program. Although the participants reacted positively and the session appeared to be successful, on closely reviewing the responses to the questionnaires, we found that several participants misunderstood the crucial features of collaborative learning, and regarded it simply as group activities. Such participants seemed to draw rash conclusions about this session, which were unrelated to the theory of collaborative learning. For a few other participants, it seems the presence of “free-riders, ” the uninterested presence who enjoys only a good result as a team member without doing any effort in the team activities as well as the diversity of students allowed them to apply neither collaborative nor active learning in their classroom.

It was clear that the participants lacked the understanding of collaborative learning. It is not just an entertaining activity but requires the participants to understand the importance of: setting the rules for the group, each group member’s role, and the “culture” of the classroom, which gives a kind of culture shock to some participants. Although they must recognize that there is more than one right answer to many questions in a global society, in Japanese education system, teachers have traditionally directed students to quickly arrive at one right answer. Consequently, they are not accustomed to developing a lesson plan through collaborative activities.

The author and co-researcher found that teachers themselves need to experience culture shocks to perceive the diversity around them. We thus started to incorporate the element of intercultural understanding into the practical application of the theories. First, at the beginning of the session, the author asked the participants to engage in some ice-breaking activity before introducing themselves, and later explained the intention of the activity. Then, the author introduced a new activity called “The Trip to Space,” which allowed the participants to experience cultural diversity. From the viewpoint of practical application of the theories, we will explain the challenges, describe the activities indicating the required changes in practical application, and provide suggestions for future research.

How can Non-lincesed Teachers help School in Japan?

Kant Koga
Wake Shizutani High School

Wake Shizutani high school is Okayama's prefectural high school located in the southeast of Okayama prefecture. The school is located in Wake Town with the polutation of about 14,000 people. Our school is the only high school in Wake Town and many local students study there. In 2018 the school has around 350 students and most of them are from the local areas. Wake Shizutani high school has its origin from Shizutani School, which was founded in 1670. It is understood as the oldest public school in the world to accept students regardless of their social background. Thus, unlike other prefectural schools in Japan, our school allows dynamic shift from old paradigm. For example, our school is the first prefectural school in Okayama that seeks students from outside of Okayama prefecture. Wake Shizutani high school is wellknown as an educational institute that welcomes teachers without a teacher's license and allows them to teach regular classes. I am one of the teachers who does not hold a licnese but teaches regular English classes and develops the school's core education programmes. One of the programmes that I develop is named 'Shizutani Study'. Shizutani Study originates in Shizutani School's traditional education that encouraged its students to solve local issues by interacting with local people on site. Modern Shizutani Study is mainly developed by non-licensed teachers and won the best career education award offered by the Ministry of Education in 2017. In addition to Shizutani Study, our school has set free cram school for its students. The cram school offers various courses that satisfy students' invididual needs. One of the graduates from the cram school was successfully matriculated on Okayama University's Global Discovery programme last year. Theses cases show that our school demands more on non-licensed teachers for creating extensive programmes. Our school can demonstrate the possible ways for other schools to improve their education by using non-licensed teachers. I would like to show what benefits that non-licensed teachers bring to the school.

First, non-licensed teachers can make innovate classroom management. According to the Japanese education law, any non-licensed teachers must teach regular classes with at least one licensed teacher. Therefore, non-licensed teachers always consider how to handle class with another teacher and create peer assessment, which allows both non-licensed and licensed teachers to make unique and innovate class planning. On the other hand, licensed teachers are usually familiar with teaching alone and have less chance to review their own teaching methods objetively.

Second, non-licensed teachers are experts on specific fields. Licensed teachers hold accountable for not only teaching classes but also managing many school issues. In other words, many of them are too busy reviewing their class and therefore ignore students' individual needs. On the other hand, non-licensed teachers are not allowed to manage many of the school issues, so they can focus on their teaching in class. Unlike licensed teachers who work on numerous school issues in a teachers' room, non-licensed teachers can create more opportunity of interaction with students after school, so they can satisfy their needs more extensively.

Third, non-licensed teachers are allowed to work extra in order to help schools devide more suitable education programme for prospectibe students. For example, I work at local cram schools where local junior high school students prepare for high school classes. As many local students enter my school, it is important to understand their weakness before they enter my school. This helps my school devise a better teaching curriculum for prospective students.

To sum up, non-licensed teachers bring various benefits to schools in Japan. I would recommend more schools to consider hiring non-licensed teachers who will be able to help the schools achieve their specific goals in the future.

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