

**JUSTEC 2021**  
**Teacher Education in a Pandemic:**  
**International Perspectives from Japan and the US**



## 1. Synchronous Presentation Program

To join the synchronous program: <https://program-share.com/convention/P5MLa43Jiyr9RBctOH7A/show/live>

Day	Program	Time	
<b>Day 1</b>  US: 5/27, Thursday 17:00 - 19:00 (PDT) /20:00 - 22:00 (EDT)  JP: 5/28, Friday 9:00-11:00AM	<b>Introduction of JUSTEC 2021</b>	8 min.	
	<b>Keynote Address</b> <b>“Learning Transformation and the Role of Teachers in the Era of AI”</b> <b>Keynote Speaker: Rieko Komiyama”</b> Director of Study Sapuri Educational AI Research Institute; Associate Professor, Tokyo Gakugei University; Chair, EdTech Committee, Keidanren (Japan Federation of Economic Organizations); DX Committee Member, Keidanren (Japan Federation of Economic Organizations); and Commentary, Education News Paper  Abstract <a href="http://justec.tamagawa.ac.jp/virtual/2021keynote.pdf">http://justec.tamagawa.ac.jp/virtual/2021keynote.pdf</a>	20 min.	
	<b>Panel</b> <b>“Teacher Education in a Pandemic: Innovation in Education”</b>  <b>Panelists:</b> <ul style="list-style-type: none"> <li>- Rieko Komiyama (see above)</li> <li>- Keiichi Watase, Executive Director for K-12, Tamagawa Academy, Former Member of the School Curriculum Committee of the Central Council for Education, Ministry of Education, Culture, Sports, Science and Technology-Japan (MEXT)</li> <li>- William Crawley, Dean, College of Education and Professional Studies, University of West Florida</li> <li>- Fred Hamel, Professor &amp; Director of School Based Experience School of Education, University of Puget Sound</li> </ul>	15 min.	
	Moderator: Donald Pierson, Special Advisor to the Chancellor, Former Provost & Dean, College of Education, University of Massachusetts Lowell		
	<b>Discussion &amp; Questions from Audience</b> (via Chat)	45 min.	
	<b>Closure &amp; Plans for Day 2</b>	2 min.	

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Day	Program	Time
<p><b>Day 2</b></p> <p>US: 5/28, Friday 17:00 - 19:00 (PDT) /20:00 - 22:00 (EDT)</p> <p>JP: 5/29, Saturday 9:00- 11:00AM</p>	<p><b>Panel</b></p> <p><b>“Teacher Education in a Pandemic: Responding to Realities”</b></p> <p>Panelists:</p> <ul style="list-style-type: none"> <li>- Hiroto Iwaoka, Superintendent, Kamakura City Board of Education</li> <li>- Jeff Chamberlin, Superintendent, University Place District, Washington</li> <li>- Michelle Scribner-MacLean, Clinical Professor, STEM Education, Educational Technology Coordinator, University of Massachusetts Lowell</li> <li>- Sachiko Tosa, Professor of Faculty of Education and Co-Director of Department of Attached Schools, Niigata University</li> </ul> <p>Moderator: Fred Hamel, Professor &amp; Director of School Based Experience School of Education, University of Puget Sound</p> <p><b>Discussion &amp; Questions from Audience</b> (via Chat)</p> <p><b>Closure &amp; Plans for Day 3</b></p>	<p>15 min.</p> <p>15 min.</p> <p>15 min.</p> <p>15 min.</p> <p>45 min.</p> <p>2 min.</p>
<p><b>Day 3</b></p> <p>US: 5/29 Saturday 17:00 - 19:00 (PDT) /20:00 - 22:00 (EDT)</p> <p>JP: 5/30 Sunday 9:00-11:00AM</p>	<p><b>Featured Presentations: Beyond the Pandemic</b></p> <p><b>“Social Infrastructure Formation and Post-Pandemic Educator Preparation: Carnegie Foundation’s Improvement Leadership Education and Development (iLEAD) Network and the Carnegie Project on the Education Doctorate (CPED)”</b></p> <ul style="list-style-type: none"> <li>- David Imig, Senior Fellow, Carnegie Foundation, Stanford; President Emeritus, American Association of Colleges for Teacher Education; Professor of the Practice, University of Maryland</li> <li>- Louis M. Gomez, Professor of Educational Leadership, UCLA and Senior Scholar, Carnegie Foundation for the Advancement of Teaching</li> <li>- Manuelito Biag, Senior Associate, Carnegie Foundation for the Advancement of Teaching</li> <li>- Jill A. Perry, Executive Director, Carnegie Project on the Education Doctorate</li> </ul> <p><b>Q&amp;A</b></p> <p><b>( Break )</b></p>	<p>30 min.</p> <p>15 min.</p> <p>5 min.</p>

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	<p><b>“Online Skill Development in a Virtual Environment”</b></p> <ul style="list-style-type: none"> <li>- Minkyong Kim, Assistant Professor, College of Education and Professional Studies, University of West Florida</li> <li>- William R. Crawley, Dean, College of Education, College of Education and Professional Studies, University of West Florida</li> <li>- John L. Pecore, Professor, College of Education, College of Education and Professional Studies, University of West Florida</li> </ul>	25 min.
	<p><b>Discussion</b></p>	25 min
	<p><b>Closing &amp; Announcement (next JUSTEC)</b></p>	10 min

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

## 2. Asynchronous Presentation Program

Access to the asynchronous Presentations: <http://justec.tamagawa.ac.jp/2021/2021-intro.html>

### 1) Document Presentation

#### Teacher Learning in the Pandemic

	Name	Affiliation	Title
1	Xu Di	University of Hawai'i at Mānoa's	Transforming Teacher Education in the Covid 19 Era
2	Amber Makaiau Chad Miller	University of Hawai'i at Mānoa's	Teacher Education in the Pandemic Recovery Period: A Brand New Masters in Progressive Philosophy and Pedagogy
3	Denise Patmon Jouliana Bosneva	University of Massachusetts/Boston	Comparative Analysis of Students' Behavior During COVID-19: Culturally Sensitive Pedagogy

#### Research in the Pandemic

4	Tomoko Terai <sup>1</sup> , Hiromi Takai <sup>1</sup> , Masatoshi Kawai <sup>1</sup> , Vincent C. Alfonso <sup>2</sup>	Mukogawa Women's University <sup>1</sup> , Gonzaga University <sup>2</sup>	The Possibility of the Research in Coronavirus Pandemic: Developing a Hypothesis Using the Past Data
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#### Online programming for teachers

5	Shigeru Asanuma	Rissho University	A practice of teaching the course of curriculum in the pandemic milieu in Japan
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6	Naomi Kagawa <sup>1</sup> Anne M. Hooghart <sup>2</sup>	Shimane University <sup>1</sup> , Mott Community College and Hinoki Foundation <sup>2</sup>	Online Japanese Language Teaching as a Catalyst for Student Teachers to Grow as Lifelong Learners
7	Asami OHNUKI Junko ISHIZAWA Genki SHIIHASHI	Shirayuri University	A Case Study on the Online Group Learning of the University Students in Child Care and Primary Education Department: Constructing Cross-Curricular Education Programs of Health and Safety

**Online International Education**

8	Chie Ohtani <sup>1</sup> , Sakiko Yoneda <sup>1</sup> , Kimberly Niezgoda <sup>2</sup> , Suzanne Murray Galella <sup>2</sup>	Tamagawa University <sup>1</sup> , Wilkes University <sup>2</sup>	Collaborative Online International Learning (COIL) in In- service Teacher Education
9	William Stevenson, E. Brook Chapman de Sousa, Haruka Okui, Aaron Levine, 'Alohilani Okamura, Summer Maunakea	University of Hawai'i at Mānoa and Doshisha University, Kyoto	A Collaborative Online International Learning Project: Responses of Educators and Learners to COVID-19 in Hawai'i and Japan
10	Kaori I. Burkart	Oita University	Inclusive online teaching combining domestic and international students

**General Professional Development**

11	Tomonori ICHIYANAGI	Niigata University	Teachers' supports for students who have difficulties in and anxiety about learning in small groups
12	Linfeng WANG	University of Fukui	Co-inquiring Professional Development of ALTs through a School-based Teacher Education Program
13	Junji Yamamoto <sup>1</sup> , Aina Eriguchi <sup>2</sup> , Kando Eriguchi <sup>1</sup> , Keita Ogasawara <sup>3</sup> , Kana Ito <sup>1</sup>	Tamagawa University <sup>1</sup> , Tokyo University <sup>2</sup> , Hirato Kindergarten <sup>3</sup>	An Examination of Japanese Kindergarten Teachers' Visual Representation of Knowledge Using Visual Narratives
14	Jiawen Wang	Eastern Washington University	Exploring Practices to Train Teachers of Culturally and Linguistically Diverse Students in the U.S. Classrooms
15	Kristin Lesseig Jessica Hoppe	Washington State University Vancouver	Mathematics Studio: A lesson study approach in which teacher groups take control of their professional learning

**Teachers' Learning Processes**

16	Hitoshi Takami Kohji YAMAGUCHI	Bukkyo University	A Study on Practical knowledge of Novice Teachers performing Music Classes
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## 2) Video Presentation

### General Professional Development

	Name	Affiliation	Title
A	Sachiko Tosa	Niigata University	Promoting Active Learning in College Physics in Japan through Lesson Study
B	Noboru Tanaka	Gifu University	Influence of teachers' identity on their gatekeeping efforts in communicative lessons
C	Jiawen Wang Kerry Kisinger	Eastern Washington University	Social Emotional Learning in Action
D	Michèle Pointel	Gonzaga University	Brain-Congruent Educational Concepts and Guidelines

### Teacher Learning in the Pandemic

E	Kazutaka Murakami Hitoshi Sato	Fukuoka University	The Impact of COVID-19 on Professional Development of Beginning Teachers in Japan
F	Eiji TOMIDA <sup>1</sup> Yasushi TSUBOTA <sup>2</sup>	Ehime University <sup>1</sup> Kyoto Institute of Technology <sup>2</sup>	A Case Study of Virtual Field Experience in Minecraft
G	Sara Hanson-Lynn	Gonzaga University	Small Talk and Comsem.net: Oral corrective feedback for online classes

### Online International Education

H	Benjamin Lukey	Uehiro Academy for Philosophy and Ethics in Education, University of Hawai'i at Manoa	Imperfect Communication: The Value of Dual-Language Philosophy for Children Inquiries with Educators from Japan and Hawai'i
I	Mary Jeannot Timothy Diko	Gonzaga University	US-Japan University Collaboration in Pandemic Times
J	Emily Feistritz <sup>1</sup> Lynn Hammonds <sup>2</sup>	Moreland University <sup>1</sup> The Future Education Institute <sup>2</sup>	Going Global: The Future of Teacher Preparation and Licensure

### School Practice in the Pandemic

K	Yuko Ida James Parker Aya Watanabe	University of Hawai'i at Mānoa	Prevention, Preparation, and Response: Exploring the Impact of COVID-19 on Schools in Japan
L	John Seelke Rachel Orgel Blair Johnson	Montgomery County Public Schools	Finding the Silver Linings within a Global Pandemic: Lessons Learned to Continue Improvement

### Teacher Learning Process

M	Rumi Haraguchi <sup>1</sup> Asami Ohnuki <sup>2</sup>	Tokyo Gakugei Univ. Children's Institute for the Future, Japan <sup>1</sup> ; Shirayuri University, Japan <sup>2</sup>	A case study of hybrid implementation of "Science and Reading" program based on 5E model for early childhood education
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**Online programming for teachers**

N	Ronnie Tiffany-Kinder Rayna Fujii	University of Hawai'i at Mānoa	Developing Professional Teaching Practice in an Online Platform
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