

November 4th to 7th, 2016



**Proceedings and Abstracts of the 28th
Japan-U.S. Teacher Education Consortium**



Supported by:
The U.S. Embassy, Tokyo
The Ministry of Education, Culture, Sports, Science and Technology-Japan
The American Association of Colleges for Teacher Education
The Board of Education, Matsuyama City

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Remarks

Dear JUSTEC 2016 Participants,

Welcome to the 28th annual conference of the Japan-U.S. Teacher Education Consortium (JUSTEC) at Ehime University. The JUSTEC 2016 Planning Committee would like to thank all the participants from both sides of the Pacific Ocean. It is a great honor for our institution to offer a conference venue to the JUSTEC, which is characterized by sincere discussions for better teacher education.

The JUSTEC 2016 sets a conference theme “Collaborative Teacher Education with Local Communities.” Many of the local communities in Japan are facing a major transformation by decreasing birthrate and aging of the population at a rapid pace. The challenging situation in the shrinking society needs us today to establish tighter and more effective collaborative relationships between schools and universities within a local community. The Planning Committee proudly invites Dr. Paul E. Heckman as the keynote speaker from University of California Davis. He talks about his project in West Sacramento Early College Prep School to examine the conditions for effective collaboration between a school and a university, and the nature of the ideas that guided the program at the school. I believe the conference would create the best opportunity for us to study the collaborative practices and the research results for better partnership between schools and universities, as well as general research topics on teacher education.

Ehime University is one of the region-based national university corporations in Japan, located in Matsuyama City, the capital of Ehime Prefecture. While its institutional mission is to be responsible for the regional development, our institution functions as an international or a national hub in some important areas. I wish hosting the JUSTEC 2016 would also be a chance for our institution and those who have been involved in teacher education in the vicinity to acknowledge more the significance of academic exchange between the U.S. and Japan.

Matsuyama City has a lot of historical and cultural heritages. Matsuyama castle is one of the originally surviving twelve castles in Japan from the last feudal era. Since Masaoka Shiki, a major figure who contributed to the establishment of modern Haiku poetry, was born in Matsuyama, the city is also known as the world capital of Haiku. Dogo Onsen area is one of the oldest and the most popular hot springs in the country. Although I would not list here all of the attractive sites of the town, I hope you enjoy those heritages during the stay, as well as the conference program.

I would like to express my sincere appreciation to the Governing Board Members of the JUSTEC. Especially, Prof. Chie Ohtani, Executive Director of JUSTEC Japan Office, offers thoughtful and timely advices and the tremendous support to the Planning Committee. The JUSTEC 2016 at Ehime University cannot be realized without Dr. Akira Nakayama, Co-Chair of the JUSTEC 2016 Planning Committee. I would also like to extend my gratitude to all of the contributors to the JUSTEC 2016. The U.S. Embassy in Tokyo, the American Association of Colleges for Teacher Education (AACTE), the Ministry of Education, Culture, Sports, Science, and Technology of Japan offer us continuing supports. The Board of Education of Matsuyama City endorsed the generous support by Matsuyama City Educational Laboratory, Shinonome Elementary School, Higashi Junior High School, and the teachers of the city. Finally, we would like to deeply appreciate the Pan Pacific Foundation and the Matsuyama Convention and Visitors Bureau for their financial supports to the conference.

Eiji Tomida, Ph.D.
Chair, JUSTEC 2016 Planning Committee
Associate Professor
Ehime University

About JUSTEC

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

The objectives of JUSTEC are to:

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

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

Host Universities for JUSTEC Conferences

| Year | University |
|------|---|
| 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 Hawaii at Manoa |
| 2008 | Bukkyo University |
| 2007 | University of Hawaii at Manoa |
| 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 Hawaii at Manoa |
| 1998 | Bukkyo University |
| 1997 | San Diego State University |
| 1996 | Naruto University of Education |
| 1994 | Hiroshima University |
| 1993 | University of Hawaii at Manoa |
| 1992 | Tamagawa University |
| 1991 | Stanford University |
| 1990 | University of Tokyo |
| 1989 | University of Hawaii at Manoa |
| 1988 | Kyoto University |

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

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



Transportation for JUSTEC 2016

(1) Transportation to the ANA Hotel Matsuyama:

From Matsuyama Airport (MYJ): 3.11 MI/5.0 KM east of the Hotel

- By Limousine bus: ¥460 JPY --- one way to "一番町 (Ichiban-cho)"

When you left the airport exit, you will see a ticket vending machine on your left. Buy ¥460 JPY ticket and take a limousine bus for "道後温泉駅前(Dogo-onsen Ekimae)." English announcement is available, and "一番町 (Ichiban-cho)" is just 4 stations after the airport (about 30 min.). Each bus scheduled for each arrival time, so you won't miss the bus. When you get off at "一番町(Ichiban-cho)", put your ticket into a fare box. You can also pay by cash, but there will be no change.

- By Taxi (one way): Approx. ¥2,500 JPY (About 20 min.)

From JR Matsuyama Station: 0.93 MI/1.5 KM east of the Hotel

- By Tram (one way): ¥160 JPY

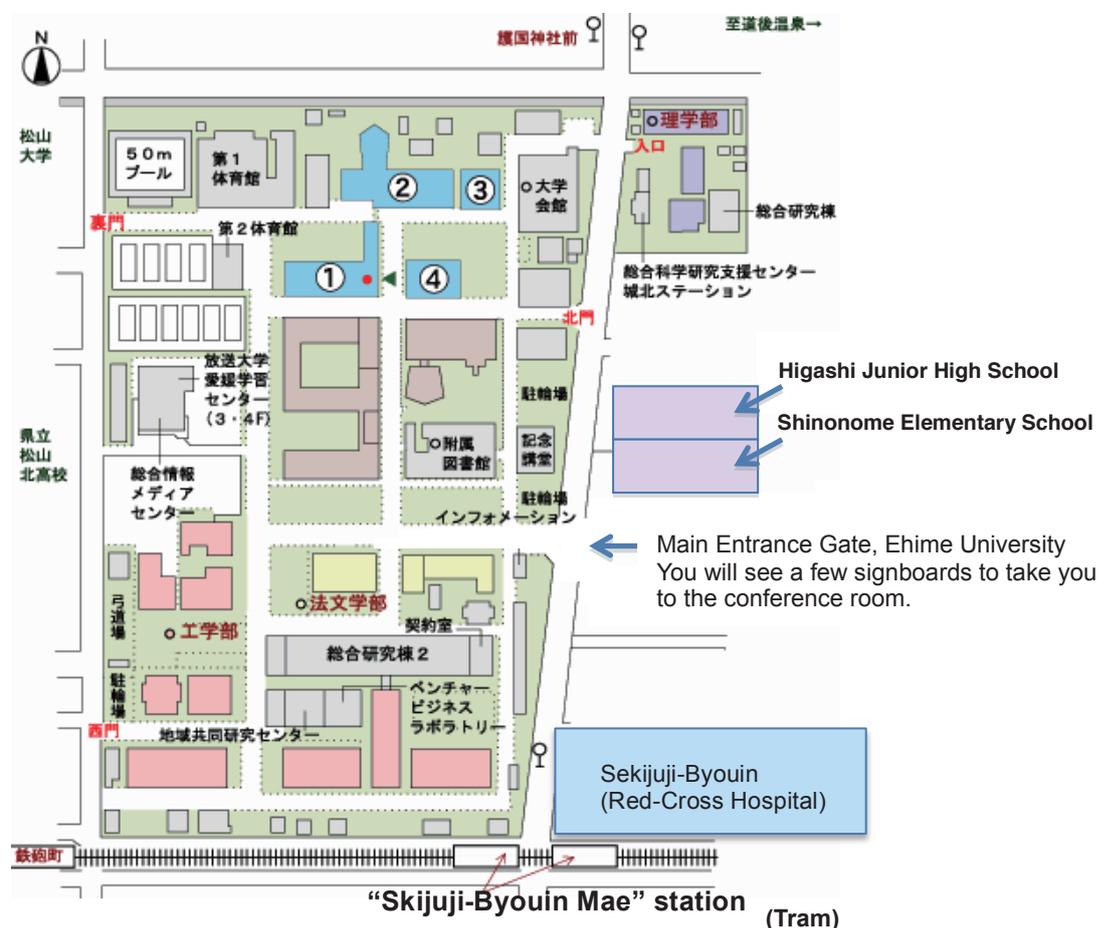
Take a #5 tram for "大街道(Okaido)."

It is only 6 station from JR Matsuyama station, about 13 minutes.

- By Taxi (one way): Approx. ¥1,000 JPY

(2) Transportation to Ehime University from ANA Hotel Matsuyama:

The Tram station "Okaido" is just in front of the ANA hotel. Take the No.2 Street Car from the Okaido station and get off at "Sekijuji-Byouin Mae (Matsuyama Red Cross Hospital)". It takes roughly 15 minutes from the Okaido station to Sekijuji-Byouin Mae. From "Sekijuji-Byouin Mae," it will take only 2-5 minutes walk.





JUSTEC 2016

28th Annual JUSTEC Conference

November 4 -7, 2016

Japan-U.S. Teacher Education Consortium

collaborative Teacher Education with Local Communities



愛媛大学
EHIME UNIVERSITY

Supported by:

The U.S. Embassy, Tokyo

The American Association of Colleges for Teacher Education (AACTE)

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

The Board of Education, Matsuyama City

★ Thursday, November 3rd --- Pre-JUSTEC Event

School Festival of Higashi Junior High School (Optional) 東中学校の学校祭視察

(*Interpretation Available)

We will go as a JUSTEC group with interpreter(s) depending on your preference.

Group A:

Meet at the ANA hotel lobby of the ANA hotel or please find your own transportation.

This group will join the school festival including the middle school students' chorus performance for about 1 hour in the morning. Then group A will have some food provided at the open-air stalls for lunch (on your own). Members can look around the school and community collaboration projects at the festival. We will show you how to get back to the ANA hotel on our way to the school, so you can enjoy exploring Matsuyama after 13:00 pm.

10:00
10:30-13:00

Group B:

Meet at the lobby of the ANA hotel or please find your own transportation.

This group are for those who will arrive at the hotel in the morning on November 3rd. Group B meets at the ANA hotel lobby at 13:00 and joins Group A at the school. * Please note group B does not include the middle school students' chorus performance.

13:00
13:30-16:30

(Dinner on your own)

★ Friday, November 4th --- School Visit and Optional Tour

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| | <p>Optional School Visit 教育視察 (Interpretation Available) (Meet at the lobby of the ANA hotel at 8:15 or please find your own transportation.)</p> <p>8:45 Meet at the Main Entrance of Ehime University</p> <p>9:00 Briefing of the School Visit at the Matsuyama-shi Educational Laboratory</p> <p>9:30- Start School Tour</p> <p>9:40-10:30 (2nd period) Classroom Observation at Higashi Junior High School (東中学校の授業参観)</p> <p>10:40-11:25 (3rd period) Classroom Observation at Shinonome Elementary School (東雲小学校の授業参観)</p> <p>11:45- 12:15 Q&A and Discussion with Principals and Teachers at the Meeting Room of Matsuyama-shi Educational Laboratory</p> <p>12:30-13:30 Lunch</p> <p>13:30 Optional City Tour (市内観光) (Student Guide Available) Meet at the Main Entrance of Ehime University. This city tour is organized by an educational collaborative program between Matsuyama University and Ehime University as part of academic community collaboration. The students are willing to give you an educational tour in Matsuyama city, including the Matsuyama castle. The Matsuyama castle locates just 50 meters from the ANA hotel, and there will be an aerial tramway. In addition, it will be your choice to go up the stairs in the castle or not. So you won't get too tired before the featured talk and discussion later.</p> <p>16:45-17:45 Featured Talk and Discussion Room: Alumni Association Hall 2F, Salon "Sharing the Experience of Raising Children in the Japanese Educational System: From Foreigner's Perspectives" Danielle Kurihara, Zhou Wei, Scott Webber, Alexis Kinch, and Ronald Murphy English Education Center, Ehime University (Dinner on your own)</p> |
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| 8:30- | <p>Registration</p> |
| | <p>Paper Presentations I COLLABORATIVE TEACHER EDUCATION</p> |
| | <p>Room: Alumni Association Hall 2F, Salon Session Chair: Fred Hamel, University of Puget Sound</p> |
| 9:00- 9:30 | <p>Presentation 1: David Ericson, Department of Educational Foundations, University of Hawai`i at Mānoa "The "Every Student Succeeds Act": Implications for Teachers and Teacher Education"</p> |
| 9:30-10:00 | <p>Presentation 2: Hiroki Suematsu, Tokyo Gakugei University Takahiro Tsujimura, Joetsu University of Education Kemma Tsujino, Joetsu University of Education Yoshihiro Imoto, Tohoku University "Grass-Roots Movement of School Leadership Development in Japan: The Challenge of Dialogue between Headteachers and Researchers"</p> |
| 10:00-10:30 | <p>Presentation 3: Ruth Ahn, California State Polytechnic University, Pomona Betty Alford, California State Polytechnic University, Pomona "A Case Study of a Successful Principal in a High Minority Junior High School in Japan"</p> |
| 10:30-10:50 | <p>Break (20 minutes)</p> |
| 10:50-11:20 | <p>Presentation 4: Hiromi Masunaga, California State University, Long Beach "School-based Teacher Professional Development: Lesson Study"</p> |
| 11:20-11:50 | <p>Presentation 5: Colleen Patten, CalStateTEACH Teacher Preparation Program, California State University, Fresno Peggy Carter, CalStateTEACH Teacher Preparation Program, California State University, Fresno "How to Develop a Mutually Beneficial Paradigm of Continued Teacher Candidate Development in Local Communities that Supports Extended Year Education with a Limited Financial Burden to Schools."</p> |

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| 11:50-12:20 | <p>Presentation 6: Robin Sakamoto, Kyorin University Yasuyuki Furumoto, Kyorin University "Creating a Zest for Living through University-Based Community Development"</p> |
| 12:20-13:40 | <p>Lunch (Poster preparation is available before or after your lunch) or Lunch Session "Steps for Successful Publication with International Collaborators" (Room: Aidai Muse 1F, Active Learning Space II) Ruth Ahn, California State Polytechnic University, Pomona Shigeru Asanuma, Tokyo Gakugei University Hisayoshi Mori, Osaka City University Fred Hamel, University of Puget Sound This lunch session is a workshop targeted for junior scholars who look for increased productivity with publication. The presenters collaborated on a writing project as a result of JUSTEC 2014 at Tokyo Gakugei University. The workshop will describe the process of successful co-authorship.</p> |
| 13:40-14:40 | <p>Open Keynote Address (公開基調講演) (Room: General Education Building North Annex, Multizone Room) Dr. Paul E. Heckman, Professor, School of Education, University of California, Davis Dr. Paul Heckman's research focuses on the educational ecology of communities, school restructuring, and school culture, and change and cognition. He has led development of quality school and after-school programs. In the keynote address, he talks about the conditions for collaboration at West Sacramento Early College Prep Charter School and the ideas that guided the program and its development.</p> |
| 14:40-15:00 | <p>Break (20 minutes)</p> |
| 15:00-16:30 | <p>Open Panel Discussion (公開パネルディスカッション) (Room: General Education Building North Annex, Multizone Room) Extending Partnership with Local Schools: A Case Study of Service Learning in Ehime Panelist: Dr. Paul E. Heckman, Professor, School of Education, University of California, Davis Panelist: Dr. David Imig, Professor at the University of Maryland College Park Former President and CEO of the American Association of Colleges for Teacher Education (AACTE) Panelist: Mr. Yoshihiko Ogata, Principal, Shinonome Elementary School Panelist: Prof. Satoshi Shiramatsu, Professor & Vice Dean of Faculty of Education, Ehime University Panelist: Prof. Osamu Ikeno, Professor, Faculty of Education, Ehime University</p> |

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| 18:00-20:00 | <p>Reception (レセプションおよび情報交換会) (“Provence Dining,” ANA Matsuyama Hotel, 14th Floor) Welcome: Dr. Naoto Kobayashi, Professor & Special Aide (Education) to the President of Ehime University (歓迎の挨拶: 小林 直人 学長補佐) Greeting: Prof. Satoshi Shiramatsu, Professor & Vice Dean of Faculty of Education, Ehime University (乾杯の挨拶: 白松 賢 副学部長)</p> |
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★ **Sunday, November 6th --- Presentations, Poster Presentation, & Featured Presentation**

Venue: Ehime University

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| 8:30- | <p>Registration (Poster preparation is available by 9:00)</p> <p>Paper Presentations II RESEARCH ON TEACHER LEARNING Room: Alumni Association Hall 2F, Salon Session Chair: Sachiko Tosa, Niigata University</p> | <p>DEVELOPING CULTURAL COMPETENCE Room: Aidai Muse 1F, Active Learning Space II Session Chair: Denise Patmon, University of Massachusetts, Boston</p> |
| 9:00-9:30 | <p>Presentation 7: Elizabeth Hartmann, University of Fukui "Practice-Based Learning: Moving from Goals to Enacted Practice"</p> | <p>Presentation 12: Ryoken Kono, Kokufu Elementary School Mitsuko Maeda, Osaka Jogakuin University Yumiko Ono, Naruto University of Education "A Study on Intercultural Experience of Japanese Overseas Volunteer Teachers"</p> |
| 9:30-10:00 | <p>Presentation 8: Sachiko Tosa, Niigata University "International Comparative Study of High-School Physics Lessons: Are Japanese Teachers Using More Active-Learning Strategies than US and Chinese Teachers?"</p> | <p>Presentation 13: Xu Di, University of Hawai`i at Mānoa "Multicultural Education for Pre-service Teachers: Transformation from Within"</p> |
| 10:00-10:30 | <p>Presentation 9: Akiko Kochiyama, Meisei University "Empirical Assessment of the Theories and Methods of Self-Education to Make Utterances Capable of Eliciting Meta-Cognition"</p> | <p>Presentation 14: Lasisi Ajayi, California State University, San Bernardino "Preparing Pre-Service Teachers for Diversity among English Language Learners"</p> |

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| 10:30-10:45 | <p>Break (15 minutes)</p> <p>TEACHER ASSESSMENT Room: Alumni Association Hall 2F, Salon Session Chair: Elizabeth Hartmann, University of Fukui</p> <p>Presentation 10: Amy Gimino, California State Polytechnic University, Pomona "Exploring the Development of Pre-Service Teachers' Abilities to Engage Diverse Learners Through California Teacher Performance Assessment (CalTPA) Tasks"</p> <p>Presentation 11: John Seelke, University of Maryland College Park "edTPA: Engaging our Partners, Improving our Practice"</p> | <p>Break (15 minutes)</p> <p>SCHOOL ADJUSTMENT Room: Aidai Muse 1F, Active Learning Space II Session Chair: Eiji Tomida, Ehime University</p> <p>Presentation 15: Hideki Sano, Tokyo Gakugei University "School Refusal in Japan-Disengaged and Trapped Children-"</p> <p>Presentation 16: Tomoko Terai, Mukogawa Women's University Hiromi Takai, Mukogawa Women's University Vincent C. Alfonso, Gonzaga University John Traynor, Gonzaga University Jon Sunderland, Gonzaga University Masatoshi Kawai, Mukogawa Women's University "Short-term Longitudinal Study in Japanese Elementary and Junior High Schools Regarding School Adaptation: Is There Any Sign before Being Maladjusted?"</p> |
| 11:45-13:00 | <p>Lunch (Poster preparation is available before or after your lunch)</p> | |
| 13:00-14:00 | <p>Poster Presentations Room: Alumni Association Hall 2F, Meeting Room & Hallway</p> <p>Presentation A: Yoichiro Nonaka, Kochi University "An Exploratory Study: Learning Support in Accordance with the Learning Type of Undergraduate Student Teachers"</p> <p>Presentation B: Yasuko Shimojima, United Graduate School of Education, Tokyo Gakugei University "Wearing Two Hats: A School Teacher and Volunteer Supporter for Culturally and Linguistically Diverse Students"</p> | |

- Presentation C:
 Fumiko Kurihara, Chuo University
 Amanya Habib, University of West Florida
 "How can students' diverse cultural backgrounds be used more effectively in the classroom? Past, Present and Future"
- Presentation D:
 Paula T. Rappe, University of West Florida
 Melinda L. Lewis, University of West Florida
 Laura D. Edler, University of West Florida
 Janet D. Albury, University of West Florida
 "Making the Community a Classroom: Experiential Learning to Enhance Student Learning and Diversity Appreciation"
- Presentation E:
 Katsue Kawamura, University of Tokyo & Iguchi Elementary School, Mitaka, Tokyo
 "Sport Science Supported Physical Education: Effects of Ball Size on Throwing Performance in Handball Children"
- Presentation F:
 Mami Ueda, Chiba Prefectural University of Health Sciences
 Minami Kanda, Chiba Prefectural University of Health Sciences
 "Japanese University Students' Attitudes toward the Usage of Social Media in Autonomous English Studying"
- Presentation G:
 Carissa Hernandez, California State University Dominguez Hills
 "Social Skills and Students with Moderate to Severe Disabilities: Can Community Based Instruction Help?"
- Presentation H:
 Midori Hosoda, Seisa University
 Richard Gordon, California State University, Dominguez Hills
 "Examining High Stakes Assessments in Japan and the U.S. Through Bhutan"
- Presentation I:
 Minako McCarthy, Educational Foundations, University of Hawaii at Manoa
 "Intrinsic Motivation of Students in Fashion Courses"

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| | <p> Presentation J: Felicity Greenland, Doshisha University "Teacher Education Outcomes in a Teacher-Local Community Collaborative Music Project" </p> |
| <p>14:00-14:15</p> | <p> Break (15 minutes) </p> |
| <p>14:15-14:45</p> | <p> Paper Presentations III ISSUES IN ENGLISH LANGUAGE EDUCATION Room: Alumni Association Hall 2F, Salon Session Chair: Lasisi Ajay, California State University, San Bernardino </p> <p> TEACHING WRITING Room: Aidai Muse 1F, Active Learning Space II Session Chair: Donald Pierson, University of Massachusetts Lowell </p> <p> Presentation 17: Emika Abe, Daito Bunka University Mami Ueda, Chiba Prefectural University of Health Sciences Toshiko Sugino, Kogakuin University "Unwilling Students of Using Social Networking Services for Learning English: Their Worries and Support by Teachers" </p> <p> Presentation 22: Fred Hamel, University of Puget Sound "Visualizing Popular Worlds: Unexpected Writing in an Upper Elementary Literacy Workshop" </p> |
| <p>14:45-15:15</p> | <p> Presentation 18: Mika Ito, Tokai University "Global Literacy in English Language Education" </p> <p> Presentation 23: Leah Goldberg, Boston Public Schools Dominique Herard, Public Schools of Brookline "Meeting Students Where They Write: Writing with Imagination and Social Technology to Engage Elementary and Middle Grade Learners" </p> |
| <p>15:15-15:45</p> | <p> Presentation 19: Takane Yamaguchi, Waseda University Shien Sakai, Chiba University of Commerce "Relationships between the Intrinsic Value and the Use of Cognitive Strategies among Japanese College Learners of English" </p> <p> Presentation 24: Denise Patmon, University of Massachusetts, Boston Kathy Brucker, Boston Public Schools; Shauna O'Leary, Milton Public Schools Tanya Winter, Boston College High School "Everyone Gains when Teachers, a University, and a Foundation Collaborate to Focus on Writing With Students" </p> |

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| 15:45-16:00 | <p>Break (15 minutes)</p> <p>INNOVATIVE PRACTICES IN TEACHER EDUCATION Room: Alumni Association Hall 2F, Salon Session Chair: Chie Ohtani, Tamagawa University</p> <p>Presentation 20: John L. Pecore, University of West Florida "Citizen-Based Education: Learning Through Meaningful Research"</p> <p>Presentation 21: Brian C. Ludlow, Southern Utah University Shawn Christiansen, Southern Utah University "SUU - ICSD Partnership: A Pathway to Excellence"</p> | <p>Break (15 minutes)</p> <p>UNDERSTANDING DIVERSE LEARNERS Room: Aikai Muse 1F, Active Learning Space II Session Chair: Hideki Sano, Tokyo Gakugei University</p> <p>Presentation 25: Saili Kulkarni, California State University Dominguez Hills "Towards a Critical Disability Studies Model of Special Education Teacher Education"</p> <p>Presentation 26: Nicholaus Queen, California State Polytechnic University Pomona Ruth Ahn, California State Polytechnic University Pomona Pam Walker, Hidden Sparks Professional Development "Exploring How Brain Science Can Help Expand Teachers' Perspectives on Teaching Diverse Learners"</p> |
| 17:00-17:30 | <p>JUSTEC Governing Board Meeting (Dinner on your own)</p> | |

★Monday November 7 --- Presentations & Optional Tour

Venue: Ehime University

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| <p>Paper Presentation IV LISTENING TO CHILDREN AND COMMUNITY</p> | | <p>Room: Alumni Association Hall 2F, Salon Session Chair: David Erickson, University of Hawaii at Manoa</p> |
| 9:00- 9:30 | <p>Presentation 27: Naoki Takemura, Sophia University "A Study of Curriculum Reconceptualization Process: Janet Lederman as Public School Teacher"</p> | |
| 9:30-10:00 | <p>Presentation 28: Nobuko Narita, Kokugakuin University "Ehon Caravan" which Reads Picture Books to Children in Local Community</p> | |
| 10:00-10:15 | <p>Break (15 minutes)</p> | |
| 10:15-11:15 | <p>Featured Presentation "Teacher Education through International Exchanges at Ehime University" Kiwame Kouno, Ehime University "A Report on Student Exchange with University of the Philippines" Yuji Takenaga, Ehime University "A Report on Student Exchange with University of Washington Bothell" Eiji Tomida, Ehime University "A Report on Student Exchange with University of Louisiana Monroe"</p> | <p>Room: Alumni Association Hall 2F, Salon</p> |
| 11:15-11:35 | <p>Discussant: Kensuke Chikamori, Naruto University of Education Discussant: Fred Hamel, University of Puget Sound</p> | |
| <p>Closing & Announcement of JUSTEC 2017 at University of Hawaii at Manoa Photo Session</p> | | |
| <p>(Lunch on own)</p> | | |

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| 13:00 | <p>Optional Tour Meet at the Main Entrance of Ehime University. The student volunteer guides of Ehime University and Matsuyama University will accompany participants throughout the tour. These students work for us as part of a collaborative project with neighboring universities. For students, this is a typical task-based lesson, where they learn English and also participate in local community service. As English will be the medium of communication, it will be a unique and educational tour for all.</p> |
| Around 20:00 | Arrive at the ANA Hotel (Arrival time depends on your optional tour.) |

Program Note:

To avoid confusion and to maintain consistency, the JUSTEC board has decided not to include academic titles in the program or with the abstracts, other than with keynote speakers or panelists.

Pre-Event on November 3rd:

We will go as a JUSTEC group with interpreter(s) depending on your preference. Please note group B does not include the middle school students' chorus performance.

Group A:

Group A meets at the ANA hotel lobby at 10:00 AM. This group will join the school festival including the middle school students' chorus performance for about 1 hour in the morning. Then group A will have some food provided at the open-air stalls for lunch. Members can look around the school and community collaboration projects at the festival. We will show you how to get back to the ANA hotel on our way to the school, so you can enjoy exploring Matsuyama as much as you like after 13:00 pm.

Group B:

Group B starts in the afternoon. This group are for those who will arrive at the hotel in the morning on November 3rd. Group B meets at the ANA hotel lobby at 13:00 and joins Group A at the school. As mentioned above, Group B does not include the middle school students' chorus performance.

School Visit on November 4th:

Matsuyama City Educational Laboratory (松山市教育研修センター)

The laboratory, which has 20 educational staff, was recently founded in 2016. Its purpose is to provide students and existing teachers opportunities to conduct educational research studies and to train them in new educational practices with on the job training (OJT). The overarching aim of this laboratory is to enhance the highly qualified educational practices of the students who love their communities as well as to help them survive in our modern society. The laboratory has four main projects: (1) teacher training, (2) school support, (3) educational research and development, and (4) ICT support.



(1) Teacher Training (教職員研修事業)

To support teachers who want to improve their practical skills, the laboratory provides not only the packaged teacher-training programs but also customized workshops and seminars on educational management and career development. Ehime University also collaboratively works with the laboratory in those programs and seminars.

(2) School Support (学校支援事業)

On demand basis, a lecturer with specific expertise, e.g. culture or scientific programs, from the laboratory visits the schools which need some advice on its curriculum and management and send lecturers on special areas and fields such as cultural and scientific programs.

(3) Regionally-oriented Educational Research and Development (松山の教育研究開発事業)

One of the distinctive features of the laboratory's roles is to produce newly-fashioned teaching practice and unique educational practice, which are based on manners and traditions of the local community here in Matsuyama.

(4) ICT Support (教育の情報化推進事業)

The laboratory facilitates the effective use of ICT devices in educational settings, which includes, helping students make good use of tablet devices and improve their media literacy, helping teachers to arrange their ICT assisted classes, and helping administrators digitize school affairs to improve efficiency and to further concentrate on student success in the school system.

Higashi Junior High School (東中学校) <http://matsuyama-higashi-j.esnet.ed.jp>

A public school of Matsuyama City. After the integration of two neighboring junior high schools (Jyoto junior high school & Miyuki junior high school), “Higashi junior high school” was founded in 1983. The school now has a total of 280 students which fill three classes for each grade level except for the grade 3. There are usually about 35 students in each class. The school wide educational goal for this academic year is “To cultivate those who learn autonomously and live collaboratively”. In order to realize this goal, the school prioritizes promoting the following two aspects: (1) cultivating students’ continuous will to study by providing impressive educational activities and (2) students drawing a line between being disciplined in completing school assignments and duties and fulfilling their desires through collaborative activities with local communities.

Stats. As of May 1st

| Grade (Age) | 1 (13) | 2 (14) | 3 (16) | Intellectual Disability | Emotional Disability |
|--------------------|--------|--------|--------|-------------------------|----------------------|
| Number of classes | 3 | 3 | 2 | 1 | 2 |
| Number of students | 104 | 88 | 76 | 4 | 8 |



Shinonome Elementary School (東雲小学校) <http://shinonome-e.esnet.ed.jp>

A public school of Matsuyama City

The school was founded as “Matsuyama the fourth Jinjyo Elementary School” in 1908, after the W.W.II, the school was moved to its current location. With this move the name was also changed to “Shinonome Elementary School”. The total number of the students at this school is now 349; and there are two classes in each grade except for the 2nd grade. There are normally about 25 students in each class. The school wide educational goal for this academic year is set as “To cultivate the students to study independently, bring their abilities into fruition, and collaborate with others”. In order to realize these goals, the school has set three main aims: facilitating the students to be (1) thinkers, (2) caring, and (3) active learners.

Stats. As of May 1st

| Grade (Age) | 1 (7) | 2 (8) | 3 (9) | 4 (10) | 5 (11) | 6 (12) | Intellectual Disability | Emotional Disability | Hospital School |
|--------------------|-------|-------|-------|--------|--------|--------|-------------------------|----------------------|-----------------|
| Number of classes | 2 | 3 | 2 | 2 | 2 | 2 | 1 | 1 | 1 |
| Number of students | 57 | 73 | 60 | 46 | 59 | 45 | 4 | 4 | 1 |

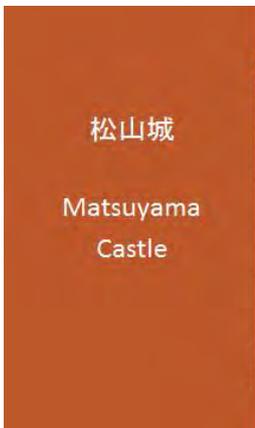


Optional City Tour on November 4th:

This city tour is organized by an educational collaborative program between Matsuyama University and Ehime University as part of academic community collaboration. The students are willing to give you an educational tour in Matsuyama city, including the Matsuyama castle. The Matsuyama castle locates just 50 meters from the ANA hotel, and there will be an aerial tramway. In addition, it will be your choice to go up the stairs in the castle or not. So you won't get too tired before the featured talk and discussion later.



Cable Car
and
Chairlift
are
available.



Inside the castle, you can enjoy watching not only the exhibits of Japanese culture in the Edo period but also beautiful scenery of Matsuyama City from Tenshu.

For your information, please visit the website:
<http://enjoymatsuyama.com/>

JUSTEC 2016 Theme: Collaborative Teacher Education with Local Communities

When we look at trends in formal education, the centralized administrative approach prevails more and more in both the United States and Japan. Such an approach has been pointed out by a number of reports to often produce detachment of teachers' practices from local conditions and needs. On the other hand, when we look into region-oriented alternative approaches, we can still discover a considerable number of successful cases with alternative methods. JUSTEC 2016 sets a conference theme, "Collaborative Teacher Education with Local Communities," to explore regionally developed teacher education practices, created with local schools and related parties. Similar to previous JUSTEC conferences, the 28th annual meeting welcomes presentations and discussions related to comparative research on education in the United States and Japan.

Open Keynote Address: Dr. Paul E. Heckman Professor, School of Education, University of California, Davis

Dr. Paul Heckman's research focuses on the educational ecology of communities, school restructuring, and school culture, and change and cognition. He has led development of quality school and after-school programs. In the keynote address, he talks about the conditions for collaboration at West Sacramento Early College Prep Charter School and the ideas that guided the program and its development.

Open Panel Discussion: Extending Partnership with Local Schools: A Case Study of Service Learning System in Ehime

Panelists: Dr. Paul E. Heckman, Professor, School of Education, University of California, Davis

Dr. David Imig, Professor, University of Maryland, College Park
Former President and CEO of the American Association of Colleges for Teacher
Education (AACTE)

Mr. Yoshihiko Ogata, Principal, Shinonome Elementary School

Prof. Satoshi Shiramatsu, Faculty of Education, Ehime University

Prof. Osamu Ikeno, Faculty of Education, Ehime University

West Sacramento Early College Prep, Indigenous Invention, and Mental Models of Schooling

Paul E. Heckman
School of Education, University of California, Davis

In August 2007, West Sacramento Early College Prep Charter Middle and Senior High School opened its doors. In a news release, the following hopes described the anticipated results:

- “The school will provide an exceptional opportunity for historically underserved students to achieve the promise of a postsecondary degree ...”
- “UC Davis has joined with Sacramento City College and the Washington Unified School District in West Sacramento to launch an innovative charter school.”
- “The school will offer small classes, tutoring, community service, caring relationships and engaging school work and investigations. All students will have the opportunity to build strong relationships with their teachers, college student mentors and college professors.”
- “We view West Sacramento Early College Prep as an opportunity to address the disparities in opportunities and benefits faced by poor students and students of color in California,” said Paul Heckman, professor and associate dean of education and director of the early college initiative at UC Davis. “One of our primary goals is to collaboratively create and research solutions to the troubling high school drop out rate, which hovers at over 50 percent or higher among the most underserved populations in the state.”

My address will provide a description as well as some understandings and analysis of events that occurred in a process that my colleagues and I engaged in at the school called Indigenous Invention.

In the beginning, the newly hired and experienced teachers for this school engaged in schooling practices and structures, as they knew them from their previous in-service as well as pre- and collegiate experiences. The school looked and enacted usual schooling practices.

Other than the hopes laid out in state charter documents, there were not detailed plans to be implemented in the school by the teachers. Instead, the idea of bringing about the hopes for the school laid in a process called Indigenous Invention not the implementation of a detailed plan. That process happened at the school setting with the teachers and principal together in a group discussing in detail once or several times a week for two hours or more their daily thoughts and actions underway in their classrooms with students. The participants in these discussions sought details from each other about the particulars of their thoughts and actions happening with students in those classrooms. As clarity about these details arose, questions started – why that particular action and why the particular explanation guiding that action provided the support for the practice or structure. Margaret Buchmann has referred to the responses to these questions of why, as warrants. She asked and we asked together in this process: in what ways are the explanations embraced and shared in the actions being taken warranted?

Three examples will be described and discussed in the presentation to show the process and the dilemmas that arose in efforts to examine and do away with existing regularities of schooling. To replace the regularities with invented practices and structures created by teachers and students brought about tensions and issues at the school. Three examples of these efforts involve first the importance of embracing students’ prior knowledge, and, thus, an acknowledgement that the economically poorest students who constituted 90 % of the students in the school have a mind full of ideas and knowledge. They were not deficient. The grouping of students in multi-age groups provides the second example to be discussed. Moving to multi-age inter- and intra-class grouping arrangements challenged the graded school and graded curriculum structures. They illustrate another set of invented structures that happened at the school. The final example shows the power of project or problem-

based investigations that were driven by students' own questions, interests, and prior knowledge. These investigations also drew attention to the ways of thinking and dispositions of the various subject fields that challenged the idea that there was a content of instruction that policy makers believed should be in place in schools. As a result, project or problem based investigations characterized the activities underway with students across the school. There were also public performances that occurred periodically usually once a quarter where students presented their investigations to each other and their teachers.

Even though successes happened, those successes were in tension with the mental model of schooling. Two points will end the presentation and show the power of what I am calling the Mental Model of Schooling. Because of the apprenticeship in schooling that all had experienced, this model of schooling continued to influence considerations about the nature of schooling and learning in schools at West Sac. I will discuss occasions where the teachers in the school who had successfully engaged in and invented new school practices and structures nevertheless also struggled with aspects of the mental model of schooling. This happened even though they could argue for and saw the benefits of the new practices and structures – students who usually had not succeeded in school had success in school, and, when they graduated, they had post secondary accomplishments. In June of 2014, seven years after the school had been involved in the Indigenous Invention process, and despite Board members seeing and previously noting the same benefits for students as the teachers, the Board initiated efforts to change the direction of the school in the hiring of a new principal for the school. The Board members had a strong and overwhelming desire for a principal who could bring the school back to being a school. That commitment superseded any interest in advancing the successes of inventions and the post secondary benefits and attainment experienced by its students. Their strong expectations and conceptions for the features of schooling usually found being enacted in schools served as guides for their hopes for West Sac. They wanted those features (the mental model of schooling) back in place for the school. West Sac should look like a school. The decisions they made started that process, which has ended in many of the inventions that had been created at the school. There efforts also ended with all of the teachers who had been central in the Indigenous Invention process leaving the school for other opportunities.

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November 4th: 16:45-17:45
Featured Talk and Discussion

Room: Alumni Association Hall 2F, Salon

"Sharing the Experience of Raising Children in the Japanese Educational System: From a Foreigner's Perspectives"

Presenters:

Danielle Kurihara, Zhou Wei, Scott Webber, Alexis Kinch, and Ronald Murphy
English Education Center, Ehime University

November 4th: 12:30-13:30
Lunch Session

Room: Aidai Muse 1F, Active Learning Space II

"Steps for Successful Publication with International Collaborators"

This lunch session is a workshop targeting junior scholars who are looking to increase their publication productivity. The presenters of this workshop collaborated on a writing project as a result of the JUSTEC 2014 conference at Tokyo Gakugei University. The workshop will describe the process of successful co-authorship.

Presenters:

Ruth Ahn, California State Polytechnic University, Pomona
Shigeru Asanuma, Tokyo Gakugei University
Hisayoshi Mori, Osaka City University
Fred Hamel, University of Puget Sound

November 7th: 10:45-11:45
Featured Presentation

Room: Alumni Association Hall 2F, Salon

"Teacher Education through International Exchanges at Ehime University"

Effective educational design is crucial for an international exchange program so that all participants can fully learn from culturally diverse environments. International experiences are also important as they have an enormous impact on the professional and personal development of teacher candidates. The present session discusses three Ehime University case studies, which intend to introduce direct intercultural immersion experiences to teacher candidates. Each case contains designs to boost its educational effectiveness, which have been developed through repeated improvement over many years. In addition to these reports on Ehime University, further ideas to design effective exchange programs are discussed.

Presenters:

Kiwame Kouno, Ehime University
"A Report on Student Exchange with University of the Philippines"

Yuji Takenaga, Ehime University
"A Report on Student Exchange with University of Washington Bothell"

Eiji Tomida, Ehime University
"A Report on Student Exchange with University of Louisiana Monroe"

Discussants:

Kensuke Chikamori, Naruto University of Education
Fred Hamel, University of Puget Sound

Optional Tour on November 7th

We reserved a sight seeing bus and take you to the following sight seeing spots. Student volunteer guides of Ehime University and Matsuyama University will accompany participants throughout the tour. These students are working for us as part of a collaborative project with neighboring universities. For the students, this is a typical task-based lesson, where they learn English while participating in local community service. As English will be the medium of communication, it will be a unique and educational tour for all.

Meeting Time & Place: 13:00 at the main gate of Ehime University
Tour Starts at 13:15

Mt Ishizuchi (at 14:30)

It is the tallest mountain in western Japan (1,982m). People usually climb up the mountain passing through the Omotesando route that starts from the Sanroku Shimodani station in the city of Saijo. The mountain is one of seven sacred mountains in Japan.



Omogokei Gorge (at 15:30)

It is located approximately 60 kilometers from Matsuyama, at the foot of Mt. Ishizuchi, and is roughly 8 kilometers in length. Under a canopy of virgin forest, there is an abundance of fantastically shaped rocks, waterfalls, and ravines with towering cliffs to be enjoyed, and the gorge is designated as one of the most beautiful scenic spots in Japan. Visitors can enjoy hiking around in the colorful autumn leaves.



Iwayaji Temple (at 16:10)

The temple was founded 1,200 years ago (in 815). The principal image of Buddha is the mountain itself (Mt. Ishizuchi). Kobo-Daishi, one of the most famous Buddhist monks, and the temple on the mountain contains an old stone statue of Buddha. There are some other legendary spots such as “Seriwari Zenjo”, or the ascetic training place for Kobo-Daishi, and “Ana-Zenjo”, or the place where the holy water springs. This is the 45th temple on the 88 Temple Pilgrimage.



Tobe-yaki Pottery Traditional Industrial Art Museum (at 17:15)

Tobe, a suburb of Matsuyama, is noted throughout Japan as a famous pottery town with a 230-year old history. The museum exhibits historical works and records, and also displays and sells products made by local potteries.



Dogo Onsen hot spring Main Building (at 18:30)

Dogo Onsen, registered as an Important Cultural Property in Japan, has a long history (3,000 years), and is the oldest hot spring in Japan. It was described in a novel "Botchan" by a famous Japanese novelist, Soseki Natsume. The main building, completed in 1894, is the symbol of the Dogo spa resort and is surrounded by hotels and traditional Japanese-style inns

. There is also a shopping arcade, which draws residents and tourists towards the bathhouse. The three-storied timber structure is said to be the inspiration for the gods bathhouse in the film "Spirited Away (Sen to Chihiro no Kamikakushi)" by Hayao Miyazaki. It was also given three stars in the Michelin Guide 2009.

People can truly relax by taking a bath and wearing a cotton yukata, a kimono-style bathrobe, in the spacious bath area or in a private room. People are also allowed to take a look at Yushinden, which is the exclusive bath to the Imperial Family. In 2017, Dogo Onsen will be under construction; thus it will be a great opportunity to experience this nostalgic great Hot Spring this year, 2016.



The “Every Student Succeeds Act”: Implications for Teachers and Teacher Education

David P. Ericson, University of Hawai‘i at Mānoa

After years of wrangling over the reauthorization of the Elementary and Secondary Education Act, the U.S. Congress passed and President Obama signed the “Every Student Succeeds Act” (ESSA) this past December 2015. The ESSA finally supersedes the universally detested “No Child Left Behind Act” (NCLB) of 2001 that represented the Bush administration’s legacy to public education. And it supersedes the Obama administration’s signature program of “Race to the Top” (RTTT) that, in some ways, double-downed on the worst instincts of NCLB.

The ESSA, while retaining some aspects of “No Child Left Behind” and “Race to the Top,” eliminates many of the more objectionable aspects of both policies, restores a great deal of authority over education to the states, and prevents the U.S. Secretary of Education and the Federal Department of Education from issuing policy mandates and inducements beyond the scope of the new law. While it still mandates state testing in grades 3 – 8 and one year of high school in language arts, mathematics, and science, it relinquishes control to the states over how such test scores are treated in evaluating schools and educators. Though a bi-partisan compromise between Republicans and Democrats in Congress and, as a result, a messy piece of legislation, it does succeed in moving the national conversation about education beyond the “mandate, blame, and punish” game of NCLB and RTTT.

Title II of ESSA – a section of the new law devoted to a single topic – is entitled “Teachers and School Leaders.” Title II covers such issues as teacher certification, teacher professional development, teacher quality and equity among school districts in the teaching force, and the development of teacher leaders in schools and school districts, and teacher evaluation. In particular, there is a new emphasis in this legislation on the development of teacher leaders in schools – something that is near and dear to university educators and a welcome relief from the rhetoric that teachers are the weak link in American public education.

In this paper presentation, I analyze the various provisions of Title II and show how they impact teacher preparation, teacher professional development, and teacher evaluation. I also wish to show how Title II differs from the requirements of NCLB and RTTT.

Grass-Roots Movement of School Leadership Development in Japan: The Challenge of Dialogue between Headteachers and Researchers

Hiroki Suematsu, Tokyo Gakugei University; Takahiro Tsujimura, Joetsu University of Education;
Kemma Tsujino, Joetsu University of Education; Yoshihiro Imoto, Tohoku University

The Japanese Government has conducted the radical educational reforms since the late 1990s to make schools more competitive. Though the politically designed training programmes for school leaders (ex. headteachers/principals and middle leaders) are rapidly spreading, the contexts of local communities and serious children's problems at each school are rarely considered. While centrally authorised training programmes usually function as the means of transmitting the governmental priorities to school leaders, these styles seem to bring the paradoxical school system that can be called the "decentralised centralisation".

We have been challenging these difficulties through the dialogue between headteachers and university researchers by the monthly meetings in one rural community in Japan (Joetsu City, Niigata) since 2010. We could call this the "Grass-Roots Movement of School Leadership Development".

In this presentation, we discuss the following topics:

- 1 How do we construct the relationship between school leaders and researchers?
- 2 What is the "Joetsu School Management Salon (J-Salon)"?
- 3 How do these grass-rooted programmes influence the daily practice of school management?
- 4 What is the difference between the centrally controlled programmes and the locally motivated, especially with respect to the impacts on local communities?

At the "J-Salon", the headteachers talk about the management & professional development agendas and then those are critically discussed between headteachers and researchers in the very free and deliberate atmosphere. The researchers also do the presentation on the contemporary research topics to discuss them with the headteachers. Through our movement and research, we could find the problems of centrally controlled programmes of school leadership and it would be very suggestive to how we could build the good and strong relationship between local communities and the Universities.

The following topics would be also discussed to understand and examine the significance and arguing points of "J-Salon" in this presentation:

- Why do we use the term of "Grass-Roots" in the context of school leadership development?
- How are the systems of the formally administered programmes for school leaders in Japan?
- The context and the way of establishment of "J-Salon" and its distinctive features compared with other training methods such as workshops
- How and why can we explain that "J-Salon" is effective/ineffective?
- What are the meanings of "communities" to the school in terms of constructing the relationship with them, utilizing them as its management resources and being communities' own components?

A Case Study of a Successful Principal in a High Minority Junior High School in Japan

Ruth Ahn, California State Polytechnic University, Pomona
Betty Alford, California State Polytechnic University, Pomona

Japanese teachers are mentored and nurtured in a unique space called *shokuin shitsu*, or teachers' room (Ahn, 2014). In this collaborative teacher space, all teaching staff overseen by administrators meet daily to prepare, complete work, and collaborate on practice from their individual desks. Previous studies presented at JUSTEC revealed the essential role of *shokuin shitsu* in the areas of beginning teacher learning: 1) information exchange, 2) collegial relationships, and 3) safe environment. This space essentially becomes a learning classroom for beginning teachers, as they make sense of their experiences with the support of their colleagues and administrators through apprenticeship to become more proficient professionals (in press). The role of *shokuin shitsu* becomes especially critical in challenging times when the school as an organization goes through major changes with their teaching and administrative staff.

The previous study discussed extreme challenges the teachers and administrators faced in 2013 after five experienced teachers as well as the long-time principal left the case study site at Mirai, a high minority junior high school in Osaka. In the following year in 2014, however, when the researcher returned to the school site, the atmosphere of the *shokuin shitsu* changed drastically from the previous year when the teachers experienced severe stress of having to deal with student misbehavior and teacher absences, to a lively space of work filled with laughter without tension or frustration. While there were many factors in this successful school transformation, from interviews and observations, what emerged was the key role the principal played as a school leader.

In order to investigate the phenomena, qualitative data were collected for a week in 2014 and 2015 on the principal's role in this transformation process: What are the characteristics of the principal's leadership that contributed to the successful school transformation? Formal interviews as well as informal conversations took place throughout the day and week with teachers, administrators, and office staff inside and outside *shokuin shitsu*. Observations included the teachers' room, classroom teaching, extra-curricular activities, and the school ground. Key findings from this study will be analysed using Leithwood and Riehl's framework (2005) on successful school leadership. Results from the study will offer insights for K-12 practitioners and university educators about the critical roles school leaders play in transforming a high minority school in the midst of inevitable changes and challenges facing public schools.

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School-based Teacher Professional Development: *Lesson Study*

Hiromi Masunaga, California State University, Long Beach

In the 2014-2015 school year, the Common Core State Standards in Mathematics (CCSS-M) and the Common Core State Standards for Mathematical Practice (CCSS-MP) were implemented to direct K-12 mathematics education in California. The transition to the new standards provided an opportunity for major changes in K-12 education to help all students develop in-depth understanding of mathematics. However, it also brought the U.S. teachers and administrators some concerns as to how best they could implement the new standards. Educators and administrators often wondered: “Does providing teachers with ongoing, high-intensity professional development (PD) boost their skills? If so, what kind of PD will be most effective?” We believed that well-structured *Lesson Study* would provide an environment for successful PD that would improve teacher quality and help teachers learn how to shape their daily mathematics lessons, while actualizing the CCSS-MP.

In May 2013, we launched a program titled *Lesson Study in Elementary Mathematics* within a group of all Grade 2 to Grade 5 teachers in a K-8 urban school district in Southern California (N=64). The goal of this project was to evaluate whether engaging teachers in multiple rounds of *Lesson Study* had an impact on teacher quality and student achievement. The sixty-four teachers were randomly assigned, in half, to either Treatment group or Control group at the beginning of Fall 2013. During the 2013-2014 school year, treatment teachers participated in five two-day *Lesson Study* cycles in mathematics, but control teachers were assigned to a “business-as-usual” condition. During the 2014-2015 school year, teachers who were in Control group in the prior year participated in equivalent *Lesson Study* PD. About 1,900 students of both treatment and control teachers were also included in the study. Teacher and student data were extensively analyzed to examine the impact of receiving treatment on teacher quality, student achievement, and student motivation to learn mathematics.

The results indicated that *Lesson Study in Elementary Mathematics* had a positive impact on numerous teacher and student outcomes. Teachers become increasingly more confident in triggering, prompting, and guiding student problem solving in mathematics. Students whose Year 1 teachers and Year 2 teachers both participated in *Lesson Study* PD scored significantly higher on their end-of-year mathematics assessment aligned to the CCSS-M and CCSS-MP, than did their friends whose teachers were in Control group in Year 1. In an effort to build the district’s capacity to sustain the *Lesson Study* PD for many years to come, during Year 2 the district’s principals at all seven elementary schools and two middle schools received a series of focused training to become effective *Lesson Study* facilitators. Under the leadership by the district office, its all elementary schools incorporated the *Lesson Study* PD in their school calendars and independently ran three cycles of mathematics *Lesson Study* with all their teachers during Year 3 (AY 2015-2016). The *Lesson Study* PD, *Lesson Study in Mathematics*, was also expanded to the district’s two middle schools in Year 3.

Teacher collaboration has long been the norm in Japanese schools. Although this concept is rather new to the U.S. educators, it has gained increasingly more attention from many teachers, schools, and school districts across the United States in recent years. A growing desire to foster deep understanding of mathematics among their students by U.S. teachers, along with their expanding interest in teacher collaboration, prepares a wonderful opportunity for Japanese and U.S. educators/researchers to build a close network of academic exchange and joint research to further our understanding of effectual teaching and learning in mathematics. In this presentation, qualitative and quantitative findings obtained in our *Lesson Study* project involving U.S. teachers over the past three years will be introduced. After that, the floor will be opened up for discussion as to how the *Lesson Study* approach could foster the growth of both pre-service and in-service teachers and how cultural, organizational, and other contextual factors could impact such endeavors.

How to Develop a Mutually Beneficial Paradigm of Continued Teacher Candidate Development in Local Communities that Supports Extended Year Education with a Limited Financial Burden to Schools

Colleen Patten, Peggy Carter Fresno
CalStateTEACH Teacher Preparation Program, California State University, Fresno

CalStateTEACH, California State University's statewide multiple subjects credential program focuses on preparing future educators in their local communities. As an online and in-the-field teacher preparation program, teacher candidates are paired with a faculty supervisor who places the student teachers in their neighborhood schools. In the United States the academic school year typically runs from September to June. Unfortunately, the traditional calendar limits the teacher candidates ability to remain continuously enrolled while pursuing their credential.

School districts with summer school provided an option for student teaching allowing candidates to continue the credentialing process uninterrupted. Due to budget cuts and funding issues communities that once offered summer school were forced to cut these add-on programs. These extended year programs have historically served at risk populations and provided a venue for remediation and additional academic support.

The close working relationship faculty has with their neighborhood schools provided first hand knowledge of the local needs and the impact that the lack of a summer program has on at-risk students. The faculty's commitment to serving their local schools and desire to provide continuous student teaching placements for their own students led to a unique "win-win" partnership where credential candidates serve as the summer school teachers. This unpaid student teaching assignment gives them a venue for summer placement but more importantly allows them to give back to their community by providing additional academic support to underperforming students. This program conceptualized in 2014 by California State University's CalStateTEACH faculty team of Dr. Colleen Patten and Peggy Carter (as supervised by Dr. Nan Barker, Regional Director, Fresno and Dr. Sharon Russell, State Director) has been implemented for two years and been deemed highly successful.

Now in its third year, the program will be partnering with Rocklin Academy Charter School District in Rocklin California. Twenty-eight CalStateTEACH student teachers will be teaching a four week summer session. Student teacher teams will provide remediation, review and reteach standards and front load concepts for the upcoming school year focused on promoting 21st Century learning skills in a fun, engaging atmosphere. Expected outcomes will focus on increased student achievement for English Learners and socio-economically disadvantaged children as well as enhanced teacher support and development. These will be promoted with 21st Century Learning Skills to include: teacher as facilitator, technology integration, collaborative environment, opportunities for creative expression, inquiry based approach, use of problem solving methodology and writing for reflection.

Student teacher teams (with term 3 student teachers serving as lead teacher) will design thematic units based on grade level standards. The "Big Idea" or theme of the camp will be identified with each grade level team working within that concept. This will provide cohesiveness, collaboration and innovative thinking on behalf of students and teachers alike.

Creating a Zest for Living through University-based Community Development

Robin Sakamoto, Kyorin University
Yasuyuki Furumoto, Kyorin University

Kyorin University has received a Center of Community (COC) program grant from the Ministry of Education, Culture, Sport, Science and Technology (MEXT) to focus on three main areas: 1) creation of purpose driven lives; 2) life extension and longevity under health conditions and 3) disaster prevention community development. This presentation will share how during the past three years we have worked to create cooperation between the local community and the university to support collaborative teacher education in these areas.

Each year the university has held over twenty public lectures on the three themes. However, the main focus of the COC program has been on developing project based learning opportunities for students within the local community. Examples from the Faculty of Health Sciences will show how university faculty and students working with local schools have enhanced health education through AED training and disaster prevention community development programs. In addition, innovative projects such as introducing the new Paralympic sport boccia and pre-school Comprehensive Sexuality Education will also be discussed.

While these programs were relatively more easily introduced into the community, this presentation will highlight how we have tried to address the first theme for the creation of purpose driven lives through training and developing holistic lifestyle coordinators. These coordinators may be university students or people from the local community and currently we have 17 people from the community coming to our university to take academic courses with university students to help solve regional issues.

From April, these local community members are all required to take a course on international community development offered through the Faculty of Foreign Studies. The course is taught by representatives from each department of the Faculty of Foreign Studies: the English, Chinese and Tourism departments. The first five weeks of the course will focus on English as a medium for community development or more specifically how local communities can promote the essence of their community to foreign tourists from English speaking countries. The second five weeks of the course focus on the same aspect but from a Chinese perspective. The final five weeks will culminate the knowledge gained by seeing the community through a tri-lingual lens to create an environment where communities can develop a holistic lifestyle for people from multiple cultural backgrounds through mutual understanding. We believe that by including faculty members from various faculties and departments, they will become more aware of the needs of the community in which the university resides so that educational achievement is achieved not only by the community members attending the course but for the faculty as well.

This presentation should appeal to other faculty and universities who are interested in expanding collaborative teacher education and creating a zest for living within their local communities.

Practice-Based Learning: Moving from Goals to Enacted Practice

Elizabeth Hartmann, University of Fukui

While much research on equitable and high quality mathematics teaching practice exists, supporting teachers to enact this kind of practice has proved to be challenging.¹ To address this challenge, a renewed practice-based movement focuses on pedagogies of enactment and core practices (teaching practices central to high quality teaching).² Mathematics educators have considered ways to incorporate these pedagogies of enactment and core practices into methods courses to support teacher candidates (TCs) in enacting (not just talking about) high quality teaching practice.³ However, robust descriptions of TC participation and analysis of learning in these settings are limited.

This qualitative case study, a subsection of my dissertation study, analyzes TC learning as their participation in a course organized with pedagogies of enactment. The purpose of this analysis is to understand how learning goals were reflected in how TCs worked on one particular core practice: facilitating a productive mathematical discussion. This core practice is essential for supporting diverse learners in developing mathematical proficiency.⁴ I ask:

1. How did TCs participate in their talk about and enactment of facilitating a productive mathematical discussion?
2. How did TC facilitate discussions to reach particular mathematical learning goals and to consider their particular learners?

Data includes course materials, video recordings, and TCs' lesson plans, assessments, and assignments. The first cycle of coding involved descriptive and in vivo coding of learning goals and TC participation. A second cycle of coding identified themes and patterns in how the learning goal related to TCs' talk about and enactment of the core practice. Finally, I created time and case ordered matrices to identify key findings.

Findings suggest the development of TC practice and opportunities to learn were cyclical, meaning each class session built upon the previous session to support TCs in enacting more complex and equitable practice. In relation to their goals, there were noticeable changes in how TCs talked about and enacted practice. While their initial enactments were often basic and unrelated to particular learning goals or diverse learning needs, in later class sessions TCs deliberately worked to facilitate discussions that elicited student ideas and steered the conversation towards mathematical goals and that considered students particular learning needs.

This study contributes to an emerging research base documenting how pedagogies of enactment organize learning around core practices. Continuation of this analysis can help teacher educators refine and articulate pedagogies and core practices to better support TC learning. Effectively supporting TCs to enact high quality teaching practice can improve learning opportunities for a diverse range of students. JUSTEC members have also thought about ways to better support TCs in enacting practice and to develop ongoing methods of professional development. This report contributes to that dialogue around improving teacher education.

The presentation begins with a brief introduction of the research problem in the American teacher education context. I will then discuss the course context, my qualitative methodology, and findings about TC participation. I will conclude by engaging the audience in discussion around implications of these findings for their own contexts.

¹ Darling-Hammond, 2010; Grossman et al, 2009; Kazemi et al, 2009; McDonald et al, 2013

² Forzani, 2014; Grossman et al, 2009; McDonald et al, 2013

³ Kazemi et al, 2009; Ghouseini & Sleep, 2013; Lampert, et al, 2013

⁴ Franke et al, 2007

International Comparative Study of High-School Physics Lessons: Are Japanese Teachers Using More Active-Learning Strategies than US and Chinese Teachers?

Sachiko Tosa, Niigata University

Active learning has been emphasized as a pillar of educational policy in the next Course of Study in Japan (MEXT, 2014). Active learning methodology is known to be the key of science education reform in the United States and China. In the US, the National Science Education Standards (National Research Council, 1996) states that “The Standards rest on the premise that science is an active process.” In Chinese “Guidelines for Basic Education Curriculum Reform” (Ministry of Education, China, 2001), they emphasize a change in pedagogy from lecturing and rote learning to inquiry and problem-based active learning. Science educators have seen many policy documents, curricular materials and programs developed based on the idea that active learning and inquiry should be the guiding principle in K-12 science education in Japan as well as in the US and China. It seems that active learning methodology is a well-established national policy in science education in the three countries.

This study examines the extent to which active learning strategies are practiced in Japanese high-school physics lessons in comparison with US and Chinese high schools using Reformed Teaching Observation Protocol (RTOP) by Sawada, et al. (2000). RTOP measures the extent to which a lesson is taught through an inquiry-based active learning approach that includes rigorous subject matter content as well as reform-based classroom culture. Data were collected through lesson observations and the administration of a teacher survey (N=29). Results show that Japanese, US, and Chinese teachers are well aware of the importance of the elements that are associated with active learning. However, in practice, little active learning was observed in any of the countries by different reasons. US physics lessons often lacked rigorous content development to help students understand physics concepts, while many of the Chinese lessons failed to include opportunities for students to present and test their own thoughts. Japanese lessons fall between US and China. It is advocated that the implementation of active learning strategies in high-school physics should be considered with the curriculum reform and reform in the college entrance exam in Japan. Cultural implications of the findings will be discussed.

Empirical Assessment of the Theories and Methods of Self-Education to Make Utterances Capable of Eliciting Meta-Cognition

Akiko Kochiyama, Meisei University

Purpose

This study reviews the theories and methods enabling one to grow to be a teacher capable of developing autonomous learners and tries to assess the results of practices in the classroom. It particularly focuses on the utterances by teachers to elicit the meta-cognitive capacities of the learners in “one-on-one consultative instruction based on an autonomous learning model.” This study reviews, conducts experiments on, and assesses various self-education methods in order for the teachers to become capable of generate “utterances to facilitate the cognition development” suitable for each learner. The presenter is conducting one-on-one consultative instruction to develop autonomous learners; instruction to make the learners review their learning processes, become aware on their learning processes, and improve their motivation on their studies by using questionnaires to know the characteristics of each learner beforehand. The strength of this method lies in the fact that it lets the learners to scientifically “forecast” the learning processes and that it enables them to continue their leaning.

Methods

The author established the following criteria to judge whether specific utterances by teachers elicit “meta-cognition” on the part of the learners, the keys to autonomous learning.

- 1) Does the utterance serve the purpose of developing “desirable meta-cognition”?
- 2) Does the utterance match the level of cognition or meta-cognition on the part of the learner
- 3) Is the utterance by the teacher understandable to the learner; does it suit the language cognition level of the learner?

The teacher should not only pay attention to the utterances by the learners but also improve the quality of the utterances. They also should collect the data on the utterances for the purpose of analyzing, reviewing, making use of them in the future classes.

Experiments

At the time of the consultation, record the learners’ utterances using an IC recorder following the consent of the part of the learners.

At the same time, review how to evaluate each utterance based on the viewpoints (1) through (3) mentioned above.

The important points when collecting the data on the utterances of the teacher and the learners are (1) whether the data serves the purpose of assessing the teachers utterances from the point of eliciting meta-cognition of the learners and (2) whether the learners answers include the utterances using their understanding of the teachers utterances and meta-cognition.

Results

While the results are currently being analyzed and will be reported at the time of the presentation, overall summary so far is as follows;

The utterances of the teacher and the learners tended to stick to similar patterns. In reality, learners vary in their learning styles and the teacher’s utterances address those variations. However, the teacher’s utterances lacked variation and consideration on necessary adjustments.

Exploring the Development of Pre-service Teachers' Abilities to Engage Diverse Learners Through California Teacher Performance Assessment (CalTPA) Tasks

Amy Gimino, California State Polytechnic University, Pomona

Since 2008, pre-service Teachers in California have been required to pass a state Teaching Performance Assessment (TPA) demonstrating their knowledge and skills on the state teaching standards known as the Teaching Performance Expectations (TPEs) to earn their preliminary multiple or single subject credential. The California Teacher Performance Assessment (CalTPA) is one of four state-approved models and includes four tasks: *Subject-Specific Pedagogy (Task 1)*, *Designing Instruction (Task 2)*, *Assessing Student Learning (Task 3)* and *Culminating Teaching Experience (Task 4)* that provide formative and summative feedback on candidates' abilities to:

- (1) *Plan instruction and design learning experiences for diverse students* (TPE 8: Learning about Students and 9 Instructional Planning);
- (2) *Engage and support diverse students in learning* (TPE 4: Making Content Accessible, TPE 5: Student Engagement, TPE 6: Developmentally Appropriate Practices, and TPE 7 Teaching English Learners);
- (3) *Make subject matter comprehensible to All students* (TPEs 2 Monitoring Student Learning During Instruction and TPE 3: Interpretation and Use of Assessments); and
- (4) *Develop as a professional educator* (TPE 13: Professional Growth).

This exploratory multiple case study tracked the development of two secondary pre-service teachers from their first, unsuccessful attempt at a CalTPA task to their successful passage of the same task. Both candidates worked with a support specialist to complete an Individualized Remediation Plan (IRP) before submitting their final attempt at the task. The research question that guided the multiple case study was: How did the CalTPA *Designing Instruction and Culminating Teaching Experience* tasks support pre-service teachers' abilities to engage a diverse range of learners in their classrooms? The researcher collected and analyzed the pre-service teachers' initial, non-passing TPA submissions and evaluation rubric, individualized remediation plans, and final, passing TPA submissions. Through content analysis, the researcher grouped evidence of candidates' development into the following seven categories or *Aspects of Teaching* and two overarching themes that support diverse student learning:

Theme 1: Understanding Diverse Classroom Contexts - (1) Learning about their class, (2) Learning about Second Language Learners, and (3) Learning about Students with Special Needs.

Theme 2: Contextualized Planning - (4) Planning Instruction, (5) Use of Subject-Specific Pedagogy, (6) Making Adaptation, and (7) Reflecting on Practice.

The study results demonstrate significant growth in candidates' understanding of diverse classroom contexts and their abilities to connect and contextualize their planning to address the strengths and needs of the diverse learners in their classrooms. Implications for the development and use performance assessments to support pre-service teacher development and directions for further research are discussed.

Reference:

Commission on Teacher Credentialing (2016, July). Teaching Performance Assessment (TPA). Retrieved from: <http://www.ctc.ca.gov/educator-prep/TPA-California-candidates.html>.

edTPA: Engaging our Partners, Improving our Practice

John Seelke, University of Maryland College Park

edTPA, a teacher performance assessment for pre-service teachers modeled after National Board Certification, is currently being used by 679 Educator Preparation Programs in 38 states as a tool to determine a candidate's readiness for the classroom. The new assessment, along with some of its competitors, has caused a large amount of debate on the role of teacher performance assessments.

At the same time, some universities have used edTPA as a tool for professional development for practicing teachers. These teachers locally evaluate candidate portfolios, providing them with both rubric ratings and qualitative feedback. This session will briefly discuss survey results of local evaluators at one Mid-Atlantic university and how the university continues to improve its local evaluation process as a way to bridge an often wide gap between teacher preparation programs and practicing teachers.

The presentation will have some opportunities for the audience to reflect on how they use practicing teachers to support their work with per-service teachers. It will involve some "lecture style" information, but will also include opportunities for small group dialogue and discussion.

A Study on Intercultural Experience of Japanese Overseas Volunteer Teachers

Ryoken Kono, Kokufu Elementary School
Mitsuko Maeda, Osaka Jogakuin University
Yumiko Ono, Naruto University of Education

This study examines the process of accepting cultural differences in Japanese teachers. Overseas Volunteer Program for Incumbent Teachers was established in 2000 by Ministry of Education, Culture, Sports and Technology (MEXT) in cooperation with Ministry of Foreign Affairs, Japan International Cooperation Agency (JICA) and prefectural boards of education. Under this program, participating teachers are able to engage themselves in education development work for 2 years without resigning teaching job. Previous research suggests overseas experiences often trigger transformation of intercultural perspectives (Bennett, 1993; Taylor, 1994). Majority of the returned teachers are positive about the program and did answer that their perspective had changed (Sato, 2010), but their comments or descriptions on transformation remain fragmental and anecdotal. In order to fill such research gap, this study focuses on a process of change.

This research relies on case study methodology and is guided by Developmental Model of Intercultural Sensitivity (DMIS) by Bennett (1993). The participants consisted of 16 teacher volunteers. During two year period, they answered 6 survey questionnaires and site-visits and interviews were conducted to some three teachers who had agreed for in-depth case study. Both written and audio data was computerized, then divided by a unit of meaning for coding. Researchers analyzed the coding against DMIS to determine their stages at different points of time.

The research found some factors that influenced the development of intercultural sensitivity: competence of host language, willingness to communicate in host language, availability of cultural mediator, difference of role expectations, difference in school type/level in home country, readiness for cultural differences. It also found that development of cultural sensitivity was not linear, and participants showed attitudes and behaviors that stretch across the continuum at one time.

Multicultural Education for Pre-service Teachers: Transformation from Within

Xu Di, University of Hawai'i at Mānoa

Multicultural education, once a marginal topic in academia, is in the full limelight globally. As the advance of science, technology, and commercialism bring the world much closer the human interactions of all cultures of profound diversity and intricate history has intensified drastically. How can we work with diverse populations at in schools and at workplaces or in communities globally? It has become the most serious challenge in the 21st century. This challenge is most potent for pre-service teachers, who are at the heart of the process of educational and social progression. How can we prepare our pre-service teachers with their multicultural competency? What can we do to guide them beyond a politically correct slogan and goodwill to make it a tangible and effective practice in education and all aspects of life? What is a relevant and meaningful pedagogy that will bring substantial transformation of the participants? How can we facilitate lasting growth and promote conscious and continuous application?

This paper will use the theoretical framework of Dewey's experiential learning (1966), Greene's constructive approach (1978), and Banks' multicultural education theory (2004) as the foundation. It will examine the process of an undergraduate multicultural education course from over 100 learners' perspectives through their journals, papers, and interviews to illustrate the actual journey, effective pedagogies, truthful struggle and roadblocks, and their personal and professional growth. The primary analysis will utilize the in-depth qualitative methodology.

The paper will synthesize the effective and diverse pathways of learners as they strive to be more open, reflective, and effective as global citizens, powerful professionals, and visionary leaders of the world. The goal is to offer relevant insights for teacher education and general education as well as for a world that rises with the success of multicultural education or falls due to the lack of it. The paper aims to engage an interactive dialogue with the participants.

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Preparing Pre-Service Teachers for Diversity among English Language Learners

Lasisi Ajayi, California State University San Bernard

There are about one million English language learners (ELLs) in California and about 4.5 million in the United States. More importantly, the Common Core State Standards require teachers to set the same high expectations for all students—including English language learners. Unfortunately, there is the growing disparity between educational outcomes of ELLs and English-only students. Consequently, teacher education programs are under pressure to prepare pre-service teachers to go beyond the general education (with emphasis on knowledge of the content and pedagogy) and understand the diversity of ELLs—ethnic background, socioeconomic status, first language, prior schooling experiences, cultural practices, and levels of English development—and use these assets as resources for teaching/learning.

The research objective of this study is to examine how a teacher educator (this researcher) prepared pre-service high school teachers to examine the diversity of ELLs for teaching/learning. The researcher is guided by one question: How can teacher educator prepare pre-service teachers to draw upon the diversity of ELLs as a resource for enhancing teaching and learning of English language and literacy. Thirty four pre-service teachers were enrolled in the Language Interaction in the Classroom (ESEC 413) for 11 weeks in the Fall Quarter of 2015. One of the goals of the course was to prepare the pre-service teachers to examine the diversity of ELLs and the implications for teaching/learning.

Instructional activities for the course included a weekly dialogical journal, weekly blog critical reflection, field observation, field experience report, activities for knowing ELLs, and the Embedded Signature Assignment (culminating assignment). The pre-service teachers also read and discussed in class different research-based journal articles such as *Teaching English Language Learners: What the Research does and does not say* (Goldenberg, 2008). For the Embedded Signature Assignment, each pre-service teacher interviewed five high school ELLs to examine their diversity. The pre-service teachers developed interview questions under six sub-titles: (a) ethnic and language background, (b) pre-United States information (if a student is born outside the U.S.), (c) school experiences in the native country, (d) school experiences in the U.S., (e) current school experiences, and (f) social aspects of the current school. I provided model interview questions to guide the participants in developing interview questions for their focal students. Also, the pre-service teachers observed the ELLs in classrooms using an ELL classroom observation protocol to record their observation. Each pre-service teacher analyzed the data from their focal students and wrote a 1800-word essay to examine the students' diversity and implications for English language and literacy instruction. I analyzed the pre-service teachers' essays in relation to the research question. The findings suggested that ELLs are heterogeneous group who have varying competencies in their first language, different levels of English and literacy practices, and diverse cultural practices.

The findings indicate that teacher educators need to better prepare pre-service teachers to know ELLs and use the students' backgrounds as a resource for language/literacy instruction.

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School Refusal in Japan: Disengaged and Trapped Students

Hideki Sano, Tokyo Gakugei University

In Japanese education, one serious problem is school refusal. Many teachers and parents put much effort, but many children somehow refuse to attend schools due to reasons other than serious economic problems or physical problems. They not only cannot go to school, but also are suffering because they often have a negative image of themselves and lack an alternative place to go. School refusal is different from school truancy. The children are often good students with high ability; however, they often have human relationship problems including bullying.

School refusal started to increase in number after the last world war when Japan started reconstructing economy and society. Now, the number of school refusal is about 120,000 in the nation. Every 40 junior high school classroom has one or two such students (school refusal peaks at second year of junior high school).

In the past, making children go to school was parental duty and parents forced their children to go. If a child did not go to school, they were considered as having physical or mental disorders and their parents often took them to a clinic or a hospital. In reality, many such children showed a variety of physical and mental symptoms. Some of the symptoms of school refusal were as follows.

1. Afraid of meeting people

Children were afraid of meeting people, especially same age children; they were afraid of talking with fathers. So they often stayed in their rooms avoiding even families.

2. Low self-image

School refusal children felt that they were not learning so they felt they could not perform like students of their same age at school.

3. Lack of daily time schedule

4. Family relationships were strained

Families felt bad about and responsible for their child's school refusal. Particularly, mothers often felt they got blamed for failing on child rearing.

School refusal children had no regular schedule at their home: no time to go to school and no time to come Home. when they had to go to school in the morning, they slept probably because they could avoid going to school. They slept in the daytime and were awake in the middle of the night.

There are some theories explain school refusal. First, school refusal students might have a developmental problem of being independent from parents. Second, bullying might be a reason of school refusal... Study difficulty at school might be a reason. After examining many cases, school refusal children are now considered to be not mentally sick but any students can be school refusal.

In order to help the students, alternative learning place now have been started. They are called free spaces. Educational board started to accept such places and gave some credits for attending them. Parents and teachers have started to accept school refusal children and help them to rebuild their lives without going to schools.

Short-term Longitudinal Study in Japanese Elementary and Junior High Schools Regarding School Adaptation -Is There Any Sign before Being Maladjusted?-

Tomoko Terai & Hiromi Takai, Mukogawa Women's University
Vincent C. Alfonso, John Traynor, & Jon Sunderland, Gonzaga University
Masatoshi Kawai, Mukogawa Women's University

This study has run by the contract of MOU for educational research between Mukogawa Women's University and Gonzaga University. We have analyzed the data collected from the questionnaires which have been conducted 8 times for the past four years, from 2012 to 2015 in Japan.

This time, we focus on absents as the sign of maladjustment to examine whether or not there is any indication before a student refuses to go to school. The data that have been missed even once are extracted from the results of over 1,000 students who have answered Q-U tests. Furthermore, we extract the ones that are missed more than twice in a row and/or of the students who moved out after they missed the text, and 15 boys and 6 girls meet the requirements. We analyze their approval scores and the teased scores to identify if there is any indication before they started being absent. Q-U test investigates a level of comfort in classrooms, and the approval score shows high comfort level while the teased score indicates low comfort level.

Regarding the unadjusted scores, they are varied one by one. Some have a full approval score which is 50 and some have a low teased score such as 12 or 13. From these results, we could not simply say a student who has the low approval score and high teased score becomes maladjusted.

The next focus is the comparison between the past approval/teased scores and the ones before the students became truant. This is considered important because our past researches suggest there are students whose scores widely change, so teachers should not feel easy about one good result of them. From this point, we examine each approval and teased scores of those 21 students before they started being absent. The full score for elementary school students which is 24 (both approval and teased scores are four-point scale x 6 questions), and each of those students' scores are divided by 24 to adjust to the scores for the junior high school students which are divided by 50 (both approval and teased scores are five-point scale x 10 questions).

As a result, it appears there are students whose scores greatly change as for the scores before the continuous absence. For example, the teased score (%) is; 71 → 67 → 38 → 71 → continuous absence, 50 → 50 → 26 → 22 → continuous absence, and 33 → 63 → 52 → 72 → 52 → continuous absence. The approval score (%) is; 54 → 67 → 38 → 29 → continuous absence, 67 → 71 → 88 → 88 → 92 → 29 → continuous absence, and 89 → 70 → 94 → 76 → continuous absence. These changes are huge compared to those who are not included in this group because only 15% of 7th grades', 9% of 8th grades', and 4% of 9th grades' scores have changed over 20% in spring and winter 2012.

These results show that a considerable change in Q-U scores before classroom maladjustment such as a continuous absence or moving out after absences clearly appears. Not only does it mean "teased scores increase" or "approval scores decrease" but also it includes decrease of teased scores and increase of approval scores, which are generally good changes.

Although the results seem to be in the realm of case study, considering even adults feel stressed by huge life changes, we can naturally consider the change of classroom adaptation level gives stresses to children. It is important to keep tracing the changes by accumulating such objective data in order to offer the appropriate intervention as soon as possible.

Unwilling students of using Social Networking Services for Learning English: Their Worries and Support by Teachers

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

With recent development of information technology, many students live in the digital world. The Internet and Social Networking Services (SNS) tools have become one of the crucial items for college life. They bring their own gadgets to class. These tools have greatly changed their ways of communication. Instead of making a phone call to a friend, they constantly make contact with their friends by using SNS tools such as LINE. Smartphones enable them to keep in touch with their friends, whenever and wherever they want to.

This convenience sometimes leads to a negative effect on students' attitude toward learning. Even in class, they cannot switch off their smartphones since they do not want to miss any messages from their friends. This phenomenon is very common in class at universities in Japan. Therefore, a large number of teachers at universities worry about smartphones distracting students in class. Once teachers had tried not to allow smartphones in class, but it was in vain.

From this result, we assumed that it is better for students to use their smartphones for learning English than to be banned in class. Abe, et al (2016) investigated Japanese university students' SNS usages. Most popular SNS was LINE, which more than 90% of them used in the study, but two-thirds of students did not use LINE for learning English. Other SNSs such as YouTube, Facebook, and Skype had similar results. In conclusion, Japanese university students actually used SNS tools to communicate with their friends, but did not want to use them for their learning English as much as we expected. Especially, freshmen at university showed very negative attitude toward using SNSs.

In this study, the researchers will explore the reasons of their unwillingness of using SNSs for learning English. Their free-writing comments will be intensively analyzed and some interviews will be conducted to listen to their true voices for their unwillingness. Students' worries and anxiety about using SNS will be illustrated. Then, in order to encourage students to use it, the teachers' roles will be discussed. Many students are actually using SNSs for their communication. These are truly effective communication tools. Why don't they use these to communicate in English? When they use English for true communication, their motivation to study English will increase. Their class will be more meaningful for them and their teachers. Teachers can facilitate them to use SNSs outside class. By using SNSs outside class, students can improve their English ability.

Global literacy in English Language Education

Mika Ito, Tokai University

This presentation is part of a grant-in-aid scientific research project entitled “Professional Competences of English Language Teachers: Professional Standards and Development of Global Literacy (2014-2016; No.2637041).” The project aims to recognize voices of university undergraduate students and graduate students, including teaching credential candidates, in order to shed light on how they interpret and develop both literacy and “global literacy” in three educational contexts; the US, Australia, and Japan. Data from a series of surveys are revealing how the students learn to teach English to diverse populations, with or without teacher education standards.

The presenter addresses the issues and challenges related to the implementation of elementary school English in Japan from the following perspectives: (1) a coherent English education from elementary to secondary school, and (2) current problems in Japan’s pre-service EFL teacher education. In particular, the presenter will look into the development of literacy and “global literacy” among Japanese English learners in relation to the guidelines stipulated by the Japan’s Ministry of Education, Culture, Sports, Science and Technology (MEXT), whose objectives for foreign language learning feature at least two important logical gaps. The first is that, while English is one of the most important academic subjects for Japanese secondary school students, it is not yet an official academic subject for elementary school children. The other is that, in principle, elementary school students are not to engage in literacy-building activities. However, the Ministry considers “global literacy” a required skill for anyone hoping to be a citizen in our globalized world.

In this presentation, the meaning of literacy in language policies and language practice will be examined in conjunction with the results of a small-scale survey conducted by the presenter on “literacy” and “global literacy” administered to pre-service and in-service teachers in the US, Australia and Japan. As the MEXT plans to officially implement English as an academic subject for 5th and 6th graders in elementary schools in 2020, problems and suggestions surrounding teacher education in Japan are also summarized and discussed in an effort to establish common ground among student teachers, teacher educators, administrators, and school teachers regarding English language education.

Relationships between Intrinsic Values and the Use of Cognitive Strategies among Japanese College Learners of English

Takane Yamaguchi, Waseda University
Shien Sakai, Chiba University of Commerce

In this study, 3587 college students from 13 universities were divided into three groups according to their English proficiency levels, and their perceptions of language study were investigated using the following seven scales: Cognitive Strategy Use (S · CSU), Self-Efficacy (S · SE), Self-Regulated Study (S · SRS), Intrinsic Value (S · IV), Desire for Lessons (S · DL), Language Learning Beliefs (S · LLB), and Test Anxiety (S · TA). These were adapted from the past studies of Pintrich and De Groot (1990), Sakai, Chu, Takagi, and Lee (2008), and Sakui and Gaies (1999).

After using factor analysis, the results show that one of the major factors that differentiates the upper from the middle and lower groups is the use of cognitive strategies; the lower the learners' English proficiency, the less often they use cognitive strategies. It is assumed that this phenomenon is caused by the learners' stage of cognitive strategy development.

The results also show that two factors, Cognitive Strategy Use (F · CSU) and Intrinsic Value (F · IV), are highly related ($r=0.701^{**}$) and that the number of the intrinsic values is different among the three groups. The best performing group had ten intrinsic values; the middle group had six; and the poor performing group had five. The intrinsic values of the poor performing group were: "Learning English interests me."; "The more I study English the more enjoyable I find it."; "I study English because it is useful to communicate with English-speaking people."; "I like what I am learning in this English class."; and "I think that what we are learning in an English class is interesting."

These intrinsic values are common among all three groups, but the middle group had another one: "It is important for me to learn what is being taught in this English class." In addition to these six intrinsic values, the best performing group had four more: "I prefer class work that is challenging so I can learn new things."; "I am satisfied with the English education I received."; "I think I will be able to use what I learn in this English class in other classes."; and "I think that what I am learning in this English class is useful for me to know." Therefore, it seems that the higher the level of English proficiency becomes, the greater the number of intrinsic values becomes.

The authors decided to investigate the cause and the effect between the use of cognitive strategies and the intrinsic values among Japanese college students. According to the major results, in the best students, the increase in intrinsic values is the result of cognitive strategic use. They are "I think that what I am learning in this English class is useful for me to know.", "It is important for me to learn what is being taught in this English class." "Learning English interests me.", "I study English because it is useful to communicate with English-speaking people."

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Citizen-Based Education: Learning Through Meaningful Research

John L. Pecore, University of West Florida

This paper conceptualizes and clarifies a purpose and method for involving students in citizen research projects through citizen-based education. While the use of citizens to collect data (i.e. census figures, environmental information) is not new, the past decade has seen an increase in the number of citizens engaging in academic research (Kullenberg & Kasperowski, 2016). In their scientometric meta-analysis, Kullenberg and Kasperowski (2016) found the majority of the citizen research projects to be in the fields of natural science, social science and geography. Modern citizen research, also referred to as citizen science or crowdsourcing, are described as projects where community residents work with scientists to conduct research (Sammut, 2015).

In citizen-based education, teachers and their students take an active role in research by joining forces with trained university researchers to answer questions salient to ongoing research projects. By capitalizing on a collective curiosity and employing common data collection protocols and analysis methods, student researchers work with professional researchers to make valuable contributions about our world more quickly and comprehensively than ever before (Troutmann, Fee, Tomasek, & Bergey, 2013). Collaborative citizen-based education efforts offer communally beneficial experiences for all involved. For partnering professional researchers, research is completed more quickly with a smaller budget, information is shared more readily, and a database of knowledge is exponentially expanded. For the student researcher, the experience allows for beginning to self-identify as researchers, participating in meaningful learning with real research, integrating content understanding with real-world applications, and building research skills with authentic investigations.

Five essential features of citizen-based education include a 1) central citizen research endeavor, 2) constructivist focus on important knowledge and skills, 3) complex research problem to compel learning, 4) learner-driven investigation guided by a teacher, and 5) real-world project authentic to the learner. A recent project involving lionfish clarifies and illustrates citizen-based education in practice. The lionfish engages students across the southeastern United States and the Caribbean in helping university research biologists investigate the impact of Lionfish on the ecosystem of the Atlantic Ocean and Gulf of Mexico. For this project, identification of lionfish prey is the central endeavor. Using an approved investigatory protocol, students build important knowledge about DNA and skills in research practices to help determine the impact of lionfish on ecosystems, which is the driving complex problem. The teacher, with the consultation of the researcher as needed, guides student investigations. Collaborating with professional researchers by adding data to the project's database provides an authentic real-world experience for students.

This presentation is not intended to present results from the empirical research study; rather, the purpose of this conceptual paper is that of defining, clarifying, and—more importantly—raising the possibilities of citizen-based education.

SUU – ICSD Partnership: A Pathway to Excellence

Brian C. Ludlow, Southern Utah University
Shawn Christiansen, Southern Utah University

Faculty members from Southern Utah University (SUU) and teachers/administrators from the Iron County School District (ICSD) have worked together for the past several years in various capacities. During the 2015-2016 school year, a team was organized, comprised of three representatives from SUU (two elementary methods teachers and an Associate Dean from the College of Education) and three from ICSD (an elementary teacher and principal from North Elementary School, and the Assistant Superintendent over Elementary Education) to discuss future opportunities for a bona fide partnership. The primary goal of the newly formed Partnership Advisory Team (PAT) was to create a memorandum of understanding (MOU), which would provide a list of priority roles that each entity in the SUU-North Elementary School partnership would play. The roles outlined would serve as both specific and general guidelines for the following entities: Partnership Advisory Team PAT; SUU Methods Block Faculty; SUU Pre-service Teachers; North Elementary School Faculty/Master Mentor Teachers; North Elementary Administration; ICSD Administration; SUU Administrative Team. In May 2015 a draft of the MOU was presented to all entities, and after making minor adjustments, a final draft was created and signed by all stakeholders. Following the creation of the MOU, some members of the PAT visited an exemplary STEM Partnership School in Auburn IL, and attended the Summer Institute for School-Community Partnerships at Ball State University.

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 belief that five tiers of engagement would allow for pre-service teachers and school personnel to experience top quality training at all levels, and also provide ICSD access to human and technical resources via SUU, the PAT collaborated to create the “No Tears with 5 tiers” model. 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.

The purpose of our presentation will be:

1. To share the process we followed to develop our MOU
2. To share the details of our final product
3. To share our model of the “5 Tier model for clinical engagement in teacher education”
4. To provide data and updates related to the progress of our Innovative Partnership
5. To gain insights from conference attendees following the sessions.

Implications: Of interest to university and K-12 organizations interested in building or strengthening partnerships

Representative(s) from SUU & ICSD will share the MOU we developed and the Five Tier Model for Clinical Engagement in Teacher Education. We will also discuss the challenges we overcame, and our plans for implementation.

Visualizing Popular Worlds: Unexpected Writing in an Upper Elementary Literacy Workshop

Fred Hamel, University of Puget Sound

In this presentation, I offer findings from a current project describing a 5-year classroom collaboration with a local elementary educator in the area of teaching writing (Hamel, forthcoming). I emphasize how our writing workshop, grounded in “learning as participation,” helped reluctant 4th grade writers gain a foothold with writing as communication. I show especially how students often relied upon popular media and visual imagination as resources for thinking. Visualized, multi-modal communication was essential to writing development.

Dyson’s (2016) recent research suggests that restrictions and control over student literacy are increasing internationally, as nations seek to tie language development to global standards. Such developments often interact with popular beliefs among adults – for instance, that upper elementary students should no longer be “drawing,” having grown out of this “early stage” of writing development. Teachers may resist student writing that incorporates popular culture – video games or movies. I argue that such stances may inadvertently direct children away from precisely the impulses and practices that are essential to their writing engagement and growth.

Drawing from a larger work, I share writing samples from two students, each of whom struggled to compose in conventional, academic form – and whose writing fell outside what we initially expected students to produce. Given space, choice, and time to locate, and with adult support, such students gradually shaped what they wanted to say, creating a meaningful space for communication. In each case, their unconventional writing helped us see ‘where they are’ and ‘what they need to do’ as writers.

Teachers must learn to question their own beliefs and assumptions about the teaching of writing – especially in considering the needs of students whose writing may not develop in expected or conventional ways. The study also suggests ways in which collaborations with local educators and communities can lead to mutual learning for researchers and classroom teachers. Finally, cultural comparisons between these American students’ writing efforts and the experiences and teaching assumptions common in Japanese classrooms may be useful as a next step.

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Dyson, A.H., Ed. (2016). *Child cultures, schooling, and literacy: Global perspectives on composing unique lives*. London, Routledge.

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Meeting Students Where They Write: Writing with Imagination and Social Technology to Engage Elementary and Middle Grade Learners

Leah Goldberg, Boston Public Schools
Dominique Herard, Public Schools of Brookline

Description:

The purpose of this multimedia presentation is to demonstrate how two public school teachers engage their learners through imagination and social technology. Both presenters teach a diverse group of students, many of whom are low-income, English language learners, or receive special education services due to social-emotional or cognitive disabilities. As part of the Calderwood Fellowship for the Teaching of Writing through The University of Massachusetts, Boston, we each spent a year researching ways to engage and motivate young writers. Amid an educational climate that seems to put less emphasis on creativity and more emphasis on information, Miss Herard's first grade classroom attempts to tap into young students' imaginations as a catalyst for engagement and thus writing development. Similarly, Ms. Goldberg's students are adolescents, and while many middle school classrooms tend to stifle the social natures of students, Ms. Goldberg attempts to tap into students' social natures through use of technology to develop writing skills. We seek to share our successes and teaching strategies and encourage other teachers to meet students where they are through incorporation of imagination, authentic audiences, and technology into their teaching practices. We have experienced success with reluctant writers by appealing to students' natural tendencies, using of technology to develop writing skills. We seek to share our work with audiences beyond the teacher.

Leah Goldberg will present her study from the 2015-2016 school year which sought to determine whether or not utilizing student blogs for semi-public writing in the middle school language arts classroom would help to better develop students' writing skills. The study involves forty-eight seventh and eighth graders in an urban K-8 school. At the start of the school year, students created writing blogs on which they would publish all formal writing assignments as well as selected informal work and independent reading reviews. Tapping into the social natures of these adolescents for academic outcomes, students were given class time to respond to one another's work and have their own work read by their peers. In the end, students were engaged by the interpersonal technology and motivated to write for an audience of peers when time was provided in class.

Dominique Herardts research originated from a need to positively engage students in writing activities that were meaningful to them and not just part of a mandate. She will present how imagination and explicit talk-based activities played a vital role in engaging student learners and increasing written composition in first graders during the 2014-2015 school year and how it continued to impact her practice. She will share explicit talking activities and how they were used during writing times and can also share how social media, particularly Twitter, has expanded her student's awareness of what it means to be a writer and how writing and imagination are inextricably linked. The study was completed with twenty-four students in an inclusive first grade classroom.

Everybody Gains When Teachers, a University, and a Foundation Collaborate to Focus on Writing with Students

Denise Patmon, University of Massachusetts, Boston
Kathy Brucker, Boston Public Schools
Shauna O’Leary, Milton Public Schools
Tonya Winter, Boston College High School

Dr. Denise Patmon will discuss the Calderwood Writing Initiative. To improve student expository writing and its instruction, UMass Boston in partnership with the Calderwood Writing Initiative hosts a cohort of teachers from multiple disciplines and grade levels to research writing practices in the classroom.

Sometimes the most powerful researcher is the one in the classroom. Through the Calderwood Writing Initiative, teachers learn how to view their classrooms, and themselves, in a new way. The first half of the course—Theory, Research, and Writing—met over an intensive week in the summer. The second half of the program, focused on classroom research in writing instruction, met throughout the 2015-2016 school year to work on inquiry projects and paired up to conduct co-research. Each Calderwood Fellow composed an inquiry report at the end of the program investigating their writing instruction and use of writing in their disciplines. Teachers will report on their findings of best writing practices they used with diverse learners in their school settings. They will share the process this project implements to support them to become researchers and advocates.

Kathy Brucker will discuss her research project focused on finding best practices to strengthen expository writing skills of 16 English learners who have lived in the US for more than 6 years in an urban vocational high school. Students were surveyed to find their background reading and writing experiences and interests. Debate, journal writing and other writing strategies were used with high interest writing prompts and readings to strengthen writing skills. By the end of the study, students displayed stamina and confidence by through creating more thoughtful and longer expository pieces. Findings were these strategies improved their skills to use writing as a means to communicate and students became engaged in learning how to improve their writing assignments. Classroom conversations also confirmed this change in attitude about writing.

Shauna O’Leary will present on her inquiry, which examines the explicit instruction of metacognition in a third-grade suburban school setting and the impact of this teaching on the students’ writing skills. Students were taught metacognition through a variety of instructional strategies throughout the school year. Learners engaged in thinking activities first through talking and eventually by writing in a ‘thinking journal’ extending their thought process through their pencils. Students showed marked improvement in written fluency and interacted more deeply with the text. Students became more enthusiastic, engaged writers as the result of the “Thinking Through Your Pencil” project.

Tonya Winter will discuss her inquiry, which addresses instruction and reflection about revision for students at an all-boys’, urban, Jesuit high school. This exploration centers on the question: Will increased instruction about and reflection on revision lead to deeper, more meaningful changes to writing throughout the writing process? Advanced Placement Language/Composition students were given the opportunity to reflect upon their revision practices and received direct instruction about ways to improve the drafts of their compositions. The aim of this inquiry – which was to foster greater engagement, deeper thinking and the application of a broader range of strategies to improve student writing – was achieved as the final drafts demonstrated significant improvement from the earlier versions of the papers. Over the course of this inquiry, the students moved beyond viewing revising as editing or proofreading and arrived at the realization that revision is an essential, dynamic part of the writing process, not an afterthought.

Towards a Critical Disability Studies Model of Special Education Teacher Education

Saili S. Kulkarni, California State University, Dominguez Hills

This presentation proposes a new model for teacher education that emphasizes a critical disability studies lens towards instruction. Such a model disrupts the existing special education/teacher education narrative of deficit-based notions of disability and focuses on valuing differences and building resistance within the existing public school structure.

Using Banks (2009) model of multicultural education, this presentation posits the importance of including critical disability studies within the existing domains of knowledge construction, equity pedagogy, content integration, prejudice reduction, and empowering school culture. Each of these areas is discussed with an emphasis on concrete examples and their integration into a university-based teacher education program. References are made to resources provided by the *Teaching Disability Studies Facebook Group* in addition to scholarly sources.

Exploring How Brain Science Can Help Expand Teachers' Perspectives on Teaching Diverse Learners

Nicholaus Queen, California State Polytechnic University, Pomona

Ruth Ahn, California State Polytechnic University, Pomona

Pamela Walker, California State Polytechnic University, Pomona

For educators teaching in the hotbed of Southern Californian multiculturalism, finding ways to engage a diverse range of learners is more than just something to consider, it is a necessity. Beyond the various linguistic, cultural, and developmental factors to consider, teachers must realize that the fundamental way students' brains function can also vary from student to student.

A key tenet of contemporary teacher education is that individuals differ in the ways that they learn. In recent years, research in the field of neuroscience has corroborated this longtime teacher-held belief with scientific data. Advances in brain imaging and modeling show that the neural connectivity associated with processing information is unique to individuals (Finn et al., 2015)

Despite the insight the field has to offer to educators and numerous calls for greater integration between the fields of brain science and education (Bransford, Brown, Cocking, Donovan, & Pelligrino, 2003; Immodino-Yang & Damasio, 2007; Pickering & Howard-Jones, 2007), most preservice teachers' exposure to neuroscience is still limited to a few textbook pages. The majority of teacher education programs do not provide extensive instruction on neuroscience's role in the classroom, but if implemented effectively, we propose even a basic lesson in brain and learning could prove beneficial in preparing preservice teachers to teach diverse learners.

Our experimental lesson attempts to introduce pre-service teachers to the field of neuroscience through taking a "fieldtrip" of the brain based on the drawing of the four major brain regions and functions commonly associated with them: right lobe, left lobe, frontal lobe, and limbic system. Diverse learning styles and learning difficulties are explored within this four-region context with concrete examples. Visual, auditory, kinesthetic, and tactile modalities are used throughout the lesson to engage teachers, while also modeling methods on how to support diverse learners, including students with autism, ADHD, and other learning disabilities. Activities within the lesson include co-teaching of two professors, reciprocal teaching, informal assessment, group discussions through case studies, and whole class discussions. The lesson touches on many of the same dimensions of learning in educational neuroscience, an emerging field intersecting psychology, neuroscience, and pedagogy (Sousa, 2014), including memory, attention, movement, feedback, and stress. The ultimate goal of the lesson is to provide pre-service teachers with foundational knowledge in teaching and learning based on brain research to understand why certain teaching methods are effective for particular types of learners. Implications of the paper include generating novel methods to connect with the diverse learning styles of different individual students.

The first portion of the presentation provides an opportunity for participants to experience an abridged version of the "Brain and Learning" activity. The second portion discusses the reasoning behind the different lesson components, including examples of how multiple brain regions interplay across the disciplines.

The Study of Janet Lederman's Curriculum Reconceptualization Process: Analysis on Her Poetry

Naoki Takemura, Sophia University

The purpose of this study is to inquire a process of curriculum reconceptualization of early childhood teachers. Curriculum reconceptualization was a movement of curriculum study that started in 1970's in the United states. Reconceptualists provided unique theoretical foundations for the field of curriculum study. Reconceptualists questioned the basis of relation between curriculum theory and its practice, and offered a new assumption as to why curriculum theorists have failed to explain practices. James Macdonald criticized overemphasis on rationalism of curriculum theory, dependent on dualisms such as theory and practice. He claimed that curriculum theory was not an instrument to control practice. Ted Aoki explored that the meaning structure of curriculum was constituted in the horizon of inter-subjectivity. He named the meaningful curriculum as curriculum as lived experience. Reconceptualists stated that curriculum as lived experience was developed in dialogical process among teachers, students, parents and community participates. Reconceptualists understood the developmental process of curriculum as "grass roots" movement.

Ted Aoki stated that curriculum researchers should recognized three layers that covered with curriculum as lived experience. In the outmost layer, researchers understood teaching as a black box. They ignored lived experience of teachers and students in school. In the middle layer, researchers understood teaching theoretically and scientifically. They observed and measured teaching practices from their own theoretical or scientific frameworks. In the inner most layer, researchers understood teaching techniques, strategies and skills. They heard essences of teaching from teachers. They feel much more oriented to be in the presence of the beingness of teaching. Researchers were required to uncover layer by layer of curriculum from surface to the place where teaching that truly dwells.

This is a case study of early childhood curriculum reconceptualization process. I will research on Janet Lederman's developmental process of essences of teaching in the inner most layer. She had established Gazebo Park School that was private preschool in California. She had constituted of unique essences of teaching. First, she argued that gazebo teachers should be trees or tableaus in school, to consist of spaces and times that children could be free from adult's eyes in the school. Second, she stated that children developed ego-identity through listening to "voices of inner-teacher" that came up from children's inwardness. Jean Jack Rousseau's idea of "Laissez faire" was similar idea of her thought.

I will inquire into the developmental process of Janet Lederman's the essences of teaching in this presentation. She wrote a poetry that describe her early days as public school teacher. I will analyze her poetry to inquire into her early days. In the last, I will attempt to understand meaning of developmental process of curriculum as "grass roots".

“Ehon Caravan” which Reads Picture Books to Children in Local Community

Nobuko Narita, Kokugakuin University

It is very important for university students in teacher training course to interact with children and understand how they feel. It is one of the abilities to sense children's thought that a student aiming to be an elementary school teacher or a kindergarten teacher is required to have. Training to understand how children feel will enable pre-service teachers to offer appropriate support to children.

In 2010, our department of education planned the activity named "Ehon Caravan," in which students read picture books to children in local communities. Students have visited elementary schools, kindergartens, schoolchild child-care facilities, and child care support facilities. They have participated in festivals that a city sponsored. When a Shinto shrine held a culture festival for children, they also participated.

Now more than fifty students enroll in "Ehon Caravan" and are active using their spare time. We hold a meeting once a week. For the activity that each facility demands, we select some students. The students who are selected as members prepare for the activity, such as choosing picture books in accord with the age of the target children, and rehearsing reading aloud by listening to each other.

Three effects of this program will be discussed in this presentation. First, their interaction skills as readers with children as listeners improved. Secondly, our students have got a prospect. Lastly, they had more opportunities for coming into contact with the local people of our nearby communities. I will mention these points through students' reflection, teachers' reflection, and participants' impression.

An Exploratory Study: Learning Support in Accordance with the Learning Type of Undergraduate Student Teachers

Yoichiro Nonaka, Kochi University

Research aims

The purpose of this study is to examine the learning type of undergraduate student teachers from the three viewpoints of attitude toward learning, time spent learning, and characteristic of self-regulated learning. Additionally, this study also examines learning environment to support undergraduate student teachers' learning from quality, quantity, and characteristic by student's learning type.

Relationship to previous research works

Hatano & Mizokami (2000) revealed that university students' learning types are classified five clusters from the standpoint of attitude toward learning and time spent learning, focusing on active class attitude. However, this previous study has reported only one kind of criteria for university students' learning types. On the other hand, Nonaka (2016) showed different university students' learning types for the standpoint of attitude toward learning and expanded time spent learning, and examined exploratory learning support based on the type of university students' learning. From previous research results, the definitional viewpoint of university students' learning types will need to be reexamined.

Theoretical and conceptual framework

Numerous studies have pointed out the importance of the self-regulated learning in recent years. On the view of the knowledge of self-regulated learning studies, it suggests that the viewpoint of university students' learning types have a need for making addition to characteristic of self-regulated learning. In this present study, the author examined undergraduate student teachers among the university students. The theoretical framework of the study emerged out of the conception of theory of teacher education.

Paradigm, methodology and methods

A questionnaire was completed by 87 undergraduate student teachers. For ethical considerations, a consent form and information sheet was provided to all university students. Experimental number have replaced the names of participants. Participants were given the opportunity to withdraw from the study at any time.

Main findings

As a result, the learning type of undergraduate student teachers was classified from three viewpoints of attitude toward learning, time spent learning, and characteristic of self-regulated learning. Additionally, this study revealed learning environment to support undergraduate student teachers' learning from quality, quantity, and characteristic by student's learning type.

Implications, practice or policy

These results are considered valuable. This study can be classified undergraduate student teachers according to three viewpoints of attitude toward learning, time spent learning, and characteristic of self-regulated learning. Moreover, this study was able to clarify the learning support in accordance with the learning type of undergraduate student teachers. The author discussed about the learning type of undergraduate student teachers from the three viewpoints, and the learning environment improvement to support based on undergraduate student teachers type.

Wearing Two Hats: A School Teacher and Volunteer Supporter for Culturally and Linguistically Diverse Students

Yasuko Shimojima, United Graduate School of Education, Tokyo Gakugei University

Japan has more diverse population than ever before. Japan decided to accept war-displaced Japanese orphans in China and their offspring in 1980s, and with declining population, Japan invited Japanese-Brazilians in 1990s offering working visas, and also invited Indonesians, Filipinos, and Vietnamese nurses or care workers under Economic Partnership Agreement in 2008 and 2009.

Japanese public schools, especially on compulsory education level, teachers are overwhelmed by growing numbers of culturally and linguistically diverse pupils or students. Teachers are not prepared enough for teaching pupils or students with diverse background. On secondary education level, school achievement and language development is an issue.

Experienced teachers at public schools were not trained to teach culturally and linguistically diverse children when they were pre-service teachers, most of them did not have classmates with different cultural background when they were students, and they feel that they need specialized strategies to teach these children.

Outside school education, Japanese language schools for adult immigrants started to teach Japanese learner school children. Most of the Japanese language instructors are volunteers there and they lack of information on high school entrance examinations, school system, and school life.

When in-service high school teachers are involved in the language school as a volunteer basis, volunteer instructors have access to information on entrance exams as well as school evaluation system and so on. High school teachers also benefit from teaching junior high school students with culturally and linguistically diverse background to know how these students are facing difficulty in learning school subjects and Japanese language at the same time.

The purpose of study is to detect “culturally responsiveness” (Gay, 2010) in teachers who teach culturally and linguistically diverse students at both school and outside school settings. Semi-structured interviews were conducted to three teachers, and interviews were recorded and transcribed.

From the analyzed data, I would like to reveal teachers’ culturally responsive mindset toward social justice, social equality to ensure school achievement, cultural equality to nurture language and culture of their home countries.

How students' intercultural competence (IC) can be enhanced in a foreign language classroom: A comparison of the U.S., the EU and Japan

Fumiko Kurihara, Chuo University
Amany Habib, University of West Florida

As globalization and the spread of the Internet have accelerated the students' mobility and interaction across various countries and cultures, the importance of developing intercultural competence or IC has been increasingly recognized as one of the key competencies to be developed by learners.

This poster presentation will compare and analyze documents which have significant influence on foreign language teaching in the U.S., the EU and Japan. These documents are *The standards for Foreign Language Learning: Preparing for the 21st Century* (i.e. *National Standards*) for the U.S., Common European Framework of Reference for *Languages* (CEFR) and *A Framework of Reference of Pluralistic Approaches to Languages and Cultures* (FREPA) for the EU, and *New Courses of Study* for junior and senior high schools for Japan. These documents all clearly stress the importance of learning another culture(s) when learning a foreign language, but there are some differences in how to realize it in the classroom. The results of the analysis will be presented in detail.

Second, the different foreign language learning contexts in which the students receive instruction will be examined. For example, the U.S. does not have a nationwide foreign-language mandate policy at any level of education. It is reported that only 18.5% of students in U.S. K-12 public schools were enrolled in a language class in 2007-08 (p.2, *21st Century Skills Map*). On the other hand, in most countries in Europe, studying a foreign language is mandatory. Most students start studying their first foreign language, which tends to be English, by the age of 9. Moreover, studying a second foreign language for at least one year is compulsory in more than 20 countries in Europe. Japan also makes it mandatory for students to study a foreign language, mainly English, in junior and senior high school. What it means to develop learners' IC in the three different educational contexts will be examined closely.

Finally, the perception that foreign language teachers have about how to deal with culture in the foreign language classroom in the U.S., the EU, and Japan will be analyzed by reviewing the results of questionnaires obtained from different studies, such as *The Survey of A Decade of Foreign Language Standards: Influence, Impact, and Future Directions* (2011) and *Overseas Experience and Confidence in Teaching Culture among English Language Teachers in Japan* (2014). By comparing the teachers' perception on language and culture in the different educational contexts, the presenters hope to facilitate a deeper understanding of how learners' IC can be effectively enhanced through foreign language instruction.

Making the Community a Classroom: Experiential Learning to Enhance Student Development and Diversity Appreciation

Paula T. Rappe, University of West Florida
Melinda L. Lewis, University of West Florida
Laura D. Edler, University of West Florida
Janet D. Albury, University of West Florida

The term, 21st century skills describes a broad set of knowledge, abilities, character traits, and professional habits deemed by educators, academia, employers, and others to be vital for success in a global society (Great Schools Partnership, 2016). “Generally speaking, 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student’s life” (Great Schools Partnership, 2016). According to Kuh (2008), high-impact practices (HIPs) are evidenced-based teaching and learning designs and techniques for student success through engagement. HIP examples include common intellectual experiences, collaborative assignments and projects, diversity/global learning, and community-based learning. Additionally, The Partnership for 21st Century Skills (2015) lists three essential skill types: (1) Learning Skills - critical and creative thinking, collaboration, and communication; (2) Literacy Skills - information, media, and technology literacy; and (3) Life Skills - flexibility, social skills, productivity, and leadership (National Education Association, 2015; Thoughtful Learning, 2016).

Four high impact projects designed and implemented to engage students in reflective learning experiences at the regional, national and international levels will be presented: (1) Advanced Child Welfare – Policy, Practice and Advocacy; (2) From the Underground Railroad to Modern Day Human Trafficking; (3) An Ever Evolving Path to Freedom: The Underground Railroad Experience; and (4) Cultural Adaptability and Service Learning in Japan. Critical thinking and reflection, problem solving, communication, and collaboration were common key elements in each project design. These projects required student effort, action and visibility in collaboration with peers, teachers and diverse communities. Conceptual foundations, educational methods, and implementation strategies within each high impact learning experience could be suitably adapted to various educational curriculum objectives at all levels. Information will be provided using discussion, PowerPoint presentation, facilitated audience interaction, video(s) and printed handouts.

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Sport Science Supported Physical Education: Effects of Ball Size on Throwing Performance in Handball Children

Katsue Kawamura, The University of Tokyo and Iguchi Elementary School, Mitaka, Tokyo.

The decline in physical fitness in school children has been social issue and physical education quality should be revisited for discussion. The physical fitness research data by Ministry of Education, Culture, Sports, Science in Japan revealed that the throwing distance has been on a down-slope trend for both boys and girls in 7-11 years old since last three decades in Japan. Throwing is one of the critical skills to be acquired in order to enjoy ball games and relevant to many other sport activities. From the data of aforementioned physical fitness research, a majority of students tend to favor sports and exercise related to higher score of the performance. And it is obvious that students with lower scores tend to dislike sports or exercises. This data imply the success and acquisition of sport skills in physical education class, and it is important to engage in sport activities in an enjoyable manner. However, not many teachers are educated in motor development in children to teach appropriate steps to enhance children’s fundamental motor skills such as throwing.

The purpose of this study was to investigate how ball sizes influences throwing performance in handball children. Practical significance from this study is to enhance the knowledges and viewpoints for the teachers in throwing instruction. Twelve elementary and 24 junior high school handball children participated in this study. The three target aiming tasks in 2 ball sizes for elementary or 3 ball sizes for junior of each 5 throws were performed from 7m away to the center of 50×50 cm target, and ball speed were measured by radar gun (ATLAS, BSG-1), and hit count data were captured by a digital video camera in 30Hz (Panasonic HC-V100M, Japan). Age 9-12 players started from size 1, and junior high school players started from size 2. The size of the ball got bigger in order. Based on the descriptive data, the results indicate that the maximal ball speed tend to increase as age gets older both boys and girls. The smaller ball size 0 was higher in ball speed both boys and girls but it was not the case for age 9-10. It might be speculated that age 9-10 boys and girls were more comfortable throwing the ball from daily use. The accuracy data did not noticeably improved as the age get older in this observation. Our data showed that the familiarity from the daily use ball size is likely the cause of good control than other size except junior high school boys. Accuracy may not be affected by ball size or weight but an experience. Teachers should consider to provide opportunity to use same ball size for especially age 9-10, and chose proper ball size for active ball games and to decrease in high speed ball hit by throw to cause injury.

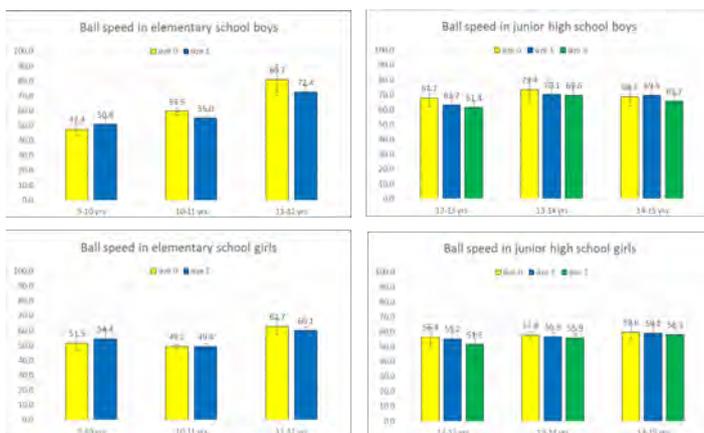


Figure 1. Ball speed in several ball sizes in target aiming tasks.

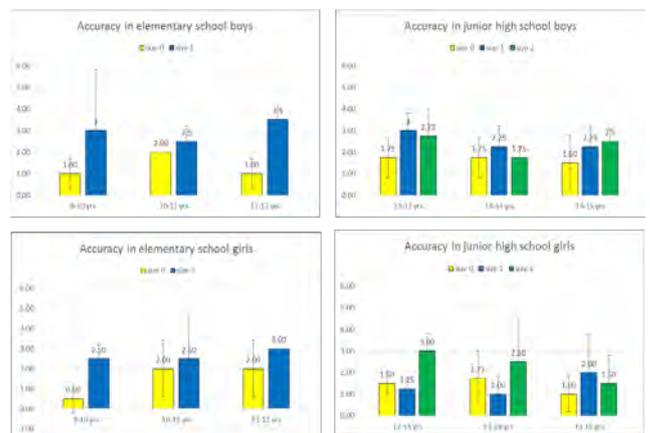


Figure 2. Hit count of target aiming tasks in several ball sizes.

Japanese University Students' Attitudes toward the Usage of Social Media in Autonomous English Study

Mami Ueda & Minami Kanda, Chiba Prefectural University of Health Sciences

This research was aimed to investigate the Japanese university students' attitudes and perception toward social media usage in autonomous English study. The generation of these participants also known as 'digital natives' have been surrounded by digital gadgets since they were children. Engaging in various activities using digital devices have always been a part of their lives. These 'digital natives' have also been blessed with social media, such as Facebook and YouTube, that have enabled them not only to consume information but also to be active participants in building up interactions and information through such media. Researchers have recently pointed out the effectiveness of combining social media platforms with the learners' target language study. However, Abe et al. (2016) for example, claimed that, among Japanese EFL students, there were participants who showed a rather reluctant attitude toward the use of social media, especially Facebook in learning English because they did not have friends who understood English, or because they were worried about the possibility of their privacy be streamed out over the web through 'friends' linkages. These attitudes of the Japanese participants are rather contradictory to the finding of previous research where Facebook enjoyed the popularity among the participants. In Abe et al. (2011), it was also observed that if the learners' affinity or motivation to studying English rises, there would be a wider variety of autonomous learning methods, including the usage of social media. Other studies such as Kim et al. (2011) compared American and Korean college students and revealed that there were cultural differences between the two, in terms of what type of social media was dominant for each group, and what privacy protection factors were involved to keep their identities secure while they were engaged in such social media.

The participants of this study were freshmen and sophomores from a public university in Japan. Their average level of English was high, and although English was not their major, the overall attitude toward studying English in classes was serious. The questionnaire asked the participants about their gender, school year, affinity for English, level of English, and how often they used each social medium, such as Facebook and YouTube, to learn English. The participants used a 5-point Likert scale (1 = most unlikely, 5 = most likely) to choose the most appropriate status for each question. They were subsequently asked to freely write about their attitude toward integrating social media into their English learning. The answers from the Likert scale were analyzed using SPSS ver. 24 to obtain the mean score for each question and the correlations between them. The number of free responses was insufficient to create categories in terms of qualitative analysis, and therefore, we decided to quote the students' voices directly. These results indicated that using YouTube to read English or listen to English songs was the most popular way of learning English. However, majority of the university students were not very keen on applying social media to their English learning as a whole. Their free responses indicated that some participants preferred using social media for their study outside of class, thus blending their autonomous English learning with enjoyment, rather than in their official English classes in school. Furthermore, although our previous study observed that LINE was the dominant social media among current Japanese university students, this study found that LINE's popularity did not guarantee its use for English learning.

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Social Skills and Students with Moderate to Severe Disabilities: Can Community Based Instruction Help?

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The purpose of this research study is to assess how CBI affects the social skills of middle school students with moderate to severe disabilities. Existing literature has not come to any conclusive findings in terms of the effects that Community Based Instruction (CBI) has on middle school students with moderate to severe disabilities. This study will be completed using interviews and observations. Participants will be chosen using a convenience sample and are middle school special educators in one of the largest public school districts in Orange County, California. The students that will be observed have various moderate to severe cognitive disabilities and are in a self-contained special education classroom in a public middle school. The findings of this study are intended to support the use of CBI in special education classrooms and demonstrate how a functional program can improve the social skills of students with moderate to severe disabilities. Educators and administrators who may want more information on CBI and its benefits can also utilize the findings.

Keywords: Community Based Instruction (CBI), severe disabilities, Autism

Research Problem

Recent research indicates that children who have learning disabilities often have significant difficulty developing social skills (Siperstein, 2009). In addition, the severity of one's disability directly impacts the cultivation of those skills (deBildt, 2005).

Social skills impact our quality of life so heavily that those who lack them may ultimately experience a lower quality of life if those skills are not effectively developed. Spending time in the community is a prime example of this. Spending time out in the community is beneficial to students with disabilities because it aids understanding of typical social exchanges and builds social skills. It also gives students the opportunity to learn about resources available in their local neighborhoods. From learning how to utilize the public bus system to purchasing groceries, tasks that may seem mundane for non-disabled individuals, may actually take time and effort for many individuals with disabilities.

Community Based Instruction (CBI) may be a tool that can help those with developmental disabilities become more self-sufficient in that they too can functionally participate in social interactions within the community.

There is a gap in research when it comes to the specific details of the types of influences that CBI may have on the fostering of social skills. Research has yet to determine exactly how CBI impacts the social skill development of middle school students with moderate to severe disabilities.

Parents who wish to educate themselves of the benefits of CBI can utilize this research. Teachers and school administrators who may be interested in how to organize a functional CBI program or how to improve an already existing program can also utilize the information provided.

This research plans to answer the following question: How does Community Based Instruction (CBI) influence social skills among middle school students with moderate to severe disabilities?

Research Design

This study consists of qualitative data. Qualitative research is useful for this study because it goes more in depth to discover ways in which CBI can be utilized and how it can influence the social skills of middle school students with moderate to severe disabilities (Creswell, 2002.) Data for this study was conducted using two methods: interviews and observation. Interviews took place at a location that is not on school campus (i.e. a coffee shop or local eatery). Observations took place during times that are convenient and preferable to the teacher of the student participants.

Overall, this research took place in the classroom at the school site in Orange County, CA, in the lunch area where most social opportunities present themselves and in the local community where students and staff go on their CBI outings. Students, teacher, and para-educators participated. Social skills were monitored throughout the course of the research. This research aims to address and explore the quality of social skills among middle school students with moderate to severe disabilities. This research intends to expose how CBI influences social skills among these students.

It is the hope of the researcher that parents, educators and administrators can and will utilize the findings to educate themselves and also inspire them to create and implement a functional CBI program of their own so that more students can reap the benefits of improved social skills. Anyone else who may be interested in this study is encouraged to read it and convey the information to anyone who may benefit from it.

The researcher will present the research problem and purpose for the research, presenting data in the form of two pie charts that compare the amount of post-high school training students with mild disabilities receive to the amount of post-high school training students with moderate to severe disabilities receive. The researcher will discuss the research methodology, which includes interviews of the special education teacher and classroom para-educators as well as observations of all the students in class, at lunch, around school campus and out in the community on CBI outings. The researcher will discuss the data that was discovered via these methods, answering all questions in detail that guests or other fellow researchers may have.

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Examining High Stakes Assessments in Japan and the U.S. Through Bhutan

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Observing the ever increasing global, educational, and economic competition between developed Asian and Western nations, one cannot help but question the end point. As with many countries, the results of global educational assessment tests such as PISA and TIMSS, also known as high stakes assessments (HSA), are greatly valued. These tests become the educational policy base for proposing changes in teaching standards. In a progress-driven world, academic achievement, as measured by standardized tests, play an integral role in the international community.

The Japanese Ministry of Education stated clearly that improvements in the guidance of elementary through high school education will be made based on the outcome of PISA. Thus, the Ministry analyzes PISA results and if results are not up to standard, these results are seen as a problem that the government must strive to overcome. When reviewing HSA, it is imperative that we think about the meaning of progress and its limitations. As educators, while it is important to enrich students' learning, it is also critical to note the amount of student stress and frustration associated with HSAs. These social and emotional outcomes of HSAs may have negative future implications on the students' quality of life.

In this research, we observed how Bhutan approaches HSAs and global integration. Through an interview with the former Minister of Education of Bhutan, we gained an unique perspective into measures taken by Bhutanese educators to minimize student stressors associated with HSA. In Bhutan, there exists a national policy directive called the Gross National Happiness, or GNH. GNH addresses the value and the need to preserve Bhutanese culture and identity. Rather than blindly following and trying to "catch up" on PISA and TIMSS, the minister claimed the world's nations' need to "reflect on the purpose and the end goal of life". The minister believes that education aids in promoting a positive GNH by cultivating the "positive values, positive dimensions of life, and build[ing] faith and character".

This presentation offers an opportunity for attendees to hear of the ideal state and objective of education from the Bhutanese instructors' perspective. The GNH scale provides a model for encouraging and realizing a gradual shift from a student data-driven educational policy to one that places equal weight on the quality and sustainability of national and international cultural and social life. There are currently very few researchers or teachers in Japan who have knowledge of Bhutan and its unique policies on education in the modern day. However, Bhutan's perspective on globalization and their movement to retain their culture is relevant to the educational environments of both Japan and the US. As developing nations like ours stress the importance of becoming an international, multi-cultural society, we find it increasing difficult to maintain our own identity as individual nations.

While there has been a push for the implementation of Education for Sustainable Development (ESD) in both Japan and the U.S., as stated by the Japanese Ministry of Education and the U.S. Department of Education, it has not been enough to balance out the scale of preservation and progress. Although some organizations within the two nations have been promoting instruction based on the principles of ESD, there are no major changes being made on the national level. By national level, we are not implying just the addition of educational policies but changes in the lives of citizens as well. In Bhutan, it can be said that their GNH initiative, which covers all aspects of life, encompasses the required knowledge and skills valued in ESD. Thus, we should promote the execution of ESD on a national scale to have the greatest effect on each of our respective countries as a whole.

Thus, this is a great chance for us to share the work we are doing at Seisa University and spread awareness of the significance of Bhutan's stance on the retention of culture together with advancement for educators from Japan and the U.S.

Intrinsic Motivation of Students in Fashion Courses

Minako McCarthy, University of Hawai'i at Mānoa

Although globalization has brought various ethnicities together to create heterogeneous communities in the United States, the U.S. educational system has not been able to address diverse students effectively, as many teachers were often unable to become multicultural educators (Rychly & Graves, 2012). Likewise, mobilization has brought foreigners to Japan; however, Japanese society often does not recognize itself as a multicultural country (Nakajima, 2009). As a result, the Japanese school system has not provided educational opportunities for those diverse students (Nomoto, 2009). While both countries differ from their sociocultural contexts, each country has not fully incorporated multicultural education practices to benefit students.

Similar to their varied diversities, motivation may be different based on these students' backgrounds. Both intrinsic and extrinsic motivations are crucial for students' academic success. Intrinsic motivation comes from people's inner drive, while extrinsic motivation is derived from outside sources. From 2013 to 2015, I conducted a study focusing on motivation of diverse students in fashion courses at the University of Hawai'i at Mānoa. The objective of this study was to explore and compare students' motivation types and patterns among three groups: international, Hawaii, and the U.S. mainland. This may help to understand diverse students' characteristics.

Deci and Ryan's (1985) self-determination theory was used as the theoretical framework. Data was collected through a questionnaire survey. The participants (n=269) were students who come from diverse backgrounds regarding ethnicities, gender, age, origin, and class standing. The random international participants (n= 24) mainly came from East Asian countries (i.e. Japan, China, Taiwan, and Korea). Although the study was conducted over a three-year period, the international student ratio was relatively small. Two research questions addressed and explored students' motivation: (1) How do fashion students from Hawai'i compare to mainland and international students in terms of the degree of their intrinsic and extrinsic motivation? (2) What other determinants can explain fashion students' intrinsic motivation? Data results indicated that the students' place of origin did not explain their motivation. Instead, the study implies that other variables can be related to their intrinsic motivation. Specifically, class instruction style and major versus non-major distinctions statistically explained students' intrinsic motivation. This may suggest that adding a hands-on teaching style in the traditional classroom may generate more effective pedagogical approaches, which will support multicultural teacher education in both Japan and the U.S. Hands-on class management technique may lead to students becoming motivated to study the subject intrinsically. Some scholars highlighted the importance of intrinsic drive as a lasting motivation (Wigfield & Cambria, 2010), which is favorable for learners. For example, a cultural-centered classroom management approach can be tied to a hands-on class structure. This may help multicultural students to enjoy their learning process and to retain their curiosity for further learning. The combination of hands-on and cultural-centered management technique may be explored in future fashion courses at UHM. Then, further studies may benefit the home economics field in diverse student classroom management for teacher education in high schools in both countries.

Teacher Education Outcomes in a Teacher-Local Community Collaborative Music Project

Felicity Greenland, Doshisha University

The purpose of this study is to examine the professional development experienced by in-service teachers participant in a teacher-local community collaborative music project in Kyoto. By documenting and analyzing the teachers' reflections on successes, challenges and working solutions throughout the project, and the knowledge, attitudes, behaviors and skills consequently acquired, this paper aims to contribute to the understanding and development of teacher education in community collaboration environments.

The project, 'Singing Around the Table/Kyoto New Ukulele Club', has been running since 2009. The motivation for the project is to facilitate cultural exchange via music and song, free of charge, for the public. From an academic perspective, the project provides a non-classroom, authentic, informal setting for foreign language activity (FLA) and a teacher education environment substantially different from more conventional training courses or classrooms. It takes the form of an informal, monthly, international gathering, facilitated with a hands-off approach by EFL teachers in collaboration with local amateur musicians. The principal activities are singing and seasonal celebration and, since April 2013, instrument learning (mainly ukulele). Attendance has varied from 5 to 50, and is currently consistent at around 20.

Participant observation, open feedback, questionnaires, individual and group consultations, and pilot workshops, have all contributed to the development of the project and its participants. This paper uses quantitative and qualitative data, testimonies, and visuals, to look specifically at the reported professional and personal development of the teacher participants.

Participant teachers reported that the informal, non-classroom environment of the project was in many ways more challenging and more fruitful than conventional teacher education environments. The project afforded them a wide range of skills benefits and morale benefits that have informed their work in universities, schools (high, middle and elementary) and other forms of teaching. Among the teachers' varying reports were that the project's mixed and ever-changing demographic, with its diverse participant motivations, personalities and musical abilities, had challenged and ultimately enhanced their personnel 'management' and interpersonal skills and generated adaptive approaches to inclusivity. They had evolved skills to assist learners to teach each other; they had gained experience in selecting/rejecting authentic materials, including songs and stories, and in pitching appropriate analysis, discussion, extension activities, reflection, feedback mechanisms and testing; they had improved their own modest musical skills and their confidence and commitment in bringing these and other aspects of their own humanity to the classroom; they had honed skills in taking a multi-cultural approach to conveying instructions, and to publicity and social media.

In addition, the teachers were willing to be self-critical and had observed among themselves, and each other, the impact of 'being a teacher' on their social and personal identity, and the tendencies of 'teacher personalities'. They had been enabled to learn and support and educate each other in a social setting that afforded informal opportunities for networking and consultation. They found their morale and work-life balance enhanced and felt that they had benefited from being witnessed as social beings and not purely as 'teachers'.

This presentation gives details and examples of the above, in a commitment to share how this collaborative project has contributed to teacher education in our local community.

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