

# **Proceedings and Abstracts of the 31st Japan-U.S. Teacher Education Consortium**

## **Teacher Education in a Pandemic: International Perspectives from Japan and the U.S.**



May 27/28th to 29/30th, 2021

**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**



Japan-U.S. Teacher Education Consortium  
31st JUSTEC Virtual Conference

# JUSTEC 2021

## Teacher Education in a Pandemic: International Perspectives

Supported by:

The American Association of Colleges for Teacher Education (AACTE)  
The Ministry of Education, Culture, Sports, Science, and Technology, Japan  
The U.S. Embassy, Tokyo

**U.S.: May 27, 28, 29, 2021**

**Japan: May 28, 29, 30, 2021**

**Synchronous Meeting Time**

\*Asynchronous presentations will be posted online.

**U.S. 17:00-19:00 (PDT)/20:00-22:00 (EDT)**

**Japan Time: 9:00 - 11:00 am**

The Japan-U.S. Teacher Education Consortium (JUSTEC) was established under the aegis of American Association of Colleges for Teacher Education (AACTE) in the late 1980s. JUSTEC is a unique educational organization that supports its participants in pursuing not only academic endeavors but also professional networks, for growth in both research and teaching practices for Teacher Education. Due to international time difference, JUSTEC 2021 will be a combination of synchronous meeting and asynchronous presentations.

**Day 1 Keynote Speaker**

### Rieko Komiyama

Director, Study Sapuri Educational AI Research Institute;  
Associate Professor, Tokyo Gakugei University; Chair, EdTech Committee, Keidanren  
(Japan Federation of Economic Organizations); DX Committee Member, Keidanren  
(Japan Federation of Economic Organizations); and Commentary, Education News Paper



**Day 2 Featured Panelists**

### Hiroto Iwaoka

Superintendent, Kamakura City Board of Education

### Jeff Chamberlin

Superintendent, University Place District, Washington



**Day 3 Featured Presenter**

### David Imig

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



**Participation Fee:**

Regular Participant 5000 yen for 3 days

Graduate student 3000 yen for 3 days

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

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## About JUSTEC

The Japan-U.S. Teacher Education Consortium (JUSTEC) was established in the late 1980s by several deans of education at universities in the United States and in Japan in the interest of fostering joint research efforts into teacher education issues of mutual interest in both countries. The original founding universities in the U.S. were: Columbia University, Stanford University, Vanderbilt University, NY City University, University of Minnesota, Michigan State University, Ohio State University, University of Washington, San Diego State University and University of Indiana. The original founding universities in Japan were: University of Tokyo, Kyoto University, University of Tsukuba, Tokyo Gakugei University, Chiba University, Aichi University of Education, Hiroshima University, Hyogo University of Teacher Education, Waseda University, and Tamagawa University.

The organization was established under the aegis of [AACTE \(American Association of Colleges for Teacher Education\)](#) and, though it has evolved from being dean-centered to being faculty/researcher-centered over the years, JUSTEC had continued to hold annual conferences of teacher education professionals in alternate locations in the U.S. and Japan. For much of its history, the meetings were sponsored by AACTE and supported by AACTE staff. AACTE's longtime Executive Director, Dr. David Imig (Professor, University of Maryland and College Park, President and CEO Emeritus of AACTE) played a key role in the establishment and continuing operation of JUSTEC by publishing notices of the annual meetings, dedicating staff to supporting the planning and resourcing of the meetings, 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.

In the history of JUSTEC, JUSTEC 2010 was a special convocation, as it marked the beginning of a renewal for JUSTEC. This year, Tamagawa University (Tokyo) and University of Puget Sound (Tacoma) became the official hub universities for JUSTEC in Japan and the U.S. In addition, JUSTEC 2010 has gained the support of the American Embassy in Japan; the Ministry of Education, Culture, Sports, Science, and Technology, Japan (MEXT); the Japan Educational Administration Society; the Japanese Association for the Study of Educational Administration; the Japan Society for the Studies on Educational Practices; and the Japan Association for Emotional Education; thereby providing particular educational benefits for Japan-US educators.

In addition, the JUSTEC 2010 Forum invited a featured keynote speaker, Dr. Marilyn Cochran-Smith, the Cawthorne Professor of Teacher Education for Urban Schools and Director of the Doctoral Program in Curriculum and Instruction at the Lynch School of Education at Boston College (Boston, Massachusetts, USA). She is an elected member of the National Academy of Education and a former President of the American Educational Research Association (AERA). This forum was supported by the Tokyo Metropolitan Board of Education, the Kanagawa Prefectural Board of Education, the Saitama Prefectural Board of Education, and 5 other City Boards of Education (Machida, Inagi, Kawasaki, Sagami-hara, Yokohama), as they consider JUSTEC to be highly beneficial not only for scholars but also for their in-service teachers.

The JUSTEC Seminar continues the tradition of Japanese and U.S. teacher educators convening to promote understanding of and collaborative research into education issues of interest in both Japan and the U.S. JUSTEC seminars include interactive presentations by Japanese and American educators, visits to area schools, formal and informal discussions among seminar participants, and cultural activities. Participation is open to all members of the education community – college/university administrators and faculty, PK-12 administrators and teachers, and students from all levels. Active participation and discussion are welcomed and encouraged, especially in the presentation of papers on topics confronting both Japanese and U.S. Teacher Education. Efforts to prepare paper/presentation handouts in both English and Japanese are appreciated. The primary language for presentations at the seminar will be English.

## Previous JUSTEC Conferences & Host Universities

JUSTEC had continued to hold annual conferences of teacher education professionals in alternate locations in the U.S. and Japan until JUSTEC 2018. At the 30th Anniversary in 2018, the governing board members discussed and agreed to the basic rule of a minimum interval of 1 year between JUSTEC conferences to renew JUSTEC even better.

Year	University
2021	JUSTEC Virtual Conference
2020	(Canceled due to COVID-19)
2018	Bukkyo University (the 30th Anniversary)
2017	University of Hawai'i at Mānoa
2016	Ehime University
2015	University of West Florida
2014	Tokyo Gakugei University
2013	University of Puget Sound
2012	Naruto University of Education
2011	University of Massachusetts Lowell
2010	Tamagawa University
2009	University of Hawai'i at Mānoa
2008	Bukkyo University
2007	University of Hawai'i at Mānoa
2006	Tokyo Gakugei University
2005	Portland State University
2004	Waseda University
2003	California State University-Dominguez Hills
2002	Naruto University of Education
2001	University of Puget Sound
2000	Tamagawa University
1999	University of Hawai'i at Mānoa
1998	Bukkyo University
1997	San Diego State University
1996	Naruto University of Education
1994	Hiroshima University
1993	University of Hawai'i at Mānoa
1992	Tamagawa University
1991	Stanford University
1990	University of Tokyo
1989	University of Hawai'i at Mānoa
1988	Kyoto University

For further Information, please refer to the JUSTEC web-site: <http://justec.tamagawa.ac.jp>

# Synchronous Meeting Program

## Teacher Education in a Pandemic: International Perspectives from Japan and the US

Day	Program	Time
<b>Day 1</b>	<b>Introduction of JUSTEC 2021</b>	8 min.
US: 5/27, Thursday 17:00 - 19:00 (PDT) /20:00 - 22:00 (EDT)	<b>Keynote Address</b> <b>“Learning Transformation and the Role of Teachers in the Era of AI”</b>  <b>Keynote Speaker: Rieko Komiyama</b> Director of Study Sapuri Educational AI Research Institute; Associate Professor, Tokyo Gakugei University; Chair, EdTech Committee, Keidanren (Japan Federation of Economic Organizations); DX Committee Member, Keidanren (Japan Federation of Economic Organizations); and Commentary, Education News Paper  Abstract <a href="http://justec.tamagawa.ac.jp/virtual/2021keynote.pdf">http://justec.tamagawa.ac.jp/virtual/2021keynote.pdf</a>	20 min.
JP: 5/28, Friday 9:00-11:00AM	<b>Panel “Teacher Education in a Pandemic: Innovation in Education”</b>  <b>Panelists:</b> - Rieko Komiyama (see above)  - Keiichi Watase, Executive Director for K-12, Tamagawa Academy, Former Member of the School Curriculum Committee of the Central Council for Education, Ministry of Education, Culture, Sports, Science and Technology-Japan (MEXT)  - William Crawley, Dean, College of Education and Professional Studies, University of West Florida  - Fred Hamel, Professor & Director of School Based Experience School of Education, University of Puget Sound  Moderator: Donald Pierson, Special Advisor to the Chancellor, Former Provost & Dean, College of Education, University of Massachusetts Lowell	15 min.
	<b>Discussion &amp; Questions from Audience</b> (via Chat)	15 min.
	<b>Closure &amp; Plans for Day 2</b>	45 min.
		2 min.

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





# Asynchronous Presentation Program

## 1) Document Presentation

### Teacher Learning in the Pandemic

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

### Research in the Pandemic

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

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

### Online International Education

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

### General Professional Development

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

### Teachers' Learning Processes

16	Hitoshi TAKAMI Kohji YAMAGUCHI	Bukkyo University	A Study on Practical knowledge of Novice Teachers performing Music Classes
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\* To avoid confusion and to maintain consistency, the JUSTEC board has decided not to include academic titles in the program.



## 2) Video Presentation

### General Professional Development

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

### Teacher Learning in the Pandemic

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

### Online International Education

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

### School Practice in the Pandemic

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

### Teacher Learning Process

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

N	Ronnie Tiffany-Kinder Rayna Fujii	University of Hawai'i at Mānoa	Developing Professional Teaching Practice in an Online Platform
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## **Learning Transformation and the Role of Teachers in the Era of AI**

Rieko Komiyama  
Study Sapuri Educational AI Research Institute  
Tokyo Gakugei University

With the development of technology, the speed of social change has been accelerating year by year. Along with that, work, working styles and subsequently the required abilities have been changing. In early 2020, COVID-19 accelerated that change and as a result, our society has entered the era of New Normal. Until now, the development of an educational environment using Information & Communication Technology had been lagging behind in Japan compared to other countries, but the speed with which it has been improving with COVID-19 as a trigger has increased dramatically. By the end of March 2021, each elementary and junior high school student had been provided with a laptop, tablet or similar device. Digital Transformation (DX) is being implemented with increased urgency in many industries with COVID-19 as a tailwind. It is vital for us to reform education totally. In this keynote, while sharing the changes in learning over the past few years, it would be a timely opportunity for each of us to think about what the future of learning could be and how the roles of teachers will change. In the past, the role of teachers was mainly teaching. However, by necessity, that role is changing to one of mentoring and coaching students, as well as managing classrooms in the era of Artificial Intelligence (AI).

As chair of the EdTech Committee which is part of Keidanren, Japan Federation of Economic Organization, I announced a proposal regarding EdTech in March 2021. In this Keynote, I will go over the proposal in detail. We need to consider in what situations could technology be beneficial to students. Also, in order to achieve DX in education, we need to have strategies for implementation. We have identified three main steps. The first is “Introduction,” providing devices to every student. The second is “Trial and Error of Learning Transformation,” sharing examples and cases of students and teachers trying to use technology in new ways. The third is “Autonomous Learning Deepening Cycle”, empowering students to learn autonomously.

### **Rieko Komiyama:**

Director, Study Sapuri Educational AI Research Institute; Associate Professor, Tokyo Gakugei University; Chair, EdTech Committee, Keidanren (Japan Federation of Economic Organizations); DX Committee Member, Keidanren (Japan Federation of Economic Organizations); and Commentary, Education News Paper

## **Social Infrastructure Formation and Post-Pandemic Educator Preparation: Carnegie Foundation's Improvement Leadership Education and Development (iLEAD) Network and the Carnegie Project on the Education Doctorate (CPED)**

David Imig, Carnegie Foundation, Stanford, University of Maryland  
Louis M. Gomez, UCLA, Carnegie Foundation for the Advancement of Teaching  
Manuelito Biag, Carnegie Foundation for the Advancement of Teaching  
Jill A. Perry, Carnegie Project on the Education Doctorate

When face-to-face schooling in the US came to a “screeching halt” in March 2020, schools and school systems pivoted to virtual teaching and learning with little planning, preparation or practice. What followed was the exposure of enormous inequities in American society but, particularly, in schooling. Teachers were unprepared to teach remotely, students were unprepared to learn virtually, principals were unprepared to lead the learning of both teachers and students in a pandemic environment and parents were unprepared to support the learning of their children “sheltered in-place” in their homes. The multi-faceted pandemic –with overwhelming health, social, economic, civic, climatic, and political challenges (catastrophes), capped by the January 6<sup>th</sup> insurrection – upended traditional schooling in the US and exposed long-standing disparities in student access to learning. Getting technological devices into the hands of all students, finding ways to transform school lunch programs into food delivery services, encouraging new ways for teachers to collaborate and plan, and gaining parental support for tutoring in homes that often lacked internet access, were big knotty problems demanding solutions. Many students forced out of traditional patterns of schooling soon experienced heightened social and emotional health issues and learning loss. Learning gaps that existed prior to the pandemic were exacerbated by school closures and remote learning.

Schools were faced with enormous challenges with perhaps the most confounding being to find ways to ensure equitable access for all students to school lessons, build a sense of school-belonging in a time of remote or home learning, and coordinating the abundance of strategies, tools and approaches that soon emerged while shifting to on-line learning. Teachers were often overwhelmed by the demands of remote teaching and the direct engagement by parents in the daily routines of schooling. The traditional 8am-3pm school day gave way to a nearly 24/7 workweek with students and parents expecting immediate and ongoing communication. Teacher mastery of new technologies followed by greater team planning and teacher collaboration were challenges. Keeping students engaged for long periods of time (while not turning-off their cameras or simply not logging-in) became a talking-point for all teachers. Overcoming the disparities between privileged students and students from low income, often “minoritized” or marginalized groups, was part of a continuing reality of two very distinct and different school systems in the US, one serving the needs of more affluent students while the other often failing to meet the needs of students from poor communities.

Educator preparation programs experienced many of these same challenges. A year ago, educator preparation programs were forced to focus on internal demands to create safe learning spaces of their own, transition to virtual teaching, and foster communication among faculty and with students in new ways. Many education programs were challenged to transform preparation procedures to meet new school realities and upend traditional observations and internships (or student teaching) practices. They were faced by the realities of substantial enrollment declines, “hiring freezes”, budgetary “give backs” and intense “core mission” debates. State regulatory rules that mandated on-site hours of in-school and classroom practice were challenged and changed. Observation by teacher candidates of skillful teaching done by experienced teachers in classrooms gave way to participation in the design and delivery of remote lessons by teachers often overwhelmed by their own technological, curricular and pedagogical challenges.

What is noteworthy is how quickly teachers and teacher educators adapted to the challenges. Conversations with school superintendents and education school deans over the course of the past year attest to the adaptability of teachers and teacher educators. Lessons were taught, Chrome Books were distributed, food was delivered, parents were engaged and teachers collaborated in ambitious lesson design and delivery and evaluation. Student assessments became much more formative to measure the success of student learning rather than individual student performance. Some school districts focused on “measuring” school engagement rather than student performance. Learning how to maintain the attention of all students via ZOOM became everyone’s conversation. ZOOM fatigue soon was recognized as a significant problem for teachers, student and parents. Unfortunately, the students most challenged were often those without access or support and evidence shows substantial learning loss occurred.

Similar changes occurred in university settings. New courses on the use of new technologies were quickly developed, virtual teaching occurred, professional development courses for practicing teachers and principals were quickly added to the course of studies, investments were made to study school responses to the Pandemic and education faculty were quickly immersed in recovery efforts.

This JUSTEC Conference has focused on the impact of the several pandemics on K-12 schools and educator preparation programs – with emphasis on how schools and teachers, educator preparation programs and faculty coped with the enormous changes that occurred or continue to occur. Just when we thought “it” was over, two vexing problems are emerging to challenge us: (a) whether all students will return to school, and (b) whether the role assumed by parents while sheltered-in place with their children can be sustained. Whether older students (high school or secondary students) will return to school remains one of the perplexing and challenging problem now faced by school leaders. The good news for many are the unprecedented changes in almost everything about schooling and teaching that have occurred in the past fifteen months. Big sweeping changes in teaching practices, lessons redesigned, parents engaged, testing reconceived, with the school day and school calendar adjusted were outcomes for many. Changes were accomplished during the past fifteen months – things that many had worked unsuccessfully to accomplish over the past decades – that have made schooling more accessible and equitable than ever before. The need for those changes, however, also exposed the enormous inequities in American schooling. The challenge that confronts us is whether to embrace the changes already experienced and to use them to move forward, with a singular focus on the disparities and inadequacies confronting school writ large, or to return to old ways. The need for innovation is much discussed and remains a goal but what does it mean for one of the most conservative institutions in American society.

In the US, unprecedented amounts of money are being allocated for the recovery of schooling. Enormous investments by both the Trump and Biden administrations are enabling local communities to address the challenges of making schools safe, vaccinating teachers (and soon adolescent students), providing a range of social and emotional supports, and reengaging students in face-to-face schooling. Hopefully, the outcome will be more equitable schooling and greater engagement by all students (although recent evidence suggests that this is not occurring). The four major sources of relief, the CARES Act (Coronavirus Assistance Relief & Economic Security Act) – 2020, Coronavirus Response and Relief Supplemental Appropriations Act – 2020, ESSER Act (Elementary and Secondary Education Emergency Relief Act) -2020, and American Rescue Plan (ARP) – 2021 are providing unimagined resources to address the challenges caused by the pandemic. As noted, the federal government has now allocated billions of dollars in “emergency relief” for the reopening of schools, summer vacation learning, and intensive tutoring. More resources are being invested for the coming year with President Biden seeking still more money to extend school to the pre-kindergarten years and two-years of post-secondary schooling. The doubling of the annual federal allocation for schools in the US challenges colleges and universities to rethink their responsibilities to local communities while also encouraging local schools to explore the possibilities that colleges and universities offer. Designing a new normal is the priority.

The intent of this part of the Conference is to focus on the aftermath of the pandemic – what is happening now and what is likely to happen during the next fifteen months – or what some describe as the near future. One quickly needs to be reminded that the pandemic is not over with much variability among the 13,500 US school districts in reopening policies and practices. Often with gubernatorial mandates, schools are opening with face-to-face instruction. Students are leaving their homes to return to school. Unfortunately, not all students are doing so – with a disproportionate number of poor and minority students not returning. Big urban school districts are confronted by challenges not experienced by suburban and often more affluent districts.

Nevertheless, there is much appeal for a simple return to what was normal 15 months ago. “When will we get back to normal?” – is the plaintive plea of many teachers and parents. Catching-up or picking up the pieces from March 2020 and focusing on the ground lost is the answer for many. Their conception of what needs to be done is to remediate – to focus on gaps in student learning and drill down to recapture the learning that was lost. Extended school time and intensive use of the upcoming summer is the answer for them. Returning to an old normal – the same structures and curricula, instructional practices and assessment expectations, reliance on in-school technologies and accountability practices are offered as the solution. Getting students and teachers back in school buildings is their goal.

For many of us, the old normal is not a direction to be pursued. Rethinking schooling is necessary. Building a new learning system that embraces schools and other learning organizations is an aspiration, retaining parental engagement is a necessity, intensifying efforts at individualization is a possibility, increasing

educational attainment for all is a goal. Fullan talks of “joyful schools” with a priority placed on ensuring that students learn and are able to live stable, healthy, productive and rewarding lives. Realizing this will call for a reconsideration of teaching – expanding the concept of “who is a teacher.” New partnerships engaged in designing that future are a must.

One of the many things exposed during the COVID-19 Pandemic was the “siloeing” of American education with schools and universities very separate and very different from one another. During the next 30-minutes we intend to direct our attention to what should happen in the aftermath of 15 months of utter disruption and learning loss. We particularly want to focus on the necessity of building new social infrastructure – school-university partnerships - to create more responsive and vibrant educator preparation programs. The Carnegie Foundation is addressing this problem with an initiative that embraces university-school partnerships brought together to address the great challenges that confront them. We want to showcase a network of university-school partnerships that has had much success in bridging the chasm that often exists between schools and universities.

Rather than pursuing better outcomes separately or alone, school systems are being encouraged to embrace university efforts and build enduring partnerships to assist with the myriad of problems they both now face. This session will tell the story of a network of eleven-partnerships that benefited from prior collaboration with one another and what those partnerships produced. It is a story of boundary learning and boundary spanning. It is a story of school leaders informing university faculty on the redesign of courses and programs to meet the immediate needs of school systems in-crisis. It is a story of university faculty serving as “thought-partners” for school leaders to slow-down and focus on the problems they face rather than embracing solutions without deep understanding.

This session will highlight the efforts by the Carnegie Foundation for the Advancement of Teaching to build new forms of social infrastructure. School leadership programs now must cultivate an adaptive capacity for dealing with systemic and structural inequities. Teacher education programs immersed in the challenges faced by children and youth, adolescents and young adults are needed. With a small grant from the Gates Foundation, we interviewed school and university leaders at the height of the Pandemic.

The superintendent of the Avondale School District in Arizona attributes her success in “pivoting” to the support by her university partners at Arizona State University. The Chancellor of the New York Public Schools attests to the support by Fordham University faculty in helping her address the enormous array of challenges she faced. Similar testimonials from leaders of a suburban school district just outside Washington, DC and another near Richmond, VA. tell you the story of how new forms of partnership enabled them to survive. What we do moving forward is the question. Hopefully, it is not a return to the old; rather, we hope it is to capture and use what we have learned in the past 15 months to build something new and distinctive.

How are districts and universities partnering to respond to the opportunities and challenges brought about by the pandemics? How likely is it that partnerships will contribute to successful transformations of schools in a post-pandemic world? How does improvement science address the challenges of connectedness, equity and coherence?

We invite you to engage with us in this consideration of the benefits and challenges of viable school-university partnerships dedicated to addressing longstanding and persistent inequities.

Our goal is for you to accept our assertion that new forms of “Social infrastructure will pay practical preparedness returns in the next disaster that is undoubtedly to come.”

## KEY WORDS

School-University Partnership  
Transactional  
Continuous Improvement  
Boundary Learning  
Systems Thinking  
Value Creation  
Field Building  
Social Emotional Learning

Social Infrastructure  
Transformative  
Improvement Science  
Boundary Spanners  
Developmental Progressions  
Mutualism  
Partnership Formation  
Academic Focus

## Online Skill Development in a Virtual Environment

Minkyong Kim, William R. Crawley, John L. Pecore  
University of West Florida

Providing robust teaching experiences for students in a teacher preparation program during the pandemic when schools are virtual created a challenge. Moreover, developing specific teaching skills and techniques requires deliberate practice (Ericsson, 2007). Using a combination of asynchronous and synchronous online instructional tools, ten pre-service teacher education majors participated in a deliberate practice opportunity focused on improving questioning and discussion techniques. This presentation shares preliminary findings of participants' experiences in an eight-hour skill development opportunity conducted over a two week period.

This study combined an online synchronous experience using Mursion™, a virtual simulation where real world pre-service teachers interacted with virtual world avatar students in a mixed-reality classroom, and Canvas™, an online asynchronous learning platform, which provided participants a holistic online skill development experience. The theoretical framework for this study combined Ericsson's deliberate practice (2007) with Kolb's experiential learning theory (Kolb, Boyatzis, & Mainemelis, 2001; Kolb, 1984). Participants were first provided with an experience in the mixed reality virtual simulation classroom in a planned and distributed practice session outside their comfort zone where they were provided timely feedback. Second, participants engaged in guided self-reflection after viewing their practice simulation video and mentor feedback. Third, participants engaged in abstract conceptualization through the online self-paced skill development modules to create and expand their mental model of the skill set and desired goals. Fourth, participants actively focused on an isolated skill by reteaching the lesson. The first week through the cycle focused on the skill of questioning, and the second week focused on discussion and student participation.

This study was framed as a mixed-methods research design combining quantitative and qualitative data. The primary sources for collecting data included participant teaching scores on questioning and leading discussion skills evaluated by two qualified raters based on the Danielson rubric (2013), participant surveys following each teach-to-avatar session, and interviews on their entire skill development experience.

Preliminary findings from teaching scores and participant self-ratings indicated a gradual increase in questioning and discussion skill growth. Interview data revealed an increase in confidence along with skill growth through repeated practice. Mentor feedback throughout the process was identified as the most helpful element to skill growth. Interview data revealed the importance of mentor feedback with guided and engendered student self-reflection, which confirms that reflection should be paired with expert feedback (Prayson & Rowe, 2017). Furthermore, students reported both the synchronous (i.e. teaching the avatars) and the asynchronous components (i.e. learning activities) very helpful. Noteworthy is that participants reported benefitting more from the asynchronous learning activities (conceptual phase) while being more engaged and motivated from synchronous teaching (active experimentation phase). This result aligns with the theoretical framework of this study and provides support for embedding deliberate practice with the experiential learning cycle to improve skill development.

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## **Transforming Teacher Education in the Covid 19 Era**

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Teachers worldwide are facing drastic and fundamental changes that have brought by the sudden and fast spread of Covid since 2020 (Allen, Rowan, & Singh, 2020; Carrillo & Flores, 2020). The paper will focus on the challenges and the adaptive approaches teachers have made to provide education and ensure its quality globally and seek further insights for reshaping and transforming teacher education. The data collection will consist of three layers and sources: 1). The teacher education program in the College of Education in the University of Hawai'i Mānoa; 2). The ICET/MESH Symposium on Global Educational in the Pandemic from September and October of 2020; 3). Teacher Education Forum in Africa sponsored by the World Bank and China Bank in November, 2020 with participants from 17 African countries. The paper will synthesize both the similarities and differences of the primary challenges for teacher education and the innovative approaches used to carry on teacher training. More importantly, it will seek insights from the permanent paradigm shift in teacher education in terms of educational goals, curriculum pedagogies (Mutton, 2020), and roles of teachers and learners. By doing so, this paper addresses the most profound aspect of teacher education. It advocates for teacher education to go beyond content knowledge and skills training, and propose a fundamental and paradigm shift, which transforms the heart and mind of the pre-service and in-service teachers and empowers them to be compassionate, ethical, and healthy beings and leaders who can role model all learners to be better citizen in the world.

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## **Teacher Education in the Pandemic Recovery Period: A Brand New Masters in Progressive Philosophy and Pedagogy**

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*“As a society becomes more enlightened, it realizes that it is responsible not to transmit and conserve the whole of its existing achievements, but only such as make for a better future society. The school is its chief agency for the accomplishment of this end” (Dewey, 1916, p. 20).*

As the events of our current moment unfold, they are creating opportunities for lasting positive change: renewed democratic engagement, increased climate consciousness, the ethical integration of technology within the human experience, care for the social emotional well-being of individuals and communities, and a more socially just society. This is the ethos of the progressive education movement, and is the reason why progressive educators and institutions are needed now more than ever.

Set to launch in Summer 2021, the University of Hawai‘i at Mānoa (UHM) will launch a *brand new* MEd-CS Progressive Philosophy and Pedagogy track. The 30-credit graduate program is designed for educators and scholars from diverse disciplines and contexts who aim to bring about meaningful social change. Grounded in Hawai‘i’s long and rich progressive education movement, the program is built upon the UHM College of Education’s partnerships with a number of local schools and organizations who are bringing the theories and practices of early progressive educators into the twenty-first century. A “hybrid” experience--the MEd-CS Progressive Philosophy and Pedagogy program is framed around an initial series of face-to-face summer seminars on O‘ahu, distance learning, and a two-week immersive field experience so program participants can continuously apply what they are learning to their home schools and contexts. Program completers will earn both a Masters in Curriculum Studies and a UHM College of Education Philosophy for Children Hawai‘i Endorsed Certificate To learn more about the program (<https://coe.hawaii.edu/cs/programs/progressive-philosophy-and-pedagogy/>).

In this presentation, the program’s Directors will share: (a) The history behind this innovative new program. (b) The current program design, especially as it relates to teacher education in a pandemic. (c) About the community of professionals they are aiming to assemble, who will further develop our collective capacity for creating a better future society through the work we do with children, schools, and the communities that we serve.

## **Comparative Analysis of Students' Behavior During COVID-19: Culturally Sensitive Pedagogy**

Denise Patmon, Jouliana Bosneva  
University of Massachusetts/Boston

COVID-19 disrupted our teaching practice unlike anything most of us have ever experienced. What started out as a way to touch base with my students at the onset of the pandemic turned into a document of a comparative analysis of data collected from two semesters about both student behavior/needs and my own changing pedagogy and practice in my efforts to best respond to their needs.

UMASS Boston is a nationally-ranked public research university in the city of Boston. It is a medium-sized institution, with 12,871 undergraduate students and 3,388 graduate students matriculated in 2020. It serves the most diverse student body in the New England region and has a student-centered teaching philosophy with a 21st century anti-racist, health-promoting mission.

I taught two undergraduate courses, Sociocultural Perspectives in Education and Introduction to Education during the pandemic. These courses examine the interrelationships among students, schools, and society. My students learn about the ways in which race, class, gender, culture, and ethnicity influence how we define ourselves and each other in the larger society and world. The course examines the historical antecedents influencing how the lives of immigrant, refugee, and colonized people in the U.S. are defined, particularly in relation to urban public schools. Both courses are an introduction to the promises and challenges of teaching/working in urban schools as well as a chance for students to examine their own biases about pursuing professional careers in schools (e.g. teacher, counselor, sports leadership, etc.).

Relationships and class community are at the core of these courses, so I desperately needed to assure that I connected with students regardless of the immediate pandemic. I framed questions to check-in with students that turned into a study that responded to 4 types of questions that impacted my practice:

- How did learning and teaching change in my classroom as a result of the pandemic? What did it take to teach online v teaching face-to-face in the midst of the emergency remote response to COVID-19?
- How might a professor best use and partner with Instructional Technology staff to improve and support teaching and learning?
- What important variables should be considered to transition from face-to-face to on-line teaching while maintaining rigor?
- How did I tap students to co-construct the syllabus during the pandemic? What worked for the undergraduate students at my public university?

As a neophyte to the field of online teaching, I relied on the research which existed in the field. Alvarez (2020) identified themes that emerged during ERT (Emergency Remote Teaching) that negatively impact students' academic performance. I became aware of the importance of internet access, financial constraints, ownership of technology, and emotional support needed. Whittle et al (2020) collected and synthesized data to understand the components of ERT to support teaching and learning during emergencies. Tucker, Wycoff, & Green (2017) highlighted how faculty cannot assume that because students are digital natives, they are good at technology for academic purposes. Naqvi et al (2020) noted that the pandemic has resulted in technological advancement in the field of education. Barton (2020) identified the challenges that many students face regarding internet access and technology and how that makes it extremely difficult for teachers to design engaging and interesting learning environments.

I designed a basic anonymous questionnaire on SurveyMonkey.com to capture a portrait of where my students were through their own voices and opinions about their experiences at the beginning and final semester of ERT the pandemic. I will share the study design and findings in this chapter with both quantitative and qualitative sample student responses.

The importance of "Teacher Presence" will summarize my overall takeaways:

1. Establish your presence through welcoming your students with video or text narratives; share something about yourself/allow yourself to be vulnerable with your students; use icebreakers to check-in with students to improve students' sense of connection to the instructor, to each other, and to the University at-large
2. Design engagement with students by using participatory/action-oriented assignments and constant reflections for multiple voices to be shared and heard in the classroom; diversify media to be used to break up lecture – based teaching
3. Communicate frequently with students about weekly readings, assignments, project deadlines, attendance in class, reminders of work for upcoming class sessions, and about their overall wellbeing
4. Create multiple low-risk opportunities for students to practice applying what they are learning to actual situations and provide frequent feedback

As a result of student data collected from this survey, I/we have identified 4 stages of engagement which will be discussed in this chapter as well:

Student to content  
Student to instructor  
Student to student  
Student to self

As an instructor with the support of IT specialist Bosneva, I learned to be much more flexible with pedagogy and to be open to different instructional approaches. I learned to be patient with the technology, my students and with myself. I always had a Plan B. I re-conceptualized the face – to – face syllabus to an online modality using a much more eclectic theoretical approach as opposed to thinking I simply needed to teach content the same as was promised on the f2f syllabus. Finally, I learned that less is more and reduced course content while maintaining rigor. The chapter will end with students' voices as they reflected about learnings and takeaways from being a student during the pandemic.

## The Possibility of the Research in Coronavirus Pandemic: Developing a Hypothesis Using the Past Data

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Mukogawa Women's University<sup>1</sup>, Gonzaga University<sup>2</sup>

**Purpose :** Today, we are facing an unprecedented global challenge due to the COVID-19. This effect is not only to adults. In Japan, the number of suicides among elementary, junior high and high school students in 2020 has been the highest ever\*. Protecting the physical and mental health of children is an urgent issue. However, studying the effects of COVID-19 on children is not easy (because even if we compare the last year's third graders with this year's, there is a characteristic that each group originally has). The purpose of this research is to consider how the coronavirus pandemic affects children's physical and mental health by using the results that we have obtained from the questionnaires so far.

Over the past years, our research group has conducted a longitudinal questionnaire at the elementary and junior high schools. The results have showed there are 6 factors: Coping Strategy, Sense of Capability in Movement, Supportive Relationship, Achievement Motive, Psychological Vulnerability, Physical Vulnerability (Kawai et al., 2020).

**Method :** The questionnaires have been conducted in July and December with the same items as the ones in the past. However, they are anonymous and it is impossible to connect with the past IDs.

**Result :**

- 1) Past Data Analysis : Within-subject analysis of variance is performed for each factor for the average scores of spring/winter 2015, spring/winter 2016, and spring/winter 2017. As a result, only factor 1, 4, 5, and 6 are statistically significant (Table1). The intercept and slope are calculated by using a growth curve model for these four factors.
- 2) The predicted value for summer 2020 (time6) and winter 2020 (time7) after the coronavirus pandemic are calculated by using the intercept and slope. Comparing the predicted value with the results of summer/winter 2020, the factor 1 and 4 are lower than the predicted value while factor 5 and 6 are higher (Figure1).

Table1. The mean value of each factor.

	2015		2016		2017		F値
	spr.	win.	spr.	win.	spr.	win.	
	baseline	time1	time2	time3	time4	time5	
factor1(N=151)	3.06	3.11	3.14	3.16	3.18	3.18	3.539**
factor2(N=182)	2.87	2.89	2.85	2.90	2.85	2.81	1.213
factor3(N=196)	3.44	3.45	3.52	3.53	3.51	3.48	1.734
factor4(N=193)	3.16	3.18	3.26	3.33	3.28	3.23	4.215**
factor5(N=194)	2.38	2.37	2.38	2.33	2.34	2.22	2.458*
factor6(N=190)	2.11	2.04	2.18	2.01	2.07	1.90	4.785**

\*\*p<.01,\*p<.05

**Discussion :** Factor 1 (Coping Strategy) and factor 4 (Achievement Motive), that are in better condition with higher scores, show the lower scores than the predicted value. On the other hand, factor 5 (Psychological Vulnerability) and factor 6 (Physical Vulnerability), that are in better condition with lower scores, are higher than the predicted value. These results indicate that Coping Strategy and Achievement Motive may have decreased due to the influence of the coronavirus pandemic, whereas Vulnerability may have increased; that is, it has become vulnerable.

We state that it is important to make a hypothesis as soon as possible to make preventive interventions for children in the coronavirus pandemic. However, care should be taken when handling these results because this research uses the experimental method including the analytical ones.

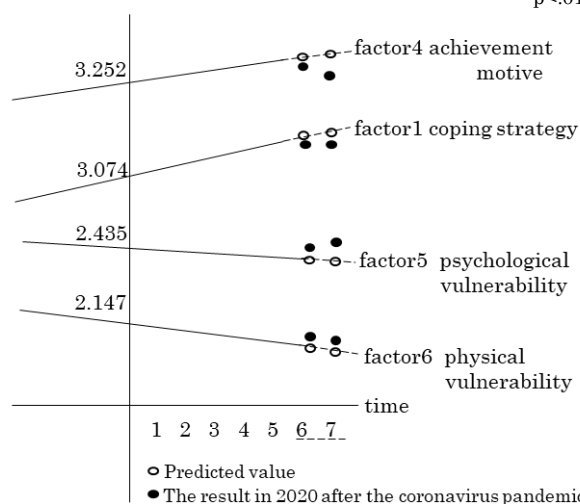


Figure1 Difference between the predicted and measured values

\*<https://www.asahi.com/articles/ASP2H6294P2HUTIL04D.html>

## **A practice of teaching the course of curriculum in the pandemic milieu in Japan**

Shigeru Asanuma  
Rissho University

We are confronting with the unknown era where nobody has experienced in this world but will not be able to escape from. There is nothing to do without lamenting this tragedy. What we can do is to twist our everyday life experiences. In particular, education is an important field we will be able to change our habitus. That is true particularly in reflecting on the Japanese ordinary practice. The pandemic let us be aware of the scarcity of ICT technology for education. Even Saga prefecture's board of education noticed there is a shortage of ICT using children despite they are proudly broadcasted by mass-media for their advanced "flip learning" by portal. However, they eventually found out they were not prepared with infra-structure such as Wi-Fi at home. They have never recommended the children to use smart phone though a number of children carry it in their daily lives.

The instruction of Japanese school has not been drastically changed even in the pandemic. First of all, the pandemic gave a chance to take a look back the traditional one-way teaching all at once. Second, a question should have been raised such as "should everybody be delivered the same content as curriculum?" Third, Japanese teachers have devoted their lives to the extra-curriculum, i.e., guidance and counseling including caring the lives out of schools, which is recently made explicit in popular media, called "black job," e.g., "Bukatsu" instruction, caring the adolescents on the street at nights, and guidance of their next schools after graduation. All of these works are called "Shido" (instruction). That implies those extra works are considered as an important part of teaching job in Japan. The overwhelming works of "teaching" have made teachers exhausted in their everyday lives as a number of reports have informed of the increasing numbers of psychological disorder and burning out of teachers.

The pandemic has given teachers a chance to reflect on those tradition of Japanese teaching. Why do they have to teach the same content at the same time. It is easily observable that each has a different interest and readiness on the same curriculum individually. The on-line teaching actually made it possible to individualize the method and content of teaching. Japan is confronting with the necessity of diversity and individualization of curriculum as well as instruction. On-line teaching actually has provided an opportunity to cope with the individualization of curriculum and instruction. There is a circumstance to avoid massive face-to-face gathering, assembly, and other meeting. Japanese traditional type group activities have been unavoidably negated in the public. Instead, we are forced to communicate in virtual reality. The older generation has complained of their inability which means new illiteracy of medium. An older generation of teachers are frustrated with the lacking skills of new technology alternate to chalks and blackboard.

In the beginning, teachers are forced to pragmatize the deliberation of content in terms of "power point" or on-line program already standardized in the individual school. In the meanwhile, teachers and students are gradually eager to customize their own interest and content of learning. As an educational practitioner, I introduced the idea of "Seikatsu Tsuzurikata (spelling an individual life)" and "autobiographical method" which is initiated by William Pinar in the on-line. The students are mandated to stop purchasing a ready-made product. Instead, they are required to make their own products by themselves. I introduced the traditional Japanese style ethnography so-called "kiki-gaki (listening and writing)" in my own on-line class. After I introduced well-known various classical ethnographical works, students are required to write their own or any related people's life-world. The key words of this teaching are "not to teach" but the individual student is forced to be the subject to teach others. The result on the teaching practice was unexpectedly and successfully outstanding. The twisting around of on-line instruction is one of alternatives of the curriculum and instruction in the pandemic era.

## **Online Japanese Language Teaching as a Catalyst for Student Teachers to Grow as Lifelong Learners**

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COVID-19 brought about changes in the way children engage in education. School instruction was transformed from face-to-face to online in many cases, and English-speaking children learning Japanese as a second language outside Japan lost the opportunity for regular face-to-face interaction in Japanese. Given this situation, Shimane University in Japan and Hinoki Foundation, which supports K-12 Japanese-English bilingual education in the U.S., co-developed an online Japanese conversation program called “Hinoki Online Talk” (H.O.T.), in which Japanese university students act as teachers for 3<sup>rd</sup> to 9<sup>th</sup> grade Japanese language-learners in the U.S.

In addition to providing speaking/listening opportunities to those children at risk of being disconnected from Japanese without an in-person school environment, this program also aims to provide Japanese university students enrolled in a teacher education program with global education while traditional in-person study abroad programs are restricted. For this second purpose, our program allows Japan-based student teachers to do a “Practicum in International Leadership in Online Teaching” (P.I.L.O.T.) in which a group of language education experts observe the university students’ teaching and give them verbal and written feedback for improvement. Shimane University has built this unique global teacher training program into their teacher education curriculum; this program is now formally counted as one option for the onsite education experiences required to obtain a teaching license.

It has been almost 10 years since Japan’s Ministry of Culture, Sports, Science and Technology (MEXT) emphasized the importance of all teachers being lifelong learners (MEXT, 2012), and proposed that teacher education providers should play a role in helping future teachers establish the foundation for becoming lifelong learners. However, it remains questionable to what extent teacher education programs currently design their teaching practicums so that future teachers can gain the skills and dispositions necessary to succeed as lifelong learners. One critical feature of successful lifelong learners is the skill and disposition to reflect on what they have done, explore their environment, and identify elements to change and/or improve. In many cases, the traditional teaching practicum in Japan tends to place so much emphasis on following rules and imitating experienced teachers’ existing practice that it does not leave much room for student teachers to think about how they want to be as future educators or to navigate their own learning.

In contrast, our P.I.L.O.T. program is completely new and leaves many aspects, including what to teach and how, up to each participating student teacher to decide. The teachers’ roles being rather undefined, the teachers have to explore and choose the best role for relationship-building while interacting with the children. Besides, there is no formal evaluation, so that student teachers do not have to worry about fitting in to the teacher profile expected by schools and universities. We believe that this new, undefined, expectation-free practicum invites student teachers to be active decision makers who are more responsible for their own decisions about teaching. These ideas became evident in discussions among the student teachers and in their individual reflection papers. Some of the common topics that surfaced were the multiple changes they made in phrasing and nonverbal cues used while teaching. In addition, the participating student teachers were challenged to always consider why they were participating in this program. While all were enrolled in the teacher education program to become teachers in Japan, they were not necessarily interested in becoming teachers of Japanese, particularly as a second language, in the future. So, during their practicum experiences, they had to actively make personal connections and look for what is meaningful for their own learning. This effort to actively connect their available experience with their future career paths can help them to become reflective practitioners and lifelong learners.

Our initial intention in developing an online Japanese conversation program was to continue providing language education to children and global education to university students in the COVID-19 era. However, the unique nature of this online teaching practicum provided us with the opportunity to ask ourselves how to create a high-quality teaching practicum aimed at nurturing teachers as lifelong learners.



## **A Case Study on the Online Group Learning of the University Students in Child Care and Primary Education Department: Constructing Cross-Curricular Education Programs of Health and Safety**

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The importance of health education from early years children for the life-long wellbeing is now well known all over the world. We did some research regarding the standards for early childhood health education in several countries (Ishizawa et. al., 2021). For example, North Dakota Health Education Content Standards Grades K-12 in the US indicates the vertical alignment of the understandings in health education from kindergarten to the twelfth grade. In contrast, Japan doesn't have these consistent guidelines of health education for early years. The Course of Study in Japan said each school should be committed to enhancing education aimed at realization of healthy and safety daily lives, by giving proper instruction through all of the school's educational activities (MEXT, 2017). To construct cross-curricular (cross-subject) education program for healthy and safety are required to the teachers in Japan. The group learning plan for the university students in the department of child care and primary education was developed. The contents were: knowing the importance of health and safe education and the cross-subject learning, constructing education programs of "health and safe" for children, and sharing their ideas to other classmates. Originally, it was developed for the face-to-face lecture, but due to the impact of COVID-19, we did all the process by using Zoom and Manaba Course as learning management system in this term. In the end of the lecture part, as a next step of the learning process, lecturers instructed the students to divide into small teams(students number: 2-3) to construct their original education programs of "health and safe" for children. Lecturers announced that students must use their Team Thread of Manaba Course to record their progress, but it was allowed if students wanted to use Breakout Room of Zoom to discuss and/or share information.

As a result, every seven teams in the class could construct their original programs which are suitable for health and/or safe education and share their ideas to others. Their themes were "nutrition education", "disease prevention", and etc. In this research, we focused on the group which constructed education program of "disease prevention: hand washing" for the children in the third grade of the elementary school. In constructing the program, students searched informations using the internet. Six types of hands' poses for appropriate washing was found on the website. Many countries' teachers recommend to use Happy Birthday song to measure the seconds for washing hands with younger children. They decided to make this education program "Let's make our original hand wash song!". It included the contents that use children's knowledge, such as, language: create lyrics, music: compose melody and sing a song, mathematics: measure and calculate seconds, as well as health care. Considering the Course of Study of Japan, these knowledge were suitable for the children of the third grades.

Team Thread was effective for the assessment of the learning progress. At first, students of this group preferred to use not only Team Thread but also Breakout Room. It seemed that they thought Breakout Room was useful to do oral conversation and to get lecturers' immediate advice. As it progresses, they began to only use Team Thread. Similar transition were also shown in other groups' activities.

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## **Collaborative Online International Learning (COIL) in Pre-Service Teacher Education**

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The COVID-19 pandemic has brought a new normal in education. In late February, 2020, the Japanese government announced a State of Emergency and required school closures for 30 days. Many schools had to switch to online classes, and teachers and professors to quickly adapt to the remote environment. International collaboration was also negatively impacted, as study abroad programs were cancelled, postponed or moved online.

A short program especially designed for Education students at Tamagawa University included both a pre-school and elementary school visit and observation, or a teaching assistant experience at a local school in the U.S. in September, 2020. However, COVID-19 spread in the U.S. and the partner university suddenly closed their language programs. Thus, instead of in-person experience, collaborative online international learning (COIL) became a good and safe option for the duration of the pandemic.

COIL is a form of learning using Information and Communication Technology (ICT). It provides global opportunities and experiences, and it incorporates resources from partner institutions and local societies (MEXT, 2018). It is quite meaningful to observe a class focusing on teacher talk and student-teacher communication for those students pursuing a teaching license for junior high school and high school English, in addition to elementary school.

This is a preliminary study of Collaborative Online International Learning (COIL) in Teacher Education between Wilkes University and Tamagawa University. The purpose of this study is to examine if COIL is an effective option for teacher education during a pandemic. As an experimental process, two classes were scheduled in December, 2020 and February, 2021. Due to the time difference, this COIL required Tamagawa students to attend from 22:30 to 23:30 which is 8:30-9:30am in Pennsylvania. However, highly motivated students in Education Department and English Language Education Department signed up. Through observation and analysis of student comments the effectiveness of COIL was analyzed.

The first class focused on icebreaking, overview, and class observation. Two Wilkes students, 10 Tamagawa students, and 2 faculty members from both Wilkes and Tamagawa observed a 5th grade class at a local elementary school. In the reflection session, the students noted the teacher's intention, ways to keep children's attention, and the amount of positive feedback provided to the children. After the first class, the teacher and the 5th grade children sent a PowerPoint file with each child's self-introduction and questions for Tamagawa students. Based on the children's questions and interests, the second class was designed and planned by the faculty members of Wilkes and Tamagawa University.

The second class consisted of three components: overview of the local school, class observation, and mini-lesson conducted by Tamagawa students. The participants were 14 students who took Prof. Yoneda's seminar classes, "Teaching English at Elementary Schools," and a graduate course named "Research on Introductory English Education." Also 4 students who attended the previous class signed up to participate in the second class. Thus, 17 Tamagawa students prepared to respond to the children's questions and interests through a mini-lesson. To account for potential network issues, and the short attention span of this age group of children, the Tamagawa students prepared a colorful power point which answered the children's questions about Japanese elementary schools, and prepared for the lesson by practicing on their own and in groups. In the mini-lesson, Tamagawa students took turns leading the class, and invited the children to participate in using the chat function to type the number of their answers to several quizzes. In this way, all children's questions were answered, and all children were able to actively engaged in this remote class.

Findings are that both the 5th grade children and the Tamagawa students had a mutual learning opportunity, and COIL not only increased Tamagawa students' motivation to be teachers, but also provided the American students with meaningful interactions with Japanese teacher trainees, and the insight into Japanese culture inspired the children. For Tamagawa students, these 2 experimental classes were initially set as a TAMAGO (stands for Tamagawa Global Opportunities) events of Center for University International Programs, Tamagawa University, however the second class proved to be more academic and transitioned into being part of the seminar and the course, too. In order to refine the program, further research is needed to identify challenges and advantages. Results of qualitative research on feedback from 14 Tamagawa will be presented in the paper.



## **A Collaborative Online International Learning Project: Responses of Educators and Learners to COVID-19 in Hawai'i and Japan**

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University of Hawai'i at Mānoa and Doshisha University, Kyoto

### **Purpose**

This online collaborative project between students of the College of Education at the University of Hawai'i at Mānoa (UHM) and the Department of Education and Culture at Doshisha University (DU) turned the tragedy COVID-19 into a learning opportunity. Students discovered how cultural differences and similarities impacted the response of educators and learners to the pandemic. The project also developed an online approach to international exchange that fostered a global perspective and student *shutaisei* (agency).

### **The Project**

The instructors and students in Hawai'i and Japan used Flipgrid, Zoom, Google Docs and Slides, and the Line messaging applications. The initial Zoom meeting included approximately 47 students and instructors. Instructors outlined the project's purpose and expectations and then placed two to three DU students with two to three UHM students in breakout rooms. The small groups identified research questions and planned data collection. Students applied their multilingual and multicultural communication skills and used technology, such as the Line application's translation function, to support their work. Instructors visited the breakout rooms to help small groups refine their questions and plans. Examples of topics included the effect of COVID-19 on educational testing, student athletics, teaching about music and the arts, and elementary students' mental and emotional well-being in the two countries. Over three weeks, the students collected data and co-created a presentation. They coordinated meetings and communicated using Line and Zoom. Their work culminated with a virtual showcase of their projects in which they jointly presented their results. Finally, the groups revised these presentations to create proceedings in English and Japanese.

### **Student Feedback**

Instructors administered an online survey to gather student feedback. All students surveyed agreed or strongly agreed that participating in the project was a positive experience and that the project helped them think more deeply about cultural similarities and differences. Ninety-five percent indicated the collaborative project would contribute to their future career and educational activities. Seventy-five percent stated that they preferred this type of collaborative project over typical coursework and 65% of students agreed that using technology like Line and Zoom was as easy as in-person group work. A student reported, "I learned to have more compassion and empathy for my multilingual students." Another stated, "Multilingual communication is hard. But online resources helped us with the communication barriers." Students commented that coordinating meeting times with the timezone difference was a challenge. Some wanted more class time devoted to the project. Others were uncomfortable with the project's open-ended nature and wanted more explicit guidelines and instructor assistance during the project's research phase.

### **Conclusion**

The joint project required students to communicate and negotiate across languages and cultures—this facilitated deepening of students' awareness of cultural similarities and differences. Instructors assisted by asking questions and providing templates, feedback, and models. For future initiatives, this approach provides a low-cost and environmentally sound alternative to traditional international exchanges.

## **Inclusive online teaching combining domestic and international students**

Kaori I. Burkart  
Oita University

### **[Introduction]**

The purpose of this presentation is to introduce an example of an inclusive online course that combines widely geographically dispersed international and domestic students. The paper presents creative learning activities and provides a look at the flexible mindsets that helped students learn in cross-cultural and global environments.

### **[Courses]**

Sustainability Oita II and Sustainability Oita I were taught in the 2020 academic year. Each course was offered in both Japanese and English using the Zoom online meeting system for synchronous elements as well as the Moodle learning management system during the two 15-week semesters. The main purpose of these courses is to discuss key sustainable development issues and acquire knowledge, attitudes, and values essential to creating a sustainable future through familiar themes related to our immediate surroundings. The spring semester mainly focuses on sustainable human development while the fall semester emphasizes environmental issues. In each semester, four different themes were introduced (e.g., 100-yen stores; Japanese convenience stores; Mobile phones and civil war).

### **[Methods]**

International students attended from their home countries and domestic students were based at Oita University but attending online. Sixteen international students from the United Kingdom, the Netherlands, Hungary, Malaysia, Taiwan, South Korea, and China participated along with 30 Oita University students. The participants had a choice of instructional language: one section offered in English, one in Japanese. The focus will be on lessons learned about managing a diverse group of students in an exclusively online course through Moodle discussions (20% of the final grade), in-class presentations (40%), and final reports (40%). Both spring and fall semesters had the same evaluation criteria; a total of eight different sustainability themes were discussed in class. Participant reflections on this course and their comments in the final report as well as Moodle discussions were examined and coded.

### **[Results]**

The instructional language can be quite a hurdle for non-English native speaking students. The students who are not native (or near-native) English speakers, such as Japanese students and international students from other Asian countries, often have a difficult time jumping in during live discussions and conversations. This may have been due to their inferior perceptions of their language fluency or could be a result of cultural norms in educational environments. Asian students in particular are often taught “one-way” from teachers to students, allowing for very little reciprocal communication during the class. Even in the Japanese- language section, most participants were Japanese and international students fluent in Japanese from China and Korea; they appreciated the online “written” discussions on Moodle more than live discussions. With the former, those who otherwise might have felt inhibited in a live in- class discussions could participate at their own pace and on a more level playing field. Using online written “discussions” on Moodle provided non-native English speakers and/or Asian students with better opportunities to participate and with more autonomy. Students were enthusiastic and almost always participated in class despite time differences, though early afternoon class times were quite difficult for some participants to fully attend.

### **[Summary]**

The pandemic has brought quick and drastic changes to Japan’s academic environment. Online teaching made it possible to bring geographically diverse students together. Combinations of synchronous and asynchronous activities allowed elements of the course to play to individual student strengths and weaknesses. While some may argue that online teaching cannot enhance student achievement, the course showed that creative and student-centered learning activities can provide a sense of learning autonomy. The course also demonstrated that progress toward campus internationalization can proceed, even in the middle of pandemic.

## **Teachers' supports for students who have difficulties in and anxiety about learning in small groups**

Tomonori ICHIYANAGI  
Niigata University

Many researchers have demonstrated the effectiveness of collaborative learning in small groups (e.g., Stahl, 2013; Cohen & Lotan, 2014). Additionally, the importance of the shift from teacher-centered, knowledge-transmission lectures to student-centered collaborative learning in small groups has also been highlighted in the literature. However, there are diverse students, and some students have difficulties in and anxiety about learning collaboratively in small groups. For each person to contribute to a future society and to realize well-being in an uncertain society, it is important to recognize the diversity of learners and the benefits of collaborative/group learning that effectively broaden the perspective of the group in addressing new challenges (e.g., Schleicher, 2018).

In previous studies, essential elements for successful incorporation of cooperative learning (e.g., Johnson, Johnson & Holubec, 2002) and teachers' monitoring of small group learning activities (e.g., Kaendler, et al., 2016; Ichiyanagi, 2017) have been suggested. However, voices of students who have difficulties in and anxiety about learning collaboratively in small groups were not considered. Then, the purpose of this study was to explore the ways in which teachers can minimize difficulties and anxiety experienced by some students to support the learning processes of all group members more effectively during collaborative learning exercises.

This exploratory research was based on a qualitative approach, involving two examinations. One was a questionnaire (free description) to investigate difficulties and anxiety experienced by individuals regarding learning collaboratively in small groups among elementary and junior high school students (third through ninth grades); a code was assigned qualitatively to the students' answers. The other examination consisted of classroom observations to clarify the teachers' support for students' difficulties and anxiety. We observed a junior-high school mathematics lesson; the teacher who conducted the lessons had many years of experience in cooperative learning practices and implementing small-group educational activities.

From the questionnaire results (free description) of elementary and junior high school students, the students expressed difficulty in "giving their opinion" and "coordinating their discussion" and were anxious about "making mistakes" and "conflicting with others". Moreover, they also worried about whether they could communicate their thoughts properly and whether they would be understood by others. Additionally, some students were concerned that their thoughts/contributions would not be accepted, as well as whether they would fit in with the group and whether they would be held responsible.

Based on observations of the collaborative lessons, the following support actions are suggested to help teachers address any underlying difficulties or anxiety. 1) Depending on students' learning situation, the teacher reorganized the lessons at any point by creating opportunities to confirm/reconfirm students' ideas, e.g., "Please check your understanding/ideas." Taking additional time for consultation would also be part of this approach. 2) When there are students who do not understand, the teacher recognized the need for intervention and reinforcement through group support by stating, "If you don't understand, talk to your neighbor," or, "It's ok if you don't understand, because you are doing it for the first time. You can think about the assignment together as a group." In our observations, the teacher urged other students in the group to support those who were having difficulty. Thus, the teacher provided support to students' learning both cognitively and emotionally. 3) The teacher explained to students how to interact effectively as a member of the group, to address the learning challenge, e.g., "If your ideas/views differ from others in your group, take the opportunity to understand how and why there are differences. For example, if your friends have different ideas, ask your friends why they chose the answer/view that they did," and, "If you don't understand what your friend is saying, ask for more information."

Through this research, it is possible to obtain practical knowledge (including monitoring and judgment in various situations) for promoting collaborative learning, as opposed to a specific format or package. This practical knowledge can help both novice and experienced teachers to reflect on the learning processes of their students, thus allowing teachers to provide more effective lessons that promote thoughtful exchange among individuals in cooperative learning activities.

## **Co-inquiring Professional Development of ALTs through a School-based Teacher Education Program**

Linfeng WANG  
University of Fukui

To cultivate the organizational learning community of teachers and enhance teachers' professional development, the school-based teacher education model has been adopted for 13 years in the Graduate School of Professional Development of Teachers, University of Fukui, Japan. As a national pilot graduate school of teachers' professional development aiming for practice-based theorization, Fukui's school-based teacher education model has been leading the way of teacher education reform in collaboration among universities, schools, and administrations. Acknowledging the significance of reflection in teachers' professional development, it is believed that teachers learn by doing as reflective practitioners. Both pre-service and in-service teachers, who are enrolled in M. Ed courses in this graduate school, carry out long term internships and project-based action researches in partner schools. Initiated for domestic Japanese teachers' professional development, a M.Ed. course of school middle leaders has opened to ALTs since 2020.

ALT (Assistant Language Teacher) system has existed in Japan for more than 30 years, but there is no formal systematic professional development system for them as Japanese school teachers. They are not considered as full-time school teachers, but they work with school teachers and students in daily teaching context. As in-service teachers, ALTs fulfill their duties in their affiliated schools on week days, and they come to university to have reflection meetings with other teachers once a month. University teams visit their schools to attend teachers' research meetings and school-wide lesson study meetings, as well as observing lessons and participating lesson study meetings. In doing so, learning communities of teachers and ALTs across ages, school levels, districts, subjects, roles are cultivated in this graduate school.

As an effective way to profess practices and build up organizational cultures, teachers are encouraged and supported to write narrative reflections of their own practices. This presentation aims to unfold the longitudinal process of reflective practices of three ALTs in this program. While referring to Schon's concept of reflective practitioner and Wenger's principles for cultivating a community of practice, three ALTs' monthly reflective writings for one year were analyzed together with authors' ethnological notes along school visits and dialogues.

By unfolding the trajectory of three ALTs' reflective writings, the findings proved that school-based teacher education model played a significant and critical role in developing professionalism. Case studies of these three ALTs provided a perspective to showcase what challenges ALTs face in daily practices, in enacting school-based learning and lesson study and cultivating learning community school culture. Meantime, the mechanism of how university teachers support and facilitate ALTs to overcome these challenges were shown through case studies. This study demonstrated a practice-based and school-based teacher education model and its impacts on teachers' professionalism. It is expected to engage more teacher education institutions in valuing teachers' reflective practices and realizing school-based teacher education model.

## **An Examination of Japanese Kindergarten Teachers' Visual Representation of Knowledge Using Visual Narratives**

Junji Yamamoto<sup>1</sup>, Aina Eriguchi<sup>2</sup>, Kando Eriguchi<sup>1</sup>, Keita Ogasawara<sup>3</sup>, Kana Ito<sup>1</sup>  
Tamagawa University<sup>1</sup>, Tokyo University<sup>2</sup>, Hirato Kindergarten<sup>3</sup>

### **1. Purpose of this study**

The purpose of this study is to clarify the image of knowledge of kindergarten teachers in Japan. Conventionally, kindergarten teachers have been described as constructivists who see knowledge as existing in the context of existing knowledge and the current context (Ubu, K., Kikas, E., & Tropp, K. 2011). However, recent research has pointed out that even among those who answered that they were using constructivist childcare, there were cases where their actual childcare behavior was inconsistent (Nozomu Watanabe & Yoho, 2011). (Nozomu Watanabe & Yoichi Nagari. 2017). Therefore, in this study, we would like to clarify the views that kindergarten teachers have on childcare by conducting interviews using images.

### **2. Background and significance of this study**

The concept of childcare has been defined in various ways, but recent studies have tended to analyze it as "the views and ideas of childcare providers in childcare" (Kayoko Matsumoto 2019). In particular, those studies have focused on approaches to teaching. In contrast, Kubota (1995) goes beyond that and points out the need to examine the epistemology of the individual, which is the premise of the guidance approach. However, current research on the views of childcare focuses on the epistemology of kindergarten teachers, and there are few studies that have clarified the actual situation. In addition, conventional research has mainly used language, and there have been problems with the credibility of narratives. In order to overcome such problems, this study will ask Japanese kindergarten teachers to draw visual representations of knowledge.

### **3. Methodology of this study**

In this presentation, we will discuss the kindergarten teachers' view of knowledge from March to April 2021, using visual narratives (Yamada, 2018, p. 11.) and report the results of the analysis. Visual narrative is a qualitative research method in which subjects are asked to describe their experiences in images and to relate their experiences to those images. We asked our research collaborators to describe the images of kindergarten teachers' knowledge, learning, and teaching, referring to the method used by Yamamoto and Eriguchi (2021). In this presentation, we will model these visual narratives and discuss the visual representation of knowledge of kindergarten teachers.

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## **Exploring Practices to Train Teachers of Culturally and Linguistically Diverse Students in the U.S. Classrooms**

Jiawen Wang  
Eastern Washington University

The number of students in the U.S. classrooms that speak a non-English language at home has been increasing. Traditionally pull-out ESL programs and specially trained ESL teachers have been the mainstream that serve the purpose of helping these students improve English proficiency, lower the language barrier, and narrow the achievement gap that may be a result of low English proficiency. Since the turn of the 21<sup>st</sup> century, however, especially with the push of accountability movement, including No Child Left Behind Act and Common Core State Standards, general education classroom teachers have been loaded with more and more expectations in helping these students achieve in the subject areas by addressing their language needs right there in the content classrooms. Such expectations have resulted in the need for teacher education program to reform their curriculum to train teachers that may undertake such responsibilities.

The research proposed here is to share some literature review about how teacher education programs meet this challenge (for example, Florida teacher education program's certificate programs and curriculum designs) as background, and then focus on reporting and discussing the design and practices in the main investigator's teaching in a course at Eastern Washington University: Literacy for Culturally and Linguistically Diverse Learners.

The features of this course include a case-based textbook written for general education teachers of English Language Learners (ELL), a five-visit field-experience collaboration with two Spokane public school history classrooms filled with ELLs, inviting a Mandarin teacher to demonstrate language or content teaching totally in the non-English language (i.e. Mandarin), and creating opportunities for the pre-service teachers in this class to communicate with the Japanese students in the Asia University American Program at EWU.

Are these practices effective? What to improve? The main investigator has finished his first quarter/semester teaching this course and has obtained preliminary answers to these questions from students' reflection journals and class discussions. But more questions arise. How much second language acquisition knowledge and skill should be introduced? Should pre-service teachers be tasked only with tutoring the ELL students or also with observing ELL students' teachers? In addition to pre-service teachers' course work, this proposal plans to collect more data by interviewing randomly selected pre-service teachers, the cooperating public school teachers, and EWU instructors in Winter 2020. We hope such a research report is not only a self-study, but also create opportunities for teacher education community professionals to discuss how to better achieve the purpose of training teachers for culturally and linguistically diverse U.S. classrooms.

### **Potential implications:**

If the research is completed and/or is honored to present at JUSTEC, it is a great push for its own improvement in future teaching. Meanwhile, by sharing and discussing it at a public forum, there may be more teacher educators or community members that come together and discuss such an important topic.

### **Brief description of the presentation approach:**

The presentation is mainly through a PPT with texts, images, and possibly audio/video clips. PollEverywhere may also be considered to increase interactions with audience, e.g. with a question inviting the audience to first predict some data based on their own life experience and then compare their prediction with the data from this research.



## **Mathematics Studio: A lesson study approach in which teacher groups take control of their professional learning**

Kristin Lesseig, Jessica Hoppe  
Washington State University Vancouver

Recently, the editors of the *Journal for Research in Mathematics Education* launched a series of essays centered on the perennial question: “How can research have a larger impact on practice?” Mathematics Studio shows great promise as a means to bridge research-and-practice by focusing on problems-of-practice relevant to teachers. Mathematics Studio is a teacher-driven model of professional development in which teachers co-plan a mathematics lesson, observe the lesson implemented in real-time, and collaboratively reflect on student learning evidenced in the lesson. Similar to lesson study, the centerpiece of Mathematics Studio is shared observation of a live classroom lesson(s). In this presentation, we describe how, over the course of three years, Mathematics Studio transformed one group of middle school teachers’ thinking about professional development.

Our research sought to understand the mechanisms underlying productive Mathematics Studios by focusing on activities and structures, facilitation practices, and norms of interaction that created opportunities for teachers to build knowledge of mathematics, mathematics pedagogy, and student thinking. Video and artifact analysis revealed five inter-related themes. First and foremost, Studio was positioned as a place to explore and answer genuine questions about teaching and learning. Each Mathematics Studio centered on a problem-of-practice relevant to all participants. The resultant culture was one that embraced inquiry and risk-taking. This led to the second theme of Mathematics Studio as a safe, non-evaluative space. Safety was critical to the Studio structure (e.g., teachers were comfortable opening up their classrooms often changing their lesson minutes before implementation) and to creating rich learning opportunities (e.g., teachers were willing to challenge ideas). Relatedly, there was common agreement that teaching was about decision-making and thus discussions focused on affordances and constraints of various instructional moves rather than a “right” way to teach. Fourth, the focus of Studio was not on creating a perfect lesson, but rather on what students were doing and saying during the lesson. And finally, the work was grounded in a common vision of teaching and learning—one that promoted student sense-making through rich tasks and mathematical discourse.

In this presentation, we will describe the key components of Mathematics Studio and compare Studio to similar professional development formats such as lesson study. We will then use specific examples to further illustrate the model and illuminate the above themes. These examples will set the stage for a final interactive discussion concerning next steps and implications for research and practice.

According to the *JRME* editors, successfully bringing research closer to teaching will require a cultural shift in roles. Researchers need to become more accountable to solve specific problems in teachers’ classrooms. Teachers need to be accountable to improve the learning of all students in their district and be willing to experiment with different instructional approaches. Mathematics Studio can contribute to this cultural shift – but important questions remain. For example: How can Mathematics Studio be sustained across a school or district? What supports do teacher leaders need to adapt the Studio model to their own context while maintaining fidelity to Studio (or lesson study) principles?



## **A Study on Practical knowledge of Novice Teachers performing Music Classes**

Hitoshi TAKAMI, Kohji YAMAGUCHI  
BUKKYO UNIVERSITY

### **Introduction**

A chance of advice to novice teachers by Mentor such as skillful teachers and guidance teachers decreases by colleague's rarefication in a field of education in recent years. Such tendency is also seen conspicuously in music classes. "There are few teachers who can advise on music classes in one school. We also have the atmosphere we don't need to be able to teach music." such report of a novice teacher can also be confirmed. Such problem is getting intensified. So consideration of the policy which supports growth of novice teachers in music classes is an urgent problem. During such background, I have decided to make educational program for novice teachers in music classes. The guideline of the program is indicated from the angle of teacher's practical knowledge in music classes.

### **Methodology and Procedures**

At first, a practical knowledge model for teachers in music classes was established. The model has an overlapping structure of "immediate knowledge" and "knowledge as beliefs and values". Immediate knowledge means that the practitioner interacts with the situation in order to accomplish the purpose and solve the problem. It is knowledge of skill execution. Knowledge as beliefs and values is knowledge related to the nature and principle of the problem situation. It is accompanied by an externalization that directs the process in which immediate knowledge operates.

This survey covers elementary school music classes conducted by one novice teacher. Class form is 'choir model' music lessons in their elementary schools. And teacher's practical knowledge is extracted by the stimulated recall method. The procedure of Stimulated recall method is as follows.

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

(4) Utterance of the person who taught is recorded.

The extracted data is analyzed from the following four viewpoints: 1) Whether practical knowledge is conscious or unconscious, 2) Immediate knowledge and knowledge as beliefs and values operation and overview, 3) Conversation with the situation, 4) Interaction between Immediate knowledge and knowledge as beliefs and values

### **Results**

As a result, the following five points were proposed as the priority of novice teacher education.

- (1) Reflections on the interaction between children and teachers,
- (2) Reflection of own actions,
- (3) Goal-oriented knowledge externalization,
- (4) Internalization of knowledge by mentoring,
- (5) The importance of self-awareness

### **Conclusion**

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

### **Acknowledgement**

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## Promoting Active Learning in College Physics in Japan through Lesson Study

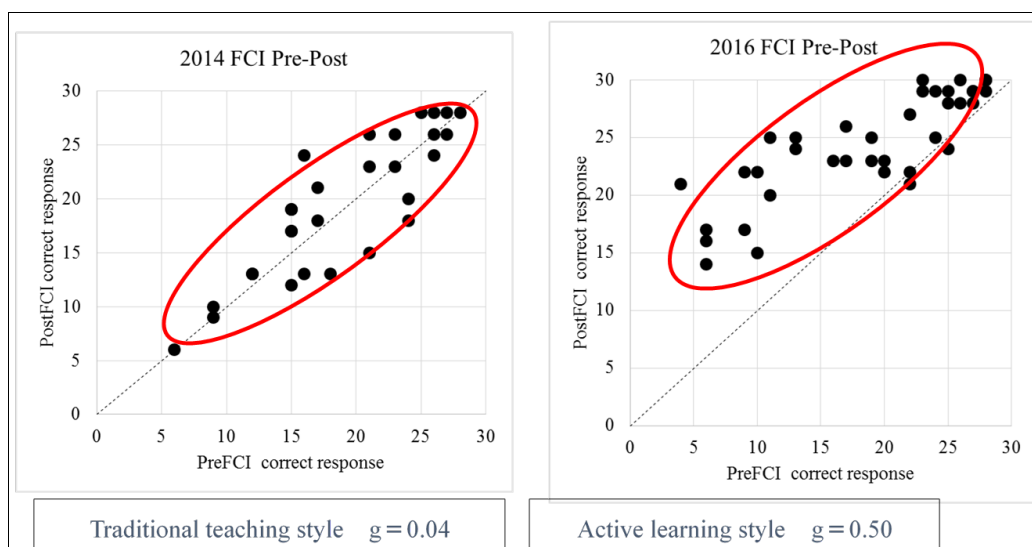
Sachiko Tosa  
Niigata University

Students' deep conceptual understanding rather than mere memorization of the content of the discipline areas is one of the most important aspects in college education. Since the announcement of "Qualitative transformation in college education" in Japan by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in 2012, a number of educational reform projects have been taken place in Japanese colleges and universities. Especially in physics education research community, physics faculty members who are interested in active learning have implemented new instructional strategies developed in the United States such as Peer Instructions (Mazur, 1997) and Interactive Lecture Demonstrations (Sokoloff and Thornton, 2001) in their college classes. However, in many cases, faculty members are isolated and the implementation of new instructional strategies for Japanese students are done through trials and errors without any support from outside. The majority of college physics classes in Japan still remained to be taught in traditional didactic teaching styles.

This study examines how Lesson Study can help college physics faculty implement active learning instructional strategies in their classes in Japan. Lesson Study is a collaborative professional development model originated from Japan. One Lesson Study cycle consists of lesson planning, teaching/observing, and debriefing. Effectiveness of Lesson Study for helping teacher growth has been reported in many research studies (Lewis et al., 2009). Research questions for this study are three-fold: 1) How does student achievement change for the class in which Lesson Study was conducted?, 2) How does the physics faculty members' attitude change through Lesson Study?, and 3) How effectively Lesson Study helps physics faculty members improve college classes?

A specific case will be examined in this presentation. A physics faculty member at one of the national universities in Japan started implementing active learning instructional strategies in a general education physics course in 2015. The course covers three laws of Newtonian mechanics in ten weeks. The physics faculty member collaborated with a physics education researcher to conduct Lesson Study. Discussions of each class took place every week through the use of a remote communication system. In each of the discussion sessions, the previous lesson was reflected first to identify what worked and what didn't work. Discussion of the plan for the next lesson followed to design the lesson for the new topic. Student achievement was measured by administering pre/post-tests of the internationally established instrument called FCI (Hestenes et al., 1992). The results indicate that the normalized gain of FCI increased dramatically from 0.04 in 2014, when a traditional teaching approach was taken, to 0.26 in 2015, the first year of Lesson Study, and to 0.52 in 2019, the fifth year of Lesson Study. Also the analysis of teacher interview data indicates that the faculty member's attitudes towards student learning shifted from a teacher-centered way to a more student-centered way. However, observation data of the actual lesson shows that the faculty member still includes questions and instructions in a teacher-centered way. The finding indicates that changing teachers' attitudes takes time. Further discussions on teacher growth will be included in the presentation.

In addition, the presentation includes the discussion of conducting Lesson Study in the pandemic. Many of the college classes were held online in 2020 and the on-site observations were not possible. However, this research project continued through online participation of the classes and discussions. The effectiveness of the online version of Lesson Study will be mentioned in the presentation.



## **Influence of teachers' identity on their gatekeeping efforts in communicative lessons**

Noboru Tanaka  
Gifu University

This comparative study analyses various aspects of teacher gatekeeping. Gatekeeping is the self-regulation of the curriculum and teaching instructions by teachers(Thornton, 2004). An educational lesson establishes certain goals and then selects learning principles, concepts, and other goal-specific aspects. In other words, teaching instruction is not determined by the teaching contents or methods. As the gatekeeper, the teacher is expected to autonomously select concepts and related aspects and information to be pursued in educational lessons. This research has the following purpose: First, it identifies the process by which teachers perform the gatekeeping of lessons and the resulting change in the learning process. Second, it clarifies the relationship between gatekeeping and teachers' professional identity. Third, it explains the effects of the relationship between gatekeeping and teachers' identity. The following three points summarise the main aspects and methods of this research:

1. Practice a lesson on the theme 'school rules'. Rather than promoting discussions on legal philosophies or legal ethics, the lesson encourages students to use school rules to express their democratic views and ideas and, through dialogue, reveal their own ideas and reconsider their values from the social perspective. The lesson method is based on the 'Philosophy for Children'.
2. Practice the same concept at the elementary, middle, and high school levels. This will clarify how students at different stages of development perceive democracy. This method involves an in-depth analysis of the dialogue protocol, manner in which the dialogue proceeds, and teacher's involvement in the dialogue.
3. Identify the differences in the gatekeeping performed by various teachers. The classes share a common concept, and teachers autonomously implement lessons. Accordingly, we first identify the teachers' subject and teaching identities. Second, we identify how teachers translate this identity into the classroom and create themes in the form of lessons. Third, we clarify what teachers value in dialogue and how they facilitate its development. To perform this analysis, we interview the teachers after the lessons and link their answers to the lessons themselves.

All lessons were completed prior to the conduction of this study. An overview of the lessons is as follows: First, the teacher presents the lesson on the theme of school rules and provides a case study of how a student's movement changed the school rules in a high school in Gifu Prefecture. Second, based on the P4C methodology, we establish the research question (RQ) to be considered in the class; the RQ was decided by the students' dialogue, and the class evolved according to the progress of the dialogue. In this class, the teacher's role was to facilitate the dialogue. In elementary and junior high school classes, a common RQ was established for the whole class and the dialogue took place in groups of five to eight students. The RQ considered by the primary school was as follows: 'Why didn't you make the school rules acceptable to the students in the beginning?' The junior high school considered the following RQ: 'Why does not the school change the school rules according to students' opinions?' However, in the high school class, the questions were set in groups, rather than setting them to the entire class, and the dialogue was carried out within these groups. Therefore, the high school established several RQs, for example, 'How should school rules be decided?', 'What impression do school uniforms make on the local population?', and 'Is it really "bad" to break school rules?' Due to spatial limitations, the consideration of the dialogue protocol was omitted; however, it involved discussions of various issues, such as freedom, equality, rights, duties, the difference between adults and children, common sense, and common nonsense. Without providing details, the teacher who developed this lesson pointed out the goals and importance of this lesson, as follows: 'The goal of social studies education is the development of sovereignty. I want them to realize that democracy is the process of creating their own reality through learning.' This philosophy has significantly influenced teachers' gatekeeping efforts.

Further, students may pretend to learn in class(Tanaka,2020). In this study, I present the contents and results of three types of lessons, use school rules as a case study, and clarify the professional identity of the teachers who influenced them. Moreover, I identify the process and elements of a communicative lesson by examining the teacher's gatekeeping efforts and identity.

## **Social Emotional Learning in Action**

Jiawen Wang, Kerry Kisinger  
Eastern Washington University

COVID-19 has suddenly transformed the landscape of learning in the United States, Japan, and the world. Stake-holders in the scenario have struggled to do their best to respond, survive, and meanwhile reflect and plan for the post-Pandemic time. As is reflected in the theme of JUSTEC 2021, teacher education is an important part of the landscape that needs description and analyses. Teacher candidates have been affected as both students and future teachers witnessing the challenges in the pandemic period; teacher educators have been tackling the dual challenges of teaching their own students, the future teachers, and preparing these future teachers to handle the challenges in whatever is coming.

In this proposed study, two junior faculty in teacher education will describe and reflect on their evolving teaching practices and the tensions that they have been through in the past year under the framework of social emotional learning (SEL). SEL is “the process of developing students’ social-emotional competencies – that is, the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices.” SEL has been an important theme both in the field (schools and classrooms) and in the teacher education programs in recent years. Although the challenges brought by COVID-19 do not call for the whole range of SEL dimensions, it is, from a positive perspective, a precious opportunity to examine our SEL education for the future teachers. If we expect the future teachers to be able to cultivate SEL in their students, it is high time we examined ourselves as teacher educators.

The theoretical framework we will apply is the Teaching Practices That Promote Students’ Social-Emotional Competencies by Yoder (2014) for the Center on Great Teachers and Leaders at American Institutes for Research. Ten practices identified by the framework include student-centered discipline, teacher language, responsibility and choice, warmth and support, cooperative learning, classroom discussions, self-reflection and self-assessment, balance instruction, academic press and expectations, and competence building through modeling, practicing, feedback and coaching.

The two teacher education faculty and researchers in this study will do self-reflections along the 10 dimensions of the practices in the above framework. If the proposal is accepted, we will share specific practices as well. The analysis, however, will go deeper and attempt to identify tensions lying beneath centering around dilemmas such as rigor vs. flexibility. We hope that the deep conversations between the two researchers (one ethnically Asian and one U.S. born) will help kindle sparks in thinking about quality educational experiences in the pandemic period and beyond. We believe this SEL line of research in the pandemic period and the coming years will be of high significance for teacher education and all students’ quality learning experiences at large. If the presentation of this study draws interest from international colleagues, it may lead to comparative studies and more meaningful contribution to teacher education both locally and globally.

## **Brain-Congruent Educational Concepts and Guidelines**

Michèle Pointel  
Gonzaga University

By studying how the brain learns and how it processes language, it is possible to create, adapt, and implement teaching practices that are congruent with the brain's modes of functioning and to better support students in their learning. Moving beyond the "Classic" Broca-Wernicke-Lichtheim-Geschwind Model, it is now understood that the brain uses an integrated network spanning multiple areas in both hemispheres, and hubs (nodes) connected by multiple dorsal and ventral pathways of white matter fiber tracts, including both cortical and subcortical parts of the brain, to process and produce language (Tremblay & Dick, 2016). Through applying this knowledge, which is relevant across cultures, teachers provide a platform for greater accessibility to the material they are teaching. A multidisciplinary teaching approach interfaces with many aspects of how the brain learns. For example, approaching new material from the perspectives of varying disciplines creates multiple access points to it.

Mind, Brain, and Education Science is a brain-based teaching model comprised of the intersection of the fields of neuroscience, psychology, and education. Tokuhamma-Espinosa (2010), a key leader in the field, concluded that there are five "well-established" brain-based teaching concepts that form the "basic foundations of best-practice teaching." They are 1) each brain is unique, 2) all brains are not equal, but rather, ability and context impact learning, 3) experiences change the brain, 4) the brain is plastic and adaptive, and 5) the brain connects new information to prior knowledge.

In addition to the five educational concepts, there are ten instructional guidelines to incorporate into teaching (Tokuhamma-Espinosa, 2010). The first guideline is creating a good learning "Environment" – one conducive to a secure learning process. The second is "Sense, Meaning, and Transfer." This refers to teaching content that makes sense, is developed in a logical order, and is relevant to students. Guideline Three is "Different Types of Memory Pathways." Through instruction designed to build memory retention by including different activities, the possibility increases of achieving a greater level of learning. The fourth guideline deals with "Attention Spans." The length of students' attention span is approximately 10 to 20 minutes. Guideline Five relates to "The Social Nature of Learning." People learn best when they are able to work with others. The sixth is about the "Mind-Body Connection." Engaging in healthful sleep, good nutrition, and physical exercise habits maximize students' mental-physical interconnections. Instructional Guideline Seven focuses on "Orchestration and "Midwifing": this practice is meant to bring out the best in students and allow them to operate in their strengths. Guideline Eight is "Active Processes." Learning is most successful when students interact "hands-on" with new material. The ninth has to do with "Metacognition and Self-Reflection." As students question and reflect on newly-learned material, the process deepens their understanding of it. Finally, the tenth guideline is "Learning Throughout the Life Span." The ability to learn continues during the full length of one's lifetime.

Some applications of brain-compatible teaching are designing activities that incorporate a variety of modalities (visual, auditory, kinesthetic), varying the pace of teaching, and involving students in planning activities. Brain-congruent educational concepts and instructional guidelines create an increased likelihood of English language learners being able to access the material they are taught.

## **The Impact of COVID-19 on Professional Development of Beginning Teachers in Japan**

Kazutaka Murakami, Hitoshi Sato  
Fukuoka University

The purpose of this presentation is to clarify the impact of COVID-19 on professional development of beginning teachers in Japan through analyzing their narratives and experiences. In this study as a case study, we conducted the interview survey for four beginning teachers (public elementary education and lower-secondary education) and analyzed their experiences of induction programs and their perceptions of what they have learned through their daily works and some training programs.

COVID-19, which has been prevalent since February 2020 in Japan, has had a major impact on school sites. Under the school closure from March to May, remote learnings including paper materials, video programs, and synchronous platforms were offered for all the students across the nation. After school re-opening, classes were held with avoiding closed spaces, crowded places, and close-contact. In addition, especially during the school closure period, the welfare functions of schools such as school lunch and after-school activities were taken notice and then the role of schools was discussed.

Moreover, the impact of COVID-19 on teachers was not overlooked. Requests that go beyond the roles of teachers, such as the preparation of online classes for a short term and disinfection works within school buildings, have spurred the busyness of teachers. In particular, beginning teachers had difficulty with starting their career since some educational practices and school events were restricted. Especially in the context of limited opportunities of professional development, it is assumed that lots of beginning teachers have worried about their works and career.

Regarding the issues around beginning teachers in Japan, the quality of beginning teachers has been discussed under the recent situation of declining the competitive rate of teacher hiring exams by local governments. Therefore, it is important to provide professional development opportunities including formal and informal training for beginning teachers as well as quality assurance of teacher preparation programs in universities. In this context of quality assurance of teacher education in Japan, it is significant to clarify the impact of COVID-19 on beginning teachers.

Considering little researches about the impact of COVID-19 on teachers in Japan, we chose the qualitative research (interview survey) as a research method in investigating the actual situation of beginning teachers. Based on the introduction of former students in our university, four beginning public school teachers (hired in April 2020) were selected as interviewees. In the interviewing survey, we constructed interview items based on the research by Dvir & Schatz-Oppenheimer (2020), which had explored beginning teachers' experiences in COVID-19 crisis in Israel. In Dvir & Schatz-Oppenheimer (2020), four professional development path of beginning teachers and their challenges especially focusing on COVID-19 crisis were shown as an analytical frameworks. They are (1) personal-emotional: teacher identity and self-efficacy, (2) pedagogical-didactic: teaching skills, (3) ecological-systematic-organizational: adjusting to schools, and (4) technological knowledge. We conducted semi-structured interviewing and analyzed narratives based on these four categories. The detail of result and discussions will be shown in the presentation video. The findings of this study will contribute to the argument about the impact of COVID-19 on teachers and teacher education, which is the main theme of 31<sup>st</sup> JUSTEC Conference.

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## A Case Study of Virtual Field Experience in Minecraft

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Ehime University<sup>1</sup>, Kyoto Institute of Technology<sup>2</sup>

Under the social-distancing policies, student teachers' opportunities for field experience have been restricted drastically. In Japan, fortunately, most teacher candidates barely participated in their practicum necessary for teaching license acquisition by shortening their training duration. However, since teaching volunteering opportunities were largely reduced, they have lost most of their spontaneous training for teaching skills. To offer those young teachers a teaching chance available in a remote education environment, the authors suggested using Minecraft and Discord as an alternative venue to a classroom or an activity venue. Minecraft is a so-called sandbox gaming application, in which users can create buildings, geographical features, animals, and plants with 3D block objects in a virtual space. Since the application does not offer a voice communication function, Discord was introduced to the project. Discord is a communication platform application to exchange voice calls, video calls, text messaging, media, and files. The authors prepared a virtual space of Minecraft on a virtual private server and introduced how to use Discord application to use those applications as a virtual venue for an after-school program. Some students at Ehime University volunteered to open a three-month-long after-school course for English conversation.

The purpose of the present study is to report a first impression of the introduction of the virtual practicum environment, exploring what teachers should prepare themselves for teaching in virtual space with the movement of avatars and remote voice communication. The learning program was designed and implemented by four university students who enroll in a teacher education program for the elementary level at Ehime University. The remote after-school activity for elementary school children opened from January to March of 2021. The children's participants were four fourth graders and two fifth-graders from Matsuyama City in Japan. The participants learned conversational phrases typically used by tourists when they go through the immigration area in an airport, take a taxi, and check in a hotel in English-speaking countries. The children started their tour from the university campus site in a metaverse of Minecraft for a resort island via an airport and airplane. As data collection measures, the authors administered a post-practice online survey and recorded the sound of verbal communication on Discord. The present study listed the responses to the survey and explored conversational data recorded during teaching sessions.

The short open-ended questionnaire revealed that it was difficult for the teachers in the virtual environment to check if the instructions were understood by children, due to the lack of facial and physical expressions. They were not able to establish their local manner for mutual understanding in verbal conversation. The voice recordings support that the tendency appeared on the student teachers' responses. On many occasions, teaching staff verbally repeated their instruction without backchanneling from children. They needed to establish a kind of communicative routine, which would facilitate voice communication without physical reactions. The result of the study also suggested that the student teachers need more verbal reactions and follow-ups to attain mutual understanding between students and teachers. At least, it is implicated that the virtual field experience, in which the teacher candidate participated, works as an alternative space for their training, especially for them to establish student-teacher communicative routines in the limited modality.



## **Small Talk and Comsem.net: Oral corrective feedback for online classes**

Sara Hanson-Lynn  
Gonzaga University

The 2020 worldwide transition to remote teaching required teachers to rethink their methods and reorganize their classes. Additionally, students have adjusted their participative role in class. As a graduate student completing her practicum, I have seen it from both sides; across all classes, teachers are searching for ways to increasing interaction, while students are quieter and less engaged than usual. Many teachers have expressed challenges with students turning off their cameras, staring blankly, or being reluctant to answer questions during group discussion.

An important skill all English learners must build is oral communication, and expressing and sharing ideas with classmates is key feature of most classes. With students behaving in an increasingly reserved manner in online classes, teachers are looking for creative alternatives to motivate students and raise participation. I suggest a method called Small Talk ©.

Created by Ron Harris, Ph.D., and further developed by the English Language Center teachers at Gonzaga University, Small Talk is a student-led conversation activity. The activity requires several steps, from preparation to discussion to corrective feedback. On Day 1, a group of students to pick a video, create a visual aid, and present in class about the main ideas and themes in the video. Then, they provide several thoughtful discussion questions for their classmates. For homework, their classmates organize their answers to the discussion questions. On Day 2, the same group leads small group discussion. Teachers do not interrupt – this part is focused on fluency and complexity – but they do note sentences with errors. Then, the teacher creates a worksheet containing the errors and oral corrective feedback. On comsem.net, students access worksheets where they are required to listen to their teachers reformulations, read and correct the original sentence, and record themselves saying it correctly. This part is focused on accuracy.

We are using this method in my practicum class with Japanese ESL students. The students are mostly nineteen year old English majors from a private women's university in Japan. Typically, they would come to Washington State for an academic year of study abroad, but with COVID, they cannot travel abroad physically; we are holding classes online via Zoom. Our class is "Conversation", so a major learning objective is developing our student's ability to express their ideas and opinions. We are experiencing success with this method.

I recommend other teachers incorporate this activity into their classrooms for three reasons. First, after modeling the activity a couple times, it can be completely student-directed. This increases both student autonomy and student talk time. Second, since the topic is chosen by the student, it is guaranteed to be relevant to their lives, increasing motivation and engagement. Third, the small group discussion fosters fluency development since the teacher does not intervene. Fourth, delayed corrective feedback is provided for students to improve their accuracy and self-correct their sentences. This type of feedback does not interrupt class, does not risk embarrassing a student, and requires students to thoughtfully reconstruct their sentences with teacher support.

In addition, I will be conducting original research in this class about the student's perceptions of Small Talk and comsem.net. I would like to share student surveys regarding their experience with Small Talk, error correction, and cultural differences between our U.S. study abroad classroom and their Japanese classes with my colleagues so they can consider incorporating this method into their classes informed by real student feedback.

## **Imperfect Communication: The Value of Dual-Language Philosophy for Children Inquiries with Educators from Japan and Hawai'i**

Benjamin Lukey  
Uehiro Academy for Philosophy and Ethics in Education  
University of Hawai'i at Manoa

The UH Uehiro Academy has facilitated teacher exchanges between Hawai'i and Japan for more than a decade. These exchanges allow teachers interested in philosophy for children (p4c) to learn from one another via classroom observations, workshops, and teacher meetings. These teacher exchanges have had a significant impact on the growth of p4c in both Hawai'i and Miyagi Prefecture, Japan. With the closure of school campuses and the restriction of travel due to the COVID-19 pandemic, in-person teacher exchanges were no longer possible in 2020. However, the UH Uehiro Academy initiated monthly Zoom sessions with educators from Hawai'i and Japan. Over the course of 10 virtual meetings since March 2020, teachers have been able to discuss practical concerns such as coping with stress caused by the pandemic and the difficulties of teaching online versus in distanced classrooms. However, these virtual teacher exchanges have also evolved from a needed outlet for social and pedagogical connection into philosophical inquiries about education, power, and language. This presentation will share the challenges and lessons learned from this process and call attention to the benefits of international dialogue as a productive form of imperfect communication. While certain subtleties of language and thought may be lost in translation and we often do not understand one another perfectly, the iterative practice of interpretation and epistemic generosity cultivates skills and mindsets important not only for facilitating philosophical dialogue, but also for teaching and learning in general.

This presentation will begin by briefly explaining the background and initial purpose of organizing the Hawai'i-Japan p4c teacher Zoom meetings. It will then address the unique challenges of facilitating international Zoom meetings, even for educators who are highly experienced with facilitating in-person communities of inquiry. In general p4c sessions, listening to and understanding others are extremely important factors for successful inquiry. In these virtual international meetings, however, listening and understanding is more difficult. Bilingual members of the community of inquiry help with translation, but these translations can not be perfect. After explaining these challenges further, we will then share lessons learned from this ongoing process of teacher engagement and development. Finally, by identifying lessons learned, we will be able to call attention to pedagogical and philosophical issues for further discussion, especially by emphasizing the benefits of "imperfect communication."

Thus, while this presentation will share imminently practical aspects of online teacher exchange and professional development, which should be of interest to educators attending the conference, it will also examine a pedagogical and epistemological concept often overlooked yet crucial for teaching and learning in a community of inquiry.

## US-Japan University Collaboration in Pandemic Times

Mary Jeannot<sup>1</sup>, Timothy Diko<sup>2</sup>  
Gonzaga University<sup>1</sup>, Mukogawa U.S. Campus<sup>2</sup>

Prior to the great pandemic of 2020, a major challenge to classroom exchanges was the physical distance between campuses. In fact, on the eve of covid ravages, the two presenters, one from Mukogawa USC and the other from Gonzaga University were working out some of the cumbersome logistics of transportation, classroom space, timing, and authorizations. This calamity helped to launch three transpacific collaborations with three different classes from each institution over the course of two academic semesters using Zoom and GoogleDocs as our digital platforms.

For each meeting, both sets of students were provided with an assignment to ensure active participation and reciprocity (i.e., each student has something to teach and to learn either in English or in Japanese). Each of us had our pedagogical commitments to our students and we tried to stay faithful to the content of our courses, ranging explicitly and implicitly from oral or written communication to topics on language and its relation to society, linguistic imperialism and identity.

A typical zoom meeting would consist of an opening, pairing or group in breakout rooms, a larger group gathering and closing and often a debriefing from Timothy and Mary for the US based Gonzaga students. Our large group meetings were often stifled and awkward, a challenge we will discuss in our presentation, while predictably, the breakout rooms lent themselves to more meaningful interaction. In fact, our presence was sometimes perceived as an unwelcome interruption and over time, the students became less stranger-like to each other. Structured speaking activities compelled all students to participate fully and writing activities typically began with an assignment in one instructor's class and completed in the other's. To a seasoned TESOL type who has a keen eye for invention hidden in the written "errored" word, a learner's linguistic capacities, personal disclosures, or curious brand of creativity is easily found, but for a neophyte reading her first multilingual essay or poem, the contrasts between reticence to speak and freedom to write are striking.

Another benefit to our partnership was student/teacher material-data we were able to collect. Many of our assignments were easily accessible to both groups on google.docs. Students could post written work or recordings, edit each other's posts, post lesson plans, post teacher feedback and projects. With teacher/action research at the heart of our work, our future teachers and students can use not only our writing samples, but also our videos to analyze any number of researchable topics on language learning and teaching.

Finally, one of more interesting features of our collaboration involved international students attending Gonzaga (i.e, China, Swaziland, Colombia, Saudi Arabia and Japan (3)). When this was the case, we had them serve as cultural informants for the rest of the American students. All of them were able to serve as real time experts on, for example, lengthy (for Americans, awkward) periods of silence on zoom, linguistic differences in writing and speaking, different pragmatic features of politeness, address, and relationship to authority and strangers, and communication angst. Naturally, we are inevitably constrained by time, space, pertinence and relevance so some of our insights and lessons would have to be put on hold. Where we could, we used the experience to explicate a cultural or linguistic lesson.

### Summary for Program:

The presenters will outline three different contexts for their cross-cultural, cross linguistic partnership, discuss successes and challenges as well as some of the technological innovations and pitfalls. In particular, we will highlight the reciprocal nature of this endeavor as US based and Japanese college students work out cultural and linguistic differences between Japanese and English and make sense of blurred academic and social boundaries.

## **Going Global: The Future of Teacher Preparation and Licensure**

Emily Feistritzer, Moreland University  
Lynn Hammonds, The Future Education Institute

Even before the COVID Pandemic, Emily Feistritzer and Lynn Hammonds were focused on expanding their work in teacher preparation and licensure beyond their own borders. This presentation will focus on the compelling need for global recognition of teacher preparation and licensure. One positive outcome of the current pandemic is the realization that educators are no longer limited to a school building or district. With this newfound freedom and ability of teachers to share knowledge and expertise with students around the world, urgent action is required to address educator mobility. Current success and continuing work in addressing barriers while integrating jurisdiction specific requirements and respect for local culture will be discussed in this presentation.

Dr. Feistritzer, Founder of the Future Education Institute, Moreland University and TEACH-NOW Graduate School of Education, has long recognized the need for delivery of advanced degrees, professional development, and preparation for a teaching license to individuals around the world. She will highlight how her preparation and licensure programs provide a groundbreaking custom designed, interactive, cohort based online format supported by resource-rich clinical experiences that ensure graduates have the learning and experiences for success as global educators.

Dr. Hammonds, Vice President for Education Policy at the Future Education Institute, recognized the need for global reciprocity of a teaching license in her work as Executive Director of the Hawaii Teacher Standards Board and President of the National Association of State Directors of Teacher Education and Certification (NASDTEC). She will share progressive policies developed under her leadership in accreditation and licensure that recognize universal performance based standards and acknowledge the responsibility and expertise of preparation faculty in recommending their teacher candidates for licensure.

## **Prevention, Preparation, and Response: Exploring the Impact of COVID-19 on Schools in Japan**

Yuko Ida, James D. Parker, Aya Watanabe  
University of Hawai'i at Mānoa

The COVID-19 pandemic has created serious challenges to people and unprecedentedly disrupted educational practices all over the world. Despite being in the middle of a rapidly changing global crisis, educators are still constantly tasked with the responsibility of children's development. The purpose of this research project is to deepen the understanding of the impacts that the COVID-19 pandemic has had on the Japanese education system, how educators were prepared, and finally to learn lessons for how to respond to future crises similar to COVID-19.

With little existing research focusing on the pandemic preparedness and responses in schools in Japan, analyzing examples of crisis management response (CMR), and disaster risk reduction (DRR) and education in emergencies (EiE) highlight similar structural responses to help discern what occurred during the response to COVID-19 in Japan. These literatures share common areas to analyze the impacts of the pandemic. DRR emphasizes strategies to prepare for disasters (Amri et al., 2018; Djalante & Lassa, 2019) while CMR provides valuable lessons for working with organizations to respond to natural and man-made crises (Fischer et al., 2016; Wang, 2008). Finally, EiE helps to unpack the process of learning in emergency contexts (USAID, 2013).

Recognizing how Japan prepares both teachers and school systems for natural disasters is essential in identifying and properly describing the response to the pandemic. With the devastating impact natural disasters have had in Japan, understanding the prevalence of disaster education is important for identifying the ways schools and communities have handled the response to the pandemic crisis. Enduring typhoons, flooding, mudslides, earthquakes, tsunami, volcano eruptions, and heavy snowfall, Japan's experience with disasters presents a distinctive area of study.

This paper is one part of a larger research project, where the overarching two research questions are: 1) What are major challenges teachers/schools are experiencing during the COVID pandemic in schools? 2) How are teachers/schools attempting to respond to the characteristics of/challenges of the crisis? Additionally, secondary research questions for this project are as follows: 1-1) How has the COVID-19 pandemic either disrupted long-standing teaching and cultural practices or promoted/introduced/encouraged the introduction of new practices related to education in compulsory schools in Japan? 2.1) What factors do teachers identify as facilitating or hindering the development and implementation of COVID-19 response strategies?

This study is designed to explain how schools, teachers, and administrators manage disruptions and while simultaneously supporting educators' ability to deal with crises. This topic contributes to an under-explored research area and is of critical importance in understanding how schools can protect learners, educators and their communities in times of crises.

The present paper will present synthesized findings from a review of literature from related fields utilizing a scoping review as a methodological tool to "map rapidly the key concepts underpinning a research area" (Arksey & O'Malley, 2005). This paper contributes to three separate-yet-related literatures that help pre/in-service teachers, administrators, other stakeholders, and education systems not only respond to but also prepare for crises like global pandemics.

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## **Finding the Silver Linings within a Global Pandemic: Lessons Learned to Continue Improvement**

John Seelke, Rachel Orgel, Blair Johnson  
Montgomery County Public Schools

The sudden arrival and continued stay of the COVID-19 virus forced schools worldwide to adapt to how they educate children. In Montgomery County (MD) Public Schools (MCPS), a system that serves over 165,000 students across 141 elementary programs, 40 middle schools, 25 high schools, and 8 special programs/alternative schools/early childhood programs, in-person schooling ended March 13, 2020, and re-started for a small group of students on March 1, 2021. In addition to being the largest school district in the state of Maryland and among the 20th largest school districts in the United States, MCPS is also quite large geographically, spanning nearly 500 square miles. MCPS is a very diverse school district, with over 35% of the student population eligible for Free and Reduced Meals (FARMS), a designation related to a family's total income.

This presentation will discuss the adaptations MCPS made over the year to support teachers and students in their virtual setting, focusing on mathematics in elementary, middle, and high school. It will briefly discuss some of the implemented infrastructure changes, such as providing all students with laptops and, if requested, access to free or low-cost internet access. It will describe curriculum changes made from the district office at the elementary and secondary levels, including adaptations to pacing materials, instructional practices, and grading and reporting. It will include a teacher's perspective on working directly with students, and the adaptations teachers have had to make over the past year. Finally, the presentation will highlight specific items MCPS has learned from the pandemic or how the experience is helping MCPS shape future policies or practices.

While this pandemic brought on feelings of uncertainty and angst, teachers, students, and families proved their resilience. Digital immigrants and as the youngest learners were thrust into an environment that depended on technology. Three and four-year-olds in our early childhood programs can now manage zoom breakout rooms and apps such as Nearpod. A much larger number of educators feel proficient in developing and implementing online learning through Canvas. Students and teachers are also increasing their utilization of accessibility tools across platforms. Professional learning has grown to include technology, digital teaching methodology, trauma-informed teaching, and a host of academic subjects. Additionally, the structure of professional learning has shifted to encourage cross-office and cross-school collaboration. Students who previously did not have access to specific programming can more easily have their needs met from a school outside of their neighborhood. At the district level, we are illuminating these successes to help us reshape our thinking moving forward. Although the term, *learning loss*, is becoming popularized, we believe it is the instruction and opportunities that have been truncated, not the students' learning. While the safe and full return to buildings cannot come soon enough, we will not return to our previous way of thinking. Finding the silver linings within this pandemic has proved that school will not, and should not, ever be the same.



## A case study of hybrid implementation of “Science and Reading” program based on 5E model for early childhood education

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Shirayuri University, Japan<sup>2</sup>

Using trade books in science learning is one of the effective methods for early childhood education (e.g. Ansberry (2010)). On the other hand, we have shown that it is difficult to bring the US method directly into Japan from the differences of the educational system and language, and have been developing the milk-themed RIKADOKU (Science and Reading) programs based on the 5E model unique to Japan (e.g. Haraguchi & Ohnuki (2021)). The COVID 19 epidemic in 2020 gave all sorts of challenges to the world. At the same time, however, it also suggested many new possibilities. The use of online in education is one of them. Previous study has clarified the issues involved in changing the inviting-external-lecturers type programs for the early childhood education to online version (Ohnuki, et al. (2021)). For example, teachers' anxiety that children might not be able to have direct experiences. Besides, the lack of equipments, facilities, and human resources might prevent to carry out online programs. In addition, the lecturers' view might be limited due to the camera angle, and it would be difficult for the lecturers to have non-verbal communication with children. In this study, the milk-themed RIKADOKU programs was modified to hybrid.

The series of three programs focused on “milk” were held in AY2020 at a public kindergarten in Shimane prefecture with the lecturers through online from metropolitan area. Although the original programs include Read Aloud of picture books, it was not allowed to do in online due to public transmission rights issues. Therefore, Read Aloud was performed by the teachers at kindergarten. In addition, in order to hold some science hands-on activities, it was necessary to have several online meetings with the kindergarten teachers in advance. Results showed the following effects and issue.

Effect 1. The teachers could learn the educational programs based on the 5E model in advance, and were able to share the aims of the program with the lecturers. It enabled them to encourage children's spontaneous discoveries at each stage of the 5E model, instead of teaching the correct answers.

Effect 2. The teachers planned and implemented extra activities spontaneously after the programs, such as “going shopping” at a nearby store to follow the program, and cooperating with nearby ranch to implement an advanced program for children to experience butter making.

Effect 3. In order to make up for the lack of needs for online programs such as Wi-Fi, the board of education was involved. As a result, the board of education also planned and implemented various extra activities, for example, collaboration with the school lunch center, and gifts from the dairy related department.

Issue and Solution. The technical issues pointed out by Ohnuki, et al. (2021) was also considered in this practices.

In other words, preparation is the key to implement hybrid programs. Since thorough discussion about the programs between teachers and lecturers was essential, it took more time and effort than the invitation type. However, the time and effort could be considered meaningful as teacher training on “ability to respond to new issues,” which is one of the qualifications and abilities required for kindergarten teachers presented by the Ministry of Education, Culture, Sports, Science and Technology in Japan (General incorporated association Hoiku Kyouyu Yousei Katei Kenkyukai, 2017).

In addition to improving the environment, the implementation of the hybrid RIKADOKU program requires time and effort to carefully discuss the aims of the program with kindergarten teachers. At first glance, these may seem like disadvantages, but in reality, it can be said that they could be an opportunity for kindergarten teachers to be trained at the same time as implementing an educational program for children.

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## Developing Professional Teaching Practice in an Online Platform

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The Elementary Education Statewide Program at the University of Hawai'i at Mānoa (UHM) has made sweeping changes to prepare new teachers in the midst of the COVID-19 pandemic. The Statewide teacher preparation program serves teacher candidates on all major Hawaiian islands and uses a hybrid model of instruction that mixes online and face-to-face meetings. Teacher candidates traditionally complete their teaching practicum (field experience) in person at elementary schools on their respective islands. However, since March 2020 due to the restrictions surrounding COVID-19, teacher candidates and their instructors have been required to migrate to a completely online platform. This migration has required major changes to instructional delivery, course content, and field experience. Program coordinators and instructors have worked to ensure the health and safety of all participants while maintaining a high quality program that successfully prepares emerging educators and promotes teaching excellence.

The Statewide program uses a Community of Inquiry (COI) Framework (Garrison, Anderson & Archer, 2000) as a model for teaching and learning. This model emphasizes community development as a platform to nurture educational inquiry and collaboration. COI's core elements of cognitive, social and teaching presence shape the educational experience to support the teacher candidate's developing practice and serve as a model for their future classrooms. During the pandemic, instructional faculty have been challenged with how to maintain and model a cognitive, social and teaching presence in a fully online platform. We have responded with innovation, creativity and risk-taking as we expand our technological expertise and teaching repertoires to include web conferencing, virtual observations, video recording and production, online interactive tools and more.

Additionally, as COVID-19 impacts the lives of teacher candidates' emotional, social and financial health, caring relations (Noddings, 2012) has become a critical part of our course content and has served as a lens in our course design. Course content and seminar discussions often include topics of self-care, trust, interdependency, listening and reflection. Wellness activities are featured to provide candidates opportunity for self-expression, group problem solving and celebration. These activities also serve as a model for candidates to use in their classrooms so they may build caring relations with their students and mentors. This again aligns to our use of the COI framework without program.

One of the biggest challenges Statewide Program has faced as a result of COVID-19 is redesigning the candidates' teaching practicum, or field experience. In response to safety guidelines, some teacher candidates have been participating in a *remote* field. Some teacher candidates have joined their mentor teachers and students in live, synchronous sessions while others have worked with their mentors to develop asynchronous lessons for students to complete on their own time. As teacher educators, we have been challenged with how to help our candidates develop their professional practice while they have limited or no face-to-face interactions with children. We have had to rethink our definitions and implementation of classroom management, student engagement, assessment and differentiation. We have had to learn new technologies, new pedagogies and new ways of thinking.

Since March 2020, we have revisited and at times reshaped our practices as teacher educators as well as our understandings of who we are and what we believe in. We imagine these changes will continue as schools and communities adapt, change and evolve. We commit to being responsive to our teacher candidates and our school partners and to developing excellence in teaching.

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