



Proceedings and Abstracts of the 32nd Japan-U.S. Teacher Education Consortium



JUSTEC 2022

Collaborative Teacher Education in the U.S. and Japan in the Era of Uncertainties

U.S. time : September 23rd to 25th, 2022
Japan time: September 24th to 26th, 2022

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 (AACTE)

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32nd Japan-U.S. Teacher Education Consortium



JUSTEC 2022



Collaborative Teacher Education in the U.S. and Japan in the Era of Uncertainties

Venue: Virtual
Hosted by Niigata University

Synchronous Meeting Time

Japan Time: 9:00 – 11:00 am, September 24th to 26th

U.S. Time: 17:00–19:00 (PDT)/20:00–22:00 (EDT), September 23rd to 25th

*Asynchronous presentations will be posted online.



Keynote Address

Joyful, Powerful Learning: Harnessing the Power of School-wide Lesson Study

Dr. Catherine Lewis

Distinguished Research Scientist,
Mills College School of Education;
Director, The Lesson Study Group at Mills College

Participation Fee

Regular Participant: 5000 yen for 3 days

Graduate Student: 3000 yen for 3 days

Day 1: Keynote Address & Panel Discussion

Day 2: Featured Presentations

Day 3: Virtual School Visit (video)

Presentations by Students and
Teachers at Attached Schools of
Niigata University

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 (AACTE)

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



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: Stanford University, Vanderbilt University, Columbia University, University of Hawai'i at Mānoa, University of Washington, University of Minnesota, University of Indiana, San Diego State University, Michigan State University, Ohio State University, and New York City University. The original founding universities in Japan were: the 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-U.S. 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
2022	Niigata University (Virtual)
2021	JUSTEC Virtual Conference
2020	Gonzaga University had planed and prepared, however, JUSTEC 2020 had to be 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

Day 1: Keynote Address & Panel Discussion

U.S. time: 5:00-7:00 pm (PDT)/ 8:00-10:00pm (EDT), Sept 23, Friday;

Japan time: 9:00 - 11:00 am, Sept 24, Saturday

Chair:

Fred Hamel (Professor, School of Education; Director of School-Based Experience; Puget Sound University)

Chie Ohtani (Professor, College of Education; Director, Center for University International Programs; Tamagawa University)

Japan time	Agenda
9:00-9:10	Greetings & JUSTEC 2022 info
9:10-10:00	Keynote Address “Joyful, Powerful Learning: Harnessing the Power of School-wide Lesson Study” Catherine Lewis Distinguished Research Scientist, Mills College School of Education, Director, The Lesson Study Group at Mills College Bio https://justec.tamagawa.ac.jp/2022/2022bio-Catherine.pdf
10:00-10:55	Panel Discussion "Lesson study and professional development in U.S. and Japan" Panelists: Catherine Lewis, Mills College Sachiko Tosa, Niigata University Yuu Kimura, Fukui University John Pecore, University of West Florida Moderator: Ruth Ahn, California State Polytechnic University, Pomona
10:55-11:00	Closure
11:10-12:00	Social Hour (Optional)

Day 2: Featured Presentations

U.S. time: 5:00-7:00 pm (PDT)/ 8:00-10:00pm (EDT), Sept 24, Saturday;

Japan time: 9:00 - 11:00 am, Sept 25, Sunday, 2022

Chair: William Crawley (Dean, College of Education, University of West Florida)

Japan time	Agenda
9:00-9:03	Welcome and plan for the day
9:05-10:39	Featured Presentations *See the following “Day 2 Synchronous Presentations.”
10:40-11:00	Wrap Up Session
11:10-12:00	Social Hour (Optional)

* Day 2 Synchronous Presentations

	Group A: Active Online Pedagogy for Pre-service Teachers	Group B: Teachers' Collaborative Professional Learning	Group C: Innovation & Diversity in Teacher Education
Japan time	Facilitator: Fred Hamel, University of Puget Sound	Facilitator: Kensuke Chikamori, Kochigakuen University	Facilitator: Xu Di, University of Hawaii, Manoa
Presentation 1 9:05-9:35	Erkki T. Lassila, Kobe University; Ruth Ahn & Kristin Tamayo, California State Polytechnic University, Pomona “I got a renewed understanding of active learning!” – Japanese Pre-service Teachers’ Online Teaching and Learning Experience during the Pandemic with Moses’ Five-Step Approach	William Tjipto, Yoshiko Hambara, University of Fukui A Study of Reflective Collaborative Practice Supporting the Professional Development of Foreign Teachers: From Reflection and Writing a Practice Record in First and Second Languages	John L. Pecore, Minkyung Kim, and William R. Crawley, University of West Florida Teacher Skill Development in an Online Virtual Environment
Presentation 2 9:37-10:07	Ruth Ahn, Laura Chaij, Natalie Rivas, California State Polytechnic University, Pomona From Isolation to Socialization in Virtual Learning: Pedagogical Strategies to Support Social and Emotional Learning during the Pandemic	Linfeng Wang, Osaka Kyoiku University Cultivating a Collaborative Professional Learning Community for ALTs and School Teachers in Japan: The Design and Management of Monthly Online Edu Café	Kathy Nitta & Mary Jeannot, Gonzaga University A story of two neighborhoods: exploring university-community based partnership (“Mediated Field Experiences”)
Presentation 3 10:09-10:39	Amy Gimino, California State Polytechnic University, Pomona Using Robert Moses’ Pedagogical Framework to Support Pre-Service Teacher Development and Assessment During the Pandemic	Sachiko Tosa, Niigata University Improving Elementary Science Lessons through School-Wide Lesson Study in Japan	Minako McCarthy, University of Hawai‘i at Mānoa How do Pre-service Teacher Students Understand Biased Perceptions towards them in the Hawai‘i contexts?

Note:

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

Day 3: Virtual School Visit & Presentations by Attached Schools of Niigata University

U.S. time: 5:00-7:00 pm (PDT)/ 8:00-10:00pm (EDT), Sept 25, Sunday;

Japan time: 9:00 - 11:00 am, Sept 26, Monday

Chair:

Fred Hamel (Professor, School of Education; Director of School-Based Experience; Puget Sound University)

Chie Ohtani (Professor, College of Education; Director, Center for University International Programs; Tamagawa University)

Japan time	Agenda
9:00-9:05	Welcome and plan for the day
9:05-9:35	Two presentations by students at Niigata Junior High-School and Nagaoka Junior High-School “Introducing Our School and City”
9:35-10:05	Two presentations by teachers at Niigata Junior High School and Nagaoka Elementary School *Please watch the virtual school visit video before the presentation. Ayumi Wada, Teacher, Niigata Junior High School "Nurturing Student Agency in a Middle School" Tomoaki Kasahara, Teacher, Nagaoka Elementary School “Start Curriculum for First Graders to Make the Transition from Kindergarten Easier”
10:05-10:55	Wrap-up discussion under the JUSTEC 2022 theme
10:55-11:00	Closing and JUSTEC 2023 Announcement

Note:

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

Asynchronous Presentations

Paper Presentation

	Presenter(s)	Affiliation	Title
1	Chisato NONAKA	Kyushu University	Exploring Social and Emotional Journey of International Students: Pedagogical Implications for Educators in the Era of Global Pandemic
2	Kae Takaoka	University of Minnesota	Reading the “Air,” schooling and teacher identity: a literature review
3	Naomi Katsura	Toyo University	How the Aesthetic Education Workshop functions at the Core to Alter the Concept of Evaluation in Prospective Teacher Education

4	Taketo TABATA Tomonori ICHINOSE	Miyagi University of Education	A comparison of immigrant and native-born students: Results of the national academic performance survey in Japan
5	Daisuke Aoki	Gonzaga University	Students' Perception Towards Language Learning Through the Project-based Learning
6	Eiji TOMIDA ¹ Yasuyuki KAWAMURA ¹ Yasushi TSUBOTA ²	Ehime University ¹ Kyoto Institute of Technology ²	Qualitative Effects of Virtual Field Experience in Minecraft
7	Jennifer Padua Ronnie Tiffany-Kinder	University of Hawai'i at Mānoa	Virtual Learning Communities in Pre-Service Writing Methods Courses
8	Rachel Orgel Franny Wooler	Montgomery County Public Schools	Supporting Multilingual Learners in the Elementary Math Classroom
9	Ronnie Tiffany-Kinder Rayna Fujii	University of Hawai'i at Mānoa	Picture This: Contextual Frames for Communities of Inquiry
10	Vincent C. Alfonso Miriam Carlson Yuika Suzuki	Gonzaga University	Lessons Learned from COVID-19: How to Assist Teachers Post-Pandemic
11	Yasuko Shimojima	Ochanomizu University	Pre-Service Teacher Preparation on Teaching "Project-Based Learning and Student-led Activities" Online (Effective virtual or hybrid teacher education pedagogy)

Poster Presentation

	Presenter(s)	Affiliation	Title
A	Hitoshi TAKAMI Kohji YAMAGUCHI	BUKKYO UNIVERSITY	Research on novice teacher education in music department based on PCK theory
B	Kohji YAMAGUCHI Hitoshi TAKAMI	BUKKYO UNIVERSITY	A practical study of elementary school teacher's growth: An analysis of physical education classes
C	Kaori I. Burkart Christopher S. Burkart	Oita University	Assessing Intercultural Sensitivity of Japanese Pre-service Teachers
D	Akio Yamamoto	Gakushuin Boys' Senior High School / Gakushuin University	Connecting the Dots 2: Inviting Visiting Lecturers and Holding Remote Collaboration Lessons for Methods of English Language Teaching
E	Shigeru Asanuma	Tokyo Fukushi University	Dare Japan MEXT to Accomplish Curriculum Reform: A Goal of Critical Thinking
F	Amany Habib Tim Morse William Evans	University of West Florida	The Flipped Classroom: The Perspectives of Teacher-Educators

Note:

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

Joyful, Powerful Learning: Harnessing the Power of School-wide Lesson Study

Catherine Lewis
Mills College School of Education

While Lesson Study (jugyou kenkyuu) has spread from Japan to many countries of the world, school-wide lesson study is still relatively rare outside Japan. In school-wide lesson study, all the teachers within a school articulate the qualities they want their students to develop, and use lesson study cycles to bring this vision to life in “research lessons,” where the whole faculty can observe, collect data, discuss and reflect on the connection to their shared vision. Several schools serving historically underserved communities in the US have built school-wide lesson study, using teacher-led collaborative lesson study cycles to shift mathematics instruction to student-led problem-solving. These schools have shown a remarkable school-wide transformation of teacher leadership, mathematics instruction and student achievement. How did teachers shift their own professional learning routines and students’ mathematics learning routines, to support agency and joy as learners? That is the talk’s focus. Background information on school-wide lesson study and teaching through problem-solving, including many videos, can be found at <https://lessonresearch.net/resources/schoolwide-lesson-study/overview/> and <https://lessonresearch.net/teaching-problem-solving/overview/>

Bio:

Catherine Lewis, Ph.D. is a research scientist at Mills College, Oakland, California. She earned her doctorate in Developmental Psychology at Stanford, with a minor in Japanese Studies, and she has worked to make Japanese elementary education practices and materials available to U.S. educators, with a particular focus on lesson study (teacher-led, classroom-based professional learning), and mathematics Teaching Through Problem-solving (an approach in which students build each new mathematical idea in the curriculum). She has directed 10 major grants funded by NSF, IES, or private foundations focused on instructional improvement, including a randomized trial of teacher-led lesson study with Japanese mathematical resources (Lewis & Perry, JRME, 2017, 48:3) that was identified by a What Works Clearinghouse criteria review as one of only two studies of mathematics professional learning (of 643 reviewed) to improve students’ mathematical proficiency. Her recent work demonstrates the potential of school-wide lesson study to dramatically improve achievement in urban settings. Currently, she is the president of World Association of Lesson Studies (WALS).

“I got a renewed understanding of active learning!” – Japanese Pre-service Teachers’ Online Teaching and Learning Experience during the Pandemic with Moses’ Five-Step Approach

Erkki T. Lassila¹, Ruth Ahn², & Kristin Tamayo²

¹Kobe University, ²California State Polytechnic University, Pomona²

Paper Presentation: In our presentation, we discuss Japanese pre-service teachers (PSTs) experiences of teaching an online lesson using active learning approach. Active learning together with ICT skills and foreign language (English) skills are emphasized in the most recent course of study in primary education. They also constitute key competency areas for Japanese teachers (Central Council for Education 2017; Sato, 2018). However, during the initial school closings due to the covid-19 pandemic, most K-12 schools used non-digital materials and only little real time online teaching (MEXT, 2020). Online lessons have since been increasing, but the teachers’ preparedness for conducting engaging active learning lessons online remain a salient concern.

One active learning method for engaging students, Moses’ 5-Step Approach (Moses & Cobb, 2001), has been used with promising results in both K-12 and higher education in the U.S., especially when teaching minority students (Ahn et al., 2018). In this student-centered approach, knowledge is built on 1) common (embodied) activities, 2) pictorial representation, 3) everyday language, 4) academic language, and 5) symbolic representation (see figure 1). In our study, we applied Moses’ Five-Step Approach in culturally and linguistically substantially different Japanese context to see how PSTs respond to learning about and using a structured pedagogical framework at their current stage of professional development as teacher.

Our participants were four pre-service teachers (PSTs), enrolled in the teacher education program at Kobe University. Instructors came from California State University and Kobe University. The PSTs formed two pairs: Pair A were two first-year female students, while pair B were a third-year female and a fourth-year male student. During three meetings, Moses’ Five-Step Approach was modeled and explained. The PSTs then planned and conducted a mock lesson with constructive feedback to the whole group. After this, they taught the lesson online (via ZOOM) to local elementary school students. For their lesson, the PSTs chose difficult English grammar concepts such as gerund and object pronouns. For research purposes we used the following data: 1) PSTs’ lesson plans; 2) PSTs’ written reflections on their learning process and teaching experience; 3) group interview with the same questions; 4) interview of the elementary school students on the online lesson; and 5) observational notes by the researchers during the entire process.

Our findings revealed the greatest learning by the PSTs took place in the following areas: 1) co-teaching an online English lesson; 2) applying a purposeful, active learning method with a concrete step-by-step scaffolding framework, 3) modeling the method by instructors; and 4) receiving feedback in the public domain that led to deeper understanding of the method. The meaning of personal experience and structured nature of the method came apparent in how the PSTs reflected on the importance of the method’s steps: Common physical activity in the first step making the learning memorable, ending with the fifth step helping synthesize the whole learning experience. The learning process was an emotional and motivating experience for the PSTs as many gained a renewed understanding of what an engaging on-line lesson can be. Finally, our findings point to an urgent need to improve methods for effective online teaching and providing a structured active learning approach to engage all learners when studying difficult concepts. Moses’ Five-Step Approach offers a promising method for the Japanese pre-service teacher education, especially in the era of uncertainties during the pandemic.

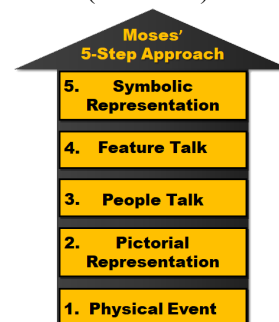


Figure 1

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From Isolation to Socialization in Virtual Learning: Pedagogical Strategies to Support Social and Emotional Learning during the Pandemic

Ruth Ahn, Laura Chaij & Natalie Rivas
California State Polytechnic University, Pomona

Paper presentation:

Since the onset of the pandemic in 2020, K-12 schools and universities around the world have experienced unprecedented uncertainties and crises, including providing effective online, remote teaching and learning. Educators continue to struggle with actively engaging students in an online environment with student disinterest, disengagement, and other learning issues (Stefanović, Božić, & Radović, 2021). During the pandemic, many students have reported increased anxiety disorders, social isolations, disruptions in sleeping patterns, difficulty concentrating, and a host of other symptoms (Son et al., 2020). As a result, there is an urgent need to provide a socially and emotionally supportive online learning environment for all students.

While social and emotional learning has gained attention recently during the pandemic, it has been a topic of discussion for the past several decades. In order to fully support students' academic learning, students' social and emotional needs must be recognized and dealt with (Zins & Elias, 2006). This assertion is also supported by neuroscience in which raw emotions such as anxiety, fear, and anger affect the Amygdala in the brain and learning (Eagleman, 2017). The importance of providing an emotionally safe learning environment in the social realm is essential to continuous engagement of all students regardless of grade levels and academic disciplines.

This self-study was conducted in the first presenter's foundation's course in the pre-service teacher program at a diverse state university in California. Twenty-eight students were enrolled in the fully online, remote course via Zoom that met for two and half hours weekly in the Fall 2021 semester. Data were collected and analysed from weekly written reflections, e-mails, and observations from the class meetings on the question: Which pedagogical methods played a key role in supporting the PSTs' social and emotional learning? Two PSTs who took the class and showed keen interest in learning were invited to share their perspectives in this presentation.

Findings from this study revealed that the following methods played a key role in supporting the PSTs' social and emotional learning: 1) the multisensory, active pedagogical methods to motivate students to participate actively in an online environment; 2) the use of formative assessment (e.g. using fingers and gestures) throughout the sessions for students to express their feelings, understanding, and stress level; 3) the extensive use of the breakout rooms during the class meetings to interact with their peers; and 4) the group presentation assignment to build a small community to meet and support one another regularly beyond the scheduled class time. As a result of using these strategies, the class record showed 98.5 % average attendance and 100% camera and microphone on rates in the course, indicating a high student engagement rate.

This self-study of PSTs' social and emotional learning in an online course indicates that online, remote learning can effectively support student learning. The effectiveness depends on how the instructor purposefully structures the course to actively engage students. It begins with the use of real time synchronous modality, multisensory learning and assessment activities, and socially interactive methods in and out of class that lead to students' active engagement and participation. It ultimately liberates our students from social isolation to socialization by providing a place of *belonging* during one of the most challenging times in recent human history.

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Using Robert Moses' Pedagogical Framework to Support Pre-Service Teacher Development and Assessment During the Pandemic

Amy Gimino
California State Polytechnic University, Pomona

Paper presentation:

Pre-service teachers in the state of California must pass a performance assessment demonstrating their knowledge and skills to earn their credential. The California Teaching Performance Assessment (CalTPA) includes two instructional cycles that measure the state competencies known as "Teaching Performance Expectations" (TPEs). The first cycle requires preservice teachers to: 1) learn about their class and focus students to *plan instruction*, 2) *teach and assess* and video record their instruction, 3) reflect, and 4) *apply* evidence of teaching of learning. Preservice teachers' performance on this cycle has been dramatically impacted by the pandemic; State and program aggregate and individual rubric scores, particularly for identifying, reflecting, and applying evidence of teaching and learning, have significantly decreased.

In an effort to support preservice teachers with the state assessment and planning effective instruction for diverse learners, the researcher turned to Moses' Pedagogical Framework (Moses & Cobb, 2021). Robert Moses, a civil rights activist, developed a five-step scaffolding framework to make challenging, abstract math concepts and vocabulary accessible to African American students. Through the framework, the teacher scaffolds learning by: 1) engaging students in a common physical experience representing the complex concepts, 2) having students draw and then 3) discussing in common everyday language what they experienced. 4) introducing the academic vocabulary (feature talk) and 5) having students represent what they learned (e.g., through symbols or gestures). The framework has demonstrated promising results with underserved populations, including Latino/Hispanic students and English language learners (Ahn, I, & Wilson, 2011), preservice teachers (Ahn, I, White, Monroy & Tronske, 2018) and graduate teaching associates teaching biology courses (Teaching Academy for Professors). Further research is needed to assess the framework's efficacy with other contexts, content areas and populations.

This comparison study explored whether the use of Moses' framework made a difference in students' learning experiences and CalTPA cycle performance including their ability to identify, reflect, and apply evidence. The study took place at a Hispanic serving state-university in the researcher's pre-service courses designed to prepare teacher candidates for the CalTPA. The study included secondary pre-service teachers enrolled in researcher's Fall 2021 and Spring 2022 hybrid course sections that met online (via Zoom) and on-campus, alternating weeks. In Fall 2021, the researcher prepared students to identify, reflect, and apply evidence of teaching and learning using *traditional teaching methods*. These included: introducing key academic vocabulary and explaining the CalTPA Cycle expectations and rubrics through direct instruction (presentation), guided practice viewing examples and non-examples with the instructor and peers, and independent practice. In the Spring 2022, the researcher taught the same content using Moses' 5-step approach (*intervention teaching methods*). Students 1) engaged in common experience simulation (Preparing a compelling argument to convince NATO to support Ukraine), 2) drew what they found most compelling as they listened to presentations and the NATO panel's decision, 3) discussed what they experienced using everyday language, 4) viewed a presentation introducing key academic vocabulary, and 5) represented what they learned through gestures. The guided and independent practice activities were the same as used with the *traditional approach*. Data included pre-service teachers' CalTPA rubric scores and reflections on their experiences with Moses' framework in the pre-service course and with their secondary students during student teaching. Results reveal the framework supported pre-service teachers' use of evidence and CalTPA performance. Students' reflections reveal applications, benefits, and challenges using the framework in various contexts and content areas.

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A Study of Reflective Collaborative Practice Supporting the Professional Development of Foreign Teachers: From Reflection and Writing a Practice Record in First and Second Languages

William Tjipto & Yoshiko Hambara
University of Fukui

Globalization and internationalization has led to a greater need for bilingual and multilingual education in Japan in order to adapt to increasing communication across borders. In Japan, implementation of foreign language education as a core subject began in 2020. English is currently the primary focus of foreign language education, however, due to the fact that students can choose languages other than English (German, French, Chinese, and Korean) for the Common Test for University Admissions and the increasing numbers of returnee and foreign, non-Japanese students, it is expected that foreign language education in Japan will expand to other languages and multilingual education in the future.

The presence of foreign teachers is indispensable in foreign language education as well as in bilingual and multilingual education. However, there has been little discussion on the competence building of foreign teachers in Japan. Wang, Chihara, and Matsuda (2021) raise concerns about this and in particular, the importance of professional development of Assistant Language Teachers (ALTs) in their case study. Most ALTs in Japan have Japanese as a second or third language, so in considering the professional development of ALTs, it is critical to utilize an approach that also simultaneously cultivates Japanese language skills, as communication with Japanese colleagues, younger children, and lower ability language learners is essential.

This study is a reflective collaborative research in which ALTs enrolled in the Middle Leader Course of the Graduate School of the Department of Professional Development of Teachers (DPDT), University of Fukui, and Japanese teachers attending the same graduate school collaborated to reflect on and write practice records in both English and Japanese. The process of reflection and writing practice record in English and Japanese is as follows.

- The ALT talks about their practice in Japanese, and the Japanese teacher transcribes it and makes a record of it.
- The ALT writes a practice record in English based on what was discussed.
- The ALT reconstructs the Japanese record with the Japanese teacher based on the English record.
- Based on the reconstruction and discussion, the ALT will further review the English practice.

Through the above process, the examination of the ALTs' long-term practice was realized in both English and Japanese, demonstrating a reflective collaborative practice research approach that supported their professional development. While they focused only on foreign ALTs in this study, we would like to focus on Japanese teachers in the future in order to examine and improve the learning community where both foreign and Japanese teachers can cultivate their expertise and collaborate together.

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Cultivating a Collaborative Professional Learning Community for ALTs and School Teachers in Japan: The Design and Management of *Monthly Online Edu Café*

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The ALT (Assistant Language Teacher) system has existed in Japan for more than 30 years, but there is no formal systematic professional development system for supporting them as Japanese school teachers. According to the results of the National Survey on the Status of English Education, nearly 20,000 ALTs are teaching in the classrooms of elementary, junior high, and high schools, indicating that the ALT system is well-established and influential in school education (MEXT, 2020). However, they are not considered as full-time professional school teachers, even though they work with HRTs (Home Room Teacher), and JTEs (Japanese Teacher of English) on a daily basis. Wang (2020, 2021) pointed out there was a strong need to create a platform for dialogue between ALTs and school teachers, given that there were insufficient professional learning opportunities for them to discuss with their colleagues both inside and outside schools. Therefore, an online, free volunteer platform named *Monthly Online Edu Café* was established in January 2020. In the *Monthly Online Edu Café*, a group of ALTs, schoolteachers, and educators gather online once a month to share and reflect on their daily teaching practices regarding foreign language education, including the proposal of new challenges and ideas for teaching and learning. In this manner, it has become possible to cultivate a professional learning community of teachers and ALTs spanning various ages, school levels, districts, subjects and roles.

Regarding the positioning and role of ALTs, Otani (2010) pointed out that the lack of communication between ALTs and Japanese teachers had led to misunderstandings and mistrust. She added that it is important for teachers to be aware of the fact that ALTs are a minority in the staff room, and that they should seek to promote international understanding within the staff room. Japanese teachers, already burdened with their daily work, have minimal contact with ALTs due to the added language hurdle, and teachers who are unaware of how ALTs are hired and what their training really entails often have excessive expectations regarding ALTs' teaching abilities, and sense that there is a gap in their actual teaching skills. On the other hand, many ALTs feel isolated and marginalized, due to not being fully informed about the school's educational policies and lesson plans, and not being recognized as a full-fledged member of the school's teaching and staff community. This reality urges us to establish a joint communication platform that provides collaborative professional learning opportunities. The *Monthly Online Edu Café* is one such effort. It is not limited to those involved in work at the university level, but is also open to all pre- and in-service teachers, ALTs, university students, researchers, and anyone with an interest in participating. The group now has participants registered from Fukui, Osaka, Kyoto, Aichi, Tokyo, Ibaraki, Niigata, Nagano, and many other areas. In order to better accommodate and provide learning opportunities for both language speakers, the *Café* is conducted bilingually (Japanese/English). After each meeting, a monthly bilingual newsletter is issued and distributed as well.

This presentation narrates the two-year journey of designing and managing the *Monthly Online Edu Café*. It showcases the key features of its different development phases, by resorting to video recordings, newsletters and feedback provided by its participants. A few key episodes are also introduced to demonstrate the challenges and questions on how to design a community of practice. The design concept of this monthly event is periodically revised by analyzing the participants' needs, which are gathered through questionnaires. In order for all participants to feel involved and invested in the planning and management of the *Monthly Online Edu Café*, we take into consideration the list of seven principles and developmental stages of a community of practice (Wenger, McDermott & Snyder, 2002), while seeking to explore their potential benefits.

Improving Elementary Science Lessons through School-Wide Lesson Study in Japan

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In the Course of Study fully implemented in elementary schools in 2020 in Japan, students' collaborative, active, and deep learning is emphasized as the key idea for teaching to help students acquire competencies in this rapidly changing world. In science, the Course of Study also emphasized the importance of student inquiry in the process of learning the mechanism of natural phenomena. However, in elementary schools, teachers usually have to teach all the subjects regardless of their specialty. Many teachers are feeling less adequate in teaching science and there is a strong need to establish a system for helping such teachers.

In this research study, the effectiveness and impact of a school-wide lesson study which took place for improving elementary science lessons is examined. The lesson study activities in School A began by the initiative of the principal of the school. School A was newly established in a city in 2020 in order to solve the overcapacity problem of School B. The building of School A was newly built, and half of the 25 teachers came from School B and the rest of the teachers came from different schools. Many of the teachers are still in 20s and less experienced. A total of 7 teachers, including teachers from each grade, a head teacher for educational research, and the principal, participated in the lesson study group. The lesson study activities were held in a cyclic manner as the planning, implementing, and debriefing sessions consist of one cycle. As shown in Table 1, the

planning session took place first just like lesson study in the US, followed by the implementation and debriefing session.

Through the 5 cycles, teachers' teaching was measured by the instrument called Reformed Teaching Observation Protocol (RTOP) by Piburn & Sawada (2000)*. Change in teachers' attitudes

Table 1: Lesson Study Activities in School A in 2021-22

Cycle	Dates	Grade	Topic
Pre	7/26	Discussion on the research theme	
1	9/14, 9/22	4	Where do the water drops on a cool cup come from?
2	10/19, 11/12	6	How can you make the lever balanced when both the weight and position are different on the left and right arms?
3	11/2, 11/18	5	How can you make the excess amount of alum dissolve in water?
4	12/7, 12/16	3	How can you make electricity transmit in a piece of golden paper?
5	1/11,1/19	4	How does air move in the warmed bottle?
Post	2/24	Discussion on the question of what was achieved and what wasn't achieved	

toward teaching and collaboration was measured through a 25-item questionnaire administered in the beginning and end of the lesson study activity period of the year.

Observation data indicate that the questionings and student activities that were revised through the discussions in the planning session often promoted students' active learning and construction of scientific ideas in more meaningful ways. For example, in the lesson of the lever in the second cycle, the teacher proposed a lesson idea of student free exploration to find a rule for making the lever balanced when both the weight and position are different on the left and right arms. However, through the discussion in the planning session, the team realized that students would not be able to find the rule when the question is too open. They decided to fix the weight and position on the left arm of the lever instead of the free exploration activity.

Survey data indicate that many teachers were concerned with the lack of time for instruction and their inability for helping student thinking. However, through lesson study they realized more strongly the importance of discussions among their colleagues. Some of the teachers also mentioned the importance of acquiring correct scientific knowledge by themselves so that they would be more confident and able to help students conduct deeper inquiry. It seems that the change in teachers' attitudes toward teaching and collaboration just started to happen.

The lesson study activities at School A will be expanded with more teachers involved in the next school year. It is expected that teachers' learning about teaching and collaboration will become at the new phase.

*Piburn, M., & Sawada, D. (2000). Reformed Teaching Observation Protocol (RTOP) Reference Manual. Technical Report

Teacher Skill Development in an Online Virtual Environment

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Critical outcomes linked to a teacher's skill capacity include work satisfaction, teaching longevity, and student outcomes (Goodwin, 2012; Karbownik, 2014; Von Der Embse et al., 2016). Evidence suggests, however, that many newly hired instructors lack core teaching abilities when they first enter the classroom (Dias-Lacy & Guirguis, 2017). Traditional pedagogies and opportunities for skill development, such as in-class activities and practicum, can be ineffective in helping students master specific skills (Dearani et al., 2017). As a result, teacher preparation programs are emphasizing a practice-based approach that integrates theory with teaching experiences. This study is based on the idea that purposeful practice opportunities are necessary for the development and mastery of specific abilities. The need to provide online instruction as a result of COVID-19 has accelerated the transition to online teacher preparation. This study examines a comprehensive virtual platform that combines online synchronous and asynchronous experiences to improve pre-service teachers' fundamental but difficult teaching abilities of questioning and discussion. Pre-service teachers use a virtual simulation tool to synchronously instruct virtual avatar students, while an online asynchronous platform allows them to practice their skills.

As a theoretical framework, Kolb's experiential learning cycle (Kolb, 1984) was paired with the primary instructional components of Ericsson's (2007) deliberate practice to construct the holistic virtual learning environment for skill development. Participants gain skill development and improvement outside of their natural comfort zones through purposeful practice sessions, timely feedback, and self-reflections in a deliberate practice setting (Ericsson and Pool, 2016). The components of deliberate practice are embedded into the four stages (Concrete experience, reflective observation, abstract conceptualization, and active experimentation) of Kolb's (1984) experiential learning cycle.

The data for this study was collected using a mixed-methods research design. Sources of data collection included participant teaching scores on questioning and discussion skills evaluated by two certified raters using the Danielson rubric (2013), participant surveys after each teach-to-avatar session, and participant interviews on their whole skill development experience. Results from teaching scores and participant self-ratings indicated skill growth and increased confidence in asking questions and facilitating discussions. The value of mentor feedback with guided student self-reflection was identified as the most beneficial aspect of skill development, which confirms the need to pair reflection with expert input (Prayson & Rowe, 2017). The explicit rubric has been shown to play a critical role in providing expert feedback and guiding self-reflection. Furthermore, students valued both the synchronous (i.e. teaching the avatars) and asynchronous (i.e. learning activities) components. Participants felt that asynchronous learning activities provided them with greater benefits, whereas synchronous teaching provided them with more engagement and motivation. This finding is consistent with the study's theoretical framework and supports the integration of purposeful practice into the experiential learning cycle to increase skill development.

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A story of two neighborhoods: exploring university-community based partnership

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In recent years, guided by critique, scholarship, and policy documents, the structure of traditional clinical experiences in K-12 teacher education programs have been re-examined. Scholars assert there is a pressing need for clinical models that develop prospective teachers' (PTs) knowledge of the social, political, community, and cultural contexts in order to prepare future teachers whose instructional practice is responsive to the needs of historically marginalized students and disrupts systemic educational inequities (Zeichner, 2010; Zeichner & Bier, 2015). Current scholarship has begun to explore community-immersive field experiences as an avenue for prospective teachers to develop community-based, practical teacher knowledge and understand how the community, the student and learning are connected (Hallman & Rodriguez, 2015; Murrell et al., 2015). University and school partnerships are foundational to contemporary models of clinical experiences in high-quality teacher preparation programs (AACTE, 2018; NCATE, 2010). Importantly, the nature of these partnerships must be collaborative and simultaneously support the growth of K-12 students and PTs. Our teacher preparation program has partnered with a local elementary school serving students and families from a linguistic, cultural and socioeconomically diverse context. In this presentation, we discuss initial insights on PTs' learning drawn from two community-based field experiences: one aligned with an elementary mathematics methods course and the other an ethnography and community research course. Our initial insights are drawn from analysis of PTs' narrative reflections on their understanding of equitable teaching practice.

A mediated field experience (MFE) is an evolving field experience model in teacher preparation programs. Horn and Campbell (2015) capture the idea and describe the MFE as a hybrid space where the expertise of PK-12 partner teachers alongside university instructors guide PTs' development of equitable teaching practices. MFE is characterized as a school-embedded clinical experience centered on building relationships among and between PTs, PK-12 students, university-based teacher educators, and partner teachers (Campbell & Dunleavy, 2016; Horn & Campbell, 2015). In partnership, university-based teacher educators and partner K-12 teachers co-construct scaffolded experiences in school classrooms intended to develop PTs' contextualized knowledge of teaching and learning. The two MFE models that we describe are aligned to a semester-long elementary mathematics methods course and ethnography and community course; the instructional activities provide opportunities for PTs to contextualize student-centered, equitable instructional practices, some of which are presented in the methods course to the field experience. We will describe some of the assignments that require PTs to make connections between the field experience and university-based teacher education courses which examine emic (insider's) and etic (outsiders) tensions and community-based knowledge in discipline specific ways (Bartell et al., 2017). We, the professors along with our PTs, design data collection activities (i.e., teacher research) that draws on student-centered interests, their extended family and neighborhoods and local knowledge related to, in Kathy's case to mathematics, and in Mary's case, ethnographic research exploration. Students in both courses also design a community walk in which PTs experience the otherwise undiscovered local low-income, demographically diverse neighborhood, which stands in stark contrast to our university setting, which is five blocks away. Each activity is intended for PTs to develop the ethnographic skills, attitudes and beliefs that enrich their perspectives on socioeconomic, cultural, linguistic and religious diversity. Guided narrative reflections of PTs serve as one source of data that when analyzed suggest that PTs are able to respond to particular local contexts, become more flexible, and consider critical issues in equitable pedagogy.

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How do Pre-service Teacher Students Understand Biased Perceptions towards them in the Hawai'i contexts?

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Biased perceptions could produce inequality, discrimination, and other conflicts because they tend to associate with unfair discriminatory beliefs that are difficult to be modified. Racial and ethnic biases involve conflicts and violence. For example, many of the recent brutal racial violence executed by police officers were connected to implicit biases (Lawson, 2015). In the other cases, anti-Asian American hate crimes across the country could have escalated by current media information regarding COVID-19 (Gober et al., 2020). Although the exact motives may not have been identified, marginalized groups' individuals tended to have been victimized.

In Hawai'i, since the sugar plantation era in the early 1900s, a diverse population has migrated. Today, immigrant profiles have become more divergent; a quarter of the population claimed to be biracial or multiracial individuals (U.S. Census, 2020). The growth of the diverse population brings advantages and disadvantages to peoples' lives. In teacher education, pre-service teachers face challenges with their positive and negative biases (Shockley & Banks, 2011). Students and teachers have biased perceptions toward others, this may interfere with their learning, teaching, and growth, hindering school lessons (Jacoby-Senghor et al., 2016).

This study examines pre-service teacher students' experiences any biases toward them. The research question is how do pre-service teacher students' experience biases toward them?

Multicultural Education from James Banks is the theoretical framework for this study; its concept is that all students, regardless of their diverse cultural backgrounds, should have an equal opportunity of learning in school and focuses on prejudice and bias reduction (Banks, 2007).

This qualitative study is a part of the dissertation project. The in-depth survey participants are 32 undergraduate students in a Multicultural Education course in Spring 2020. The significance of the study is to learn pre-service teacher students' actual perceptions, voices, and feeling regarding experiencing any biases toward them.

The findings showed that 47% of participants noted that they experienced biases toward them. Racial and ethnic biases were the most prevalent biases that they experienced. Further qualitative findings will discuss at the presentation. One of the limitations is using only survey limits to analyze the deeper contents. Further interviews will help have in-depth analyses. This pilot study could be an initial pedagogical approach for understanding the dynamics of biased perceptions and improving collaborative teacher education and their practices in multicultural class settings for the post-pandemic era.

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Exploring Social and Emotional Journey of International Students on Virtual Exchanges: Pedagogical Implications for Educators in the Era of Global Pandemic

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Since the beginning of the COVID-19 pandemic, we have been bombarded with fast-changing realities. The way we lead our lives—whether it be our school, work, family, or leisure—has undergone significant changes. For many, the sense of social and emotional distance between people seems to be disrupted and altered as we continue to face a series of COVID-19 waves.

In the context of international education, major changes and challenges have also been relentless, particularly due to the border closures and flight cancellations. In fact, most of the international students who wished to study in Japan were unable to enter the country for nearly two years (until March 2022) which meant a delay in the academic plan for some students while others simply dropped the idea of studying in Japan altogether. In the meanwhile, as countries have adopted different travel bans and restrictions for the past two years, the concept of virtual study abroad or virtual exchanges has gained attention and indeed become widely accepted. Although for Japan this newly-emerged option to study abroad in an online format is merely “an emergency response” to the border closure rather than a sustainable alternative to the traditional norms of study abroad, it is important for international educators to seek and share good practices of online teaching in this context as these “newly developed online learning tools...offer inclusive international education to the larger student pool who are unable to study abroad” (Shimmi, Ota, and Hoshino, 2021, p. 40).

Drawing from surveys and interviews with a target group, coupled with the researcher’s observation notes kept over the course of two years, this presentation will focus on the social and emotional learning of international students who participated in an online exchange program hosted by a Japanese university. Responding to the previous studies that have identified common challenges of online teaching in the face of COVID-19 (e.g., Barton, 2020; Adedoyin & Soykan, 2020), there is an increasing number of case studies in which instructors design, implement, and evaluate innovative and effective online teaching practices during the pandemic (such as Burkert, 2021; Patmon & Bosneva, 2021). This presentation builds upon their efforts and further explores the field of international education where online teaching adds a new layer to the long-accepted norms of study abroad.

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Reading the “Air,” schooling and teacher identity : a literature review

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This literature review focuses on my dissertation's intention to explore the relationship between cultural ethos, commonly known in Japan as “reading the “Air,” and the ways in which the climate of schooling is shaped both by educational policy and the identities of Japanese teachers. Among the increasing interest in research on teacher identity, the current research focuses on teachers as active agents who make sense of themselves in their teaching practice rather than just a traditional notion of teachers as transmitters of knowledge (Hong et al., 2018). However, among the overlooked aspects of critical elements impacting teacher decision-making are prevailing cultural factors or the culture script (Tan, 2015). As teaching is a part of cultural activities that have historically and culturally established on people’s beliefs and assumptions (Stigler & Heibert, 1999), the extent to which teachers understand the impact of cultural pressures on their daily educational activities, how societal norms determine educational decisions in classrooms and schools, and the way their professional identity development is affected remain areas for exploration.

In the case of Japan, arguably the most prominent cultural ethos is “*kuuki*” (the air) “*wo yomu*” (to read), which translates to English as “reading the air,” a form of non-verbal communication which requires intensive attention to small cues and signs so that people can behave in culturally appropriate manners. This is a common practice for Japanese, however, there are few studies on its impact, particularly on teachers’ professional development. This paper intends to review literature based on three dimensions regarding Japanese cultural ethos and teacher identity: 1) Reading the “Air”, 2) school ethos and indigenous worldview, and 3) challenges for teachers to thrive for the 21st century. The definition and the main characteristics of the “Air” was examined specifically from the three primary characteristics of the “Air” from Yamamoto’s (1977) work whose study on the “Air” is regarded as the foundational scholarship. Relationships of the cultural ethos and reading the “Air” were investigated in the context of a native notion of a network not called “*seken*” (Kurihara, 2007) as a place possibly generate the “Air.”

I critically investigated how these “habitus” (Bourdieu, 1980) could have historically been institutionalized in school settings and shared among teachers while it served to create school ethos and sustain teacher identity. I argue that reading the “Air” has been a virtue that has supported the Japanese native worldview as one of the indigenous knowledge systems until recently. It guided people to place themselves in the human network at different contextual levels including school. However, such an indigenous worldview seems to contradict with characteristics of current teacher identity formation which requires teachers to be more flexible and attuned to the social changes than before including the recent global pandemic. More study on the ontological and epistemological foundation of teacher identity should be carried out to understand the impact of particular types of worldviews native to the society and country on schooling in this global age, how teachers all over the world are translating the indigenous cultural script into the current educational settings, and what it means for the quality of education for students.

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How the Aesthetic Education Workshop functions at the Core to Alter the Concept of Evaluation in Prospective Teacher Education

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In today's increasingly institutionalized schooling system, "learning" has come to be increasingly associated with higher scores in evaluation. Moreover, discussion on evaluation today is entangled with narratives about standards. The belief that clearly stated achievement objectives are essential to the organization of educational programs and their evaluation is taken for granted, due to the emphasis on outcomes. The most serious problem in this context is that as students follow predetermined learning objectives to attain the given answer, their consciousness becomes aligned unanimously. Especially in Japanese schools, lecturing is the dominant form of teaching due to the large number of students per classroom, and this tendency toward the unilateral consciousness becomes increasingly pronounced.

Amid this trend, classes that address expression and personal appreciation, such as music, art, and literature, face great difficulties. From the perspective of students, possessing a sense of their unique expression that differs from others is difficult. Children view expressive activities as a peripheral and exceptional time in the curriculum. Moreover, they are hesitant to express themselves and, thus, suppress their questions, due to social pressure in the classroom setting. For teachers, there is an aporia that in classes where individual children are allowed to express themselves freely, the standard for evaluation is not clear, or if it is made clear, it is impossible to allow each child to express himself/herself as he/she should.

Nevertheless, the importance of this difficulty and the magnitude of future possibilities match its enormity. A student in a class *Music Education* in the teacher training course for the year of 2021-2022 wrote the following: "So many people have the mindset that being different equals being wrong." After one year of learning about expression in the course, she could question and relativize the mindset that discourages students from speaking in a different manner, which she developed during her school days.

This problem in the Japanese education system parallels the problem in teacher training. This paper will identify the requirements for teachers to compose classes for students to create their expression, share it with their peers, and appreciate and critique it in university elementary teacher training courses, based on an aesthetic education workshop in 2020-2021. "Aesthetic education" here refers to the practice implemented by Maxine Greene and her fellow artists at the Lincoln Center, which is characterized by a shift from a traditional emphasis on the performance of existing works to an emphasis on the appreciation and creation of their own in a collaborative manner. Especially in music education, where the performance of existing works is traditionally emphasized, it means a shift to an emphasis on the creation and the discovery of their original meaning. With the pandemic and minimal face-to-face teaching opportunities, this practice was highly different from usual courses because it utilized online and face-to-face methods to encourage collaborative creation and appreciation of music in groups of students. We were also able to conduct this practice in collaboration with Professor Randal Allsup at Columbia University, a Greene student, to have him give a special lecture with students via Zoom in FY2020¹.

The essential factor in making this creative turn in the curriculum is the transformation of pedagogical relationships. We will argue, drawing on the teacher's engagement and the learners' expressions, that a conscious change in the vertical relationship between the teacher and the students to a horizontal yet triangular relationship, in which the works of art are viewed side by side in joint attention, was an essential prerequisite, not only in the classes of arts but also in the humanities, with the social constructionist view of knowledge.

This study argues that the aesthetic education workshop, which enables true dialogue and communication through the unique expression of the individual, has the potential to be positioned as the heart of teacher training, in that it has the following effects. The first point is that, as a result of the student's own experience of becoming the subject of expression, beyond the acquisition of knowledge and skills, they were able to overcome their aversion to musical expression that requires skills, and became interested in the act of expression itself, and through this, reached an awareness that there should be various forms of expression. Second, the habitual attitude that one should learn to express oneself correctly and skillfully has given way to a glimmer of awareness that it is acceptable to express oneself in an original way that one can do without skill. Third, the participants reported the communicative joy that group expressive activities, combined with online activities and new apps, brought to them in the loneliness that is characteristic of the Covid -19 pandemic period.

¹ This research is supported by a Grant-in-Aid for Scientific Research in Japan from 2018 to 2022FY.

A comparison of immigrant and native-born students : Results of the national academic performance survey in Japan

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OECD (2015) has shown the performance gap between first-generation immigrant students and students without an immigrant background tends to be wider in reading than in mathematics or problem solving. This suggests that language barriers to text comprehension may be key in explaining performance differences between these two groups of students.

Silveira, F.(2019) examine achievement from the 2015 PISA (Programme for International Student Assessment) in 41 high-income countries. The authors use within- and cross-level interactions to examine (1) the relationship between immigrant status and academic achievement, (2) the moderating effect of student socioeconomic status on achievement, and (3) how country-level foreign-born population affects both immigrant and native-born students' performance.

Although the academic performance of immigrant students globally is moderated by socioeconomic status, at country level a larger immigrant population positively affects the academic performance of both immigrant and native-born students. Nonetheless, language barriers may lead to performance differences between these student groups. In Japan, academic performance data have not been analyzed alongside student immigration status data. This research assessed the impact of immigration status on academic performance in and preference for national language (Japanese) and mathematics. Student data (N = 181,174) were extracted for the sixth year of elementary school (n = 95,974), and the third year of junior high school (n = 85,200) from the 2021 national survey on academic performance. Students who always speak Japanese at home were classified as native-born (n = 158,563), and all other students were classified as immigrant students (n = 22,581).

Chart: The National Academic Performance Survey extracted data

	Speaking Japanese at home	Elementary 6 th grade	Junior High school 3 rd grade
Group 1	Always speaking	82,029(86%)	76,534(90%)
Group 2	Almost speaking	11,204(12%)	5,966(7%)
Group 3	Sometimes speaking	2,352(2%)	2,170(3%)
Group 4	Never speaking	359(0%)	530(1%)
		95,974 (Extracted data)	85,200(Extracted data)

The immigrant student group was further divided into subgroups for those who almost always (n = 17,170), sometimes (n = 4,522), and never (n = 889) speak Japanese at home. The number of correct answers given by native-born students for national language and mathematics was significantly higher than those given by students who sometimes or never speak Japanese at home. There was also a significant difference between the preference of students who always or almost always, and students who sometimes or never speak Japanese at home, in terms of national language. However, there was no significant difference in terms of preference for mathematics. In addition, the correlation between student immigration status and socioeconomic status was assessed.

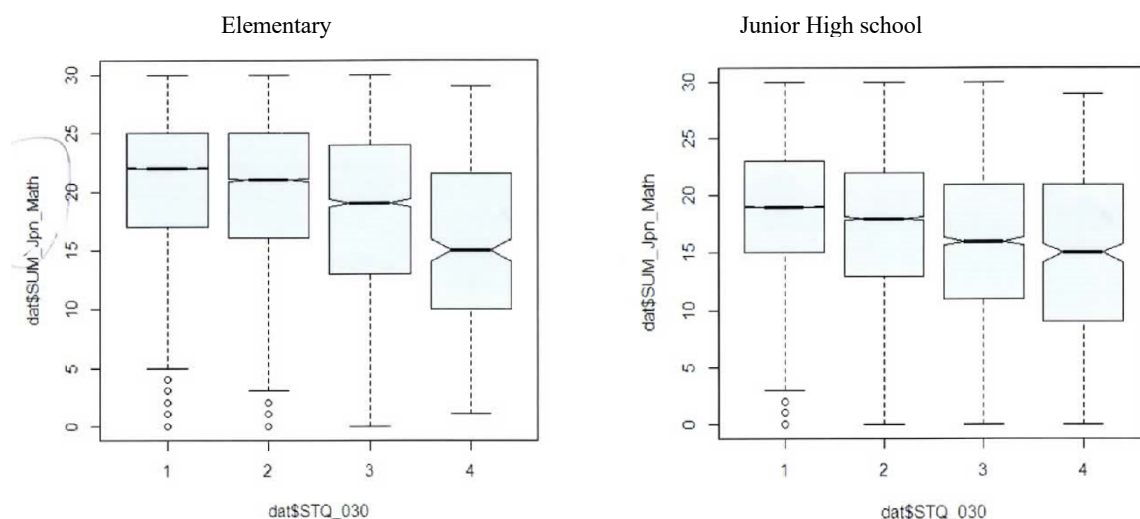


Figure: The number of correct answer for national language and mathematics

OECD (2015) Helping immigrant students to succeed at school—and beyond. <https://www.oecd.org/education/Helping-immigrant-students-to-succeed-at-school-and-beyond.pdf>

Silveira, F., Dufur, M.F., Jarvis, J.A., and Rowley, K.J.(2019) The Influence of Foreign-born Population on Immigrant and Native-born Students' Academic Achievement, Sociological Research for a Dynamic World Volume 5: 1–19. Volume 5: 1–19. DOI: 10.1177/2378023119845252

Students' Perception Towards Language Learning Through the Project-based Learning

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Learning and teaching target languages always involve difficulties for both teachers and learners. Especially in the EFL settings, those learners have fewer opportunities to use and interact with a target language than in the ESL settings. Recently, English education started focusing on communicative teaching from elementary education in Japan. While many teachers have been trying to create communicative language learning environments, traditional teaching styles, such as the grammar-translation method, are still popular. As part of the course activity, a group of Japanese university students participated in a virtual exchange project.

Those fourteen Japanese university students, who major in Education, were separated into four groups, and each group filmed an educational video to introduce Japanese cultures, such as daily life in Japan and a traditional hand game, to elementary school students in the U.S. Through this project, students gained teaching experience by using English; Those Japanese students also recognized the importance of cultural awareness to communicate with Native English Speakers in the target language.

This presentation will discuss the uniqueness of this virtual exchange project and how Japanese university students processed each stage to create an educational video in English. It will also introduce how students incorporate technology to share their materials and documents to film a video in the middle of the COVID-19 pandemic. In addition to describing the students' perspectives, this presentation will investigate teaching perspectives by focusing on challenges and difficulties during the project. Finally, this presentation will consider these issues to develop future language learning programs in the EFL settings.

Qualitative Effects of Virtual Field Experience in Minecraft

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Ehime University¹, Kyoto Institute of Technology²

We are running an after-school virtual activity using Minecraft and Discord with student teachers who volunteered to support it. 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. Discord is a communication platform application to exchange voice calls, video calls, text messaging, media, and electronic files. We have employed this online environment for both children and adults to enhance their communication abilities, while enjoying the creative game. In such a playful condition, collaborative context and social problems to be solved emerge often in a natural way.

The objective of the present study is to examine the effect of participation in the virtual afterschool activity on communicative abilities of the participating children and volunteer student teachers. Approximately, 20 volunteered college students and 30 school students, from 3rd to 13th grade, participated in the activity. The present study reports the preliminary result from a questionnaire, which were answered by eight volunteer student teachers after months of participation in the activity. The questionnaire consists of a multiple-choice question that “what do you think is the impact of participating in the activity on the children?” and some open-ended questions such as “tell me any episode in which you realized the growth of children the most” and “what was the most important change for you through your participation?”

The result of the multiple-choice question showed that most of them thought the children can enjoy interaction with other children and learn to work with others as positive effects brought by the afterschool activity. On the other hand, as a negative effect, many students chose “having trouble communicating with other children.” In the open-ended questions, all the respondents recognized children’s growth in communication skills such as organizing participants in a group play, teaching novice players how to operate, becoming more assertive in a stressful situation, and making an explicit request to another player. The student teachers found some growth in themselves. They answered that they learned how to assist children, how to solve problems with children, and how to listen to and learn from children. Those answers indicate that a virtual play yard for children with student teacher’s support would benefit both children and adults.

Virtual Learning Communities in Pre-Service Writing Methods Courses

Jennifer Padua & Ronnie Tiffany-Kinder
University of Hawai'i at Mānoa

The Institute for Teacher Education (ITE) Elementary Education Program at the University of Hawai'i (UHM) includes a methods course that builds pre-service teachers' content knowledge and pedagogy in writing instruction. Our course design focuses on theories and research-based practices that students can apply in their teaching practicum.

In a review of the extant literature on studies about teacher candidates and writing, Morgan & Pytash (2014) found that many teacher candidates did not feel confident in their writing ability, had poor experiences with writing, or were apprehensive with delivering writing instruction. As literacy instructors, we are charged with teaching students to develop their pedagogical content knowledge and become skilled readers and writers. To support this endeavor, we design our courses to incorporate professional learning communities, or communities of practice, to promote collaboration, inquiry, and critical thinking. Lave and Wagner (1991) describe a community of practice as a group of people who share common interests or goals and engage in a collective learning process. In teacher education, communities of practice are intellectual spaces to acquire and share content knowledge, examine teaching and learning, and reflect on professional practice.

Our writing methods course includes instruction, modeling, and practice in academic discourse, collaborative inquiry, and critical feedback (Hermann & Gallo, 2018; Lave & Wagner, 1991; Morgan, 2010; Wink, 2010). We use small group structures such as Writing Workshops and Writing Communities to strengthen participants' writing skills and explore how they can apply what they learned in an elementary school setting. Class activities include multi-modal experiences that utilize visual, oral, and kinesthetic engagement in paired, small group, and whole group interactions. As evidenced in instructor observations and student feedback, this student-centered approach sparks lively, spontaneous discussions driven by our teacher candidates' learning needs and interests.

In March 2020, as the COVID-19 pandemic swept the globe, the University of Hawai'i and our partner schools in the Hawai'i Department of Education were forced to pivot from face-to-face instruction to distance learning. This sudden and unprecedented shift demanded that faculty learn new software and acquire new teaching strategies to deliver content, communicate with students, and engage them in an online platform. In 2017, the US Department of Education produced the National Education Technology Plan recommending teacher preparation programs to develop teacher candidates' skills "with a solid understanding of how to use technology to support learning" (p. 35). The pandemic created an urgency for faculty members to follow this plan by equipping teacher candidates with new educational technology skills and learning new ways to organize time, tasks, and resources. As a result, being responsive and flexible have become critical attributes for teachers and students. At the same time, our University and K-12 schools continue to navigate a constantly changing and unpredictable landscape during a global pandemic.

This inquiry was aimed at: How do we build communities of practice to improve candidates' pedagogical content knowledge and the necessary writing and technology skills in an online platform? Migrating to distance learning posed particular challenges in our writing methods courses. We were challenged to design synchronous and asynchronous experiences that replicated the active learning that usually occurred during our in-person courses. In-person discussions allowed for a spontaneous, organic flow of ideas, whereas online instruction seemed to promote a more structured, "one-voice-at-a-time" environment. We were forced to create spaces and opportunities where teacher candidates could dialogue about literature, celebrate their writing, and receive critical feedback from peers.

In this presentation, we will discuss how we developed communities of practice in a writing methods course during an era of uncertainty. We will describe our instructional tools and use student work samples and feedback to show how teacher candidates engaged with course content, applied what they learned in their teaching practicum, and enhanced technological skillset. This examination will inform teacher preparation programs or other college programs that would like to maintain communities of practice while shifting their course design and pedagogy from traditional in-person course instruction to online delivery.

Supporting Multilingual Learners in the Elementary Math Classroom

Rachel Orgel
Franny Wooler
Montgomery County Public Schools

Montgomery County Public Schools is the largest district in Maryland and one of the largest in the country. Our core values of learning, relationships, respect, excellence, and equity are outlined for over 160,000 students. Located in over 135 elementary locations, almost 73,000 students come to school ready to learn. In order to provide a high-quality educational experience for all students, our district has geared professional development around both content areas as well as demographic needs. Almost 19,000 of our students are identified as multilingual learners coming from over 160 countries and speaking almost 200 languages. This number continues to grow each year in addition to the number of Students with Limited or Interrupted Formal Education (SLIFE).

To meet this growing need, the district-level Elementary Mathematics Curriculum team partnered with the Department of English Learners and Multilingual Education to develop and deliver professional development on equity pedagogy, including trauma-informed teaching and social-emotional learning. Throughout this process, not only did the students and teachers benefit, but the members of the district level teams also expanded their knowledge and personal relationships. All elementary schools participated in professional learning for English Language Development within the Mathematics classroom. Our guiding principles for the learning progression included

1. Mathematical understandings and language competence develop interdependently;
2. Students are agents in their own mathematical and linguistic sense-making;
3. Scaffolding provides temporary supports that foster student autonomy; and
4. Instruction supports learning when teachers respond to students' verbal and written work.

This training series taught educators how to support sense-making, optimize output, cultivate conversations, and maximize meta-awareness. We highlighted amplifying rather than simplifying language through an asset-based approach and holding all students to high expectations when supporting sense-making. The teachers' roles became anticipating where students need support and providing multiple access points to the vocabulary. As teachers learned how to optimize output, they did so through the lens of Mathematical Language Routines and honoring students' home languages through the process of translanguing. To cultivate conversations, teachers learned how to create spaces that encouraged students to make sense of their own understanding, share experiences, and justify their thinking. The final session in the series engaged teachers in combining metacognitive and meta-linguistic processes with building connections between learning and language.

A subgroup of schools serves a growing population of SLIFE students with a unique set of gifts and needs. In our district, this designation is given to international students ages seven and above who have not attended school in the United States where there is evidence of two or more years of missed instruction. Possible causes of this interruption include poverty, isolated geographic locales, limited transportation, societal expectations for school attendance, a need to enter the workforce and contribute to family income, natural disasters, war, and civil strife. To remain aligned with our district's core values, we agreed that SLIFE students must have the instruction of grade-level standards and instructional of the foundational skills and standards they need to succeed in their grade level securely. In a Professional Learning Community (PLC), we have begun to build a shared understanding of SLIFE students, discussed English language development and its relationship to our mathematics curriculum, enhanced upper elementary teachers' knowledge around the elements of Number Core as the foundation for elementary mathematics, and identified effective assessment tools to determine baseline data and monitor progress.

Our district has committed to effective professional development practices by continuing the learning with each school outside of our broader training. Through collaboration and coaching, we have built a community of learners who rely on each other to best meet the needs of a traditionally marginalized population. As the district specialists, we have also witnessed our own growth in planning these professional learning opportunities. We are no longer simply math or language specialists. Our presentation will show how, through this process, our collective knowledge and collaboration made our sizable district a true community.

Picture This: Contextual Frames for Communities of Inquiry

Ronnie Tiffany-Kinder
Rayna Fujii
University of Hawai‘i at Mānoa

Since the onset of the pandemic in March 2020, the field of teacher preparation (like other disciplines) has been in constant flux, learning, growing and changing with each new set of health protocols and limitations. For example, when the nation first shut down in March 2020, teacher preparation programs quickly pivoted from traditional face-to-face instruction to distance learning. Interactions between teacher educators, mentors and teacher candidates needed to transition to online platforms where participants adopted new ways to teach, learn, communicate, and connect. Students and teachers were expected to become adept in navigating new software and acquiring a repertoire of strategies to deliver content, engage students and assess learning in an online environment. Some teacher candidates experienced fear or anxiety and were overwhelmed by the unprecedented circumstances of the COVID-19 pandemic (Delamarter and Ewart, 2020).

Not only did the pandemic serve as a catalyst to bolster online learning practices and cause unpredictable pivots in instructional delivery, it created a unique situation where both students and teachers were experiencing the exact same stressor at the exact same time albeit with differing responses. This coalesced into an emerging need for a care system that allowed all parties to take on roles as someone who was the “carer” and someone who was “cared-for” (Noddings, 2012). While educators were once typically set in their roles as being the “carer,” the pandemic resulted in them being thrust into an additional role of “cared-for” and needing a framework in which to do so in a professional capacity. Burke and Lamar (2020) argue that “intentional engagement in care-focused teaching for online students is paramount” (p. 3). Noddings (2012) identified reciprocity and mutuality as the importance of the cared for’s reality. As the carer observes and listens attentively to understand the cared-for’s reality, the focus is not on the merit or work of the carer but on the needs and interests of the cared-for.

The Elementary Education Statewide program at the University of Hawai‘i uses a Community of Inquiry (COI) Framework (Garrison, Anderson & Archer, 2000) as a model for online 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 educational experiences to support teacher candidates’ developing practices and serve as a model for their future classrooms. The Statewide program combines synchronous and asynchronous online teaching with face-to-face classes; this hybrid experience promotes collegiality and teaching excellence. During the pandemic, we were challenged with how to maintain and model a cognitive, social and teaching presence in a fully online platform. We responded with innovation, creativity and risk-taking as we expanded our technological expertise and teaching repertoires.

The purpose of this inquiry was to examine how we implemented Communities of Inquiry during a global pandemic in a teacher preparation program characterized by cultural and professional values. As a program situated in a Hawaiian place of learning (University of Hawai‘i, 2021), care is often demonstrated through the Hawaiian value of aloha. To be effective, teaching and learning must take place in an atmosphere of aloha where everyone feels cared for and supported (Kahakalau, 2017). In addition, the professional values and dispositions that are nurtured in the Elementary Education Program at the University of Hawai‘i at Mānoa, create a frame of reference for the discussions and interactions between our faculty, mentors and students.

In this presentation we will discuss how we adapted the Community of Inquiry (COI) framework to meet the academic and social-emotional needs of our teacher candidates. We will describe how we applied the COI to our methods courses and field experience to nurture teacher candidates' confidence, efficacy and professionalism. This work will broaden our understanding and practice to prepare knowledgeable, effective and caring educators at the University of Hawai‘i at Mānoa. It will also inform teacher preparation programs about how they can examine their pedagogical models through a contextual frame.

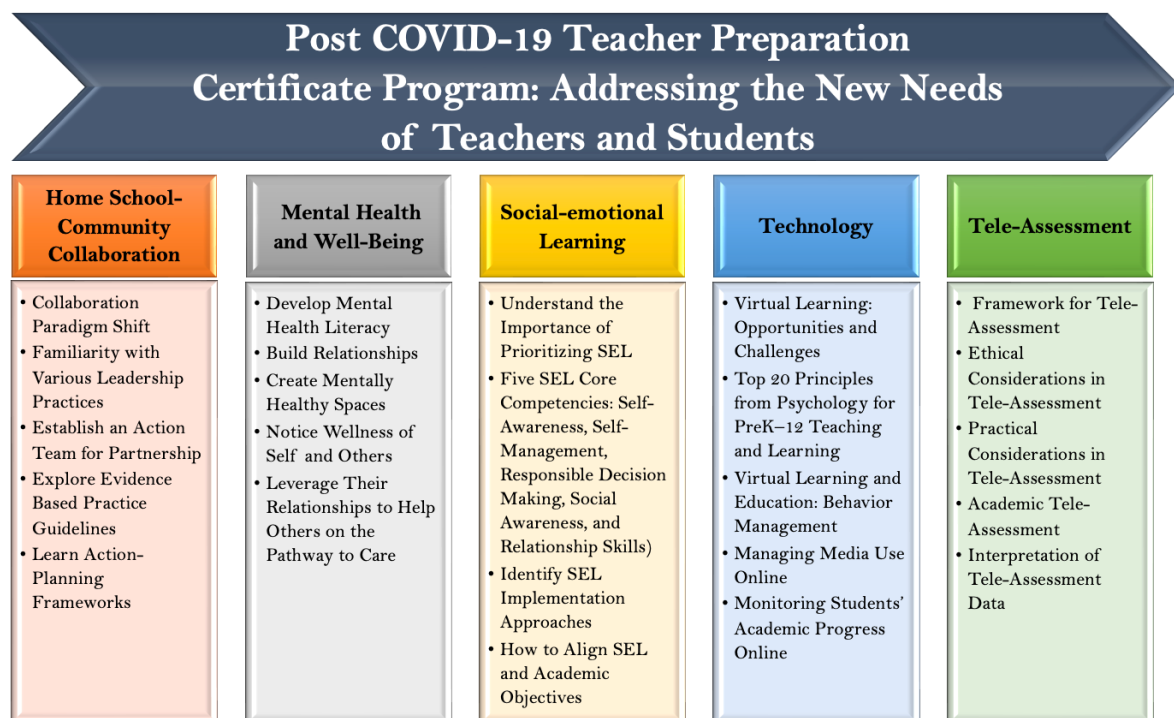
Post COVID-19 Teacher Preparation Certificate Program: Addressing the New Needs of Teachers and Students

Vincent C. Alfonso, Miriam Carlson, and Yuika Suzuki
Gonzaga University

All of us are far too aware of COVID-19 and its far-reaching effects on virtually the whole world population especially those involved in teacher preparation. In this presentation, the authors pose a multifaceted certificate program to meet the new needs of teachers and the students they serve. Thus, the central question answered by this presentation is “What are the new needs of teachers and how can we provide them with the content knowledge?” The content of the proposed program is based on reviews of the literature, published research post-COVID-19, Japan and United States national organization websites, and other media outlets. Common themes in Japan and the United States garnered from these data sources include Home-School-Community Collaboration and Consistency, Mental Health and Well-Being, Social-emotional Learning, Technology, and Tele-Assessment. The content would be provided by experts in the field via units and learning objectives (see Figure 1). Each unit consists of two, two-hour webinars with a 10-item quiz at the end of each webinar. The total number of webinars is 10 and includes 20 hours of instruction and 10 quizzes. The culmination of the experience is a 50-item comprehensive multiple-choice exam that must be passed with a grade of 90 or above. Participants have one year to complete the program on their own time and receive a certificate of completion and 21 continuing education credits.

Figure 1

Post COVID-19 Teacher Preparation Certificate Program: Addressing the Needs of Teachers and Students: Units and Learning Objectives



Pre-Service Teacher Preparation on Teaching Qualification Subjects Online and Hybrid (Effective virtual or hybrid teacher education pedagogy)

Yasuko Shimojima
Ochanomizu University

Covid-19 has changed teaching and learning styles drastically. In April 2020, the start of the new school year in Japan, schools were closed until June. After July, some private schools and public schools in urban cities began to offer pupils to take online lessons and even online morning homeroom sessions every day. In higher education, even after K-12 schools reopened, most the universities and colleges continued to teach online because university students' mobility was likely to expand beyond their residences.

The courses the author taught during the 2020 school year at X university were online. During the school year in 2021, officials of two universities, X and Z universities where I taught, encouraged me to consider the effectiveness of the course content and the safety of both lecturers and students, which resulted in the hybrid style. The courses I taught were Pedagogy on Student-led Activities and Period for Inquiry-Based Cross-Disciplinary Study.

Student-led activities, literally "special activities" are called *Tokkatsu* or extra-curricular activities. *Tokkatsu* includes school events, classroom discussions, and student unions. Tsuneyoshi (2022) elaborates on *Tokkatsu* as a non-academic subject.

There has been little information on the non-academic aspects of Japanese schooling. Since one of the major characteristics of Japanese schooling is holistic education, the academic and non-academic sides of education are intertwined and are systematically built into the curriculum.

Period for Inquiry-Based Cross-Disciplinary Study (PIBCDS), is the official subject's name at the high school level. According to Mizokami (2016), PIBCDs for high school students is more of project-based or problem-solving learning rather than inquiry-based learning because students are encouraged to solve problems as a project. Both *Tokkatsu* and PIBCDs require interaction among students and occasional visits to places outside the school. During Covid-19, school trips were canceled, and students had no opportunities to go outside the school for research.

The name of the subject for X university is Pedagogy of PIBCDs, and the target competencies of the university are to think independently, collaborate and cooperate, challenge, and accomplish on one's own. Targeted competencies as a subject include fostering competencies to change one's way of being and way of life (course of study 2018). The name of the subject for the Z university is Pedagogy of *Tokkatsu* and PIBCDs.

To earn credit for teaching *Tokkatsu* and PIBCDs, students are required to engage in active learning, present their lesson plans, and share opinions with peers. In the first year of Covid-19, the course was conducted fully online. In the second year of Covid-19, students at least had a couple of opportunities to attend classes face-to-face. Most of the classes were conducted online and there were several practices online to compensate for what should have been conducted face-to-face. University students had to consider how to teach subjects that especially require interacting with peers.

To compensate for the lack of interaction with peers, students use LMS (Learning Management System) or MOOCs (Massive Open Online Courses) to share their teaching plans and write comments or reactions to each other. During face-to-face sessions, students are divided into a group of four and share their teaching plans and discuss their intentions and purposes of the lessons. LMS enabled students to share their ideas online. Full-time online lessons reduce interaction among students. To compensate interaction among students, discussion forums in the LMS enabled students to express their opinions and had students realize the variety of opinions every student had.

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Research on novice teacher education in music department based on PCK theory

Hitoshi TAKAMI and Kohji YAMAGUCHI
BUKKYO UNIVERSITY

Introduction

A chance of advice to novice teachers by Mentor such as skillful teachers and guidance teachers decreases by colleague's rarefaction in a field of education in recent years. Such tendency is also seen conspicuously in music classes. "There are few teachers who can advise on music classes in one school. We also have the atmosphere we don't need to be able to teach music." such report of a novice teacher can also be confirmed. Such problem is getting intensified. So consideration of the policy which supports growth of novice teachers in music classes is an urgent problem. During such background, I have decided to make educational program for novice teachers in music classes. The guideline of the program is indicated from the angle of teacher's practical knowledge in music classes. This presentation is a reanalysis of the 2021 study from the perspective of PCK.

Methodology and Procedures

In this study, the direction of novice teacher education in music department was organized from viewpoint of PCK theory, which is largely related to the report of the Central Council for Education (No. 184). In addition, PCK presented its structural model from standpoint of being a teacher's practical knowledge. Based on these, we conducted a practical knowledge analysis of novice teachers who conduct music lessons from perspective of PCK.

This survey covers elementary school music classe conducted by one novice teacher. Class form is 'choir model' music lesson in their elementary school. 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, and 4) Interaction between Immediate knowledge and knowledge as beliefs and values.

Results

As a result, the practical knowledge of the survey subjects could be categorized into 6 types. Based on the suggestions obtained from this, I tried to make proposals for novice teacher education from the following three perspectives.

- ① Improve the ability to interact with the situation,
- ② With a view to practical knowledge peculiar to the music department,
- ③ Development of a new training education curriculum)

The following five points were also proposed as priorities for 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, and (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. Based on this point, it is expected that a novice teacher education program in the music department will be developed.

Acknowledgement

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A practical study of elementary school teacher's growth: An analysis of physical education classes

Kohji YAMAGUCHI and Hitoshi TAKAMI
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Introduction

In general, it is thought that practicing knowledge and teaching skills rise along with it if the teaching job experience years increase. The teacher had looked back on an own walking recollecting it up to now, for example, the life history research as for the research on the teacher's growth, and the method of assuming those talking to be data and explaining the process of growth was a main current in the assayer. Such a technique is used, and the research that clarifies teacher's growth process is a little from the transformation of effect teacher's teaching practice in the physical education class field.

Methodology and Procedures

In the present study, it aimed to clarify the realities of his growth from the transformation of demonstrating of teaching strategy for one teacher of the elementary school through the analysis of the teaching practice of four years.

The object person was one teacher of the elementary school who had the educational experience for five years. The class at last year and current year had been assumed to be analysis data before four years his practice. These data were the one that had been collected on wireless mike and VTR. The collected data analyzed the realities of demonstrating teaching strategy (Incentive, Screening, Signaling, Commitment, Lock in, Monitoring) by the teaching strategy observation method (The ORRTSPE observational method: Observational Recording Record of Teaching Strategy in Physical Education) that Yamaguchi et al. (2012) had made. In addition, the effect teacher's growth was examined for four years through the comparison of the realities of each annual.

Results and Discussion

The outline of the result of obtaining is as follows.

- 1) The ratio of the Commitment strategy and the Monitoring strategy was the highest results in either class. It was thought that the movements of all in land the movement teaching materials influenced this.
- 2) The strategy that the ratio of demonstrating had risen in these four years was Signaling strategy. Thus, the teacher was admitted and an adequate appeal corresponding to child's stumble was admitted to have come to be able to be done.
- 3) It was clarified that the ratio demonstrated as not a single strategy along with the year progress, but a compound strategy had risen about the Incentive strategy.

Conclusion

It was guessed that the teacher's having improved practicing knowledge when the experience was acquired was going to be able to demonstrate "Clarification of the learning task" and "Adequate appeal corresponding to child's stumble" effectively.

Incentive: Clarification of problem

Screening : Search for child's desire

Signaling : Adequate appeal corresponding to child's stumble

Lock in : Device of practice activity

Commitment : Interaction between teacher and child

Monitoring : Diagnosis and evaluation of child's movement

Acknowledgement

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Assessing Intercultural Sensitivity of Japanese Preservice Teachers

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[Introduction]

We report the results of a psychometric survey on a sample of Japanese pre-service teachers. Two instruments, the Intercultural Sensitivity Index (ISI) and Global Competency Index (GCI) originally developed by Olson and Kroeger (2001) were employed. These indices seek to measure intercultural development and global competence, the latter via subscales involving three elements: communication skills, knowledge, and awareness.

[Methods]

The instruments, which were translated to Japanese (Burkart, Langley, & Burkart, 2018), were administered to several groups of undergraduate education majors at two national universities in two different regions of Japan between 2019 and 2020. Surveys were distributed in both paper and online formats. After data cleaning, a sample of 616 usable responses were obtained. One of the goals of the data collection effort was to apply the instruments specifically to pre-service teachers, so this subset of the overall student population was oversampled.

[Results]

Instruments were primarily collected directly via paper surveys ($n = 501$) with a smaller number collected online ($n = 115$). The sample was relatively evenly split by gender, with 337 female and 279 male respondents, or 55% and 45% of the sample, respectively. Nearly two-thirds (63%) of the sample were first-year students, with the remainder second and third-year students; no fourth-year students were available. Education majors made up over 70% of the sample ($n = 439$) with Economics in second place at approximately 15% ($n = 90$). In keeping with the class-year distribution, nearly all respondents were between the ages of 18 and 21 ($n = 546$).

In addition to the demographic information above, the survey instrument included questions on second language proficiency and international travel experience. In total 70% ($n = 434$) reported proficiency in a second language; given that English is a compulsory subject in Japan from late Elementary school onwards, this result suggests that about one-third of this student sample do not view their past English education as sufficient for proficiency. In terms of international travel, well more than half ($n = 349$) of the respondents reported never having traveled outside of Japan. About one-quarter ($n = 166$) reported one international trip in their lifetime, while a handful ($n = 18$) of respondents made more than three trips outside of Japan. Correlation between language proficiency and increased travel was negligible, with a correlation coefficient of 0.05 between a binary indicator of language proficiency and the number of international trips. ISI and GCI scores themselves exhibit values symmetrically dispersed around the means in approximate Gaussian distributions.

Multiple linear regression was used to explore interaction between underlying factors of global competence with the measure of intercultural sensitivity as the dependent variable. The results were found to be comparable to previous English-language implementations of similar instruments in the United States. However, the subscale coefficients (for communication skills, knowledge, and awareness) suggest some differences in the influence of those factors on intercultural sensitivity when compared to previous studies involving American students.

[Summary]

A novel dataset was generated using a large survey of undergraduate students in Japan. Results of psychometric instrument measures are reported alongside demographic and other individual experiential data. Multiple linear regression facilitates exploration of relationships among the instrument measure components and other variables in the dataset.

Connecting the Dots 2

Inviting Visiting Lecturers and Holding Remote Collaboration Lessons for Methods of English Language Teaching

Akio YAMAMOTO
Gakushuin Boys' Senior High School /Gakushuin University

This presentation is a practical report on calling on visiting lecturers and on setting remote lessons of collaboration with other university students under the pandemic of COVID-19 in 2021. The report shows the productive communication and collaboration that the students and the presenter had together with the visiting lecturers and the remote students and teachers connected on ZOOM in these creative lessons at Gakushuin University.

All the lecturers came to work together voluntarily. This project covers ten different topics with rich content. Here are the themes of the ten lessons:

1. Dalton Tokyo High School: A newly private high school with inquiry learning in Tokyo
2. Training of teachers at Yokohama public high schools
3. Working with a Assistant Language Teacher
4. Studying abroad and career choice
5. View from a graduate working in Honolulu as a consultant
6. Philosophical Talk online with students in the department of Education and Psychology
7. Supporting Muslims in Japan
8. ICT support by EPSON
9. Model UN and its educational use
10. Tokyo Global Gateway: Experienced-based activities for learning English outside school

We had two main issues that we talked about with the visiting lecturers and the students: to seek answers to the questions, “Why do we learn English at school?” and “How do we learn English at school or outside school?” Learning global issues is another important topics we should cover in foreign language learning lessons.

The visiting lecturers and the students connected on ZOOM gave the students more chances of encountering various fields related to English language learning and more chances of dialogue, exchange, and interaction with them. The results of this project were collected from the reflections of the students in every lesson.

The results show that the students were inspired by the direct and indirect interaction with the visiting lecturers and the remote students. The visiting lecturers offered the students a role model of great teachers. The practice of preparation for team teaching with the ALT was found to be more difficult than the students had expected because they had to use metacognitive skills in order to explain the procedure of the lesson before they actually did the trial lesson. Those graduates who work at companies, not teachers of English, shared different views on the two main questions “Why” and “How” of learning English at school and let the students philosophically think who they were. The students came to think what English teachers are and the role of English language teachers at school. The workshop on Supporting Muslims in Japan made the students realize their misunderstanding of Muslims in Japan and religion in general, and internal prejudice toward religion due to ignorance. We also learned the importance of negotiation for the wording in an agreement and consensus formation in the Model UN.

It was inevitable that we had fewer face-to-face classes at university for the past two years. However, we learned that we could be connected with ease if we wanted and asked people who believe it important. ICT helps us become connected more with others. We are struck again by having more chances of dialogue, exchange, and interaction in class, leading to the creation of learning community. We can use these teaching techniques of inviting remote lecturers and students after the pandemic of COVID-19 in order to expand the power of lessons: Creation of learning community and achievement of identity.

Dare Japan MEXT to Accomplish Curriculum Reform: A Goal of Critical Thinking ?

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Tokyo Fukushi University

The Ministry of Education, Culture, Sports, Science and Technology (MEXT) dared to announce three new goals of curriculum in Japan 2017. The first goal is to cultivate a fertile humanity; the second is to develop basic knowledge and skills for living; the third is to promote the ability of thinking, the ability of judgment, and the ability of expression and others, which should be translated “critical thinking.” All of these goals are supporting to contribute to the “living power, “which has been a main goal of education in Japan since late 1990’s. Mass media and many educators have been stereotypically believed that Japanese children’s testing scores were getting down because they were infected by “Yutori(relax)” education goal by MEXT. After exceeded reaction to Yutori education, Japanese course of study has been geared toward the goal of basic knowledge and testing scores. On the contrary to those stereotypical efforts, they found that international testing scores such as PISA had not been improved. They have gradually realized that international testing might have evaluated abilities which were different from what they used to believe in terms of “achievement.” As Andreas Schreier, a chair of PISA test, has emphasized, the tenet of testing was not simply to adhere to the international competition or ranking order of achievement test score among various countries. He stated that PISA test was conducted to announce the rising new curriculum goal in twenty first century, which is phrased “key-competency.”

What does “key competency” mean? That is an ability, which is used to call “transfer of training” beyond basic skills and knowledge. That also used to be called “critical thinking” which has been cultivated in American progressive education tradition. As Japan’s MEXT is well informed of those academic knowledge, they made decision: “thinking ability” ought to be one of the major goals of education in Japan. Thinking ability could be translated as critical thinking. Despite of the fact that so many Japanese Deweyan have argued what critical thinking implied in the Dewey’s writings, it is still uncertain about theory and practice among educational researchers. Some researchers use the word “problem solving” as a practical stage of critical thinking. However, it is still unclear what the students do in “critical thinking” class. So I would rather attempt to return to the theoretical explanation of pragmatism: hypothesis constitution and examination.

Charles S. Pierce developed the concept “abduction” in his explanation of “Logics.” That is pertain to “logical thinking” in general. We assume that most of our thinking process is constituted of “induction” and “reduction.” The induction involves a series of process of “if, then” formula. That is constituted of “testing” and “inducing” the result of hypothesis. In other words, it is a formula “try and error.” That is a most common to our thinking process. Our everyday life is filled with “hypothesis” formation and “testing.” On other hand, our thinking is also constituted of “deduction,” which is a process of applying the general principle into the real life objects. For instance, the solar system can be precisely fit to our calendar of the year rather than lunar system. That is related to the heliocentric theory rejecting the geocentric theory. The heliocentric theory comes out of the deductive thinking process but not out of inductive process. Our observable entities did not change the geocentric theory because there was no plausibility in heliocentric theory, relating to our everyday lives. The paradigm shift might be true in our scientific thinking. However, the sense of “plausibility” is more important for changing our understanding and belief system. We need to have a buffer in our thinking process so that we can extend our understanding and inventing a new paradigm. Thus, the abduction is generated from the examination process of hypothesis constitution and verification in buffer, which is constituted of induction as well as deduction.

How can students pursue the critical thinking in the classroom teaching? The MEXT has illustrated two examples of critical thinking at the MEXT home pages beside the every unit of each subject matter. The first of all, MEXT home page has shown the actually done practices of the project-based learning relating to the revival of the cracked down communities or marginal villages. One is the case of Otsuchi middle school, practicing the resilience project. Otsuchi is a village ruined by the Great East Japan Earthquake 2011. About 4300 people died by the Tsunami, which was about a quarter of the population. So Otsuchi Middle school started this project for raising the children who have potential to lead the village future, called community school. They aim at raising children who have a pride with the community and a capability to cope with the social needs change in the community. The middle school students actually experience working in ninety various jobs in the community they have planned for social contribution for nine years. They have to think about what the future community needs and what they are able to do at the present. There is no simple solution in the real life. They have to infer what they can do. They have to deduct what they would do. They have to abduct the goal and anticipated results in their brain. They have to critically think about what they will be able to do for social contribution. The real life is composed of fertile variables they have to think about hypothesis constitution and examinations.

The Flipped Classroom: The Perspectives of Teacher-Educators

Amany Habib, Tim Morse, and William Evans
University of West Florida

The COVID-19 pandemic caused many educational settings to rely on either remote learning or a hybrid format for instruction. This poster presentation offers highlights of the flipped classroom teaching-model as it relates to teaching diverse learners including students with special needs and learners whose native language is a language other than English.

The presentation reports findings from two studies that investigated the perspectives of international cohorts of teacher educators regarding the efficacy of this model of teaching within K-12 school settings. The flipped classroom educational model is a reverse of the traditional classroom in that it allows learners to review new content and complete work at home and devote classroom time to application and discussions of topics learned which would have been considered homework tasks. Several studies have noted promising practices associated with the flipped classroom see (Delozier & Rhodes 2017; Mohanty & Rhodes, 2016), however, others pointed to the limitations of the teaching model when used with students who have academic difficulties (Lo & Hew, 2017).

A void in the literature addressed by the studies reported in this presentation relate to the relevance of the flipped classroom model to student subgroups requiring specialized instruction (e.g., culturally and linguistically diverse learners). The first study included 107 teacher-educators (58% response rate) from 38 countries who completed a 12-item survey designed to determine their views on the efficacy of flipped classrooms. Respondents reported flipped classrooms are efficacious for elementary and secondary students, including culturally and linguistically diverse learners – particularly with respect to teaching complex subjects (e.g., science). Inversely, respondents reported the model is inappropriate for students with disabilities, and that noteworthy barriers (e.g., digital divide) impede its use with students in impoverished rural communities.

The second study involved 104 teacher-educators (61% response rate) from 33 countries who completed a 10-item survey designed to determine their views about the appropriateness of the flipped classroom model for students with learning and/or behavioral challenges. Respondents reported reservations about the appropriateness of the model, thereby raising questions about how teacher-educators would prepare prospective teachers for the inclusion of the flipped classroom model in their instructional repertoire. The two studies are a measure of the model's face validity, especially as it relates to subgroups of learners. This presentation provides an in-depth discussion of this instructional model as it relates to one subgroup of learners who are culturally and linguistically diverse.

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