



# PROCEEDINGS OF THE 23RD JAPAN-U.S. TEACHER EDUCATION CONFERENCE.

## ABSTRACTS

**2011 SEPTEMBER 11TH – 14TH**

Supported by:

The U.S. Embassy, Tokyo;

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

The American Association of Colleges for  
Teacher Education

Venue: University of Massachusetts Lowell  
Inn and Conference Center

<http://uml.edu/justec>



*Published by: University of  
Massachusetts Lowell*

# TABLE OF CONTENTS

Acknowledgements.....	2
About JUSTEC.....	3
Tamagawa Relief Fund.....	5
Conference Schedule .....	6
Presentation Abstracts.....	10

## ACKNOWLEDGEMENTS

On Behalf of the JUSTEC Governing Board, I gratefully acknowledge the generous contributions by Evaluation Systems, Pearson and the Educational Testing Service for sponsoring the printing and dissemination of *“Proceedings of the 23<sup>rd</sup> Japan- US Teacher education conference”*. I especially thank Dr. Richard G. Allan, recently retired Vice President, Evaluation Systems, Pearson and Ann-Marie Stephenson, Associate Director, GRE Client Relations at ETS for their interest and support of JUSTEC. Endorsements by the U. S. Embassy, Tokyo, the Ministry of Education, Culture, Sports, Science and Technology, Japan and the American Association of Colleges for Teacher Education strengthen our respective efforts for high quality teacher education in Japan and the United States. We appreciate the participation by senior officials from the Japan Consulate in Boston, the U.S. Department of Education, and the Massachusetts Department of Education. Their contributions enlighten and inspire our work. Finally, the guidance and contributions by senior administrators, faculty and staff at the University of Massachusetts Lowell have made the 2011 JUSTEC conference possible. I greatly appreciate their support.

Sincerely,  
Donald E. Pierson

## **About JUSTEC**

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

The objectives of JUSTEC are to:

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

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

The 23<sup>rd</sup> JUSTEC Seminar continues the tradition of Japanese and U.S. teacher educators convening to promote understanding and collaborative research into education issues of interest in both Japan and the U.S. The conference includes 21 interactive presentations by Japanese and American educators, a keynote address and panel discussion with prominent educators, visits to area schools, formal and informal discussions among seminar participants, and cultural activities. The University of Massachusetts Lowell is pleased to host the first JUSTEC conference on the east coast of the United States.

### Host Universities for JUSTEC Conferences

Year	University
2011	University of Massachusetts Lowell
2010	Tamagawa University
2009	University of Hawaii at Manoa
2008	Bukkyo University
2007	University of Hawaii at Manoa
2006	Tokyo Gakugei University
2005	Portland State University
2004	Waseda University
2003	California State University-Dominguez Hills
2002	Naruto University of Education
2001	University of Puget Sound
2000	Tamagawa University
1999	University of Hawaii at Manoa
1998	Bukkyo University
1997	San Diego State University
1996	Naruto University of Education
1995	(Canceled)
1994	Hiroshima University
1993	University of Hawaii at Manoa
1992	Tamagawa University
1991	Stanford University
1990	Tokyo University
1989	University of Hawaii at Manoa
1988	Kyoto University

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

**JUSTEC Office: [justec@tamagawa.ac.jp](mailto:justec@tamagawa.ac.jp)**



## 23<sup>rd</sup> Annual JUSTEC Conference Program

Supported by:

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

Venue:

University of Massachusetts Lowell Inn and Conference Center  
50 Warren Street, Lowell, MA

### September 11th, Sunday

- 12:30-1:00 PM *Sign in, Inn and Conference Center*
- 1:00-1:30 PM *Overview of University of Massachusetts Lowell and the City of Lowell*
- 2:00-4:00 PM *Tour of Mills and Canals, Lowell National Historic Park*
- 4:00-6:00 PM *Opening Reception*  
*Welcome by University of Mass Lowell Chancellor Marty Meehan and Consul General Takeshi Hikihara*  
*New England Clambake at UMass Lowell Boat House*
- 

### September 12th, Monday

- 7:15-8:15 AM **Breakfast**  
**Paper Presentations on Collaborative Research and Projects**
- 8:30-9:00 AM **Studies of Japan & U.S. Teachers and Teaching**  
**Presentation 1:**  
Lasisi Ajayi(San Diego State University)  
Patrick Ng (University of Niigata Prefecture)  
*"Teacher Candidates' Views of How Two Teacher Preparation Programs in the U.S. and Japan Prepare Candidates to Teach Multicultural Literacy"*
- 9:00-9:30 AM **Presentation 2:**  
Sachiko Tosa (Wright State University), Kyoko Ishii (University of Fukui)  
*"How Japanese Elementary Teachers Recognize and Practice Inquiry-Based Science Teaching Similarly and Differently from U.S. Elementary Teachers"*
- 9:30-10:00 AM **Presentation 3:**  
Keiko Noguchi (Seisa University)  
Richard Gordon (California State University, Dominguez Hills)  
*"The Nature of Beginning Teachers' Work in Yokohama and California"*
- 10:00-10:30 AM **Presentation 4:**  
Minori Nagahara (Lynch School of Education, Boston College)  
*"Promises & paradoxes:Classroom Teachers and the Implementation of Japan's 2002 Curriculum Reform"*



10:30 –11:00 AM	<b>Break</b>
11:00-Noon	<p><b>Featured Presentation: Results from an Ongoing JUSTEC collaborative project</b></p> <p><b>Presentation 5:</b>  Yumiko Ono (Naruto University of Education)  Gerard Marchesseau (University of Puget Sound)  Carol Merz Frankel (University of Puget Sound)  <i>“Friendship Program Teaching Focus on Language Shifting Focus of The Friendship Program and the Effect on Participants: A Case Study of a Japanese Participant in the 2011 Program”</i></p> <p>Carol Merz Frankel (University of Puget Sound)  Fred Hamel (University of Puget Sound)  Jane Williams (Middle Tennessee State University)  <i>“Survey of Japan/U.S. Friendship Program Participants: Later Reflections”</i></p>
Noon-1:00 PM	<b>Lunch</b>
1:00-1:30 PM	<p><b>Paper Presentations on Teacher Education Practices and Contemporary Issues</b>  <b>Diversity / Multiculturalism in Japanese schools</b></p> <p><b>Presentation 6:</b>  Ayana Katori (Graduate School of Humanities, Tamagawa University)  <i>“Bringing a Global Education to Multicultural Classrooms: Some Considerations for Foreign Language Activities at Japanese Primary Schools”</i></p>
1:30-2:00 PM	<p><b>Presentation 7:</b>  Sari Hosoya (Kanto Gakuin University)  <i>“Japanese Teachers’ Preparedness for Diversity in Comparison with Finnish Teachers: Suggestions for Teacher Education Program”</i></p>
2:00-2:30 PM	<p><b>Presentation 8:</b>  Yasuko Shimojima (United Graduate School of Education, Tokyo Gakugei University)  <i>“Culturally Responsive Teaching for Second Language Learners in Japanese Context—the Role of Chinese and Japanese Teachers at a Night High School”</i></p>
2:30-3:00 PM	<p><b>Presentation 9:</b>  Denise Patmon (University of Massachusetts Boston)  <i>“Endo’s Face Theory, Pedagogy, and Reflective Practice for the Professoriate”</i></p>
3:30-4:00 PM	<b>Social, Refreshments</b>
4:00-6:00 PM	<p><b>Keynote Address and Panel Discussion – Open to the Public</b>  <b>Introduction by Chancellor Marty Meehan and Massachusetts Commissioner of Higher Education Richard Freeland</b>  <b>Keynote Speaker: Mr. Brad Jupp (Senior Program Advisor, U.S. Department of Education)</b></p> <p><b>Panelist: Dr. David Imig</b>  (Former President and CEO of the American Association of Colleges for Teacher Education (AACTE), Professor at the University of Maryland College Park)</p> <p><b>Panelist: Prof. Yumiko Ono</b> (Professor, Naruto University of Education)</p> <p><b>Panelist: Mr. David Haselkorn</b> (Associate Commissioner of Elementary and Secondary Education, Massachusetts)</p>
6:00- PM	<b>Dinner on own; Full Moon Party</b>



## September 13th, Tuesday

7:15-8:15 AM	<b>Breakfast</b>
8:30-12:00 PM	<b>School Visits: Choose Elementary, Middle or High Schools</b>
12:30-1:30 PM	<b>Lunch and Share Impressions from School Visits</b>
	<b>Paper Presentations on Professionalism of Teaching and School Leadership</b>
	<b>Challenges of Teaching English or Japanese as a Foreign Language</b>
1:30-2:00 PM	<b>Presentation 10:</b> Masaki Oda (Tamagawa University) <i>"A Mismatched Couple: EFL Teacher Training and Teacher Employment for Japanese Public Secondary Schools"</i>
2:00-2:30 PM	<b>Presentation 11:</b> Chie Ohtani (Tamagawa University), David Juteau (Tamagawa University) Keiko Ogawa (Tamagawa Academy) <i>"Constructive Partnership between Tamagawa University and Elementary School in Learning to Teaching English to Young Learners"</i>
2:30-2:50 PM	<b>BREAK (20 minutes)</b>
2:50-3:20 PM	<b>Presentation 12:</b> Mika Ito (Tokai University), Nobumi Kanazawa (Komazawa Women's Junior College) <i>"Creating Academic Student Portfolios for Teaching English in Elementary Schools in Japan: To Promote Student Voice and Teacher Evidence of Meeting Standards"</i>
3:20-3:50 PM	<b>Presentation 13:</b> Yumiko Tashiro (Purdue University), Hiromi Imamura (Chubu University) <i>"Developing Word Recognition Strategies of L1 English Learners of Japanese"</i>
	<b>Responses to Various Challenges in Japan and the U.S.</b>
3:50-4:20 PM	<b>Presentation 14:</b> Hideki Sano (Dept. of Educational Psychology, Tokyo Gakugei University) <i>"Japanese Teacher's Stress and Its Causes"</i>
4:20-4:50 PM	<b>Presentation 15:</b> Hiroaki Narita (Graduate Course of Naruto University of Education) <i>"Bridging between Education and Social Welfare: School Social Work (SSW) as a Way of Uniting Education with Welfare"</i>
5:00- PM	<b>Buffet Dinner, Cash Bar</b>

## September 14th, Wednesday

7:15-8:15 AM	<b>Breakfast</b> <b>Paper Presentations on Best Teacher Education Practices on Contemporary Issues: Successful Practices in Teacher Education</b>
8:30-9:00 AM	<b>School-University Partnerships</b> <b>Presentation 16:</b> Michelle Scribner-MacLean, Patricia Fontaine (University of Massachusetts Lowell) Jane Gilmore (University of Massachusetts Lowell) <i>“Developing Ongoing School Partnerships to Enhance Field Experiences in Elementary Methods Courses”</i>
9:00-9:30 AM	<b>Technology in Teaching and Teacher Education</b> <b>Presentation 17:</b> Lasisi Ajayi (San Diego State University) <i>“Using Discussion Board Technology to Enhance Teacher Preparation in Literacy Methods”</i>
9:30-10:00 AM	<b>Presentation 18:</b> Michelle Scribner-MacLean (University of Massachusetts Lowell) Bindu Sunil (University of Massachusetts Lowell) <i>“Use of Blogs as Means of Reflection in Elementary Science Methods Course”</i>
10:00-10:30 AM	<b>Presentation 19:</b> Akemi Sakamoto (Kio University) Shiyo Sakamoto (Shitennoji University) Atsuko Motet (Punahou High School) <i>“Using Video Conference Technology for Higher Education--Its Effects and Implications for Teacher Education”</i>
10:30-10:50 AM	<b>Break</b>
10:50-11:20 AM	<b>Presentation 20:</b> Larry L. Burriss (School of Journalism, Middle Tennessee State University) <i>“CyberLaw in the Classroom: Computer-Related Legal Concerns in the Public Schools”</i>
11:20-11:50 AM	<b>Presentation 21:</b> Judith Davidson (University of Massachusetts Lowell) Andrew Harris (University of Massachusetts Lowell) Shanna Thompson (University of Massachusetts Lowell) <i>“Sexting, Teens, and Cybersafety: An International Dilemma with Powerful Implications for Educators”</i>
12:00-1:00 PM	<b>Bus to Boston and Cambridge, Mass. , Box Lunches</b>
1:00-4:30 PM	<b>Cultural Experience – Boston and Cambridge</b> <b>Option A:</b> Attend Boston Red Sox baseball game; <b>Option B:</b> Tour selected sites in Boston and Cambridge
5:00-8:00 PM	<b>Dinner, Social , Closing Remarks at Person Home, 26 Bakers Hill Rd., Weston, MA</b>
8:00-9:00 PM	<b>Bus from Boston to Lowell</b>

## **Teacher Candidates' Views of How Their Teacher Preparation Programs in the U.S. and Japan Prepare Them to Teach Multicultural Literacy**

Lasisi Ajayi, San Diego State University, [lajayi@mail.sdsu.edu](mailto:lajayi@mail.sdsu.edu)

Patrick Ng, University of Niigata Prefecture, [chin@unii.ac.jp](mailto:chin@unii.ac.jp)

Preparing teacher candidates to teach multicultural literacy is a challenge in modern-nation states. While elementary schools in most nations are increasingly becoming culturally and linguistically diverse, many candidates perceive that their teacher preparation (TEP) programs may not have adequately prepared them to develop knowledge, skills and dispositions necessary to become effective multicultural literacy teachers. As teacher educators in the U.S. and Japan, we (the two researchers) confront this complex challenge of preparing candidates to validate and support the diverse social, cultural and linguistic resources that students bring into the classroom. We, therefore, collaborate to do a comparative study of candidates' views regarding how two TEP programs prepare them to teach multicultural literacy in elementary schools in the U.S. and Japan.

The research objective of this study is to identify, analyze and explain similarities and differences in the candidates' perceptions of how their TEP programs prepare them to teach pupils with diverse backgrounds. Data for the study are collected from teacher candidates from two universities in the U.S. and Japan two. In all 44 candidates participated in the study over one semester. Data sources include (a) a survey, where candidate provide written responses to 10 questions about their TEP program and (b) statement of teaching philosophy – where candidates provide a one-page statement regarding their multicultural literacy teaching philosophy.

Data are analyzed using the descriptive comparative method. The findings and implications are discussed.

## **How Japanese Elementary Teachers Recognize and Practice Inquiry-Based Science Teaching Similarly and Differently from US Elementary Teachers**

Sachiko Tosa, Wright State University, [sachio.tosa@wright.edu](mailto:sachio.tosa@wright.edu)

Kyoko Ishii, University of Fukui, [k-ishii@u-fukui.ac.jp](mailto:k-ishii@u-fukui.ac.jp)

The importance of inquiry-based science teaching has been emphasized both in the United States and Japan (National Education Standards, NRC, 1996; Course of Study, MEXT, 1998). However, the TIMSS 1999 Video Study (NCES, 2006) showed that, at the eighth-grade level, inquiry-based science teaching has been taking place less in the US than in Japan. Tosa (2009) studied middle-school science teachers' attitudes towards inquiry-based teaching through the use of a survey instrument and found that American teachers agreed more strongly with Standard-based concepts of inquiry-based teaching than Japanese teachers did. Tosa (2011) further conducted classroom observations and teacher interviews, and found that American middle-school science lessons often lacked meaningful scientific concepts in spite of teachers' high level of questioning techniques, while Japanese teachers exhibited more problems with pedagogical skills than scientific content.

This study examined differences and similarities between American and Japanese elementary teachers' attitudes towards inquiry-based science teaching. Teachers' attitudes was measured through the survey instrument in the US and Japan (N=112). The results of factor analysis identified three factors: (a) Standard-based concepts, (b) activities, and (c) obstacles for inquiry-based teaching. The results show that both American and Japanese teachers agree with the importance of inquiry activities. However, American elementary teachers emphasize the importance of Standard-based concepts more strongly than Japanese teachers, and the difference was statistically significant. This result suggests that Japanese elementary teachers place relatively stronger emphasis on the activities. This finding was further examined through school visits in the US and Japan (N=22). Out of 12 Japanese teachers whose lessons were observed, two thirds of them asked students to generate their hypothesis before they started their data collecting activities. None of the American teachers who participated in the research asked students to generate hypothesis in their lessons. The major part of the American lessons was devoted to students' hands-on activities and to their own exploration of scientific concepts with little discussion of the concepts before and after the activities. In contrast, Japanese teachers spent more time on discussions of the scientific concepts. These findings show a sharp contrast with the results found in US and Japanese middle-school teachers. The differences might be attributed to the differences in teacher education programs between elementary and middle-school teachers. An analysis of demographic data of participants would be needed to find out more about teachers' backgrounds. It is expected that research will provide further insight on inquiry-based teaching in the US and Japan across different school levels.

## **The Nature of Teachers' Work in Yokohama and California: Similarities – Differences – Omissions**

Keiko Noguchi, Professor, Seisa University, [K\\_noguchi@seisa.ac.jp](mailto:K_noguchi@seisa.ac.jp)

Richard Gordon, Professor, California State University, Dominguez Hills, [rgordon@csudh.edu](mailto:rgordon@csudh.edu)

The “Index of Teacher’s Career Stage” and the “Teacher Performance Expectations,” document job based requirements thought necessary for successful teaching in Japan and California respectively. Listed in these documents are very specific pedagogical skills believed to be components of effective classroom teaching.

For example, successful Yokohama teachers demonstrate, “Passion and Humanity,” during their instruction. And in California, successful teachers engage in “Reflective practice” during their instruction. While appearing to represent a comprehensive accounting of teacher success factors we found that there were components of the Index of Teacher’s Career Stage and the Teacher Performance Expectations that may have been overlooked in determining successful teacher practice, (Green, 1972).

In our review of teacher expectations we found a lack of documentation of several areas of teacher work thought necessary for teacher success in either location. Counseling skills, leadership skills, recognition of school community assets, and emotional coping skills (Ravitch, 2010) are some of the abilities successful teachers in both locations exhibit but are not included in current documentation. Linton (2011), notes that a teacher is a trustworthy content expert whose intentionality, integrity, and practice facilitates the learning process. Characteristics of teachers mentioned by Linton are necessary characteristics of the profession.

By overlooking indicators of successful practice mentioned above as well as others not mentioned, teacher professional development resources tend to concentrate on policy established priorities. This allocation of training resources exposes teachers to performance stressors without their having proper preparation in significant components of the job.

Our inspection of job-based successful teacher skills would be useful in comparing similar skills with those documented in other countries? Such an analysis of teacher work could lead to defining more clearly the universal nature of teacher work. Given the global nature of our profession such comparisons could prove beneficial.

## Promises & Paradoxes: Classroom Teachers and the Implementation of Japan's 2002 Curriculum Reform

Minori Nagahara, Doctoral Student, Lynch School of Education, Boston College, [nagahara@bc.edu](mailto:nagahara@bc.edu)

Set in motion by pressure from the Japan Teacher's Union (*Nihon Kyoiku Kumiai*) in the 1970s and 80s, and in response to growing public frustration with the state of public education, the 2002 revision of the national Course of Study was an attempt by the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) to "encourage schools to revise curricula and practice so as to reduce the pressures experienced by students and to foster an intrinsic love of learning in Japanese youth" (Bjork, 2008, p. 23). The introduction of an "integrated studies" (IS) period (*sogotekina gakushu*) to the regular curriculum was an important component of this reform.

Bjork (2008) highlights a gap in the literature on curricular decentralization reforms in Japan and other Asian countries, noting that much of the research focuses on "descriptions of programmed objectives and details related to the process of policy promulgation" while "the effects that policy initiatives have on actual schools and the people who inhabit them" (p. 25) have been woefully under-researched. Through interviews with educators as well as school and classroom observations, he found that educators expressed a significant amount of ambivalence and hesitation regarding the IS policy. There was also a great deal of variation in how teachers interpreted and implemented IS for their classrooms contexts.

This paper examines the implementation of IS through the literature of educational change, arguing that the 2002 IS policy's failure to address emotional and psychodynamic dimensions of change in teachers has created a climate that fosters resistance, making this policy unsustainable. Japanese educators have long enjoyed "well-established patterns of school-based professional development" effectively placing "responsibility for implementation on the shoulders of classroom teachers" (Hooghart, 2006, p. 291). Synthesizing the body of research around teachers as central actors in the process of change, Bjork (2008) identifies conditions that increase the likelihood of successful reform around decentralization, and argues that many of these conditions are met in Japanese schools. Bjork's contention raises an interesting paradox. According to his synthesis, Japanese teachers are uniquely positioned to successfully implement a policy centered on curricular decentralization. Why, then, were the same educators so ambivalent about implementing the curriculum reform?

Bjork concludes that "the combination of central support for reform and strong teacher capacity does not necessarily ensure smooth implementation of decentralisation reform" (p. 42) but that local concerns, demands, and contexts matter. This analysis raises possibilities for future research and reform including: 1) further empirical research on the impact of policy implementation on schools and teachers, 2) an emphasis on the process, rather than just the content of reform, and 3) effective leadership practices in introducing, implementing, and sustaining educational change.

## **Friendship Program Teaching Focus on Language Shifting Focus of The Friendship Program and the Effect on Participants: A Case Study of a Japanese Participant in the 2011 Program**

Yumiko Ono, Professor, Naruto University of Education, [ono@naruto-u.ac.jp](mailto:ono@naruto-u.ac.jp)

Gerard Marchesseau, University of Puget Sound, [stoptopanic@yahoo.ca](mailto:stoptopanic@yahoo.ca)

Carol Merz Frankel, Professor Emerita, University of Puget Sound, [cmerz@pugetsound.edu](mailto:cmerz@pugetsound.edu)

This presentation presents a case study focussing on the experience of one student, Yuki, from Naruto University of Education who participated on the Friendship Program in 2010, in Tacoma, Washington. First, the researchers discuss the impact of the program on the participant. Secondly, we investigate what aspects of the program lead to this effect. Finally, we investigate how the success of our participant fits in with broader trends in the program and how it might inform the Friendship Program in the future. The research relies primarily on qualitative data, triangulated from a range of sources, including journal entries from the participant, interviews and observations of the researchers.

To assess the impact of the program, we conducted several interviews with Yuki, as well as with friends of hers who had observed a long-term change following the trips. We also examined her journal entries from the trip. The experience was found to be very positive. The pre-departure meetings and preparation were the first key element to Yuki's success. The process of developing her lesson was empowering in itself, and the pre-departure sessions resulted in a lesson plan and material in which Yuki had confidence and enthusiasm. While in Tacoma, the hard work and preparation done by our hosts also contributed greatly to the success of the trip. Our contacts at the University of Puget Sound had planned a range of activities that helped all participants to adjust within the first few days of the trip. The elementary school also allowed us to visit one day prior to the lesson to get acclimated with the school and meet the homeroom teachers. In Yuki's case, the short homestay, one day prior to the lesson seemed to have a particularly positive effect and Yuki was able to present her lesson material in a casual setting, giving her further confidence.

Finally, the experience of delivering the lesson was one of the biggest highlights of the trip for Yuki. The program centers around delivering a model lesson in the host country. In previous years, the participants have had mixed results with their lessons. A lesson which fails might still provide an excellent learning opportunity, but it is felt that a successful lesson does far more to instil confidence in the participant and contribute to the overall quality of the experience. Yuki presented a student-centered, task-based lesson which required pupils to negotiate age-appropriate, yet academically challenging material. Removing the focus from the instructor in this way might be more 'risky' in that it leads to unpredictable outcomes. If, however, the content of the lesson is strong enough to captivate the students, this becomes the driving factor, lifting the burden from the instructor. Where there is a serious language barrier in particular, lessons which depend more on the charisma of the teacher can be problematic.

This student-centered, content-based approach is very much consistent with the new course of study for "Foreign Language Activities" in elementary school in Japan where the focus is on experiential content-driven learning. This coincides with voices within the friendship program calling for more academically challenging material. Yuki's success contributes to a body of research which can inform the Friendship Program in years to come, as well as other similar exchange programs.



## Survey of Japan/US Friendship Program Participants: Later Reflections

Carol Merz Frankel, Professor Emerita, University of Puget Sound, [cmerz@pugetsound.edu](mailto:cmerz@pugetsound.edu)

Fred Hamel, Associate Professor, University of Puget Sound, [fhamel@pugetsound.edu](mailto:fhamel@pugetsound.edu)

Jane Williams, Professor, Middle Tennessee State University, [jwilliam@mtsu.edu](mailto:jwilliam@mtsu.edu)

This presentation will report on a follow-up study of participants in a Japanese/US Friendship Program. Since 2005 sixteen students from the University of Puget Sound have gone to Japan for a ten-day cross-cultural experience including an experience in the schools that includes a short teaching experience. After six years of the program, the faculty decided to survey all the participants to see if they had any consistent pattern of attitudes or memories of their experience.

Some of the goals of the program were to give students an opportunity to develop techniques and experience in dealing with people of other cultures and languages. We hoped they would develop greater empathy for students and families of other cultures they might encounter in their teaching. We particularly hoped students would consider alternative strategies in their teaching to reach students of limited English ability.

Surveys of ten questions were emailed to 16 participants and responses were received from 11. Of the ten respondents, eight had teaching jobs when they wrote their response. Several students became interested in more travel or even teaching overseas. One student is now teaching in an international school in Dubai and another teaches in a local high school where the students have an international travel experience and he has accompanied a group to China. A third teaches in a public elementary school with a bilingual curriculum.

There were several themes apparent in responses. These themes we have identified as bonding, anxiety, insights and growth, and use of previous experience. The bonding and anxiety themes were similar to those reported by students in their journals during their Friendship experiences. In general students liked the chance to get to know Japanese college students either in home stays or in a short visit to a mountain guest-house. Their biggest challenge was teaching a group of Japanese elementary students who spoke little English. Their second biggest challenge was eating unfamiliar food.

In their teaching experience most of the students experienced a level of anxiety that they had not experienced before, but they then experienced a relief as their lesson got underway. Several of them felt that overcoming a big anxiety ultimately gave them confidence. They also came to appreciate the children as their lesson moved on – either appreciating their Japanese manners, or their similarities to children they knew in the US.

Within the theme of growth insights and growth, students reported becoming more aware of cultural differences, an increased sense of self, and confidence to ask questions about cultural differences.

Many students used previous travel experiences or other cross-cultural experiences to cope in the Friendship program. Some tended to fail to differentiate between past situations and the problems presenting currently. Others began to see the Japanese culture and their Friendship dilemmas as quite different from previous experience. A Power-point presentation will feature discussions of themes, quotes from respondents illustrating themes, photos of the students' experience, and future use of these data.

## **Bringing a Global Education to multicultural Classrooms: Some Considerations for Foreign Language Activities in Japanese Primary Schools**

Ayana Katori, Graduate Student(M.A.), Tamagawa University, [ktray7il@lits.tamagawa.ac.jp](mailto:ktray7il@lits.tamagawa.ac.jp)

This presentation discusses the dominance of English in ‘Foreign Language Activities’ at Japanese primary schools which were introduced to Japanese public elementary schools in April 2011. These activities are compulsory for 5<sup>th</sup> and 6<sup>th</sup> grades, 35 hours a year. One of the aims of these activities is to provide communication with people of different cultural backgrounds and thus to deepen their understanding of culture. It appears that the aim of the activities is not just to teach English. In reality, however, the language involved in the activities is often limited to English. Moreover, non-native Japanese speaking students are increasing in current primary school, such as using Portuguese, and Korean (MEXT: 2009).

In this presentation, therefore, I would like to discuss the state of ‘Foreign Language Activities’ from the perspective of Global Education. More specifically, I argue that one of the crucial goals of the ‘Foreign Language Activities’ should be to promote Global Citizenship to the pupils. Meaning of Global Citizenship is present situation and the consequences for the future: additionally and as crucially important how global issues are will be solved our actions, also who can appreciate the value of cultures including languages and ethnics and respect each other. Rather than just aiming at acquiring a particular foreign language. i.e., English, we should draw attention to our society where understanding of various cultures and communicating in a cross cultural situation are crucial. However, they are often mixed up with Education for International Understanding. Furthermore Education for International Understanding has often been wrongly taken as a synonym of Global Education whose aim is to produce Global Citizen (Katori 2010. Also see Asano & Selby 2002).

After a brief introduction of the current state of English in foreign language activities, I will introduce my distinction between Education for International Understanding and Global Education. This is an important framework for further discussions of the issue. Second, I will present cases to explain why there has been confusion between Education for International Understanding and Global Education in Japan. Although, I am going to focus on the developments of Foreign Language teaching in Japan relation to the notion of ‘Kokusaijin’ or Cosmopolitan.

Foreign Language Activities has already begun. These teachers who are involved in the activities must look at the activities from the Global Citizenship perspective. It is necessary for teachers to put in the Global Citizenship mind which is not just raising a person who will believe limited language as English, but respect and recognize the various cultures when the activity is practiced. Students who live in 21<sup>st</sup> century should bear these goals. Therefore, for the conclusion this presentation, I would like to state that classrooms are need programs which can learn how to live as a Global Citizenship who can enjoy their multicultural situation.

I would be pleased if the present study could lead to some better solutions in the future ‘foreign language activities’ in Japan.

## **Japanese Teachers' Preparedness for Diversity in Comparison with Finnish Teachers: Suggestions for Teacher Education Program**

Sari Hosoya, Kanto Gakuin University, [sari@kanto-gakuin.ac.jp](mailto:sari@kanto-gakuin.ac.jp)

After the factor analysis, the teachers were categorized into five different groups.

Group 1: Ethno-relative but traditional approach to teaching

Group 2: Assimilationist and routine-orientated approach to teaching

Group 3: Defensive and intolerant approach to teaching

Group 4: Diversity-oriented approach to teaching

Group 5: Ethnocentric and indifferent approach to teaching

In this study different attitudes towards diversity between Finnish and Japanese pre-service teachers were observed. Since the Japanese students had had little contact with people from other cultures, only a few of them had a diversity-oriented approach to teaching. Half of the Japanese pre-service teachers were at the acceptance level of difference, where they could identify with cultural differences in general, but could yet employ alternative ways of thinking. One-third of them were at the defensive stage, where they evaluated differences negatively and were explicitly threatened by cultural differences. This was partly due to their very low self-confidence. The remaining of the Japanese pre-service teachers were at the minimization stage where they expected similarities and insisted on the assimilation of others into the mainstream culture.

Two-thirds of the Finnish pre-service teachers were at the integration stage where they preferred more advanced intercultural sensitivity orientation, whereas the rest of the Finnish students represented a denial worldview of being generally disinterested in cultural differences and even aggressively insisted on their cultural superiority. The Finnish pre-service teachers seemed to show more distinct attitudes of tolerance of differences than their Japanese counterparts. This is probably because many Japanese students have not been involved in multicultural issues. We also believe that Bennett & Bennett's theory (2004) does not explain all of our findings because we included variables other than intercultural sensitivity.

The aspects of teachers' intercultural competence including sense of mission, empathy and social responsibility appeared differently in each group. Self-esteem might be the key for accepting diversity because it allows for more flexible thinking and a greater moral commitment to teaching. Not only academic achievement but also exposure to different ideas and values through personal contacts enables persons to widen their worldview and clarify their sense of self. The starting point for personal and professional growth is critical reflection. It can lead us to realize that there might be many culturally appropriate ways of teaching, but can also lead us to challenge our conventional knowledge and wisdom in order to promote social justice in societies with an increasing marginalization of people.

## **Culturally Responsive Teaching for Second Language Learners in Japanese Context - A Case Study: the Role of Chinese and Japanese Teachers at a Night High School**

Yasuko Shimojima, PhD candidate, United Graduate School of Education, Tokyo Gakugei University,  
[twiga\\_yasuko@graduate.chiba-u.jp](mailto:twiga_yasuko@graduate.chiba-u.jp)

According to the statistics by the immigration bureau of Japan, Ministry of Justice, 2009, the number of foreign residents officially registered in Japan is more than two million. China (war-displaced Japanese and new comers), Korea (old comers with permanent residence in Japan, and new comers), South America (Japanese-Brazilians or Peruvians), and the Philippines (Filipinas whose spouse are Japanese) are the top four countries from which the foreign residents come. With the increase of foreign residents, the number of foreign pupils and students are increasing rapidly. There are some schools for foreign pupils and students, however, most of them enroll in Japanese public schools. The number of Japanese learners at high schools was 1,365, still less than 19,504 at elementary schools, and 7,576 at junior high schools.

One of the barriers for foreign junior high students to overcome is the high school entrance exam. It is a matter requiring immediate attention for the JSL learners to master the Japanese language and understand school subjects in Japanese. However, it is also significant to learn Japanese culture while reconstructing and exploring their native culture. In order to empower these students, “culturally responsive teaching” should be included in the teacher’s perspective and teaching style to be more culturally sensitive.

The research has been conducted in a commercial night high school in a city where there are more Chinese residents. The school has a unique subject called “Japanese and Chinese Culture Study.” About ten Chinese students learn Japanese language with a Chinese speaker teacher from Taiwan together with a Japanese commercial teacher. During the same period in different classroom, about thirty Japanese students study Chinese with another Chinese teacher. Once in every semester, Japanese and Chinese students have a recitation contest of Chinese poem and Japanese *haiku*.

While the Chinese students learn Japanese, the teachers teach Japanese culture, Japanese life, Japanese high school curriculum, study skills, career orientation, and so on. The class has been conducted in an unconventional style in which natural discussions and questions are exchanged. The Chinese speaker teacher speaks both in Mandarin Chinese and Japanese, students also asks questions or answer questions in either Chinese or Japanese. The Japanese teacher explains the cultural facts in Japanese, gives examples regarding the explanation of Chinese characters.

The Chinese speaker teacher shares a similar background with students: a native speaker of Chinese with Chinese/Taiwanese background, and a learner of Japanese residing in Japan. She knows what it is to be a Chinese/Taiwanese in Japan; realizes the importance of maintaining native language and culture while learning Japanese language and culture. The Japanese teacher stresses the importance of learning “hands-on” Japanese culture and having a neutral “lens” to view and understand the political situations both in China and Japan. Both of the teachers hope their students to be full participants in the Japanese society. Observing the interaction between teachers and students, I would like to reveal, define, and explore the culturally responsiveness in Japanese context.

## **Endo's Face Theory, Pedagogy, and Reflective Practice for the Professoriate**

Denise Patmon, Associate Professor, University of Massachusetts/Boston, [denise.patmon@umb.edu](mailto:denise.patmon@umb.edu)

Increasing numbers of college and university faculty in the U.S. are committed to research and pedagogy that focuses on diversity and inclusion. The Center for the Improvement of Teaching (CIT) is a wonderful network of UMASS/Boston faculty that fosters and disseminates pedagogical innovation, curriculum change, and the scholarship of teaching related to diversity and inclusive teaching. This multi-dimensional faculty development network cuts across all colleges, disciplines, and levels of teaching at the university

Dr. Denise Patmon has taught the semester long CIT seminar for faculty over the past several years. In this session she will review the syllabus that she has put together for this professional development opportunity for her colleagues. She will focus on how she has applied Endo Shusaku's Face Theory to facilitate faculty self exploration of pedagogical practice in the research university classroom. Dr. Patmon will describe the CIT structure and governance; share the professional development course syllabus; share faculty reflections about the application of Endo's Theory to the university classroom; and engage the audience in conversation about University level Centers for Teaching Excellence in Japan in order to bring about a collaborative student/faculty pedagogy that requires professors to learn from our students.

## **A Mismatched Couple: EFL Teacher Training and Teacher Employment for Japanese Public Secondary Schools**

Masaki Oda, Professor, Tamagawa University, [oda@lit.tamagawa.ac.jp](mailto:oda@lit.tamagawa.ac.jp)

In this presentation, I will look at the relationship between teacher training programs at universities and *teacher employment examinations* administrated by the board of education of each of Japan's 47 prefectures and ordinance designated cities such as Osaka, or Yokohama, with a special attention to the cases of English teachers at secondary schools.

After a brief description of teacher employment examinations by several local boards of Education, I will investigate what are asked in their English examinations, as the type of questions supposedly reflect what the board of education expects its teachers. Unlike the nationally unified guideline for teacher training programs described above, the types of questions appeared in English exams (for English teachers) vary among the boards of education. While some appear to test the candidates' linguistic competence discretely, others focus on their pedagogic competence through texts in English. The analysis of English examinations would be able to reveal the ideal teachers each board of education hopes to hire.

Second, the outcomes of ethnographic interviews to those students who have taken one of these teacher employment examinations will follow. The interviews will provide in depth information not only about the English examinations discussed above, but also other questions asked in interviews as a part the teacher employment examinations.

Finally, the findings of the above sections will be compared to the MEXT's requirements for teacher training programs at higher education institutes. Despite the unified licensing policy at national level, there is little consistency in hiring English teachers at secondary schools as far as we can tell from teacher employment examinations. Therefore, I will conclude the paper with proposals for helping the mismatched couple working in harmony.



## **Constructive Partnership between Tamagawa University and Elementary School in Learning to Teach English to Young Learners**

Chie Ohtani, Associate Professor , Tamagawa University, [chie@edu.tamagawa.ac.jp](mailto:chie@edu.tamagawa.ac.jp)

David Juteau,, Lecturer, Tamagawa University, [juteau@me.com](mailto:juteau@me.com)

Keiko Ogawa, Tamagawa Academy, [keiko\\_Ogawa\\_F@k12.tamagawa.edu.jp](mailto:keiko_Ogawa_F@k12.tamagawa.edu.jp)

Since April 2011, English language learning has been compulsory in Japanese elementary schools. However, many teachers encounter difficulties and are not confident in teaching English to young learners at schools because they have never experienced English instruction in the classroom when they were elementary school children themselves nor have they had adequate training in teaching English to children. In addition, curriculum for pre-service teachers has not been fully developed to prepare elementary school teachers to teach English because the Japanese Ministry of Education has designated English as an “activity” rather than treating it as a standalone subject. These reasons plus time constraints add to the challenge.

In order to meet the needs of education majors, The College of Education at Tamagawa University started its own certificate program for teaching English to young learners in 2002. In order to obtain the certificate, students are required to complete 5 courses focused on teaching English to children. Since 2002, education majors who took any one of these courses have had to observe English classes at the elementary school, (called the First Division at Tamagawa) and teachers from the First Division have been giving lecture-workshops as guest speakers each semester in these courses. Since 2009, we have been piloting an annual collaborative event "Koryukai" in which college students teach an English class or perform an English drama with the 3rd grade students at the First Division.

The purpose of this study is to examine this partnership and to identify the benefits and challenges and potential areas for improvement of this collaboration between the College of Education and the First Division at Tamagawa through trainee feedback, student and teacher feedback as well as through observation and interviews from September 2009 to July 2011. The participants are education majors who have taken the courses for teaching children English, teachers and students at the First Division, as well as university instructors.

Some significant benefits identified to date have been that college students can experience teaching English to young learners in a real classroom setting, develop a rapport with veteran English teachers and build a support network with peers to help with their ongoing improvement as teachers. The university has been able to support the limitations of the current curriculum, strengthen the collegiality within the Tamagawa community and lay the groundwork for further study and projects. First Division teachers have had the opportunity to organize and articulate their teaching ideas and approaches and share their experience with an up and coming generation of teachers. Additionally this partnership has increased the children's motivation as they have found good role models for their own English performance within the Tamagawa community of K-12 through university.

Currently identified challenges are matching time schedules between education majors and the First Division, the limited curriculum of only 5 courses for teaching English to young learners, and the overall English proficiency of the education majors.



## **Creating Academic Student Portfolios for Teaching English in Elementary Schools in Japan: To promote student voice and teacher evidence of meeting standards**

Mika Ito, Associate Professor, Tokai University, [mikaito@toai-u.jp](mailto:mikaito@toai-u.jp)

Nobumi Kanazaawa, Professor, Komazawa Women's Junior College, [nkanazaw@komajo.ac.jp](mailto:nkanazaw@komajo.ac.jp)

While English has been the primary foreign language in junior high schools and high schools in Japan, it was introduced to elementary schools as an 'optional activity' in 2002. Under the new Course of Study, English education was finally implemented in throughout Japan as a 'mandatory activity' for 5th and 6th graders for 35 hours per year in the 2011 academic year. However, this may lead to problems because there has been no consensus about the purpose and goal of English education at elementary school level. In addition, teacher training and induction, in principle, will not be offered to elementary homeroom teachers since it is not an 'academic subject'. Thus, most English activities are taught by homeroom teachers who do not hold any formal teaching credentials in English. Therefore, it is clear that a framework for elementary school English needs to be established to focus on ensuring life-long professional development and teacher autonomy in order to make this epoch-making English education reform feasible and successful.

This presentation addresses the issues of the implementation of elementary school English from the following perspectives:

- (1) Current trends and problems in pre-service and in-service EFL teacher education in Japan,
- (2) Implications from Performance Assessment for California Teachers (PACT), and
- (3) An attempt to create a framework for student portfolios for teaching English to elementary school children in Japan.

One rationale behind this presentation is that current teacher education in Japan should be shifted to one in which teachers take ownership of their professional development and promote autonomy. Another rationale is that research needs to focus on learning profiles for reflection and teacher evaluation from the viewpoint of continuing professional development. For creating student portfolios in Japan, teacher education policies and teaching performance assessment in California are referred to as a useful example, especially the PACT implementation at California State University, Northridge.

## Developing Word Recognition Strategies of L1 English Learners of Japanese

Yumiko Tashiro, Graduate Student, Purdue University, [ytashiro@purdue.edu](mailto:ytashiro@purdue.edu)

Hiromi Imamura, Professor, Chubu University, [imamura@isc.chubu.ac.jp](mailto:imamura@isc.chubu.ac.jp)

In order to be a proficient reader in a second language, it is necessary to acquire automaticity of lexical access. However, language learners whose L1 orthographic system is different from that of their L2 will experience difficulties in adjusting to the new writing system. Because Japanese language utilizes two types of writing systems (logography and syllabary) with three kinds of scripts, learners whose L1 orthographic system is alphabetic are required to make efforts to acquire new strategies on coding. However, the limited amount of time is allocated for reading practice in classroom due to the latest trend of communicative language approach.

Since reading is tied directly to visual representations, how visual comprehension processing is regulated is an important matter in L2 reading research. Differences in orthography, phonology, and morphology affect a reader's word recognition. When the graphic form is not transparent with phonological code, readers tend to depend on visual representations more, but phonological information in words is primarily activated in all languages regardless of orthographic depth.

The current work: 1) describes what kinds of problems L1 English learners of L2 Japanese experience in word recognition in Japanese, 2) demonstrates how L2 Japanese learners develop word recognition strategies by showing the results of a passage reading experiment in Japanese, and 3) presents implications for Japanese language instructing.

This study investigates whether there are any developmental differences in word recognition strategies in passage reading across levels of L1 English learners of Japanese. The subjects are 10 students from two different proficiency levels, intermediate and advanced, at an American public university in the Midwest. The intermediate subjects had been studying Japanese for 3.1 years ( $SD=1.20$ ) on average, and the advanced subjects for 4.8 years ( $SD=1.38$ ). They read four short passages controlled by visual familiarity, which is created by switching orthographies, and responded to comprehension questions in multiple-choice format.

The results showed that proficiency, not visual familiarity, had an effect on comprehension and processing time and that there was an interaction between proficiency and visual familiarity. This outcome indicates that their word recognition strategies become more automated and their performance gets better both in comprehension and processing as language level increases. The familiarity of the texts, however, affects their performance negatively among subjects from lower levels due to interference of their L1 orthography.

This study has implications for Japanese language instruction. Since the subjects of lower levels are still influenced by strategies used in their L1, different reading practices should be conducted in class to help learners develop more effective word recognition strategies to improve reading fluency. As the current and past studies have shown, one of the most important reading skills in Japanese is to build automaticity among characters, sounds, and meanings. Therefore, reading practice with the help of instructors in beginning level classes should be encouraged.

## Japanese Teachers' Stress and Its Causes

Hideki Sano, Professor, Tokyo Gakugei University Dept. of Courtyard, [sano@u-gakugei.ac.jp](mailto:sano@u-gakugei.ac.jp)

Recently, it is pointed out that Japanese teachers are under serious stress than ever before. The percentage of mental illness is increasing in the total number of teacher's sick leave and it is the top reason for their absence. Many teachers suffer from anxiety, depression, and psychosomatic symptoms.

The author attempted to find out the reasons for this increasing problem by searching the data on Japanese teachers working conditions and reviewing literature on teachers' stress. Data and literature on teachers from outside of the country was collected as much as possible for comparison and as a basis for international perspective.

The author suggests that many Japanese teachers tend to stay on the job for a long time and have long work hours which may cause continuing fatigue and consequently burnout. Also, the data indicated that emotional support from coworkers, which is necessary for coping stress, might not be provided effectively in Japanese schools recently. Japanese schools are changing in many ways.

The author further searched for ways teachers can overcome stress and human relationship problems at school. It seems that teachers need appropriate self-esteem as a person who can lead children and achieve their goals in education.

## **Bridging between Education and Social Welfare: School Social Work (SSW) as a Way of Uniting Education with Welfare**

Hiroaki Narita, Graduate Student, Graduate Course of Naruto University of Education, [chika@naruto-u.ac.jp](mailto:chika@naruto-u.ac.jp)

Education and social welfare originally were taken as one. The ability raised by education is the physical and intellectual ability to live (*Ikiru-Chikara*). The ability raised by welfare is that of co-living (*Tomoni-Ikiru-Chikara*). These are the mutually complementary acts to shape students as a human being as they should be. Originally school was one of the spaces for these acts. But now, as the needs to educational function are getting to be stronger than ever from the society to school, for school, it is getting harder to exert its welfare function. School has to restore its social welfare function to solve the problems children are facing now. Through collaborative functioning of education and social welfare, “*Ikiru-Chikara*” would be raised concomitantly with “*Tomoni-Ikiru-Chikara*”.

How could we embody the platform in which both types of “*Chikara*” (ability) are raised concurrently? One of its possibilities is in school-home-community collaboration (SHC collaboration). In many cases of SHC collaboration, actually the school teacher plays the role of mediator in the collaboration. As a national policy to reduce too much work load of such teachers, school social work (SSW) was recently introduced as a pilot project into schools in Japan. We could expect a school social worker (SSWr) play a role of mediator instead of a teacher from a welfare viewpoint.

SSW has been less socially recognized than in US and UK and is not popular among people in Japan. SSWr takes a central role in SSW, but its training system has not been well-organized. Thus in a pilot project, SSW could not play our expected role because of unclear differentiation of its original task from school counselor, lack of the platform for its essential activity and being unable to meet with specific needs in Japan. Japan Ministry of Education is now recommending the effective use of SSW in “SHC collaboration project (Fiscal year 2011)”. The role of SSWr, however, is only identified as counseling in the project. It strongly suggests that the challenge is to fill the gap between original function of SSW to be expected and actual function of SSW to be implemented in a school, in other words, the gap between Intended and implemented SSW. We have to discuss not only the institutional design but also how SSW could fully exert its function in its implementation taking into consideration of the specific needs in a school in Japan. To contribute this discussion, I would like to propose the way of implementing the SSW in a Japanese school context through studying the details in the US SSW activities and working environments, where there is around 100 years history of SSW.

## Developing Ongoing School Partnerships To Enhance Field Experiences in Elementary Methods Courses

Michelle Scribner-MacLean, Assistant Professor, UMass Lowell, [michelle\\_scribnermaclean@uml.edu](mailto:michelle_scribnermaclean@uml.edu)

Patricia Fontaine, UMass Lowell, [patricia\\_fontaine@uml.edu](mailto:patricia_fontaine@uml.edu)

Jane Gilmore, UMass Lowell, [jane\\_gilmore@uml.edu](mailto:jane_gilmore@uml.edu)

University faculty and a former partner principal will describe how ongoing partnerships between local schools and a university were fostered to ensure that preservice teachers had diverse field experiences with expert mentor teachers. Evidence of effectiveness in the form of candidate work and principal feedback will be shared.

In the elementary science course, candidates work in pairs to create and teach a kit-based science unit in a suburban setting. Candidates receive focus areas each week including lesson planning, assessment, safety, science process skills, integration of engineering standards and are given detailed feedback by experienced supervisors each week. Candidates also blog about what they learned in the focus areas each week.

Elementary social studies pre-service candidates tutor 3<sup>rd</sup> graders in colonial and revolutionary America over eight sessions in the semester. The purpose of this project is to combine good literacy with good historical fiction. The pre-service teachers introduce informational text and apply reading strategies learned in their ELA coursework. They introduce a piece of historical fiction where they make decisions about fluency, understanding historical concepts and reinforce important skills of summarization and inference.

Elementary math candidates tutor math at an urban school, where remediation is much needed. They learn about the background of the school population, how teachers and administrators use MCAS data to make instructional decisions, and work with the school's math specialist, as well as classroom teachers to understand the struggles and the successes that students have in under-performing schools.

Successful field experiences in each of the content areas bring what is learned in the methods classroom to life for preservice teachers. A variety of settings allows students to get a better idea of the type of setting in which they want to work. Ongoing partnerships with schools ensures that teachers and administrators match the university's desired outcomes for new teachers, increases the pool of potential student teachers and candidates for new hires, and builds relationships for other university/school partnerships.

This session will describe how partnerships between local schools and a university were developed to ensure that preservice teachers had diverse field experiences with expert mentor teachers. Successful field experiences in social studies, math, and science methods bring what is learned in the methods classroom to life for preservice teachers.

## **Using Discussion Board Technology to Enhance Teacher Preparation in Literacy Methods Courses**

Lasisi Ajayi, San Diego State University, [lajayi@mail.sdsu.edu](mailto:lajayi@mail.sdsu.edu)

This study explores alternative licensed teachers' (ALTs) views of how the asynchronous discussion board mediated their preparation to teach literacy. Forty-four ALTs were taught literacy teaching methods using the asynchronous discussion board as a tool of extending learning. Each participant responded to a survey and wrote a six-page reflection to summarize his/her views of the role of the asynchronous discussion board in learning to teach literacy.

The findings indicated that the asynchronous discussion board is a potentially useful means for structuring and supporting effective teaching/learning practices. The rubric/structure set up for discussion board interactions allowed participants to use the technology to refine, appropriate and extend learning and mediate intertextual and hypertextual links to disparate texts. In addition, the complement of discussion in the courses motivated the participants to use the technology as a social space for adaptation of multiple voices, consideration of alternative perspectives, and facilitation of dialogical interactions that resulted in dynamic social knowledge constructions.

## Use of Blogs as Means of Reflection in Elementary Science Methods Course

Michelle Scribner-MacLean, Assistant Professor, UMass Lowell, [michelle\\_scribnermaclean@uml.edu](mailto:michelle_scribnermaclean@uml.edu)  
Bindu Sunil, Adjunct faculty, UMass Lowell, [Bindu\\_sunil@uml.edu](mailto:Bindu_sunil@uml.edu)

Teaching presents many challenges for its professionals by its ever-changing, complex, and unpredictable nature. Teacher preparation programs try innovative approaches to prepare preservice teachers to be successful in science teaching. Approaches such as the inquiry-based approach and reflective mental model are used in the teaching of science methods course. The reflective model have sometimes used journal writing, student interviews, or creating and teaching inquiry based science lessons so preservice teachers can develop better understanding of the nature of science and its content knowledge.

Our research study focused on the use of blogs as means of reflection in elementary science methods course. It asks whether or not the use of blogs as a means of reflection positively impact the preparedness of preservice teachers. Blogs may seem to be an effective reflective medium as it takes on the form of a personalized website containing writings and pictures that are shared with others. This study will best fit into the JUSTEC category that signifies ‘best teacher education practices on topics of contemporary interest’ where the blogs are used as a technology tool for reflection.

This study was conducted with 12 preservice teachers who were students in the science methods course. These students were trained to plan and teach inquiry based elementary science lessons using science kits. The STC science kits, ‘rocks and minerals’ and ‘changes in matter’ were used to teach science to the third and fourth graders in an elementary school. For the first time, the preservice teachers had an opportunity to experience what it was like to teach science in a real elementary classroom. To capitalize on this experience, the preservice teachers used blogs to write reflections on their experiences related to science teaching. In their blogs, the preservice teachers shared what they had learned, any struggles they encountered, and useful resources and advices related to science teaching, with their peers.

In all, the preservice teachers taught seven inquiry-based science lessons where each week they were observed and given feedback based on the observation focus for that week. For instance, during week three if the observation focused on classroom management, process skills, and lesson conclusion, then in the following week, the focus shifted to content vocabulary, flow of the class, and identification of misconception. It was expected that the week’s blog entries would highlight the observation focus for that week. The data for this study was collected from the preservice teacher’s blog entries, from their response to survey questionnaire, and from preservice teacher’s interviews.

Thus, in this study the preservice teachers first designs inquiry based science lessons. Next, these lessons are put into practice and the teachers learn about science teaching by following the ‘learning by doing’ model. And finally, the preservice teachers reflect on the lessons that they taught using blogs and it is hoped that these reflections may influence both their lesson planning skills and science teaching practices.



## Using Video Conference Technology for Higher Education- Its Effects and Implications for Teacher Education

Akemi Sakamoto, Associate Professor, Kio University, [a.sakamoto@kio.ac.jp](mailto:a.sakamoto@kio.ac.jp)

Shiyo Sakamoto, Associate Professor, Shitennoji University, [shiyop@shitennoji.ac.jp](mailto:shiyop@shitennoji.ac.jp)

Atsuko Motet, Teacher, Punahou High School, [amotet@punahou.edu](mailto:amotet@punahou.edu)

Due to the rapid advancement in information-communication technologies, a video conference system, which enables synchronous interaction between groups of people at distance locations, has become quite easy to implement in educational settings. Although it is often considered and used as mere substitute for face-to-face interaction, video conference system can be used to achieve certain educational goals that are difficult to achieve otherwise.

This research reports on various uses of video conference system at high schools and colleges for different purposes. The educational practices in which the researchers have been involved fall into the following categories.

- (1) Discussion: People in distance locations discuss with each other.
- (2) Observation: People watch others in a distant location and give comments.
- (3) Provision of information: Information or support is provided to people in distant location.
- (4) Collaboration: People in distant locations work together to accomplish a task.

Among the educational practices, the following three practices have been examined in detail in order to clarify the effects of using video conference system.

- (a) College students in pre-service teacher training program in Japan have prepared and conducted lessons on traditional Japanese music for elementary school students in Hawaii.
- (b) Elementary school students have prepared and conducted a lesson on traditional Japanese music for high school students in Hawaii.
- (c) High school students in Hawaii and Japan jointly composed Japanese songs for graduation ceremony.

In all three examples, feedback from the participants collected after the video conference sessions show that participants became highly motivated and actively tackled their tasks. The following has been identified as the contributing factors.

First, the use of video conference system has created an extraordinary situation for the students. The participants were well aware that they were to communicate with people at distant locations. This made them put much effort into their preparation. This in turn made the participants more reflective at the feedback sessions on how they could have prepared better. The whole process enhanced the learning of the content and also improved their presentation skills.

Second, due to the limitation of the media, the visual being limited to the camera frame and the audio not as clear as face-to-face communication, the participants had to concentrate and modify their usual communication style. This includes exaggerated speech and gestures, constant comprehension checks and clearly articulated feedbacks. It had an effect of raising awareness towards their usual and thus unnoticed communication strategies.

Third, since the three practices involved participants from different cultures, the participants have experienced unexpected praise and misunderstanding derived by some cultural elements they took for granted. This experience enhanced the effects of the above two factors.

---

# Cyber Law in the Classroom: Computer-Related Legal Concerns in the Public School

Larry L. Burriss, Professor, School of Journalism, Middle Tennessee State University, [lburriss@mtsu.edu](mailto:lburriss@mtsu.edu)

Adding computers to classrooms, libraries and laboratories undoubtedly adds a new dimension to the learning process. But they also add a lot of headaches! In addition to access and security issues, there are numerous legal concerns that must be confronted. Although cyber-law is a new and still developing field, several trends have emerged that directly impact both students and educators: access, privacy and copyright.

There are also numerous privacy issues regarding computers in the classroom. Does the school have a clearly defined statement of the expectation of e-mail privacy? Do students, and faculty, have an expectation of privacy with regards to web sites they access and the computers they use?

The presenter will also address security issues teachers and administrators face in setting up web sites, servers or intranets within their schools.

Another issue is that of blocking software and access to web material, particularly in libraries. Various federal laws appear to mandate the use of blocking software, yet at the same time those laws often seem to conflict with the First Amendment. And do teachers really know what the blocking software does, and what its limitations are?

Perhaps no area of cyber-law has evoked as much controversy, and personal involvement, as copyright and the theft of intellectual property. For the classroom teacher, there is the constant temptation to download copyrighted art, software and lesson plans. In cash-strapped classrooms, anything the teacher can get for free will help the budget. For the student it is all-too-easy to download music, television programs and movies. Again, no-cost is certainly better than low-cost.

However, recent court decisions have shown that the software piracy police are very active, and "free" software can end up costing the school district hundreds of thousands of dollars in fines.

Fortunately the issue of copyright law and theft of intellectual property provides some very real day-to-day lessons that can be learned about honesty and situational ethics.

Finally, the presenter will discuss implications for classroom management and best practices as impacted by the USA Patriot Act.

The presenter will stress the idea that parents, administrators and teachers should consider the age and maturity of the child using a computer. In addition, he will propose that adults (in dealing with children) and administrators (in dealing with faculty) "respond, not react" when they find someone engaging in inappropriate electronic behavior.

## **Sexting, Teens, and Cybersafety: An International Dilemma with Powerful Implications for Educators**

**Judith Davidson, Associate Professor, Graduate School of Education, University of Massachusetts-Lowell**

**Andrew Harris, Assistant Professor, Criminal Justice, University of Massachusetts-Lowell**

**Shanna Thompson, Graduate School of Education, University Massachusetts-Lowell**

In the last decade we have seen an explosion in the growth of new technologies like the Internet and mobile phone applications, and teens, like the rest of the world, are eager consumers of these products. When teens enter these virtual spaces, they bring with them all the developmental issues that are part of adolescent growth, including their budding sexuality. In this new frontier of social life, sexting, teens, and cybersafety are fast becoming an international dilemma with powerful implications for educators. Key to addressing these concerns is to gain an empirical understanding of young people's views, practices, and understanding of cell phone use and sexting.

The **Building a Prevention Framework to Address Teen "Sexting" Behaviors** project funded by the *Office of Juvenile Justice and Delinquency Prevention* of the *U.S. Department of Justice* has as its goal to explore the views of teens in regard to their technology practices and the ways those practices figure in sexual exploration in their lives; how young people conceive of cybersafety issues; and, how to craft reasonable policies to protect them from abuse and predators.

The project represents a collaboration among three institutions (University of Massachusetts-Lowell; Miami University of Ohio; and the Medical University of South Carolina)—representing and three US regions (the Northeast, the Mid-West, and the South). We are working with three high school communities in each state.

This is a two-stage mixed method study. The first stage, focusing on youth perspectives, and the second stage, focusing on adult reactions to youth perspectives. In the first stage, data collection consisted of focus groups (accompanied by pre- and post-surveys), with male and female participants meeting in separate groups. Youth data were collected between April and July 2011 from 20 focus groups and a total of 145 youth. Data has been analyzed from a statistical and qualitative perspective--using NVivo—Qualitative Data Analysis Software--and a multi-layered interpretive process that includes all research team members.

In this presentation we will report on our findings about teens, sexting, and the issues of cybersafety. Our early analysis illustrates the complexity of the issue, including the intricate complexities of their technological practices, the vast differences in youth understanding of the notion of sexting, and the importance of gendered perspectives.

We extend an open invitation to Japanese researchers to join us in collaboration around this important issue. We understand Japan to be one of the world leaders in cell phone use, and can only imagine that educators there face issues similar to what we are investigating. We would like to learn more about the state of Japanese research and educational policy in the area of sexting, cybersafety, and adolescence. We would also like to explore the possibilities of replicating our study in a Japanese setting and examining the comparisons between the two societies and the implications this comparison might have for the crafting of policy to protect youth.