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Transformative Competencies to be Nurtured in Japanese Elementary School

Classroom Activities: Analysis by the OECD Learning Compass 2030

Hayashi Masami, Sugimori Shinkichi, Fuse Azusa, Yuan Xiaoyu, Shimojima Yasuko

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1. Introduction

1.1 Purpose of this study

This study organizes the importance of extracurricular activities in the framework of the Organisation for Economic Co-operation and Development (OECD) Education 2030 program. This process can suggest future methods for implementation of and changes to extracurricular activities when the OECD Education 2030 framework is adopted. In addition, extracurricular activities are not included in the school curriculum in the world, but in Japan, some extracurricular activities are included in the curriculum under the name of *Tokubetsu Katsudo*. In this study, extracurricular activities included in the curriculum are discussed.

1.2 Background

The Education 2030 project is now underway in OECD countries. The Ministry of Education, Culture, Sports, Science and Technology in Japan, an OECD member country, in adopting the idea, requires examination of a concrete method for school education in Japan to correspond to OECD Education 2030.

Earlier research includes the ‘Tokyo Gakugei University Edition Extracurricular Activities Evaluation Standards’ (Hayashi, Sugimori, Fuse, and Yuan 2018) and Tokyo Gakugei University's Research Organization for Next-Generation Education report. They examined Japanese education based on the competencies of the OECD. Nevertheless, Transformative Competencies have not been analyzed.

Japanese extracurricular activities have the same target in fostering competencies in personal, social and physical education of Primary Years Programme in International Baccalaureate. However, a more detailed assessment of each real learning should be explored (International Baccalaureate Organization 2014) .

1.3 Objectives

Based on the background presented above regarded in the framework of OECD Education 2030 (Learning Compass: AAR cycle, Transformative Competencies), we identify the characteristics of extracurricular activities currently taking place in Japan (Fig. 1). Anticipation, Action, and Reflection constitute the AAR cycle. Transformative Competencies are ‘Creating New Value’, ‘Taking Responsibility’, and ‘Reconciling Tensions and Dilemmas’. OECD Learning work sets goals of individual well-being and societal well-being. As key competencies, knowledge, skills, attitudes and values are set with the AAR cycle and produce the Transformative Competencies.

In this paper, we advanced the analysis by the AAR cycle as a learning cycle and the part of the Transformative Competencies.

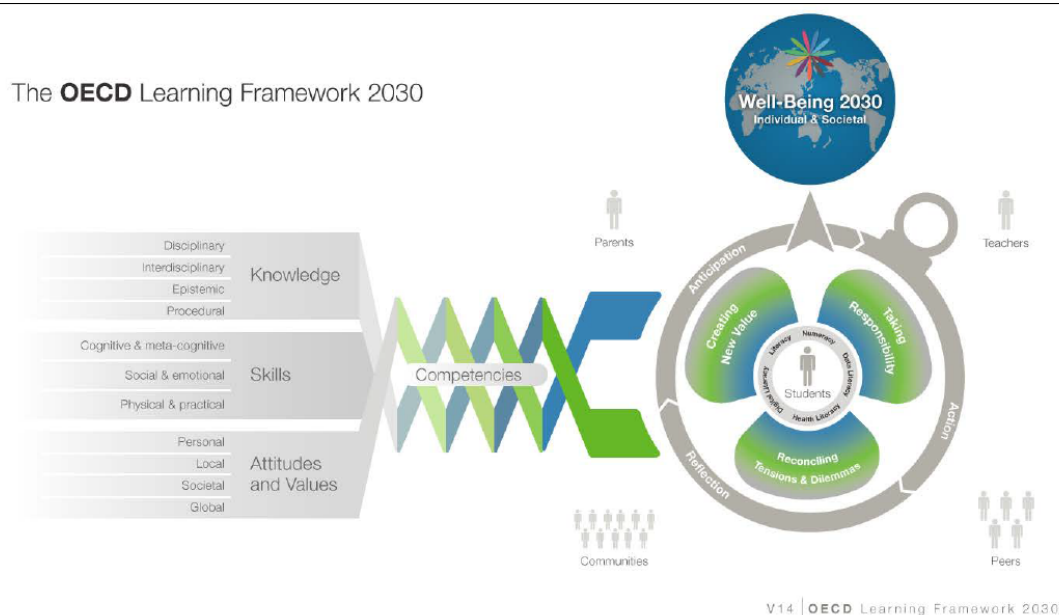


Figure 1. OECD Learning Framework 2030 (OECD 2018)

Extracurricular activities are not compulsory in many industrialized countries. On the other hand, extracurricular activities are mandatory in Japan. Japanese elementary schools incorporate classroom activities, elementary school student council, club activities, and school events within compulsory extracurricular activities.

This study examined classroom activities, which are essential in extracurricular activities. The classroom activities consist of three contents of (1), (2), and (3), where (1) is participation in the development of life in classrooms and schools, class-meeting style, (2) is ‘adaptation to daily life and learning, self-growth and health safety,’ and (3) is ‘career development and self-realization of each child’.

Specifically, the presence and classification of the places corresponding and non-corresponding with the OECD Learning Compass are confirmed. The corresponding parts are classified in the lesson structure using the AAR cycle idea. Figure 1 shows the AAR cycle on the outer periphery of the compass.

2. Methodology

2.1 Analysis overview

For six recorded classroom activities, transcripts of the full text were created. We analyzed them using the following lesson videos. ‘Elementary school DVD extracurricular activities Nibukata Elementary school at the Hachioji City of Tokyo Metropolitan’ (Hayashi 2018). These DVDs include three contents of classroom activities in the extracurricular activities. The DVDs have six volumes. Volume 1 is “Classroom activities (1) ‘Let’s organize Mini Nibukata School Festival’ (2nd Grade)”. Volume 2 is “Classroom activities (1) ‘Let’s have a Halloween party’ (4th Grade)”. Volume 3 is “Classroom activities (2) ‘Making friends with your classmates’ (3rd Grade)”. Volume 4 is “Classroom activities (2) ‘Prevention of low vision’ (5th Grade)”. Volume 5 is “Classroom activities (3) ‘Let’s decide goals for the 3rd term’ (1st Grade)”. Volume 6 is “Classroom activities (3) ‘Consciousness as the highest grades’ (6th Grade)”. The contents of the activities were based on Course of Studies, classroom activities (1)-(3), and allocated in the order of lower grades and higher grades.

The tuition introduction, development, and summary were assumed to correspond to the AAR

cycle. We extracted scenes showing nurturing of the Transformative Competencies. Three researchers conducted extraction with reference to the OECD materials (2018): education, educational psychology, and subject education.

The Creating New Value scene includes new proposals and improvement measures and so forth. Taking Responsibility emphasized cooperation with others with the intention of participating in the activities. The Reconciling Tensions and Dilemmas scene summarized multiple opinions and eliminated the state of being determined by both. The class composition was separated by correspondence with the AAR cycle. We extracted scenes related to the three competencies. The results are presented in Table 1. Then, an image of the extracted transcript corresponding to the character data was confirmed. Results of final classification by extraction of the corresponding portion are presented in Table 2.

2.2 Video Analysis (DVD: How to conduct classroom activities in class)

Images are confirmed in the context of character data extracted using text analysis. The researchers classify them by extracting the activity that is regarded as a scene corresponding to either 'Creating New Value', 'Taking Responsibility', or 'Reconciling Tensions and Dilemmas'. The class structure is observed in the framework of the AAR cycle, with activities classified as anticipation, action, and reflection. As the AAR cycle extraction method, the views of multiple researchers from different research areas utilized the same part.

2.3 Text analysis

We tried visualization with text mining to extract and normalize keywords common to selected scenes. The character data of the class are divisible into utterances from text analysis of a co-occurrence network using KH-coder (Higuchi 2014). The group corresponding to the Transformative Competencies are inferred from the text. The corresponding character data are extracted.

3. Results and discussion

3.1 Analysis of lesson videos

For six instructional images, we extracted the correspondence of the AAR cycle and the training scene of three Transformative Competencies. Of the results, Table 1 and Table 2 respectively show instructional images.

3.1.1 Classroom activities (1) ‘Let’s organize Mini Nibukata School Festival’ (2nd Grade)

The lesson is “Classroom activities (1) ‘Let’s organize Mini Nibukata School Festival’ (2nd Grade)”. This classroom activity aims at encouraging students to participate in daily school lives more proactively. The students plan the school events to be on the smaller scale within their own classroom, with the purpose of exchanging among students of different ages.







The scenes of Creating New Value are in the two places. Both are in the action phase. The first one depicts students wanting to work on anything related to art and handicrafts at a festival. The second one portrays a joke dance after the haunted house scene. The first one emphasizes cooperation with subjects. The second one can be expected to represent preventive life guidance.

The scenes of Taking Responsibility are presented in two places. The first is the anticipation phase. In a description are introductions of the presenter and the master of ceremonies. They lead responsibly and proceed. The second is a reflection scene. In a depiction of their collective work, they show responsibility for the first grade. In the two scenes, it is clear that even children participate in activities while working together with others.

The scenes of Reconciling Tensions and Dilemmas are presented in the two places. Both are in the action phase. In the first scene on the video clip, the group leader wants other students to suggest activities other than manual UFO catchers or haunted houses. In the second scene, the group leader asks whether there are opposing opinions or not. In either scene, the group leader tries to sum up various opinions from other students, and she tries to solve suspensions.

Table 1

Content of Classroom activities (1) 'Let's organize Mini Nibukata School Festival' (2nd Grade)






AAR	Photograph	Transcript	V	R	T
Anticipation		<00:55> Child A: The eighth-class meeting will begin now. Introducing of a group leader. Everyone looks fatigued today, so I'd like to speak with a loud voice.		●	
Action		<4:46> Child B: I think art and handicrafts are good because I created art and handicrafts in the first year's festival, which is helpful.	●		
Action		<10:37> Child C: There are many haunted houses, manual UFO catchers, and art and handicrafts on the blackboard. Child D: It's decided that we have a manual UFO catcher, an art and handicraft, and a haunted house. However, what are other people doing?			●
Action		<11:00> Child E: Then, we shall decide when everything is gathered. Child F: Yes. Child G: Yes, I see. May I suggest that we attach a joke dance after the haunted house?	●		
Action		<39:07> Child H: Such an opinion was given by ##. Can I decide completely? Children: It's ok. Child H: Anyone who disagrees with others' opinions or have a different opinion? Children: No.			●
Reflection		<43:10> Child I: Yes. Everyone has a device that delights the first grade. The impression that I have of the first grade's children is wonderful. I had that, so it was good.		●	

V: Creating New Value, R: Taking Responsibility, T: Reconciling Tensions and Dilemmas

is the name of a child.

Table 2

Content of Classroom activities (3) ‘Consciousness as the highest grades’ (6th Grade)

AAR	Photograph	Transcript	V	R	T
Action		<3:20> Teacher: How long did you pay attention? Yes, that’s a lot, isn’t it? Child A: I always talk about it. Child B: It was being passed.		●	
Action		<20:44> Teacher : When do you think is the opportunity for the sixth graders to pass down desirable mindsets of the highest graders to fifth graders? Child D: School events. Child E: The meeting for sixth graders.	●		
Action		<30:05> Child H: Any more opinions? Child I: Please. Child J: This can’t say that it is not done.			●
Reflec tion		<33:17> Child K: Not to tell everything quickly, but that’s being shared with how many times it is and it is being told a little. Step One.	●		
Reflec tion		<38:00> Teacher: Within one month, you need to think about what you can do. During your lunch break, you can clean assigned places within school. You will be able to prepare for the activities from coming Wednesday about the inter-graders’ groups. The student in charge will have to start preparing during lunch break.		●	

V: Creating New Value, R: Taking Responsibility, T: Reconciling Tensions and Dilemmas

3.1.2 Classroom activities (3) ‘Consciousness as the highest grades’ (6th Grade)

This lesson is Classroom activities (3) ‘Consciousness as the highest grades’ (6th Grade). Nibukata Elementary School is a pioneering school in implementing this activity in the curriculum from the new Course of Study issued in March 2017. Teachers encourage sixth graders to have consciousness and confidence as the highest grades, and consciousness to pass the baton to the fifth graders.

The scenes of Creating New Value are presented in two places. The first is in the action phase, which is shown a scene that shows the highest-grade fifth grade students making a statement. The second is an associated reflection scene. In a scene that includes several opinions, it makes a statement little by little. The first one is mutual cooperation. The second can be interpreted as preventive life guidance.

The scenes of Taking Responsibility are shown in two places. The first shows the action phase. That scene depicts answering questions from the teacher. Read responsibly and proceed. The second is a reflection scene. In the scene, they consider conditions without sixth graders that will occur in one month. Both scenes are the scenes that students participate in the activities with intention, and he collaborates with other students.

In a scene with an intention, two scenes show children participating in activities, working together with others. A scene of Reconciling Tensions and Dilemmas is shown, explicitly depicting the action phase. A student speaks during the group discussion, giving an opinion. In a scene or resolving multiple opinions together, neither is ambivalent.

3.2 Text mining of lesson videos

The figure below presents text analysis results, organized by the three Transformative Competencies, lesson transcript in the table (Figs. 2(a)–2(c)). Multi-dimensional scaling (MDS) method arranges data between individuals into two-dimensional or three-dimensional space. The closer the data are together, the more linked they are. The circle size represents the relative appearance frequency of words and phrases in a figure. The figure also shows many close distances between circles, reflecting the words used in sentences. Consequently, for class-specific words and phrases, those phrases common in each class are mainly shown as near the center; those appearing less are far

from the center. In the analysis, proper noun, names of organization, names of persons, names of places, and interjections, are omitted.

Figure 2(a) shows the results of analyzing ‘Creating New Value’. Here, ‘think’, ‘reason’, ‘say’, etc. are located near the center. Figure 2(b) is the result of the analysis of ‘Taking Responsibility’. Here, ‘self’, ‘hard work’, ‘today’, etc. are located near the center. Figure 2(c) shows the results of the analysis of ‘Reconciling Tensions and Dilemmas’. Here, ‘role’, ‘everyone’, ‘disagree’, ‘different’, etc. are located near the center. Comparison of the two results of analyses reveals a difference in the scale of the axis. Figure 2(b) has the smallest width: the words are gathered. However, Fig. 2(c) shows more widely dispersed words. Therefore, results show that ‘Taking Responsibility’ makes it easy to identify words that characterize a general competency.

Figures 2(a)–2(c) respectively portray comparisons with statements containing phrases close to the center, and often appearing among typical words, in Table 3.

For Creating New Value, we analyzed the keywords of ‘Think, and Reason (Because)’. A specific example is ‘I think a haunted house is good. The reason is that I want other students surprised, and feel that they have had fun’, etc. These expressions correspond to ‘Creating New Value’ because they lead to new proposals and ideas in discussion activities.

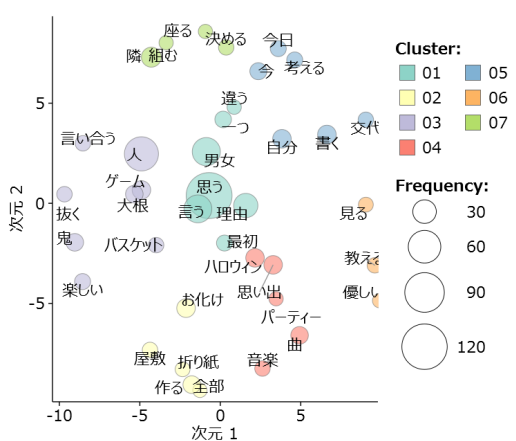


Figure 2(a). Word-Relations for ‘Creating New Value’

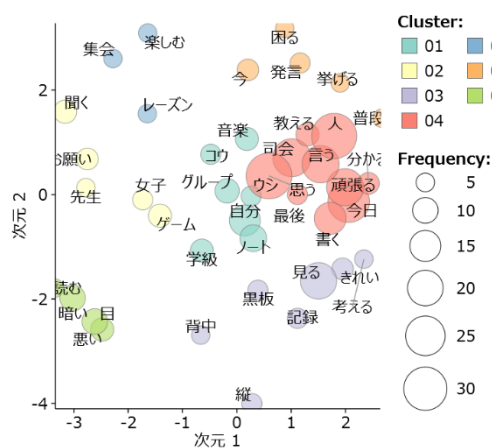


Figure 2(b). Word-Relations for ‘Taking Responsibility’

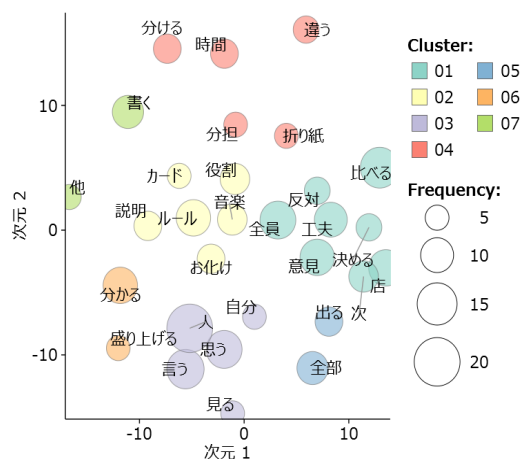


Figure 2(c). Word-Relations for ‘Reconciling Tensions and Dilemmas’

For Taking Responsibility, we analyzed keywords of ‘Try to, Today, Myself’. Specific examples are ‘Everyone looks fatigued today, so I'd like to speak with a loud voice’, etc. These expressions are of the ‘Taking Responsibility’ scene because it is a statement of intention to participate responsibly in today's activities.

For Reconciling Tensions and Dilemmas, we analyzed the keywords of ‘role, everyone, disagree, and different’. Specific examples are ‘Do you have examples of other roles’, etc. These expressions are of ‘Reconciling Tensions and Dilemmas’ because the scene shows an action that requires agreement with others.

Table 3

The example that corresponds to a word group of a text analysis

Competency	Keywords	Examples
Creating New Value	Think Reason (Because)	<ul style="list-style-type: none"> • <u>I think</u> a haunted house is good. The <u>reason</u> is that I want other students surprised, and I feel that they have had fun. • <u>I think</u> art and handicrafts are good <u>because</u> I created art and handicrafts in the first year's festival, which is helpful. • Yes. <u>I think</u>, after making a poster of the shop, it can be put on the door. The <u>reason</u> is that it stands out, and many first graders will come to the shop.
Taking Responsibility	Try to Today Myself	<ul style="list-style-type: none"> • <u>Today</u> I was a blackboard recorder, ## and ## helped, might have difficulty showing the blackboard to others, but for <u>myself</u> it was easier than I thought. • Everyone looks fatigued <u>today</u>, so I'd like to speak with a loud voice'. • Members in the group <u>tried</u> very hard in collecting opinions by themselves, so let's give them a handclap.
Reconciling Tensions and Dilemmas	Role Everyone Disagree Different	<ul style="list-style-type: none"> • Do you have examples of other <u>roles</u>? • Please help these two students because they are worried about ingenuities by <u>every student</u> or students at the shops. • Anyone who <u>disagrees</u> with other opinions or has a <u>different</u> opinion?

is the name of a child.

3.3 Overall summary

Classroom activities were examined in the same way as the two instances presented above. We obtained six video segments for analysis, yielding the results presented in Table 4.

Table 4

Overall summary sheet

AAR Cycle	Transformative Competencies	Lesson	Lesson	Lesson	Lesson	Lesson	Lesson	Sub total
		1	2	3	4	5	6	
		(1) Grade 2	(1) Grade 4	(2) Grade 3	(2) Grade 5	(3) Grade 1	(3) Grade 6	
Anticipation	Creating New Value	0	0	0	0	0	0	0
	Taking Responsibility	6	6	0	0	0	0	12
	Reconciling Tensions and Dilemmas	0	0	0	0	0	0	0
Action	Creating New Value	48	32	9	26	32	29	176
	Taking Responsibility	1	7	66	78	73	86	311
	Reconciling Tensions and Dilemmas	139	98	0	38	6	6	287
Reflection	Creating New Value	0	2	10	0	1	2	15
	Taking Responsibility	11	5	0	0	1	1	18
	Reconciling Tensions and Dilemmas	3	1	0	1	0	1	6
Total		208	151	85	143	113	125	825

Transformative Competencies associated with the AAR cycle were shown in 825 scenes. We

were able to assess the class activities of all grades. The structures of all classes were made to correspond to the AAR cycle. Each starts with a scene showing class anticipation. The action scenes take up much time. Reflection usually occurred at the time at which the class concluded for the day.

The AAR cycle is a continuously repeated learning process. In all grades from first grade to sixth grade, we extracted elements that are actually being carried out based on evidence. I thought that this method had a certain meaning.

4. Conclusion

The conclusions of this study are the following three points.

First, the AAR cycle was shown with action scenes the most (744 scenes) and with anticipation scenes the least (12 scenes).

Second, there are 191 checks of Creating New Value, 341 checks of Taking Responsibility, 191 checks of Reconciling Tensions and Dilemmas. Especially, Taking Responsibility was the most (341 scenes), but Creating New Value was least (191 scenes).

Third, there were a lot of scenes (359 scenes), for fostering Transformative Competencies observed in class-meeting style ‘classroom activities (1)’, there were fewer scenes (228 scenes) for fostering Transformative Competencies in student guidance style activities.

The analysis of these quantified contents gives a certain indication to the examination of the future method of extracurricular activities.

5. Recommendations

Although verification for each grade is left as a goal for future study, it would entail difficulties related to increasing the number of verifications. In addition, compared to other Transformative Competencies, Reconciling Tensions and Dilemmas of the common terminology are insufficiently determined. We would like to specify common terms in Tensions and Dilemmas because these terms were less specified than other Transformative Competencies.

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