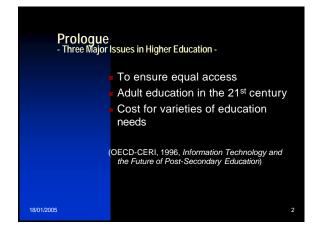
# Teacher Education in Japan and **UNESCO-APEID** Associated Centers **Related to Teacher Education**

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	xperts Consultative Meeting on
	eration in Teacher Education: N/ChairProgrammesfor the Promotion of Teacher Education
2005	
ng East	-China Normal University, Shanohai, China



# History of Course of Study (1/2)

- 1947 Trial version
- 1951 :Fist revision
- Education based on dairy life (Expansion of Experience-oriented Curriculum)
- 1958 :Second revision
- Education based on Sequence(Sequential Learning) 1968 - 1970 Third revision
- Modernization of Education (Scientific- and Discipline-Oriented Curriculum)
- 1977 :Fourth revision
- Education based on human being (nore relax and enjoyable school days)

18/01/2005

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# History of Course of Study (2/2)

- 1989 :Fifth revision
- Education focused on learner's characteristics (Schools on New view of Education achievement) Thinking skills, Decision making skills, and Presentation skills
- 1998 1999 Sixth revision
- Education in the information-oriented society (Promotion of 'Zest for Living' or 'Spirits to live' and New Learning like 4 pillars of Learning) By learner's own thoughts and experiences, he/she should (1) Find out problems, (2) consider by him-/herself, (3) make decision by him/her own contribution, and (4) solve the problems with better way of thinking and methods considered.
  - - School periods for Integrated/Comprehensive Activities Periods for CrossIntegrated/Comprehensive Activities Periods for CrossIntegrated experience-oriented Curriculum Learning International understanding, Informatics, Environment, Welfare, and Good Health

2 - 3 hours/week in primary to upper secondary schools 18/01/2005

# Paradigm Shift in Education (1/2)

Shift in Education Philosophy :Educational Objectives Presentation, decision making skill, thinking skill, Explorable Learning, Investigation Learning/Looking-up Learning, Integrated/Comprehensive/Project Learning, Analysis, Synthesis, Evaluation with special emphasis on the utilization of information technologies (Note: computer distribution rate)

18/01/2005

# Paradigm Shift in Education (2/2)

- Complex/Varied of Learning and Information Difference of information collected and reorganized based on learner's value
  - Increasing of ability on Audio-visual literacy/Promoting the Motivation and its continuity of interests to visual and communication technologies/information
  - Based on learner's experience and knowledge customization and re-organization of information collected and expresses is allowed as his/her original idea

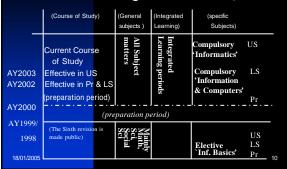
Period for t	he Integrated Learning
	Responding to and considering the real situation of school, students and communities, each school have to carry out education activities derived by the cross-curricular and integrated learning and the learning based on students' interests.
	The name of the activities will be decided by school itself.
18/01/2005	7

Period for the Environment Welfa Informatics Cross-	ne Integrated Learning re Health International Understanding • curricular and experience -oriented activities)
Identifying	field trip, survey, experience,
Problems	observation, discussion,
(consideration)	consultation (Incl. planning )
Collecting	library, community people,
Information	community institution, the
(ind out and classify)	Internet, family
Synthesis	discussion,
(dentify, ignore	exchange information,
leave, create )	multimedia computers
Presentation	papers, computers, videos,
(presentation,	Home Pages, projectors,
Expression, evaluation )	Classroom Newspapers
18/01/2005	8

# Total Number of School hours for the Integrated Learning

		Grades	Integrated learning	Total hrs
	Element ary	3rd 4th 5th 6th	105 105 110 110	910 945 945 945
	Lower Secondary	7th 8th 9th	70~ 100 70~ 105 70~ 130	980 980 980
	Upper Sec		105 ~ 210	
18/01/2005				9

# Available Subject matters et al for the Networking (Course of Study )



# Interse provide the p

# Immerging Issues (2/3)

- 2 .Responding to the results of PISA' survey in December 2004, which show the lower scores/achievements' among the Japanese students in Mathematics and Sciences,
  - Present Minister of MEXT Mr. Nakayama gave his personal comments as follows on 18 January 2005;
  - Seek to increase the school periods of basic subject matters such as language, mathematics, natural science, social science by utilizing the half day of Saturdays ?) to strengthen the upgrade of students' scholastic level.

(Note Since April 2002, in public schools Saturdays have been holidays, while in private schools they have classes.)

### Immerging Issues (3/3)

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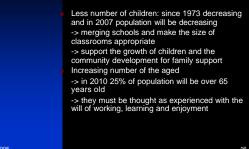
Discussions: What is the Scholastic level?

- Is it the one or indicator measured by the numbers who go to upper schools for example?
  How and by what do we convince and secure the future life of the students in the coming societies?
  How do we determine and evaluate the level which is closely and directly related to the aims and objectives of the current education in Japan characterized by 'Zest for living' or 'Spirits to live'?
  For example, as to the 'Scientific Literacy the PISA survey 2003, for which the 4,700 first defers are sampled from 144 Japanese high schools, shows that the Japan at the Scientific Literacy the PISA survey 2003, for which the 4,700 first defers are sampled from 144 Japanese high schools, shows that the Japan at the Scientific Literacy the PISA survey 2003, for which the 4,700 first defers are sample. It can be some studied the Japane at the Scientific Literacy the PISA survey 2003, for which the Scientific Literacy the PISA survey 2003, for which the Japane at the Scientific Literacy the Pisa survey Japanese the Scientific Literacy the Pisa at the Ison of the factors of the aims of the goal 2 store of the Literacy the Pisa survey Japanese that the Japanese the Scientific Literacy the Pisa survey Japanese that the Japanese the students of the goal 2 store of the Japanese the students at the Japanese that they are goad at the Japanese the Japanese that they are goad at the Japanese that they are goad 2 store of the Japanese they are students at the Japanese that they are goad 2 store of the Japanese they are students at the Japanese that they are goad 2 store of the Japanese they are students at the Japanese that they are goad 2 store of the Japanese that they are they are goad 2 store of the Japanese that they are they are goad 2 store of the Japanese that they are they are goad 2 store of the Japanese they are students at they are goad 2 store of the Japanese that they are they are goad 2 store of the Japanese that they are they are goad 2 store of the Japanese that they are they are goad 2 store
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### Japanese socio-economical status (1/5)



# Japanese socio-economical status (2/5) Information oriented society -> the development of the Internet and multimedia -> the importance of information literacy -> bridging the digital divide Globalization ->human being, objects, money and information are freely flowing over the nation border ->in the international society, own community, citizens, culture and history must be much more focused on, and needs to understand different culture

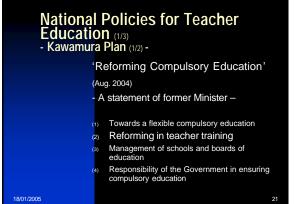
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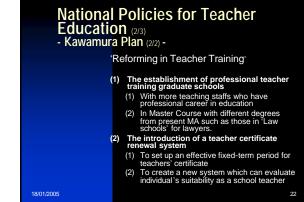


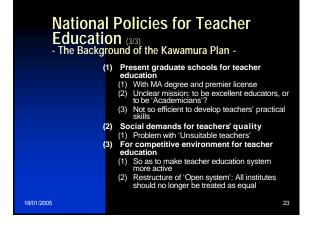
# Agaanese socio-economical status (4/5) Progress of economical society 1980's achieved the top levels of economy achieved the top levels of economy achieved the top levels of economy social society of the American free economy system characterized by effectiveness through characterized by effectiveness through social society of the American free economy system characterized by effectiveness through social society of the American free economy system characterized by effectiveness through social soci

## Japanese socio-economical status (5/5)









# Newly developed ICT competencies for Teachers in Japanese Education

- For Elementary school and Secondary school teachers developed by Special Task Force under the Bureau of Primary and Secondary Education, MEXT in March 2003
  - 10 objectives
  - General and specific according to the subject matters
  - Educational objectives described and followed by the use with functions

# Objectives for the Newly developed ICT competencies for Teachers in Japanese Education (1/2)

In order for all teachers to realize 'Understandable Classroom Learning' with the use of computers and the Internet etc., teachers are expected to be

- able to carryout the file operation (create, delete, copy the files stored on the devices and creation of folders),
- able to process document by wordprocessing software (input, creation, printout and saving files), ٠
- be able to do tabulating (with utilizing computing functions) with spreadsheet software be able to data processing (such as creation of database with the input of indexes to retrieve and classify data),
- be able to use the Internet to retrieve information needed, ۵.

18/01/2005

# Objectives for the Newly developed ICT competencies for Teachers in Japanese Education (2/2)

- be able to explain the contents of the information with characters and images on the presentation software with the use of projector, be able to operate e-mails such as to send, receive and attach files and to compress and decompress the file attached, ٠
- be able to create and revise the school webpages,
- be able to carry out teaching learning in the classroom with the use of educational software, and ٠
- be able to carry out teaching learning in the classroom with displaying the contents on the Internet by projector,

18/01/2005

# UNESCO-APEID Associated Centers in JAPAN \*

		Institution	Areas	Year established
	1	Tokyo Gakugei University	Educational Technology	April 1974
	2	National Institute for Educational Policy Research of Japan (NIER)	Curriculum Development, Science Education	December 1977
	3	Agricultural and Forestry Research Center, Tsukuba University	Agricultural and Forestry Education	July 1979
	4	Obihiro University of Agriculture and Veterinary Medicine	Technical and Vocational Education	July 1979
	5	The National Institute of Special Education (NISE)	Special Education	July 1982 (- March 2001)
	6	Graduate School for International Development and Cooperation (IDEC), HiroshimaUniversity	Elementary Education	April 1987
	7	Tokyo Gakugei University	Environmental Education	April 1996
				* as of December 2004
1/2005				27

# **Modes of Operation** Organizing and running Workshops/Seminars Participating Mobile Training Teams (MTT, 1972- present) Dispatching and receiving experts Conducting Research and Development 18/01/2005

# Major Programme areas in the Sixth Programming Cycle (1997-2001)

- Secondary education, including restructuring and curriculum reform Teacher education, including recruitment and
- retention Higher education, including issues of privatization Technical and vocational education with an
- emphasis on infrastructure development Educational technology
- International, moral and value education Research, including the financing of secondary and higher education

18/01/2005

# Major Programme areas in the Seventh Programming Cycle (2002-2007)

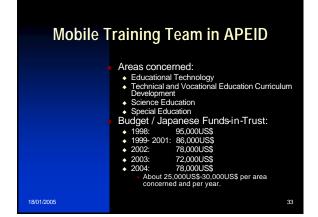
Secondary education Technical and vocational education and training Higher education Teacher education Peace education: Humane and citizen value oducation: ICT and educational innovations Science, technology, health and environment Cross-cutting theme • Human development throughout life-long learning • Quality improvement coping with equity • Promotion of potential for the individual and social development

18/01/2005

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## Participation in Mobile Training Team in Educational Technology

### 2001: Thailand

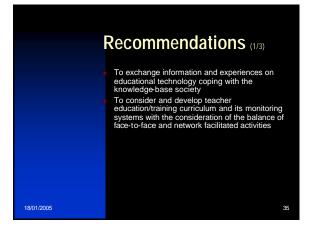
 To strengthen the plan of ICT Education policy development and distance learning in Thailand

### 2005: Indonesia

 To strengthen the distance education in Indonesia and improve the research on educational technology

> Aside from MTT in educational technology, within the capacity of members of ACs in Japan, Tokyo Gakugei University has participated in MTT in science education in 1990, 1994 and 1997.

18/01/2005



# **Recommendations** (2/3)

To carry out joint researches on (1) the quality learning and quality courseware, (2) the balance of the cost-effectiveness of e-learning and traditional learning system. (3) the recognition of the basics of educational technology such as systems approach and instructional design with daily life or experiences/environment surrounding teachers, (4) the better combination of twinning programme, distance learning/e-learning external degree programmes in order to promote and strengthen the capability of the International Center of Teacher Training

	Recommendations (3/3)
	To promote exchange programme of faculty members and graduate students for strengthening joint and cooperative researches and study To strengthen the human network of participants
	in the previous seminars/workshops To organize and carry out several competitions such as those related to the software of the year, teacher of the year, teaching and learning material of the year etc. in order to promote the quality of teaching and learning
18/01/2005	37

### Explorate (1/2) What can be suggested and proposed. Subjects and topics related to the development and improvement of teachers competency in the nowledge base society. Subjects and topics related to the strategies of innovation of teaching and learning. Subjects and topics related to the strategies of integrating 'Four pillars of learning' into teaching and learning and to the development of education for the sustainable development. Subjects and topics related to the open and distance education and improvement of education quality. Subjects and topics related to the system design and its management incorporating with education for the sustainable development.

