

1. Project Overview

1-1-1 Name of Investigation/Research Project

An Investigation of Inclusive Education through Comparison with Learning Support Implemented in Countries Overseas

1-1-2 Duration of Project

Term of Project Contract

August 11, 2020, to March 31, 2021

1-1-3 Information regarding Participants in Teacher Interaction

Name, school, job title or subject/year taught

(In alphabetical order by surnames)

Kishio Kako—Koganei Elementary School; Year 5 class teacher

Toshiya Mitsui—Koganei Elementary School; Year 5 class teacher

Kaori Nakamura—Koganei Elementary School; English specialist teacher

Makiko Sato—Koganei Elementary School; School Nurse and Special Needs Coordinator

Hideki Suzuki—Koganei Elementary School; Year 5 class teacher

1-1-4 Country and Educational Institutions for Teacher Interaction & Duration of Interaction at Each Institution

Country: Denmark

Names of Educational Institutions:	Hendrikskholm skole	October 13, 2020, to the present
	Tinderhøj skole	November 15, 2020, to the present
	Rødovre skole	November 15, 2020, to the present

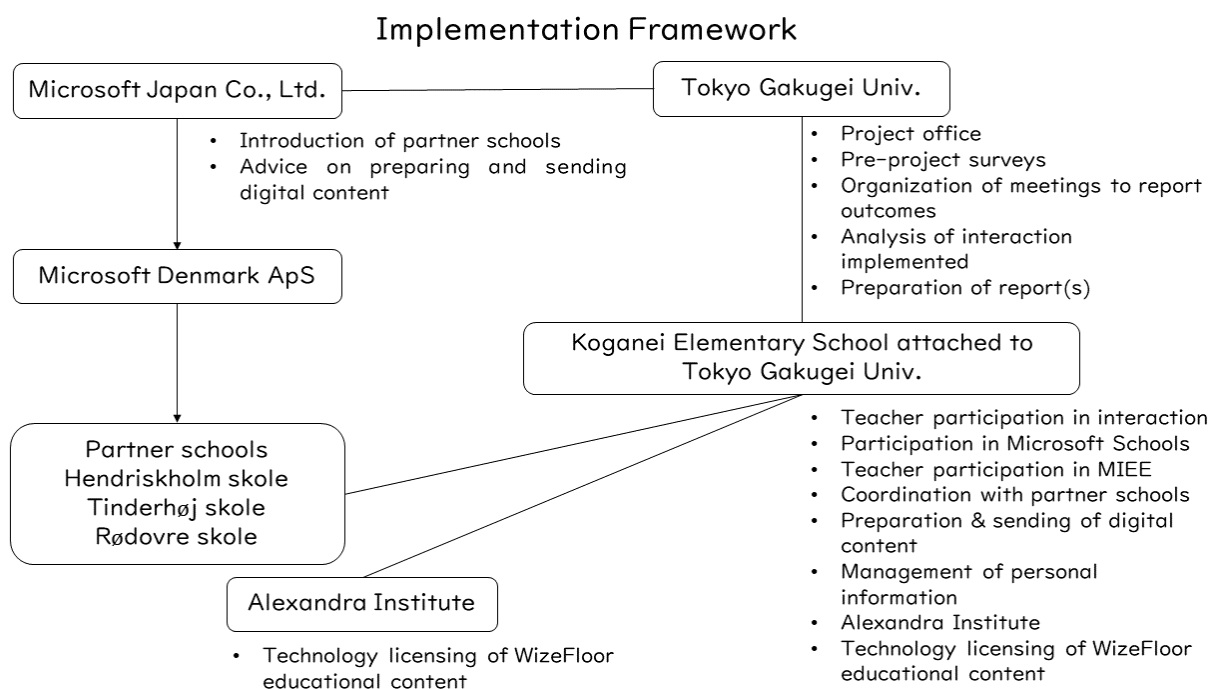
1-1-5 Names of Partner Organizations

Microsoft Japan Co., Ltd.

Microsoft Denmark ApS

2. Implementation Structure

2-1. Overview of Structure



2-1-1 Operating Structure and Distribution of Roles for Project Implementation

Name	Institution & Position	Role
Akisato Suzuki	Professor at Tokyo Gakugei University and Principal at Koganei Elementary School	Overall responsibility for project implementation
Hiroshi Fujino	Professor in Educational Leadership, Graduate School of Teacher Education, Tokyo Gakugei University	Pre- and post-project surveys & evaluation of project implementation
Naoki Kato	Associate Professor at Tokyo Gakugei University Center of ICT	Personal information management
Hironori Tsukamoto	Vice-Principal at Koganei Elementary School	Coordination within the school & with other educational institutions
Hideki Suzuki	Teacher at Koganei Elementary School	Overall responsibility for partner organizations & implementation of interaction-based classes
Makiko Sato	School Nurse at Koganei Elementary School	Interactive activities & coordination of training
Miho Mukai	Specially Appointed Professor at Tokyo Gakugei University and School Counsellor at Koganei Elementary School	Evaluation of project implementation
Toshihide Koike	Professor at Shokei Gakuin University	Pre- and post-project surveys & evaluation of project implementation
Masami Ishiyama	Learning Solution Specialist, Education Sales Division, Microsoft Japan Co., Ltd.	Coordination of Microsoft Schools program
Hidenori Harata	Head of Product Marketing, UiPath Japan	Evaluation of project implementation

2-1-2 Related Projects Implemented Previously

- MEXT Model Project for Inclusive Education System Development (2014)
- MEXT Research Project to Assess Use of Learning Support Devices and Other Educational Materials (2018-2019)
- MEXT Research Project on Methods of Course Instruction for Schoolchildren and Others Who May Have Developmental Disabilities (2019-2020)

2-1-3 Overview of Organizations Involved in Joint Implementation, Subcontracting, etc. None

2-2. Partner Organizations

Microsoft Japan Co., Ltd. and Microsoft Denmark ApS

The global Microsoft corporation runs educational programs such as Microsoft Showcase Schools and Microsoft Innovative Educator Expert on a worldwide scale. Meanwhile, Microsoft Japan Co., Ltd. runs the Japanese Microsoft Innovative Educator Expert program targeting teachers, and since 2017 teachers at Koganei Elementary School have been involved in that program. Largely due to this involvement, Koganei Elementary School had previous experience of collaborating closely with Microsoft Japan Co., Ltd. on projects such as organization of seminars.



MIEE Education Exchange

For this project, Microsoft Japan Co., Ltd. contacted the Microsoft Showcase Schools program organizers in Denmark via its Danish subsidiary Microsoft Denmark ApS.

Despite the challenging circumstances presented by the coronavirus crisis, the program organizers offered their schools the opportunity to participate in the interaction with Koganei Elementary School, and three schools were recruited.

2-2-1 Previous Collaboration or Interaction with Educational Institutions in Japan, etc.

Koganei Elementary School (affiliated to Tokyo Gakugei University)

Partly because of its location on the same campus as Tokyo Gakugei University, Koganei Elementary School has a particularly close collaborative relationship with the university compared to the other affiliated schools and kindergartens. The elementary school's collaboration with the university's Department of Special Needs Education has always been tight-knit, and to date the university has achieved excellent outcomes using the elementary school as its designated school to implement and study inclusive education making use of ICT. This has included implementing three previous MEXT projects: the Model Project for Inclusive Education System Development, the Research Project to Assess Use of Learning Support Devices and Other Educational Materials, and the Research Project on Methods of Course Instruction for Schoolchildren and Others Who May Have Developmental Disabilities.

In the 2020 academic year, collaboration between Tokyo Gakugei University and Koganei Elementary School included the following:

- Teaching practice (for approximately 150 teachers)
- Koganei Elementary School teachers taught classes on subject-teaching methods as part-time lecturers at the university
- University faculty members delivered instruction and lectures for Koganei Elementary School's teaching-related study sessions
- University faculty members delivered lectures for Koganei Elementary School's online seminars
- Equipment including an electronic blackboard was installed at Koganei Elementary School

2-2-2 Previous Collaboration or Interaction with Educational Institutions Overseas, etc.

Vestervangsskolen (Aarhus, Denmark)

Vestervangsskolen is a special needs school located in Randers, Denmark. In 2019, teachers from Koganei Elementary School toured the school; they observed classes conducted using WizeFloor and exchanged views on implementation of learning support with Vestervangsskolen's teachers. The elementary school's teachers also toured the Alexandra Institute, one of the companies that developed WizeFloor, where they discussed topics including the possibility of sharing technical information, making WizeFloor available in Japan in future, and jointly developing content.

3.Details of Project

3-1. Background to Implementation of Project

3-1-1 Background to Determining Project Theme (Situation in Japan and Overseas, and Issues)

Tokyo Gakugei University was selected for participation in MEXT's fiscal 2013-2014 Model Project for Inclusive Education System Development, with Koganei Elementary School, one of its affiliated schools, as its designated school. Ever since then, the university has worked continually to address the issue of how ICT can be used to achieve inclusive education by taking action to implement such education, as well as participating in two additional MEXT projects: the 2018-2019 Research Project to Assess Use of Learning Support Devices and Other Educational Materials and the fiscal 2019-2020 Research Project on Methods of Course Instruction for Schoolchildren and Others Who May Have Developmental Disabilities.

In the process, the university has achieved a number of outcomes, including developing tablet-based assessment of reading and writing abilities, and examining a model for identifying reading- and writing-related issues at an early stage and supporting children with learning difficulties. The university also demonstrated the efficacy of using apps that read aloud and digital textbooks for learners to help children who have difficulty reading.

In addition, members of the university traveled overseas to investigate and research the WizeFloor floor projection system developed by companies including OM Interactive of the UK and Denmark's Alexandra Institute. With regard to the Alexandra Institute in particular, the university's investigations included conducting a class using the company's product, observing the product's actual use in a Danish special needs school, and discussing how it can best be used to effectively support children who experience communicative and cognitive difficulties.