

The 13th APEC Future Education Forum
The 15th International ALCoB Conference
at Ha Noi, Viet Nam

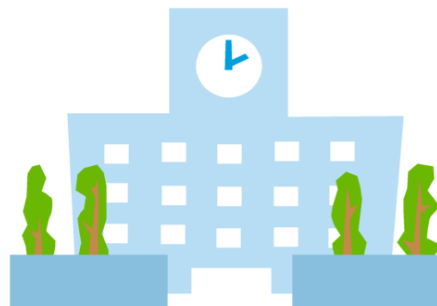


"Values in Japanese Curriculum and Schools"

Nov. 15, 2017

Tokyo Gakugei University

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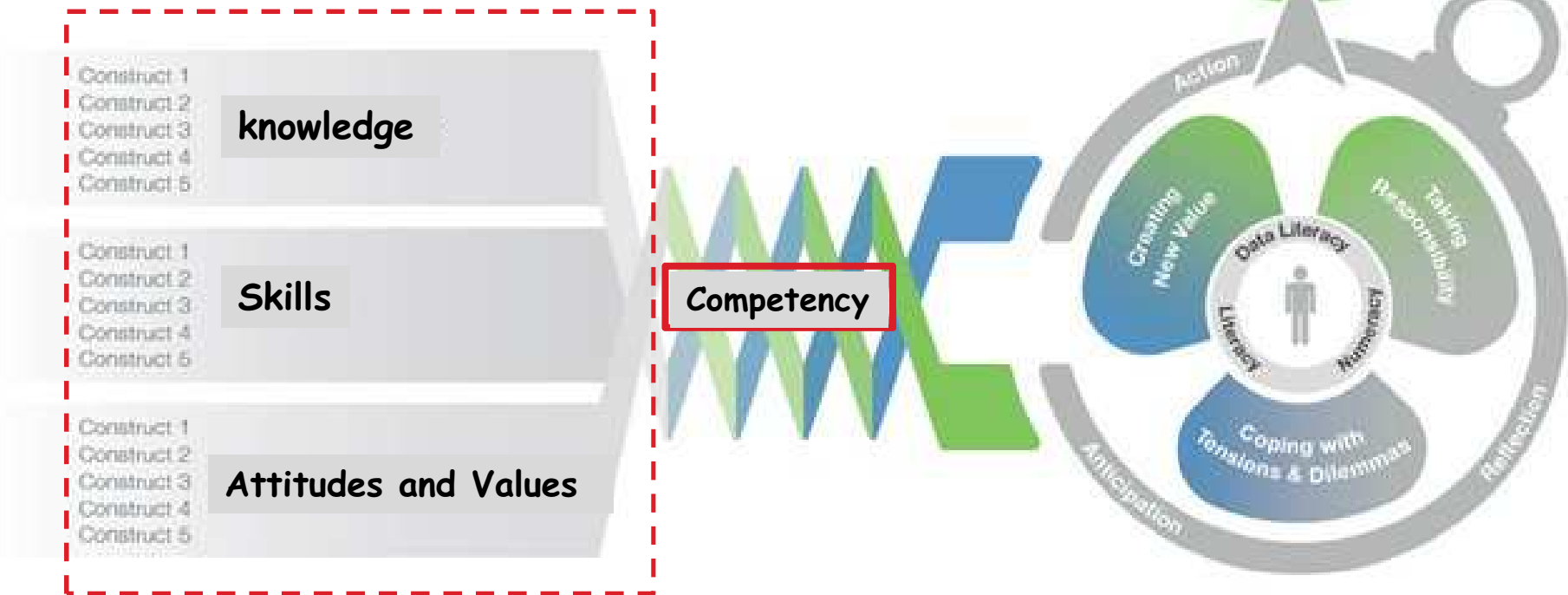


“21st century competency” proposed in “OECD Education 2030”

The OECD Learning Compass

Transformative competencies to change
the future we want:

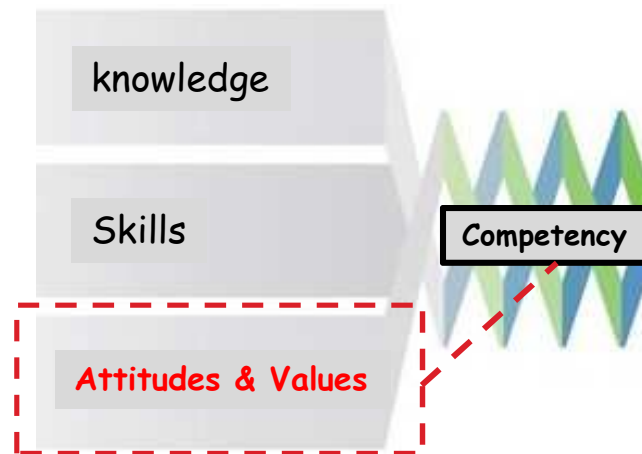
- Creating New Value
- Taking Responsibility
- Coping with Tensions and Dilemmas



This session focuses on ...
(2 Purposes)

“Do you teach
attitudes/values in school?”-(1)

& If yes, “How?” -(2)



Extracted skills and attitudes/values



7 skills

1. Critical thinking
2. Problem solving
3. Collaboration
4. Communication
5. Foresight
6. Sensitivity, expression & creativity
7. Meta cognition

8 attitudes/values

- 1) Mind to love
- 2) Acceptance, sympathy, & respect
- 3) Willingness to cooperate
- 4) Awareness for betterment of society
- 5) Curiosity & inquisitive mind
- 6) Sense of Justice
- 7) Grit
- 8) Aspiration

Can these skills and attitudes/values be really fostered within subjects in elementary and junior high schools?

→ Web questionnaires for elementary and junior high school teachers were conducted.

Average of Ratings on Responses regarding Attitudes/Values



Elementary School Teachers

	Mind to love	Acceptance	Cooperation	Betterment of S.	Curiosity	Sense of Justice	Grit	Aspiration
J.	4.78	5.00	4.70	4.61	5.06	4.59	4.70	4.95
S.S.	5.11	4.91	4.78	5.40	5.38	4.81	4.64	4.78
Ma.	3.81	4.57	4.61	4.10	5.46	4.24	5.32	5.29
Sc.	4.60	4.63	5.00	4.42	5.83	4.38	4.87	5.07
Foreign I	4.40	4.73	4.50	4.27	4.99	3.87	4.32	4.72
Mu.	4.58	4.77	5.17	4.16	4.83	4.10	4.76	4.98
Art	4.29	4.71	4.65	4.03	5.20	3.99	4.78	5.00
P.E.	4.22	5.13	5.58	4.37	4.90	4.96	5.56	5.54
Ho.	4.61	4.74	5.09	4.87	4.97	4.33	4.69	4.87
L.E.	4.95	4.99	5.21	4.83	5.46	4.64	4.70	4.88
Mo.	5.27	5.41	5.24	5.39	4.53	5.51	4.97	5.02
In.	4.98	5.20	5.38	5.16	5.60	4.69	5.07	5.18
Special	4.96	5.47	5.72	5.36	5.00	5.26	5.25	5.20

Junior High School Teachers

	Mind to love	Acceptance	Cooperation	Betterment of S.	Curiosity	Sense of Justice	Grit	Aspiration
J.	4.74	4.93	4.67	4.60	4.84	4.66	4.61	4.79
S.S.	4.91	4.80	4.67	5.23	5.10	4.85	4.51	4.69
Ma.	3.82	4.26	4.36	4.00	5.22	4.12	5.01	5.07
Sc.	4.39	4.50	4.90	4.31	5.56	4.30	4.71	4.94
Foreign I	4.38	4.65	4.56	4.38	4.89	4.07	4.61	4.86
Mu.	4.54	4.76	5.10	4.14	4.65	4.11	4.57	4.86
Art	4.53	4.66	4.48	4.11	4.98	3.96	4.49	4.83
P.E.	4.22	4.99	5.39	4.42	4.71	4.88	5.32	5.30
Ho.	4.58	4.74	5.06	4.80	4.90	4.34	4.61	4.74
L.E.	4.17	4.43	4.79	4.48	5.14	4.23	4.77	4.93
Mo.	5.21	5.36	5.20	5.28	4.59	5.41	4.93	4.98
In.	4.82	5.01	5.25	4.99	5.22	4.73	4.85	4.90
Special	4.92	5.30	5.44	5.19	4.96	5.11	5.10	5.03

✘ Red part indicates that the average of rating is 5-7 (the higher, the redder).

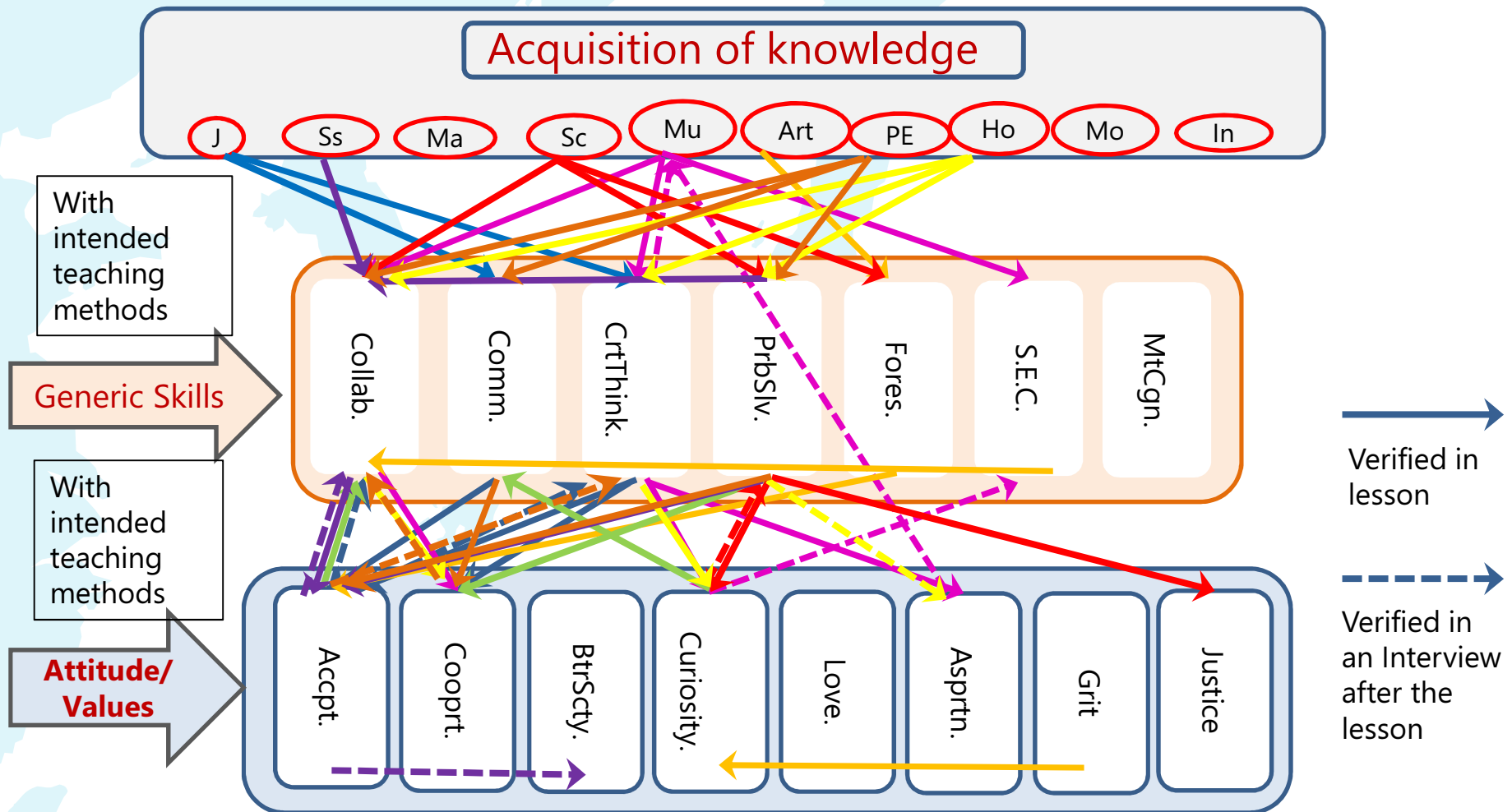
Conclusion 1

A) Teachers regarded that every subject could foster at least one attitudes/values.

B) The attitudes/values that can be fostered would be different depending on subjects or special activities

- Subjects suitable for ...
 - fostering various attitudes/values
 - fostering attitude/values according to their characteristics.
- These information is useful in designing Curriculum and curriculum management: “Which attitudes/values should be fostered in which subjects or special activities?”

Competency Interaction extracted by video studies



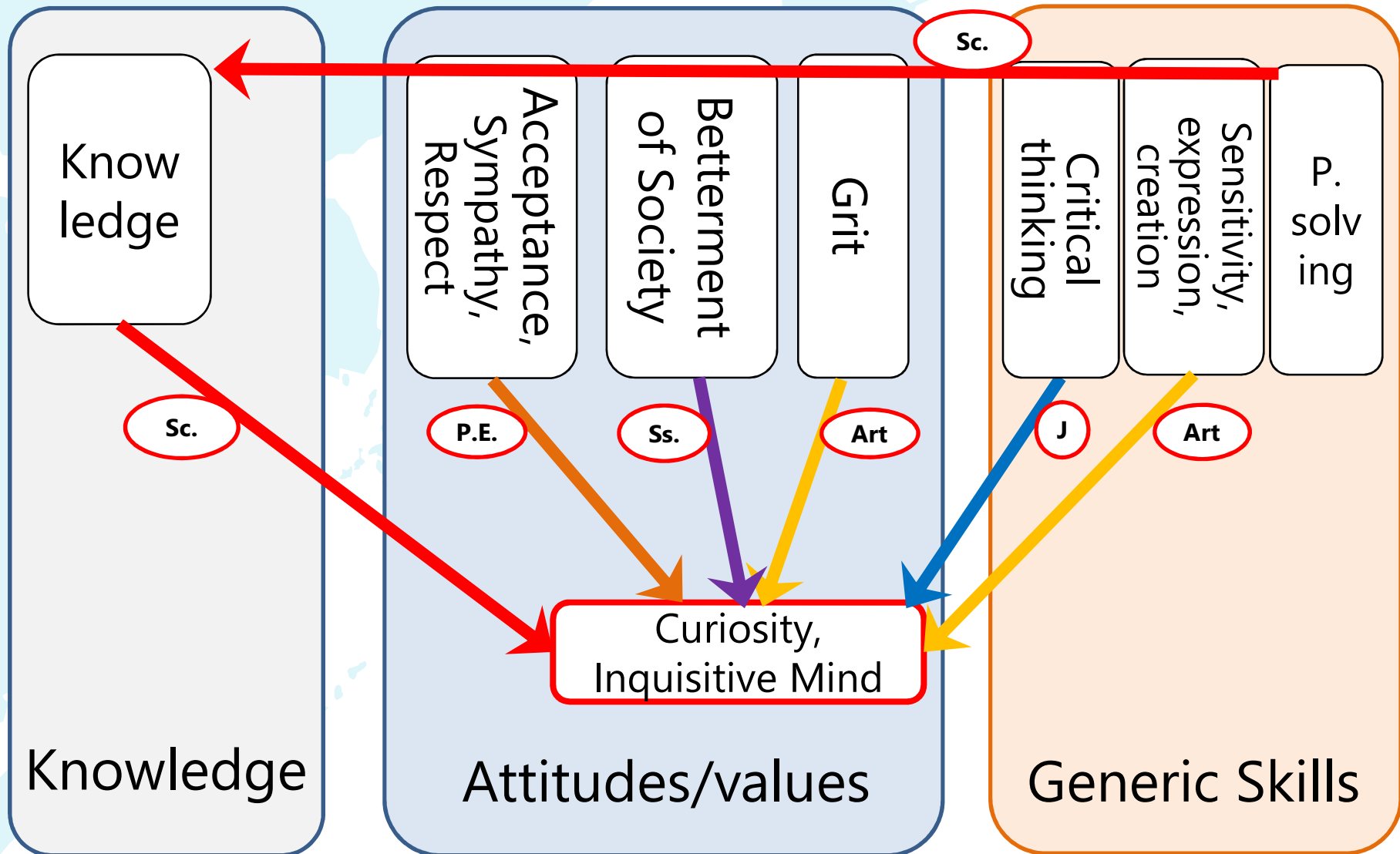
A Case Study of Physical Education (Video Clip)






- **Practice of doing the vaulting boxes, in “apparatus and equipment” domain, 5th grade.**
 - Targeted Attitudes and Values
 - “acceptance, sympathy, and respect.”
 - Targeted skills
 - “problem solving” and “collaboration”



- Instructor : Mr. Naoki MATSUI, teacher
(from Affiliated School of Tokyo Gakugei University Ohizumi Elementary School)
- Analyzed and Video Edited by Dr. Satoshi SUZUKI

Interaction between curiosity/inquisitive mind and other competencies



Attained "curiosity, inquisitive mind"	Attitude of realizing what was good, and utilizing it	Attitude of realizing an unknown sense, and trying to expand the sense	Attitude of Sympathizing with others and try to solve problems	Attitude of rethinking their own perspectives after watching other groups and generating new ideas	Attitude of relating their daily lives and learning content
	(Willingness to apply to other occasions)	(Willingness to apply to other occasions)	(Willingness to solve new problems)	(Willingness to try out new ideas)	(Willingness to try out new ideas)
					
Subject	Japanese	P.E.	Social Studies	Arts and Crafts	Science
Grade, Instructor, Unit	5th Grade, Shinya Ueda, "Do we really need zoos?"	5th Grade, Naoki Matsui, "Vaulting horse exercise"	3rd Grade, Katsuto Ogura, "Local Festivals Everyone Can Enjoy"	4th Grade, Seiji Kurihara, "Let's make a story with 'my' colored paper"	5th Grade, Takeshi Kusano, "Dissolution"
Interaction of character and skills	Critical thinking skills →curiosity, inquisitive mind	Acceptance, sympathy, respect→curiosity, inquisitive mind	Awareness for betterment of society→ curiosity, inquisitive mind	Sensitivity, expression, creation, grit→ curiosity, inquisitive mind	Problem solving skills→curiosity, inquisitive mind
Teacher's methods	<ul style="list-style-type: none"> • Accumulation of teaching students to realize the value of discussion • Putting students in somebody's place 	<ul style="list-style-type: none"> • Learning in groups of different themes • Problem solving as if the problems are their own matter • Pursuing better movement 	<ul style="list-style-type: none"> • Presentation of e-mails from the person involved in the festival • Choosing familiar materials from community lives • Sympathy for people 	<ul style="list-style-type: none"> • Suggestions and support from teachers on "future perspectives" • Teaching methods of creation • Encourage students to watch other groups as reference 	<ul style="list-style-type: none"> • Questions which relate to daily lives • Encourage students to think based on their knowledge and experience

Conclusion 2

C) Attitudes/Values are fostered in interaction with knowledge and/or skills, and some attitudes/values are apt to be interacted

- Problem solving skills, critical thinking skills
⇒ curiosity/inquisitive mind

D) Attitudes/Values tend to have different aspects depending on subjects or lessons.

E) In order to foster attitudes/values intentionally, direct or indirect appropriate measures by teachers would be required.

- END -



Thank you for Joining.

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《Research Organization for Next-Generation Education》

<http://www.u-gakugei.ac.jp/~jisedai/en/index.html>

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Research Collaborators (As of March, 2017)

- Analysis of Research

- **Takahiro Sekiguchi** (Cognitive Psychology), **Yoshimitsu Miyazawa** (Educational Technology)

- Analysis of Videos

- **Kentaro Tsukamoto** (NGE), **Kazuhiro Nakamura** (Japanese Education), **Taisuke Hosokawa** (Japanese Education), **Masataka Arai** (Social Studies Education), **Katsumi Osawa** (Social Studies Education), **Masahiro Kamata** (Science Education), **Yukio Nakano** (Environmental Science), **Takuya Miyauchi** (Science Education), **Masayuki Nakaji** (Music Education), **Noriko Ishigami** (Music Education), **Takashi Aida** (Art Education), **Tokuyuki Nishimura** (Art Education), **Kazumi Yamada** (Art Education), **Midori Ohtake** (Home Economics Education), **Tomoko Fujita** (Home Economics Education), **Satoshi Suzuki** (Physical Education), **Naoki Suzuki** (Physical Education), **Shigeo Nagata** (Moral Education), **Naohiro Matsuo** (Clinical Psychology), **Masami Hayashi** (School Education)