

**Practices for Filling Shortages of Physical Education Teachers in the Early Days of
Junior High Schools under Japan's Postwar Education System:
A Case Study of Schools in Arakawa, Tokyo**

Takeshi OKUNO

This paper presents the three key findings from resource research conducted at junior high schools in Arakawa, Tokyo during the academic years 1947 through 1956 as their early days under Japan's postwar education system.

(1) Some schools have employed full-time physical education (PE) teachers in the initial stage.

Full-time PE teachers have been employed since the academic year 1952 at School no. 3, and since 1953 at School no. 5.

(2) Junior high schools made up for deficiencies by having teachers from other subjects or part-time teachers to also be in charge of physical education.

Schools dealt with teacher shortages by having physical education taught by young teachers of Japanese language, social studies, vocational subjects, science and other subjects. School nos. 4 and 5 also employed part-time teachers for conducting physical education classes.

(3) Certified PE teachers early began to teach at junior high schools.

In the academic year 1953, most PE teachers at all schools had Type II teaching certificates for junior high physical education. By the academic year 1951, schools had ceased employing uncertified students who specialized in PE as part-time teachers, as was the case with School no. 4. Instead, schools began employing part-time teachers certified for junior high physical education who conducted part-time night courses at municipal high schools in Tokyo

These findings offer an insight into how junior high schools experienced and coped with shortages of PE teachers in their early days under the postwar education system. Thus, this paper contributes to the advancement of research on histories of the formation of junior high schools under Japan's postwar education system and physical education at schools.

Recognition of Tsushima Island as the Border between Japan and Korea in History

Ryosuke KAKINUMA

Tsushima Island is called “Border Island” because it is located between the Japanese Islands and the Korean Peninsula. The distance from Tsushima Island to Busan is 49.5 km while the distance to Hakata is 138 km. The Korean Peninsula is much closer than the Japanese Islands from there. Because of this particular geographical condition, Tsushima has been a gateway to Japan and also to Korea. It has been the forefront of interaction between the two countries. Continental advanced culture was introduced to Japan through Tsushima. Japanese envoys to Tang, Japanese envoys to Silla and Sillan envoys to Japan traveled via the island. On the other hand, Tsushima has been the forefront of confrontation between the countries. Tsushima was firstly attacked by the military expeditions of the Mongol Empire when Kublai invaded Japan in the 13th century. Many batteries were installed there during the Russo-Japanese War. Accordingly, Tsushima has been strongly influenced by the relationship between Japan and Korea.

This way of understanding Tsushima is, however, assuming that Tsushima belongs to Japan. From this perspective, it is difficult to understand Tsushima’s identity and the concept of the border in history. Border recognition should be considered from the standpoint of Tsushima.

Tsushima belonged to Japan since ancient times. Tsushima was a member of the alliance of *Yamataikoku* Kingdom. *Sakimori* soldiers were placed there and *Kanata-no-ki* castle was constructed there in the 7th century. In the Middle Ages, the *So* clan, the head of the island, successively inherited the post of *Shugo*, or military governor, of Tsushima and also got the right to issue *Bun-in*, documents to certify permits to enter Korea, from the Korean government to Japanese people who want to travel to Korea. This means that the *So* clan was subjected to both the Japanese and Korean governments.

To survive and make a living, it has been an advantage for Tsushima that it is located at the border. By making considerations from the perspective of Tsushima, deep insight into the border and the nations in history will be gained.

Characteristics of community development through citizens learning in Taiwan: Focusing on the learning activities at Taipei City Community College

Kanae YAMAGUCHI

The purpose of this study is to consider the characteristics of community development through citizens learning in actual conditions of citizens learning activities at Taipei City Nangang Community College. In the 1990s shortly after martial law was lifted, Taiwan started the promotion of a lifelong learning policy and in the rise of the education reform movement, established Community Colleges as lifelong learning institutions. It aims to connect the learning of citizens to the solution of local issues and community development.

Previous studies have reported that community colleges are encouraging citizens to learn about solving various regional problems and to carry out community development activities. But it was not clear how citizens are actually getting involved in these community development activities. Therefore, this paper will clarify the actual situation of citizens' learning activities at Taipei City Nangang Community College, and through an analysis of how citizens are involved in community development activities, considered the characteristics of community development through learning.

As a result of this research, it has become clear that self-fulfillment and a sense of trust in others and society are created in the process of enjoyable learning, and citizens are beginning to organize their own learning activities necessary for their own lives and communities. Community development through citizens learning is characterized by the thoroughness of free and enjoyable learning for self-fulfillment and the citizens' spontaneity that is born from this enjoyment.

Does What You Study Matter? Comparison of Career Aspirations Between Female Students in Arts and Science Streams in the UAE's Higher Educational Institutions

Woohyang SIM

This paper analyzes the difference in educational and career aspirations of female Emirati students in the 'arts' streams and 'science' streams in various higher education institutions in the United Arab Emirates (UAE). Globally, women are under-represented in STEM subjects at all levels of schooling. However, in the United Arab Emirates, 56% of government university graduates in STEM fields are women (Rizvi, 2018).

Given the country differences in women on STEM education, Stoet and Geary (2018) presents the educational-gender-equality paradox, which demonstrates that women from countries with low levels of gender equality are likely to enter STEM fields in higher education due to the lower economic stability and job security of the society. On the other hand, the case of the Gulf countries – particularly the UAE – the phenomenon begs the question of 'why so many' instead of 'why so few', given the great economic stability and job security for Emirati nationals due to rentier social contract and strong labor nationalization policies.

To better understand how female Emirati students' education choices shape their educational and career aspirations, a mixed-methods approach to triangulate interview data with survey data was employed. First, an online questionnaire was distributed from January–October 2016 through snowball sampling method in Arabic. Data collected from 161 UAE female nationals between 15 and 30 years old were analyzed by SPSS. In-depth four semi-structured interviews conducted in the UAE in 2016.

This study found that Emirati female students in both arts and science streams did not show a significant difference in their educational and career aspirations. All students reported having a strong desire to obtain advanced degrees regardless of their academic streams. In addition, the interviewed students in both arts and science tracks lacked concrete knowledge about their own job prospects and career options available for them in various industries. This study illustrates that factors such as educational and career aspirations of Emirati women are crucial factors to understand and provide a well-rounded perspective on the unique educational phenomena occurring in the UAE.

Learner Needs Formed Through EAP (English for Academic Purposes): For a Smooth Transition to EMI (English-Medium Instruction)

Ryo MORIYA, Kana MATSUMURA

The purpose of this study is to investigate how students perceive EAP (English for Academic Purposes) courses, which are taken prior to the transition to EMI (English-Medium Instruction), in the School of Education's Department of English Language and Literature at Waseda University. Since the 2016 curriculum reform, the department has accumulated a body of findings on EMI, but it seems insufficient to assume that there have been enough studies on EAP to bridge the gap. In this study, the researchers conducted an open-ended questionnaire collected from 115 first-year students in this department and semi-structured interviews with two students among the respondents. Based on the data, by combining a text mining approach and thematic analysis, we explored the support required within and beyond the classroom as well as the effects and difficulties constructed by taking the two required first-year EAP courses. The analyses revealed the following two major findings. (1) Through the EAP courses, a total of seven themes ('presentation', 'discussion', 'expertise', 'listening and speaking', 'reading and writing', 'vocabulary and grammar', and 'classroom environment') were commonly identified as being effective or difficult, and although the proportions differed for each theme, the participants felt the EAP courses were effective although they experienced difficulties at the same time. (2) The themes that emerged were 'Japanese language' and 'feedback' as common factors to support learning within and beyond the classroom, 'class format/content' and 'English expressions' as being specific to within the classroom, and 'learning environment' and 'supplementary lessons' as being specific to beyond the classroom. Since the learner support system is not well established in the department, we took up practical examples from inside and outside of our university based on the above results and discussed how to provide support that would also lead to a smooth transition to EMI. The significance of this study is that we conducted a contextual data analysis and discussion on the axis of 'smooth transition' while keeping in mind the teleological and axiological direction of the department's admission policy and the position of EAP in the department, which is attempting a smooth transition from first-year EAP to EMI in later years.

Les ressources numériques en EMC destinées aux enseignants : un état des lieux

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De l'école d'aujourd'hui, on attend en général non seulement qu'elle assure la transmission des savoirs, mais aussi qu'elle constitue un environnement au sein duquel les élèves approfondissent leur compréhension mutuelle et apprennent à vivre ensemble malgré leur hétérogénéité sociale et économique. Cette double attente implique de reconsidérer l'image idéale de l'éducation morale héritée du XX^e siècle. Dans le présent article, nous ferons état des efforts réalisés en France face à ces nouveaux défis scolaires, en vue d'une comparaison avec la situation japonaise. Les enseignants des écoles françaises, auxquels est accordée une grande latitude professionnelle, ne sont pas tenus d'utiliser des manuels scolaires et peuvent choisir librement leur matériel pédagogique. Par conséquent, pour les enseignants très motivés, ce qui importe principalement est de disposer d'un libre accès aux informations appropriées, accumulées et fournies de manière organisée. Nous esquisserons un état de lieux des ressources numériques relatives à l'Enseignement moral et civique (EMC) destinées aux enseignants, illustré par quelques exemples typiques des cours proposés.

Current Status and Issues of School-Related Evaluation and External Evaluation from the Perspective of Meta-Evaluation

Kiyotake OKI, Hiromasa KAWANAMI, Takeshi ENDO

This paper reviews the possibility of the “evaluation of evaluation”, that is, meta-evaluation, mainly for confirming the validity of school evaluation conducted in secondary schools. By examining the current status of the positioning of meta-evaluation, it reviews the school evaluation system at public high schools in Shimane Prefecture as an example of meta-evaluation.

As a result of the reviews, the meta-evaluation itself assumes various objects and various methods, and two characteristics, late-coming and higher-ordering. In addition, the school evaluation guidelines of the Ministry of Education, Culture, Sports, Science and Technology states the characteristics of meta-evaluation as a self-evaluation of schools in school-related person evaluations.

Based on examining the feasibility of meta-evaluation in the future, it is necessary to further investigate the relationship between self-evaluation school and evaluation by school-related persons, and re-examine the function of external evaluation.

Development and Implementation of Experiential Learning Programs set in Bhutan

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The purpose of this report is to summarize the methods and contents of six types of experiential learning programs (including overseas field study course, study tour, Waseda volunteer project, PBL activity) set in Bhutan that the author was involved in the development and implementation thereof within various frameworks during the 2016-2019 academic year.

There are different types of content and structure that vary as to their objectives and themes. The amount of pre-program and post-program activities and the level of hurdles for participation also vary widely. However, it is believed that the involvement of the participants in deciding on the content and schedule of the programs is a major factor in drawing out their independence and assertiveness.

The nightly reflection meetings held during the stay in Bhutan are very important for the participants to organize and share their daily learning, awareness, surprises, and discomforts, as well as to discover new perspectives and viewpoints. It can also be described as a time when theoretical knowledge is transformed and expanded through experience. These meetings have become an indispensable part of any program.

One thing that all programs have in common is the conducting of homestays at farms. Being as close as possible to local life is one of the shortcuts for changing the awareness of the participants, and homestays are a useful means for doing this. It is necessary to establish a relationship of trust and consultation with the host families before implementing the program, and it is also necessary to ensure mutual learning to prevent the one-sided exploitation of information.

Reflection on the post-program activities (work on verbalizing the experience) aims to connect the participants' learning and awareness not only with superficial impressions, but also with the participants' subsequent lives and further research or volunteer activities. In addition to the application of the "Reflection on Your Experience" method developed and systematized by WAVOC, most programs are trying to verbalize the experience through the writing of final reports.

Integrated Learning Materials for Japanese and Chinese Classics

Makoto HORI

For the academic years 2019 and 2020, our general study group was authorized to conduct a study on integrated materials for learning Japanese and Chinese classics with a focus on Japanese language education at junior and senior high schools. The study explores the outlook for classical education by re-examining materials currently used for learning and teaching classical literature. The group was organized to discuss activities and materials for integrated learning of Japanese and Chinese classics. The prevailing reluctance to learn classical literature today prompted us to explore effective and efficient methods and materials while tapping into findings from practical education. The study explored integrated learning materials for Japanese and Chinese classics that together constitute classical literature. As an example, it sought to devise ways for learning classic grammar in tandem with methods for reading a classical Chinese text in Japanese. My personal findings from the study are presented by academic year.

[Academic year 2019]

“Stories of the Feast at Swan Goose Gate (鴻門の会),” “Chu Song from Four Sides (四面楚歌),” and “Suicide of Xiang Yu (項羽の最期)” have been adapted from the *Records of the Grand Historian* (史記) by Sima Qian (司馬遷). These stories of rise and fall during the Chu-Han (楚漢) Contention are perennial choices for many textbooks. In a related folk history, Liu Bang (劉邦), defeated and pursued by Xiang Yu (項羽), hid in a well and narrowly survived thanks to a heaven-sent spider or pair of doves. I associated this dramatic rescue of Liu Bang with another account of how Yoritomo Minamoto (源頼朝) hid in a hollow tree trunk and evaded pursuers after his defeat in the Battle of Ishibashiyama (石橋山), which is mentioned in the *Rise and Fall of the Genji and the Heike* (源平盛衰記). Bearing in mind their similar ascent to the throne after their near-death experiences, I proposed new learning materials that explore how Chinese literature and culture were adapted in Japan.

[Academic year 2020]

Chickens are mostly raised for meat and eggs today. Traditionally, they have also been kept as a means for telling time, gamecocks and pets. I focused on Chinese and Japanese literature featuring cock crows. Topics were picked from literature from all ages, such as the poetic epithet of “a cock crows” in the *Collection of Ten Thousand Leaves* (万葉集), the myth of the Door of the Heavenly Rock-Dwelling (天の岩屋戸), the story of “Crow Like a Cock and Snatch Like a Dog (鶏鳴狗盜)” adapted by the *Pillow Book* (枕草子) and *The Rooster Crows at Midnight* (夜中に鳴く鶏) by Gao Yubao (高玉宝), a Chinese writer. With these examples, I examined profound connections between the timing when cocks crow and literally expressions. On that basis, I explored learning materials for considering subtle expressions and cultural symbolisms in the world of literature.