

Japanese Teacher Education Part II A Special Issue Of Peabody Journal Of Education Vol 68 No 4

Teacher Education for Teaching English as a Foreign Language to Children in Japan
 Lesson Study-based Teacher Education
 Exploring Japanese University English Teachers' Professional Identity
 Report of the Second United States Education Mission to Japan
 Identity, Gender and Teaching English in Japan
 Lesson Study as Pedagogic Transfer
 Silence in the Second Language Classroom
 Post-war Developments in Japanese Education
 Japanese Schooling
 Education in Contemporary Japan
 Second Language Teacher Education
 Teaching and Learning in Japan
 The Educational System in Japan
 Japanese Teacher Education
 Japanese Lesson Study in Mathematics
 Team Teachers in Japan
 Education and Equality in Japan
 Lesson Study
 Japanese Teacher Education
 Education in Japan
 Learning to Go to School in Japan
 Preparing Teachers for Japan's Classrooms
 The History of Modern Japanese Education
 Japanese Teacher Education
 Teachers and Teacher Education in the United States: Perspectives from Members of the Japanese-United States Teacher Education Consortium
 Teachers and Politics in Japan
 Foreign Language Teacher Education
 Windows on Japanese Education
 Japanese Model of Schooling
 Inside Japanese Classrooms
 Understanding Change
 Teacher Evaluation Policies and Practices in Japan
 National Standards and School Reform in Japan and the United States
 Teaching in Japan
 History Textbooks and the Wars in Asia
 Fit to Teach
 The Japanese Education System
 Japanese Education Today
 Learning to Teach in Two Cultures
 Teaching English at Japanese Universities

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DEMARION JACOBS

Teacher Education for Teaching English as a Foreign Language to Children in Japan Routledge
 Includes bibliographical references and index.

Lesson Study-based Teacher Education Routledge

How do teachers who have chosen to settle down in one country manage the difficulties of living and teaching English in that country? How do they develop and sustain their careers, and what factors shape their identity? This book answers these questions by investigating the personal and professional identity development of ten Western women who teach English in various educational contexts in Japan, all of whom have Japanese spouses. The book covers issues of interracial relationships, expatriation, equality and employment practices as well as the broader topics of gender and identity. The book also provides a useful overview of English language teaching and learning in Japan.

Exploring Japanese University English Teachers' Professional Identity Routledge

The History of Modern Japanese Education is the first account in English of the construction of a national school system in Japan, as outlined in the

1872 document, the Gakusei. Divided into three parts tracing decades of change, the book begins by exploring the feudal background for the Gakusei during the Tokugawa era which produced the initial leaders of modern Japan. Next, Benjamin Duke traces the Ministry of Education's investigations of the 1870s to determine the best western model for Japan, including the decision to adopt American teaching methods. He then goes on to cover the eventual "reverse course" sparked by the Imperial Household protest that the western model overshadowed cherished Japanese traditions. Ultimately, the 1890 Imperial Rescript on Education integrated Confucian teachings of loyalty and filial piety with Imperial ideology, laying the moral basis for a western-style academic curriculum in the nation's schools.

Report of the Second United States Education Mission to Japan Praeger

This detailed ethnographic study of fifth- and sixth-grade classrooms offers new insights into Japanese culture, as many aspects of daily social life are embedded in the educational system. Additionally, this book provides new perspectives on educational reform in the U.S., since many current issues and programs focus on notions of community, collaboration, and systemic reform, all of which are central to understanding Japanese teaching-learning processes in schools.

Identity, Gender and Teaching English in Japan Routledge

This issue of the Peabody Journal of Education represents the second major effort of the Japan-United States Teacher Education Consortium (JUSTEC) to publish a set of papers discussing important aspects of Japanese and American teacher education. Many of the articles in this issue were originally

written for the purpose of communication and exchange with Japanese colleagues. Each article provides perspectives on major issues in teacher education, with an emphasis on issues considered especially significant for continued discussion and study by individuals in both countries. They should appeal to a wide audience because they focus on recent trends and developments that impact American teacher education. The articles in this issue are divided into two sets. The first examines many of the most significant issues and trends in teacher education. The second represents the outgrowth of JUSTEC's efforts to further stimulate cooperative research that focuses on comparative analyses of aspects of American and Japanese schools and teacher education.

Lesson Study as Pedagogic Transfer Univ of California Press

Over the past fifteen years Northeast Asia has witnessed growing intraregional exchanges and interactions, especially in the realms of culture and economy. Still, the region cannot escape from the burden of history. This book examines the formation of historical memory in four Northeast Asian societies (China, Japan, South Korea, and Taiwan) and the United States focusing on the period from the beginning of the Sino-Japanese war in 1931 until the formal conclusion of the Pacific War with the San Francisco Peace Treaty of 1951. The contributors analyse the recent efforts of Korean, Japanese, and Chinese scholars to write a 'common history' of Northeast Asia and question the underlying motivations for their efforts and subsequent achievements. In doing so, they contend that the greatest obstacle to reconciliation in Northeast Asia lies in the existence of divided, and often conflicting, historical memories. The book argues that a more fruitful approach lies in understanding how historical memory has evolved in each country and been incorporated into respective master narratives. Through uncovering the existence of different master narratives, it is hoped, citizens will develop a more self-critical, self-reflective approach to their own history and that such an introspective effort has the potential to lay the foundation for greater self- and mutual understanding and eventual historical reconciliation in the region. This book will be essential reading for students and scholars of Asian history, Asian education and international relations in East Asia.

Silence in the Second Language Classroom Teachers College Press

This volume examines teacher education in countries having vigorous reform movements, along with their potential to influence other countries. The issue of teacher education in liberal and people's democracies as well as in industrial and developing countries is studied. Attention is called to such topics as aims and content of teacher education; the selection, retention, and certification of teachers; the organization, administration, and control of teacher education; and the social and intellectual characteristics of teachers and teacher educators. Following an introduction by the editor, the book is organized into two parts, each consisting of three chapters. Part 1, entitled "Teacher Education in Liberal Democracies," includes: "The Education of Teachers in England and Wales" (Harry Judge); "The Education of Japanese Teachers: Lessons for the United States?" (Willis D. Hawley); and "Research and Teacher Education in the American University" (Marvin Lazerson). The second part, "Teacher Education in Peoples' Democracies," incorporates "Teacher Education in the Soviet Union: Processes and Problems in the Context of Perestroika" (Valeri M. Pivavrov); "Teacher Education in Revolutionary Nicaragua" (Robert F. Arnove and Anthony Dewees); and "Teacher Education in the People's Republic of China" (Lynn Paine). (LL)

Post-war Developments in Japanese Education Springer Nature

A balanced introduction to and examination of contemporary Japanese education. While the postwar system of schooling has provided valuable ingredients for economic success, it has been accompanied by unfavourable developments such as excessively competitive exams, stifling uniformity, bullying, and an undervaluing of non-Japanese ethnicity. This book offers up-to-date information and new perspectives on schooling in contemporary Japanese society, and uses detailed ethnographic studies and interviews with students and teachers. It examines the main developments of modern schooling in Japan, from the beginning of the Meiji era up to the present, and includes analysis of the most recent reforms. It develops a new picture of the role that schooling plays for individuals and the wider society. Essential reading for students and educators alike.

Japanese Schooling Routledge

This book, first published in 1989, includes essays on a number of the most important topics in Japanese education as well as the highly selected, and annotated, bibliographies. It is the editors' belief that understanding educational matters requires insight into the historical context, and have therefore placed contemporary Japanese educational matters in historical perspective.

Education in Contemporary Japan Multilingual Matters

The philosophy of Lesson Study in Japan—teacher ownership, teacher professionalism, student learning-focused dialogue, teacher collaboration, and teacher professional community—has attracted educators and researchers worldwide. However, Lesson Study does not have the same meaning as its original Japanese expression Jugyou Kenkyuu, a combination of two Japanese words—Jugyou meaning instruction or lesson(s) and Kenkyuu meaning study or research. To bridge the gap between Jugyou Kenkyuu and Lesson Study and therefore maximize the potential of Lesson Study in the world, this edited volume provides two "mirrors" for those who wish to reflect on and implement Lesson Study within their own contexts. One section discusses how Lesson Study is utilized in Japanese teacher education and how this system reproduces the very culture of Lesson Study. The other section addresses case studies showcasing Lesson Study implementation in several countries such as the United States, Germany, Norway, Peru, and Uganda and discusses the opportunities and challenges that arise when Lesson Study-based teacher education expands beyond Japan to the rest of the world. This book will appeal to anyone interested in learning about Lesson Study.

Second Language Teacher Education Multilingual Matters

This comprehensive study of the Japanese education system follows the Japanese child from the kindergarten, through the progressively more arduous and competitive environments of the elementary, middle and high schools, to the relative relaxation, even hedonism, of university life. Drawing on numerous surveys and on the author's personal experience, it provides a wealth of information on teaching methodologies, discipline, class sizes, the school day, assessment and the national curriculum. It also examines the role of the central Ministry of Education and the local boards in administering education throughout the country, and outlines and assesses the government's recent programs of educational reform. The behavior, attitudes and expectations of pupils and parents are discussed in detail, and placed within their political, social and historical context, revealing the complex cultural assumptions determining learning and socialization in Japan. This study thus contributes to the efforts of educators and sociologists to understand and evaluate different approaches to education in diverse cultures, increasingly important in the global information age. It shows how

the American and Japanese education systems are based on fundamentally different concepts of society: democratic individualism and hierarchic collectivism respectively. While discussing the positive and negative effects of each extreme, it suggests that American educators might learn from a system in which truancy, insolence, violence and drug abuse are comparatively rare. However, the study shows how the traditional ideals of Japanese education - unquestioning acceptance, self-sacrifice, and respect for superiors - face serious challenges in a time of globalization, and moral, social and cultural change.

Teaching and Learning in Japan University Press of America

Originally published in 1995. This ethnographic account of teaching practise in both Japan and the USA offers an excellent cross-cultural perspective of education. It focuses on beginning teachers and particularly highlights both the similarities and the contrasting elements between the two countries. In part the authors inquire into the socialisation of new teachers in their particular culture. Chapters provide detailed accounts of how teachers in the study in both countries learned to teach and the strategies they used when facing problems and key issues such as child motivation. Both countries have sought to learn from each other's practices but this fascinating study will be of interest to anyone in the teaching world.

The Educational System in Japan World Scientific

This book explores the impacts of the introduction of new teacher evaluation policies on teachers and head teachers in Japan, particularly that of producing and reinforcing mutual policing relations among teachers and the destabilisation of their identities. It is timely given the big surge of interest world-wide in measuring and developing teachers' quality to ensure better learning outcomes. As in many other countries, teachers in Japan have to account for their performance and competence in new ways. This book focuses on the nature and impact of these new accountabilities by drawing on data from a national survey and in-depth interviews with a sample of teachers and head teachers as it surveys: New teacher evaluation policies Theories of teacher evaluation and performativity Views on the new teacher evaluation policies The enactment of the new teacher evaluation policies The quantitative data is used to show how teachers experience and perceive the new teacher evaluation policies and practices, and the qualitative data is used to discuss the depth of analysis required to look at the nature of performativity. This book will be a valued addition to the research base upon which both policy makers and practitioners across the nations can draw for the improvement of teacher evaluation as a means of professional development and accountability.

Japanese Teacher Education Routledge

On the basis of direct personal observation in the classroom, systematically gathered data, and extensive reading in primary sources, the author provides a rich description of how a society can be gradually transformed by the educational process in its schools. He then relates this process to the problems of the advanced industrial world. Originally published in 1980. The Princeton Legacy Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905.

Japanese Lesson Study in Mathematics Princeton University Press

This collection of essays explores teaching in Japan as it relates to contemporary social change in the past two decades. The collection explores day-to-day teaching in Japan from the teacher's respective relying on first hand accounts by those within the system.

Team Teachers in Japan Taylor & Francis

Brief examination of teacher education in Japan since the end of World War II.

Education and Equality in Japan Routledge

Written by leading English-language educators in Japan, this Handbook provides an in-depth guide for the new generation of teachers at Japanese universities. In clear, accessible prose, it offers practical and detailed advice on effective classroom pedagogy, student motivation, learning styles, classroom culture, national language policy, career opportunities, departmental politics, administrative mindset, and institutional identity. Its four sections—The setting, The courses, The classroom, and The workplace—examine issues faced by university language teachers as well as challenges confronted by the increasing number of scholars teaching English as a Medium of Instruction (EMI) and Content and Language Integrated Learning (CLIL) courses. Firmly grounded in contemporary teaching method and theory, the Handbook's 23 chapters also acknowledge the influence of diverse movements such as World Englishes, global issues, gender, and positive psychology. Its three appendices contain information on organizations, books, journals, and websites particularly useful for Japanese university educators; explanation of types and rankings of schools; ways to learn more about individual institutions for job-hunting; and detailed information on the structure (and Japanese titles) of faculty and non-teaching staff at the typical university. This Handbook is an invaluable resource for anyone teaching, or aspiring to teach, at a Japanese university.

Lesson Study Cambridge University Press

Part one. Family socialization of school-realted behavior -- Part two. The world of the Japanese preschool -- Part three. Entering preschool -- Part four. Adjustment problems.

Japanese Teacher Education Routledge

This book examines education transfer, specifically focusing on pedagogic transfer, and analyzes what happens when lesson study is introduced into foreign contextual settings. Lesson study, a professional development approach that originated in Japan 150 years ago, has been widely considered one of the best practices for collaborative professional development. There is an underlying assumption behind education transfer that when "best practice" is transferred to another country, it will generate a similar effect and improve schooling quality. Since pedagogic practice is socially constructed, the best practice in one setting may not be meaningful in another contextual setting. This book makes a unique contribution to the field of comparative education by offering a sociological examination of why pedagogic transfer often fails to bring expected benefits. It is comprised of three parts. Part I, "Pedagogic Transfer and Lesson study," provides contextualized analysis of lesson study in Japan and abroad and presents how the meaning of practice is always reinterpreted against the local educational context. Part II presents a sociological analysis of Indonesian teachers'

practice based on ethnographic fieldwork. It conceptually analyses the nature of the teacher community and their practice and is presented as “teacher strategies.” The concept showed that teacher culture and practice are not fixed but constantly negotiated within the institutional setting. Part III, “Sociological Understanding of Pedagogic Transfer,” builds on the analyses in Part I and II and provides a theoretical understanding of the issue of pedagogic transfer. Professional responsibilities of teachers, collegiality, and teaching expertise in Japan and Indonesia are compared to understand how the meaning of lesson study was reconstructed in the Indonesian setting. In conclusion, recommendations for an alternative approach to professional development are offered.

Education in Japan Routledge

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The education of second language teachers takes place across diverse contexts, levels, settings, and geographic regions. By bringing together research, theory, and best practices from a variety of contexts (ESL/EFL, foreign language, bilingual and immersion education), this book contributes to building meaningful professional dialogue among second-language teacher educators. Featuring an international roster of authors, the volume is comprised of 18 chapters organized in four thematic sections: the knowledge base of second language teacher education; second language teacher education contexts; collaborations in second language teacher education; and second language teacher education in practice. *Second Language Teacher Education: International Perspectives* is an essential professional resource for practicing and prospective second language teacher educators around the world.