



Developing Human and Program Resources for  
Enhancing Global Partnership:  
Establishing of Global Partnership School Center

(2006-2007)

The United States-Japan Foundation 2006 Report

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Hiroshima University Global Partnership School Center  
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## I. Goals and Structure of the Center

### 1. Goals of the Center

The goal of the Center is to promote mutual understanding and cooperation between teachers, academic students and younger students, in both Japan and the United States. This is done through development of a variety of activities for international exchange and cooperation. For this reason, the intent is to realize the following specific objectives.

- ① Information dissemination: development of the Center's website, to disseminate a variety of information including the research results from previous projects (in Japanese and English), previously developed educational materials, information on GPSC, and introductory materials on Hiroshima and the topic of peace.
- ② Human resource development: development of human resources, promoting global partnerships through a variety of activities. These include the holding of workshops to promote leadership; mutual visits between elementary and middle school teachers; and exchanges between younger students (both interactive and virtual). Activities also include support for an Overseas Teaching Practicum involving academic and graduate students interested in becoming teachers (as well as current teachers).
- ③ Program Development: continuous methodological development and contracts for sister school programs; development, practice, and verification of global teaching materials and the methods of guidance. These are done through cooperative research and workshops with participation by teachers in both Japan and the United States.

### 2. Structure of the Center

An overview is provided below of the structure for FY 2006.

Center president: Tomoyuki KOBARA (professor, Hiroshima University Graduate School of Education)

Researchers: Seiji FUKAZAWA (professor and human resource manager, Hiroshima University Graduate School of Education)  
Atsushi ASAKURA (assistant professor and program development manager, Hiroshima University Graduate School of Education)  
Takaya KOHYAMA (assistant professor, and information dissemination manager, Hiroshima University Graduate School of Education)

Research collaborators: Yasuhiro OOMATSU (vice-principal, Shinonome Elementary School attached to Hiroshima University)  
Yoshio SUMOTO (teacher, Shinonome Elementary School attached to Hiroshima University)  
Hiroaki KANOE (teacher, Shinonome Junior High School Attached to Hiroshima University)  
Masanori Mimasu (teacher, Shinonome Junior High School Attached to Hiroshima University)  
Koji MITOU (vice-principal, Mihara Elementary School attached to Hiroshima University)  
Nobutaka ISHII (teacher, Mihara Elementary School attached to Hiroshima University)  
Kazushige KIMOTO (teacher, Mihara Junior High School attached to Hiroshima University)  
Saori MATSUO (teacher, Mihara Junior High School attached to Hiroshima University)

Overseas research collaborators: Carolyn LEDFORD (East Carolina University)  
Betty PEEL (East Carolina University)  
Anna LYON (East Carolina University)

Research advisers: Hideki YONEKAWA (director, Osaka Kyoiku University International Student Center)  
Akira NINOMIYA (vice-president (International Relations), Hiroshima University)  
Shinji ISHII (Vice-President (Attached Schools), Hiroshima University)

Evaluators: Yasushi MIZOUE (previous Auditor, Hiroshima University, former president of Naruto University of Education)  
Masaki SAKAKOSHI (dean, Hiroshima University Graduate School of Education)  
Marilyn SCHEERER (dean, School of Education, East Carolina University)

### 3. *Goals of Activities for this FY*

Activities for this FY have been classified into three areas: updating of the website, promotion of international exchange activities, and the holding of workshops and lectures. The respective activities have been implemented with the following goals.

- (1) Updating of the website, and the posting and dissemination of information for global partnership.
  - Updating of details on international inter-school exchanges and global educational materials.
  - Posting of new topics.
  - Posting of an evaluation of the 1st year of this project.
- (2) Promotion of international exchange activities and development of new programs. In addition, the development of human resources to provide the knowledge and capabilities required to establish global partnerships.
  - Providing guidance, including classroom observations with respect to students visiting from the United States.
  - Leading graduate students of the Graduate School of Education to the United States for teacher training and workshops.
  - Establishing alliances between partner schools in Japan and the United States.
  - Supporting promotion of continuous inter-school exchanges between Japan and the United States.
- (3) Developing programs and improving the quality of human resource development by holding workshops and lectures, disseminating information, and listening to a variety of opinions.
  - Hosting the 2nd School Exchange International Forum.
  - Holding workshops, as well as developing guidelines and educational materials for the establishment of a global educational promotional program for Japan and the United States.

## II. Report on Activities for this FY

### 1. *Overseas Teaching Practicum*

This year, the "Overseas Teaching Practicum" program was established as coursework for the first stage of the doctoral program at the Hiroshima University Graduate School of Education. This represents one aspect of human resource development, intended to provide the knowledge and capabilities required to establish global partnerships. This coursework is a teaching practicum consisting of 9 days onsite, as well as prior and subsequent research. The following is a summary of details on the program and reports by the participants.

# A Report on Overseas Teaching Practicum by Graduate Students in Elementary/Secondary Schools in the United States

Tomoyuki KOBARA, Seiji FUKAZAWA, Atsushi ASAKURA, Takaya KOHYAMA, Takanori IWAKI, Yukiko TAKEDA, Ayako NAGAE, Yasuko MARUKO, Hiromi OSATO, Tomoka TAMESHIGE, Shoko MURASHIMA, Masaya HAYASHI, Carolyn LEDFORD, and Suzanne HACHMEISTER

**Abstract:** This is a report on Overseas Teaching Practicum by Graduate Students in Elementary/Secondary Schools in the United States. As globalization of the society has been accelerated in an unprecedented rate, children in the 21st century need to develop heightened awareness as global citizens; similarly, future teachers need to develop enhanced awareness and skills in teaching young global citizens in the future. For this purpose, Global Partnership School Center, Hiroshima University, launched an overseas teaching practicum by graduate students in elementary/secondary schools in the state of North Carolina, United States. Reviewing the process from pre-program workshop to post-program workshop, a multi-national international collaboration model in education was suggested.

## 1. Goals and Background

This article is a report on an Overseas Teaching Practicum, held at state elementary and secondary schools in North Carolina, USA, by elementary school teachers and students in the first stage of the doctoral program in the Hiroshima University Graduate School of Education.

As globalization of society is now accelerating rapidly, school children in the 21st century need to be aware of their role as global citizens. Furthermore, the teachers who will educate these future global citizens need to show leadership, with the awareness and skills necessary for international exchange activities. With the help of the United States - Japan Foundation, the Hiroshima University Global Partnership School Center has welcomed American teachers, and students interested in becoming teachers, since 2005. We have supported practical inter-school exchanges with teachers and students through a variety of measures. These include exchanges with Japanese students interested in becoming teachers, the holding of international inter-school workshops, and visits to affiliated schools. In the

process, a number of school partnerships have been initiated with American elementary and secondary schools, leading to reciprocal visits between elementary, secondary, and high school teachers. Furthermore, an Overseas Teaching Practicum has now been established for graduate students who wish to become teachers (as well as teachers and grad students currently working as teachers). In contrast to overseas training primarily intended to develop English linguistic abilities, this practicum is an attempt to convey Japanese culture to American students through the medium of English. While reflecting on the entire process, from prior research to practicum and subsequent research, the intent is to move from a two-nation model (through education in Japan and the United States) to the establishment of a cooperative international model in the field of multi-national education.

## 2. Overview of Overseas Teaching Practicum

The design of this program, the schools visited, and the participants, are described below.

- 1) Period: September 3 (Sun) to September 11 (Mon) 2006

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\*Students in first stage of the doctoral program, Hiroshima University Graduate School of Education

\*\*research students, Hiroshima University Graduate School of Education

\*\*\*Higashi Hiroshima Mitsujo Elementary School, \*\*\*\*East Carolina University, \*\*\*\*\*Elmhurst Elementary School

- 2) Visits: elementary schools in North Carolina and Washington, DC
- 3) Goal of Visits: implementation of “Overseas Teaching Practicum”, coursework at the Hiroshima University Graduate School of Education; and promotion of international inter-school exchanges
- 4) Schedule
  - 4/11 (Tue) Enrollment and briefings, L304
  - 6/1 (Thu) 1st segment of prior research
  - 6/29 (Thu) 2nd segment of prior research
  - 7/25 (Tue) Guidance plan (English) investigation and lectures, arrangements for School Exchange International Forum
  - 7/28 (Fri) Lecture: American elementary school education (global education with TAG)
  - 7/29 (Sat) GPSC School Exchange International Forum (Hiroshima Prefectural Lifetime Learning Center)
  - 8/ 3 (Thu) 3rd segment of prior research, exchange and conference on individual research themes (coursework practicum)
  - 8/29 (Tue) 4th segment of prior research, confirmation of itinerary and readiness
  - 9/ 3 (Sun) Depart Hiroshima, arrive Greenville via stopover
  - 9/ 4 (Mon) Prior arrangements and preparations
  - 9/ 5 (Tue) Overseas Teaching Practicum (onsite teacher training)
  - 9/6 (Wed) Overseas Teaching Practicum (onsite teacher training)
  - 9/7 (Thu) Morning: move to Raleigh  
Afternoon: Overseas Teaching Practicum (practicum at Exploris Middle School)

- 9/8 (Fri) Morning: move to Washington  
Afternoon: Overseas Teaching Practicum (field research)
- 9/ 9 (Sat) All day: Overseas Teaching Practicum (field research)
- 9/10 (Sun) Depart from Washington
- 9/11 (Mon) Arrive Hiroshima via Narita
- 9/29 (Fri) Subsequent research
- 5) Participants and Arrangement of Schools in Greenville
  - Elmhurst Elementary School  
Ms. Suzanne Hachmeister (partner school teacher), Takaya KOHYAMA (lead teacher), Yukiko TAKEDA, Ayako NAGAE, Masaya HAYASHI
  - Wahl Coates Elementary School  
Ms. Cynthia Watson (partner school teacher), Seiji FUKAZAWA (lead teacher), Yasuko MARUKO, Hiromi OSATO, Tomoka TAMESHIGE
  - G. R. Whitfield School  
Ms. Pam Justesen (partner school teacher), Atsushi ASAKURA (lead teacher), Takanori IWAKI, Shoko MURASHIMA

### 3. Reports from Participants

The participants presented their respective coursework, prepared through prior research, onsite at the schools to which they were assigned.

After returning to Japan, reports on the “Objective”, “Summary”, and “Results and Issues” of the coursework were presented, as well as any “personal growth” resulting from the Overseas Teaching Practicum.

#### 4. Evaluation of Overseas Teaching Practicum

##### (1) Evaluation of Coursework by Graduate Students

The following is a list of coursework presented in North Carolina.

	Grade	Subject	Materials and Themes
A	3	General	Cross-cultural understanding "Challenge! Japanese Onomatopoeia!"
B	3	General	RAKUGO: "JYUGEMU"- A JAPANESE COMIC STORY
C	3	Morals	From "Think" to "Thank" - Expressing appreciation: thinking from the eating customs in Japan and the United States
D	4	Arts and Crafts	Let's make a picture letter
E	4	Special projects	Recreation "Bingo of Japanese!!"
F	5	General	I love Hiroshima!
G	7	Music	Trying Japanese (and Okinawan) folksongs
H	8	General	English Language Arts: "Let's take a look at a dollar store in Japan"

(The names of the subjects correspond to those in the Japanese curriculum. They are applied to an appropriate coursework of the schools where the coursework was presented.)

The selection of subjects, materials and themes were left to the discretion of the participants. The grades were also chosen to suit the participants. Things did not necessarily go according to plan in terms of the relationship with the host schools. The participants spent a great deal of time on preparations in Japan. Before departure, they prepared teaching materials and guidance plans in English, and brought these with them to the American classrooms. Onsite, they had a short time to make arrangements with the

applicable teacher in the host school before presenting the coursework. The participants basically presented their coursework in English without the assistance of an interpreter.

A variety of constraints followed from presenting coursework using a language other than Japanese to overseas children onsite. However, this forced them to make decisions in their lesson planning about precisely what was indispensable and what was not, which improved their actual leadership ability. The primary results of the coursework can be summarized by the following 3 points.

##### ① Careful selection of educational content

Careful selection of educational content became necessary due to the constraints under which the coursework was presented. In carrying out the activities, the participants gained a deeper understanding of the content. The content selected was designed so as to highlight not only the differences between Japan and the United States, but the similarities as well. (See for example sections C, D, and G in the chart.)

##### ② Development of materials from the perspective of the children

In deciding what materials were appropriate to select as content, the participants learned to adopt the perspective of the children. (Examples include A: onomatopoeia, B: Rakugo, C: Food provision, D: Picture letters, E: Bingo, G: Sanshin (a traditional 3-string guitar), H: 100 yen shop). However, as the world of the children was not directly accessible, it was frequently necessary to fall back on imagination. As a result, these issues became "questions" for the participants, which promoted their own level of international understanding.

##### ③ Measures for leadership, including communication

Presenting coursework in English reaffirmed the importance of extra-linguistic communication. In presenting coursework in the mother tongue (Japanese), there is a tendency to rely too much on linguistic communication. In reality however, there are many roads to communication besides words. (These include for example F: drawings, photographs and video, and G: the actions in Rakugo.) The participants thus had a chance to sense that they were doing something important. In addition, they were able to make links to coursework with Japanese children in Japan, which was reflected in the coursework (D, F).

In this way, although each of the coursework was presented over a mere 1 to 2 hours, the participants showed improvements in lesson preparation skills and actual leadership ability. Naturally, issues arose that were specific to each type of coursework. If anything however, the fact that the participants themselves were aware of these problems can be considered an outcome of the process.

## (2) Evaluation with respect to the program as a whole

As noted at the outset, the primary goal of this training was not to practice working in another language. Rather, the goal was to heighten qualifications and caliber as a teacher through field research in foreign cultures, and onsite educational experience, including the presentation of actual coursework at foreign schools. In particular, a significant goal of this research was to improve awareness, skills, and leadership, as teachers faced with educating future global citizens in the midst of the trend toward social globalization.

On this point, reports by participants of "personal growth" highlight a change in consciousness and renewed awareness with

respect to the education of global citizens, primarily involving the following 3 points.

### ① The importance of understanding ones own country

Through the presentation of coursework or the ordinary exchange, many participants had the opportunity to present Japanese culture and customs, and to consider the similarities and differences to American culture. Through this opportunity, many noted that an understanding of ones own country was indispensable to understanding the ways of another country, and that the experience underscored their own national pride.

### ② Importance of establishing communication

In actually presenting coursework, and in the exchanges with students, children and teachers, many participants reported the importance of establishing communication, and especially of expressing their thoughts and feelings proactively through words, body language, and hand gestures.

### ③ The importance of rapport

Participants reported that meeting a variety of people and establishing friendships through onsite teaching practicum and field research not only motivated them to learn more about their new friends, but to understand cultural differences as well.

The personal growth noted by participants in ①, ②, and ③ is an awareness that will serve as the basis for understanding cultural differences, and might also be described as the consciousness required of global citizens. This was a short-term research involving a mere 9 days of travel. However, the invaluable experience of presenting coursework to children onsite in another country, as well as the prior training and onsite exchanges with teachers, are likely to have strengthened this consciousness. The heightened awareness by participants in this program will contribute to the subsequent education of global citizens in



the educational context, and they will no doubt act as leaders in this field.

The following 2 points are noted as reflections on how to further improve the impact of this program. The first point is the small role of subsequent training in comparison with prior training. Since we should not end the impact of this research with personal experience, in order to connect it to the behavior noted above, and to consider the issues raised in this visit not only as issues with respect to Japan and the United States (which were involved in the visits) but to other foreign cultures as well, there is a need to enhance subsequent training. Further, because the visits this time occurred just after the start of the new school year in the United States, there were problems involving both preparation and the observation of everyday activities onsite at the schools. It is thus important to discuss changes to the implementation period chosen for next FY.

### (3) Hiroshima University and East Carolina University Partnership: More than Friendship

By Carolyn Ledford

Each time an email arrives, a visit is planned, or a paper is submitted, the history of the Global Partnership Schools (GPS) is expanded. In September when the Hiroshima group arrived, it was a time of excitement and reflection. With the large number of teachers, university students, and university faculty that have visited each location friendships have developed. Each visit provides a time to bring all previous participants together to remember and expand on projects. This enables each to continue former relationships and to develop new relationships to further the Global Partnership Schools.

However, the partnership is more than friendships as aspects of developing a global orientation are enhanced by the visits. The

impact has not created a mirror for each to see their reflection, but instead has provided growth of perspective consciousness, cross-cultural awareness, and knowledge of education in a different culture. With the emphasis on partnerships between schools and universities, the strength is on the growing global understanding provided by the GPS.

The greatest growth is when collaboration takes place and each listens to the other. As a result, all parties grow in global understanding. In addition, the impact provides for teaching experiences for K-12 and university students when the parties return home.

The greatest challenge relates to scheduling. The most recent trip coincided with open house at the K-12 schools and the beginning of the semester for the university. Although much can be observed at the opening or closing of the school year, observations that are more beneficial for all parties would be at a different time in the school/university calendar. Additionally, due to the timing East Carolina University classes were not visited. These visits serve to enhance global understanding for our undergraduate and graduate students.

"We are all one people under the same sky" (Misonou Elementary School, 2001) reflects the best of the Global Partnership Schools.

### (4) Global Partnership Study Tour-September 2006

By Suzanne Hachmeister

The Global Partnership visit by Hiroshima University faculty, graduate students, and local area teachers was a huge success! This group visited in early September, 2006 at the beginning of our academic school year. The Hiroshima group was welcomed by East Carolina University professors and local Pitt County Schools' teachers---all former

participants in Global Partnership Exchange Projects. Hiroshima participants were provided with professional and cultural experiences during their stay. The group toured the East Carolina University Campus and other Greenville sites, including several of Pitt County Schools' elementary schools.

The participants were divided into small groups and assigned to various elementary schools to spend time observing and even teaching. Each small group included a Hiroshima University lead professor and graduate students and teachers. The group assigned to Elmhurst Elementary included Dr. Takaya Kohyama, Mr. Masaya Hayashi, Ms. Ayako Nagae, and Ms. Yukiko Takeda.

Initially this group enjoyed a tour of Elmhurst and opportunities to observe in several classrooms including kindergarten, second, third, fifth grades and an exceptional class. Special arrangements were made for the participants with special interests of study to meet with other educational specialists. For example, a couple of participants met with the school counselor to observe her lessons and discuss character education and one participant went to a meeting at Pitt County Memorial Hospital to interview a teacher at the Children's Hospital.

The participants visiting Elmhurst were involved in "U.S./Japan Culture Day" with Mrs. Claudia Harris's third grade class on their final day at Elmhurst. The participants each taught a lesson to the class sharing Japanese culture. The third graders were taught "A Feeling of Thanks," "Rakugo, Japanese Comic Story," and "Challenge! Japanese Onomatopoeia." Lessons were also provided by Mrs. Harris and Mrs. Hachmeister.

The experience was so valuable for the children, as they will never forget the day the visitors came from Japan! The children were blessed with the cultural richness and the

teaching expertise of the Japanese participants. Similarly, the participants benefited by learning that pedagogy is the same in any language and children are innately the same-no matter what the culture. The project could have been improved if the visit had been scheduled a week or two later as this was a very difficult time for the local teachers and professors due to the opening of the new academic school year.

As is true of most comparative culture studies, a person learns as much about themselves as they learn about the new culture. As professional educators, the US teachers and Japanese teachers shared their enthusiasm for teaching and love of children with one another. We inspired one another to continue the sometimes overwhelming task of educating the young people of the world!

##### *5. Conclusion*

This Overseas Teaching Practicum was the first project implemented as elective coursework in the first stage of the doctoral program at the Hiroshima University Graduate School of Education. It was planned and administered by the Hiroshima University Global Partnership School Center (GPSC), which is commonly known as the "Donald Spence Center". The Center was founded by KOBARA, FUKAZAWA, ASAKURA and KOHYAMA on April 1 2005 with research grants from the United States - Japan Foundation. The goal of the Center is to develop human resources, such as leaders who will promote future interscholastic alliances and other global partnerships, as well as to develop a number of programs required for this purpose. The results from this perspective may be indicated as the following 3 points.

The first point is that the majority of participants already have teaching certification.

They are studying as graduate students or working as dispatched teachers with the goal of becoming even better teachers. In the process, they have improved their practical leadership abilities as teachers. In particular, they have learned important lessons with respect to becoming teachers in this era of globalization. They have done so through development of materials on Japanese culture, and presenting coursework in English at public elementary and secondary schools in North Carolina, and through the direct observation of coursework presented by veteran teachers onsite.

The second point is that participants have experienced selfless care and the exemplary practical training afforded by the teachers onsite, fully understanding the purpose of this practicum. This has led them to a greater awareness of the importance of international exchanges between Japan and the United States, and the necessity of global partnerships for promoting such exchanges. Despite the brevity of the period, a strong human network was established between the teachers onsite and the participants.

The third point is that through planning, implementation and evaluation of the Overseas Teaching Practicum, a program was developed that serves as a model for the subsequent development of human resources, such as leaders who will promote global partnership. Even further scrutiny and revisions will be subsequently needed.

The following 2 points are raised as points for future revisions. One point is the issue of the implementation period. The program was implemented during early September. This however is the start of the new school year, which caused a number of problems for the schools onsite. A second point is the issue of

expenses and number of participants. The burden of expenses for travel and lodging of classroom participants was significant, and led some hopefuls to abandon the project. In addition, while an appropriate number of people traveled to the United States this time, if the number increases in future, ensuring lead teachers and participant schools will remain issues. Improvements with respect to these issues are under discussion for the next FY.

Finally, great efforts were required of a number of individuals to implement this practicum. We would like to humbly acknowledge the efforts of Ms. Carolyn LEDFORD of the East Carolina University College of Education, Ms. Susanne HACHMEISTER at Elmhurst Elementary School, Ms. Cynthia WATSON at Wahl Coates Elementary School, and Ms. Pam JUSTESEN at G. R. Whitfield School. Further, we offer our heartfelt appreciation to the United States - Japan Foundation, which provided research grants, and to Student Support Group and Education and Research Support Group of Graduate School of Education, both of whom provided support for implementation.



Figure 1 Group in Washington

## 2. Escort Program Support

### (1). Overview of Program

Third year students at Mihara Junior High School attached to Hiroshima University acted as escorts for educators visiting Hiroshima from Boston (USA).

Date: July 9, 2006, 9:50 to 16:30

Location: Hiroshima Peace Memorial Park and surroundings (Naka-ku, Hiroshima)

Participants: 15 educators from Boston (USA), David Jane of the United States - Japan Foundation, 80 students and 5 teachers from Mihara Junior High School attached to Hiroshima University and 1 researcher from the Center

Details: 1) Introductory greetings, formation of groups and self-introductions

2) Trip to souvenir shops and department stores in the vicinity of Hiroshima Peace Memorial Park, followed by lunch

3) Trip to monuments in Peace Memorial Park

4) A visit to Hiroshima Peace Memorial Museum

5) An exchange of opinions on the topic of peace  
(small groups, and the group as a whole)

6) Singsong, and concluding remarks

### (2) Program Implementation and Results

Prior training and preparations were made at the Mihara Junior High School attached to Hiroshima University, and the students performed well as escorts. They responded flexibly to sudden changes of schedule, and received high praise from the visitors. In subsequent training, the students reported their appreciation for direct communication and the importance of exchanging ideas. The process yielded important materials from the perspective of program development for global partnerships, and for human resource development. A subsequent issue will be the generalization of know-how from this program.

## 3. Holding of Lectures

### (1) Overview of Lectures

Date: July 28 (Fri) 2006 13:30 to 14:20

Location: Hiroshima University Graduate School of Education, Building C, 5th floor, room 527 (Kagamiyama, Higashihirsohima-shi)

Topics and Instructors:

① Global education in North Carolina

Instructor: Carolyn LEDFORD, associate professor, East Carolina University

② Elementary school TAG (Talented and Gifted) education

Instructor: Suzanne HACHMEISTER, TAG teacher at Elmhurst Elementary School

Participants: a total of 50 people, including instructors, graduate students at Hiroshima University, students in the department of education, teachers from Hiroshima Prefecture, and researchers from the Center

## (2) Lecture Implementation and Results

Dr. Carolyn LEDFORD provided details and an overview of the current status of measures at East Carolina University as an example of "Global education in North Carolina". In addition, Susanne HACHMEISTER reviewed educational practices in the TAG class at the school where she works from the perspective of "Elementary school TAG (Talented and Gifted) education". Their lectures were warmly received, and there was a good exchange of ideas in the subsequent section. Neither theme is found in general educational practice in Japan, and they will be drawn upon for subsequent deployment in Japan. The results represented as an instance of information sharing with respect to global partnerships, and activities for human resource development.



## 4. Holding of 2nd School Exchange International Forum

### (1) Overview of Forum

1. Date: July 29 (Sat) 2006 13:00 to 16:30
2. Location: Hiroshima Prefectural Lifetime Learning Center (Palette Hiroshima)
3. Details: Opening ceremonies (13:00 to 13:10)
  - Greetings from Tomoyuki KOBARA, president of GPSC Center
  - Greetings from Masaki SAKAKOSHI, dean of the Hiroshima University Graduate School of Education

Part 1 Workshop: Developing a global partnership mindset (13:10 to 14:00)

Carolyn LEDFORD (associate professor, East Carolina University, USA)

Part 2 Hands-on presentation (14:00 to 14:45)

1. Shinonome Junior High School Attached to Hiroshima University
2. Mihara Educational Institution attached to Hiroshima University

Part 3 Symposium (15:00 to 16:30)

"Let's Start School Exchanges: From Planning to Practice"

- Coordinator  
Seiji FUKAZAWA (professor, Hiroshima University Graduate School of Education)
- Panelists  
Suzanne HACHMEISTER (teacher, Elmhurst Elementary School, USA)  
Kazuyuki KANBARA (teacher, Shinonome Junior High School Attached to Hiroshima University)  
Kazuya KUWATA (teacher, Mihara Junior High School attached to Hiroshima University)



Kaoru YOSHIMURA (teacher, Hiroshima Prefectural Hiroshima Junior/Senior High School)

Teacher, Mihara Junior High School attached to Hiroshima University (pending)

Closing ceremonies (16:30)

(2) General Ideas From the Panelists of the “Let’s Start School Exchanges: From Planning to Practice” Symposium and Summary by the Coordinator

① General Ideas From the Panelists

Suzanne HACHMEISTER (teacher, Elmhurst Elementary School: TAG teacher)



She talked that the elementary school in Greenville, North Carolina are currently looking for exchanges with elementary schools in Japan. Various points were related, including what impression American elementary school students have of Japan, and what the children wish to know about Japanese culture, the school system, and about Japanese elementary school children. Of particular mention was the high degree of interest in scientific and technological fields, as well as Japanese *anime* and *manga*. Finally, the importance and beauty of international understanding was underscored by the introduction of picture books to the accompaniment of Louis Armstrong’s “What a Wonderful World”.

Kazuyuki KANBARA

(teacher, Shinonome Junior High School Attached to Hiroshima University)

Shinonome Junior High School Attached to Hiroshima University has participated in a sister school program with Explores Middle School in Raleigh, North Carolina (USA) since 2001. Exchanges have continued through our home-stay program. A variety of points were introduced such as experiences that students have had at an American junior high school, and an overview of exchanges with students during visits. Also related were the hardships involved in yearly exchanges, as well as the changes to students, and to the schools.



Kazuya KUWATA

(teacher, Mihara Junior High School attached to Hiroshima University)



At Mihara Junior High School attached to Hiroshima University, they have taken a unique approach to international exchange study through exchanges with students from overseas. In early July of this year, when a contingent of school teachers visited from Boston (USA), the students took center stage, conceiving of an escort program. As a group, they led the American teachers through Peace Memorial Park and to Miyajima Island. Through videos, the preparations by students and teachers in anticipation of that day were introduced, as was the mix of nervousness and fun involved in the exchange itself. Also introduced were the written impressions by the students who participated in the exchange, and messages from the American teachers.

Kaoru YOSHIMURA

(teacher, Hiroshima Prefectural Hiroshima Junior/Senior High School)

The Hiroshima Prefectural Hiroshima Junior/Senior High School is now in their 3rd year. Their focus is on international exchanges of school events. They are actively involved in a variety of activities, including exchanges with overseas students at cultural fests, and an overseas home stay program. Know how was introduced for initiating school exchanges, including what needs to be done to promote exchanges with overseas schools on an interactive level, what the expectations of students are in exchanges with overseas schools, and what teachers need to do to support the exchanges.



② Summary by the Coordinator

Seiji FUKAZAWA (professor, Hiroshima University Graduate School of Education)

I am keenly aware of the significant results expected when school exchanges are initiated, as well as the difficulties of continuing the process. Particularly since the start of the school year differs between the United States and Japan, significant issues include how to maintain and develop these exchange relationships. In actuality, I think there are a number of possibilities for exchange. These include everything from practicum-style studies departing from Japan, to

hands-on escort-style visits, as well as exchanges facilitated by the internet. I think it's important to study approaches by schools that have experience with interscholastic exchanges. At the same time, we should think how to develop a global mindset of the onsite teachers and students intending to become teachers. Thus, it will also be important to raise leaders who will promote future interscholastic exchanges. The Global Partnership School Center (GPSC) was



responsible for the planning and implementation of the Overseas Teaching Practicum for graduate students intending to become teachers (as well as those currently employed as teachers). It was held in September of this year, and took place in North Carolina, USA. We are promoting measures to support the development of future leaders, and a great deal is expected of the results.

*5. Holding of Workshops*

3 teachers each were dispatched to partner schools from Mihara Educational Institution attached to Hiroshima University, and Shinonome Junior High School Attached to Hiroshima University. They convened workshops there in order to promote mutual exchanges through interscholastic partnerships. Specifically, Mihara Educational Institution attached to Hiroshima University was paired with Wahl Coates Elementary Schools (Greenville, North Carolina), and Shinonome Junior High School Attached to Hiroshima University was paired with Exploris Middle School, Exploris Museum (Raleigh, North Carolina).

- (1) Workshops by Mihara Educational Institution attached to Hiroshima University and Wahl Coates Elementary School

Date: August 24th 2006 (Thu)

Location: Wahl Coates Elementary School (Greenville, North Carolina)

Theme: Coursework Exchanges in Line with the Goal of "International studies"

- (2) Workshops by Shinonome Junior High School Attached to Hiroshima University and Exploris Middle School

Date: August 22nd 2006 (Tue)

Location: Exploris Middle School (Raleigh, North Carolina)

Theme: Results of Shared Thematic Study to Date, and a Look Towards Future Measures

### 6. Support for Reciprocal Student Visits and Exchanges

Support was provided for reciprocal student visits and exchanges between Shinonome Junior High School Attached to Hiroshima University, and Exploris Middle School, Exploris Museum (Raleigh, North Carolina). Through reciprocal visits, both schools were able to deepen their level of partnership and to confirm the groundwork for the development of future exchanges. Further, presenting coursework based on shared themes enabled them to deepen their friendships and their learning on peace.

- (1) Support for 3rd Visit from Exploris Middle School

① Period of visit: June 9th (Fri) to June 18th (Sun) 2006

② Number of visitors: 6 students and 3 teachers

③ Primarily activities: Home stay, welcoming ceremony, participation in coursework, field trips to Peace Memorial Park and the Peace Memorial Museum  
Farewell party and closing ceremonies

④ Primary Support:

- Visitor coordination support
- Escorts during field trips and visit
- Support for open coursework and creation of materials for participation in workshops
- Partnership continuance and development conference

- (2) Support for 4th visit to Exploris Middle School

① Period of visit:

August 20th (Sat) to August 28th (Sun)  
2006

② Number of visitors:

6 students and 4 teachers (including the coordinator)

③ Primary activities:

Home stay, welcoming ceremony, participation in coursework, cultural experiences, field trips to museums and art galleries, farewell party and closing ceremonies





④ Primary Support:

Visiting coordinator support; leadership for visits; escorts during hands-on experiences, field trips, and visit; support for participation in coursework; partnership continuance and development conference

## 7. Consortium

### (1) Establishment of Consortium

A consortium has been established by 6 universities, 3 in west Japan (Osaka Kyoiku University; Hiroshima University, Faculty of Education; and Naruto University of Education), and 3 in North Carolina (University of North Carolina, Wilmington (UNCW); East Carolina University College of Education (ECU); and Western Carolina University (WCU)). The intent of the consortium is to promote fellowship, mutual understanding, and research and educational cooperation between American and Japanese universities. The signing ceremony took place in Chapel Hill, North Carolina on July 7th 2006.

#### ① History and Background

The 6 universities that established the consortium implemented the "Global Partnership School Projects (GPS)" (represented by Dr. Donald Spence), from 1999 to 2002. This was an exchange program centered on reciprocal visits by teachers in the United States and Japan, and supported by the United States - Japan Foundation. Through this exchange, 13 sister school liaisons were created. This in turn has led to additional international exchanges, including those between students, which have continued to present. A variety of activities have been enabled by the 6 universities under the consortium format based on these results.

In September 2004, and September 2005, professor Hideki YONEKAWA of Osaka Kyoiku University visited 3 universities in the United States as representative of Japan under the GPS. There he exchanged viewpoints of continuously promoting the consortium with associate deans of the universities and with international exchange staff, and reached an accord regarding a draft exchange agreement. Hiroshima University had already established an international exchange agreement with East Carolina University, one of the consortium participants. To promote this however, participation by the Faculty of Education was added, and the "Global Partnership School Center" worked with the establishment of the consortium as the representative of Hiroshima University.

#### ② Details of the Exchange Agreement

The following agreement was reached in order to foster friendship and mutual understanding, and to promote research and educational cooperation between the 3 American and Japanese universities.

- Continuous improvements to research through exchanges of first-rate teachers and students
- Exchange of research publications
- Reciprocal visits by university instructors

#### ③ Signing Ceremony

1) Date: July 7th 2006 10:00 to 12:00

2) Location: Center for School Leadership Development, Chapel Hill, North Carolina

3) Participants:

UNCW

Paul HOSIER (Provost)  
Cathy BARLOW (Dean)  
Adrian SHERMAN (Assistant Provost)  
Brad WALKER (Associate Professor)

ECU

Marilyn SHEERER (Interim Vice Chancellor)  
John SWOPE (Interim dean)  
Carolyn LEDFORD (Associate Professor)

WCU

Fred HINSON (Associate Vice Chancellor)  
Lois PETROVICH-MWANIKI (Director and Associate Professor)

University of North Carolina

Richard L. THOMPSON (Vice President for University-School Programs)

Osaka Kyoiku University

Takashi INAGAKI, president  
Hideki YONEKAWA, director of the International Student Center  
Hiroaki FUJIMOTO, International exchange and research cooperative department,  
assistant manager for overseas students

Hiroshima University Graduate School of Education

Akira NINOMIYA, vice-president (International Relations)  
Tomoyuki KOBARA, associate dean of research, Graduate School of Education  
Seiji FUKAZAWA, professor, Graduate School of Education  
Yumiko IDE, dean support group, Graduate School of Education

Naruto University of Education

Hajime TAKAHASHI, president  
Noboru KANESHIGE, Associate professor, Center for English Language Education at  
Elementary Schools  
Hideo NAKAUCHI, head, Instruction Section (Graduate School), Academic Affairs  
Division, Department of Academic Affairs

(2) Consortium Conference by 3 Japanese Universities

Based on the above-mentioned consortium agreements, a conference was held by the 3 representative Japanese universities. The intent was to further exchanges between the 6 American and Japanese universities.

Date: October 27th (Fri) 2006 13:30 to 16:30

Location: Osaka Kyoiku University, Kashiwara Campus

Details of Conference:

① Student exchanges

- Scheduled for initiation as a consortium from 2008
- 5 to 6 students to be exchanged annually between the United States and Japan
- Adjustments to be made to balance the number of individuals dispatched from the United States and Japan over the 3 years following implementation
- Creation of shared format in Japan, and recruitment of students in September

## ② Academic Exchanges

- Cooperative recruitment of funds, including Grant-in Aid for Scientific Research of the Ministry of Education, Culture, Sports, Science and Technology
- Efforts by each university to promote exchanges of instructors

## ③ Language Training

- Osaka Kyoiku University is currently running a “Language Training (3 weeks) + Fieldwork (1 week)” program at UNCW, and participation by the remaining 2 universities is under discussion.

## 8. Updating the Website

The primary updates to the GPSC website this year have been the inclusion of reports on last FY’s activities, and information on this year’s School Exchange International Forum. Both the Japanese site and the mirror English site were updated simultaneously.

## III. Evaluation With Respect to Activities for this FY

### 1. Survey of Participants at the 2nd School Exchange International Forum

A survey was conducted of participants at the conclusion of the 2nd School Exchange international Forum, noted in II. 4. The details of the survey and a tabulation of results are provided below.

[Details of the Survey] ① Satisfaction with the workshop content (part 1) (5 point evaluation: very satisfied to very unsatisfied), ② Satisfaction with the content of the hands-on presentation (part 2) (5 point evaluation: very satisfied to very unsatisfied), ③ Satisfaction with symposium content (part 3) (5 point evaluation: very satisfied to very unsatisfied), ④ Thoughts on the forum and themes to be addressed in the next forum (open response)

[Tabulation of Results]

17 of the 56 participants replied to the survey (30.4% recovery rate)

#### (1) Satisfaction with workshop content

Satisfaction with workshop content averaged 3.9 points on the 5-point scale.

#### (2) Satisfaction with the content of the hands-on presentation

Satisfaction with the content of the hands-on presentation averaged 3.9 points on the 5-point scale.

#### (3) Satisfaction with symposium content

Satisfaction with symposium content averaged 3.8 points on the 5-point scale.

#### (4) Thoughts on the forum and themes to be addressed in the next forum

① Feedback on the forum was primarily positive. Examples included “Hearing about measures by other schools and the United States was very informative”, and “I thought the escort program was a very interesting approach. It was good to set up a situation where you do your best to communicate to a partner who is doing their best to understand.” Some people felt however that not enough time was allotted for exchange of opinions and questions during the forum. Examples included “It would have been even better if there had been time for mutual exchange (of opinions)

and for questions", and "Content in parts 2 and 3 overlapped, which was a waste of time". There were also calls for greater opportunities for exchange. Examples included "The focus of the exchange was with the United States, but what about places closer to home?"

② In terms of themes to be addressed in the next forum, there were requests to learn more about the know how required to promote interscholastic exchanges, as well as calls to provide opportunities for deeper thought about the meaning of the exchanges. Examples included "It would be good to introduce a variety of methods of exchange, as I'd like to learn about this", and "It is important to think about where these exchanges lead".

## *2. Evaluation of Overseas Teaching Practicum*

The Overseas Teaching Practicum has already been discussed in this report (p.5 to 8).

## *3. Evaluation of Activities for this FY by GPSC External Evaluator*

Yasushi MIZOUE (former president of Naruto University of Education) served as GPSC external evaluator for the programs implemented by the Center during its second year of operation. His comments are as follows.

### "Evaluation of 2nd Year of Global Partnership School Center"

#### (1) 2nd Year Activities at the Global Partnership School Center

The "Hiroshima University Global Partnership School Center" was founded in April 2005 and is now in its 2nd year. I am pleased to see that its activities are increasing dramatically. The following 3 points deserve special mention regarding this year's activities at the Center.

The first point is the planning and implementation of the "Overseas Teaching Practicum". It was not an easy thing to lead graduate students into onsite educational training. But it is especially noteworthy that this was implemented as formal coursework for the first stage of the doctoral program at the Hiroshima University Graduate School of Education. The consistent buildup of such activities is no doubt tied to the goal of the Center, which is the development of human resources, such as teachers who will promote future global partnerships, and leaders capable of promoting interscholastic exchanges and liaisons.

The second point was the completion of a program in which junior high school students from Mihara Junior High School attached to Hiroshima University acted as guides to American teachers visiting Peace Memorial Park; and an interscholastic program based on direct reciprocal visits between Shinonome Junior High School Attached to Hiroshima University and Exploris Middle School in Raleigh, North Carolina, which is a global partner school. The students participating in such programs are certainly receiving the kind of human resource development needed to promote future global partnerships.

The third point is the liaison and establishment, based on the Hiroshima University Global Partnership School Center, of a consortium between 3 universities in west Japan (Osaka Kyoiku University; Hiroshima University, Faculty of Education; Naruto University of Education) and 3 in North Carolina (University of North Carolina, Wilmington; East Carolina University College of Education; and Western Carolina University). This project is likely to contribute to further development measures, broadening international exchanges and promoting interscholastic exchanges.

(2) Towards the 3rd Year of the Global Partnership School Center

The following 2 points are desired for the 3rd year of the Global Partnership School Center so as to heighten the quality of the 2nd year activities.

The first point is the convening of reciprocal exchange workshops and seminars between the United States and Japan, from the perspective of cultivating leaders who will promote international exchange and cooperation. An aspect of this can be the holding of an international forum on the theme of training teachers with the ability to promote global partnerships.

The second point is the further development of a variety of programs providing opportunities for direct hands-on experiences. This will include the continuance of the "Overseas Teaching Practicum", as well as the support of hands-on experience based mutual understanding and international exchange through reciprocal visits of American and Japanese students and teachers.

The third point is the formation of a human network by the Global Partnership School Center within Japan. To continue the activities at the Center, it is important to establish a support network, centered on members who have participated in and cooperated with Hiroshima University projects to date.

4. *Results and Issues with Activities for this FY* (president of the Center, Tomoyuki KOBARA)

(1). Results for this FY

Results for FY 2006 for the Global Partnership School Center may be summarized as the following 3 points

① Information Dissemination

The Global Partnership School Center's website has been updated, and measures and results from FY 2005 have been added.

② International Exchanges

International exchanges have been promoted by convening the 2nd "School Exchange International Forum", a liaison opportunity for teachers, supervisors and overseas students who are concerned about international exchange. Workshops at Hiroshima University were also convened by staff from East Carolina University for the purpose of cultivating global leaders. Further, a variety of international exchange activities were promoted based on direct hands-on experience. These included supports for the guide program, in which students from Mihara Junior High School attached to Hiroshima University welcomed teachers visiting from America and showed them through Peace Memorial Park. They also included support for interscholastic exchanges between Shinonome Junior High School Attached to Hiroshima University and Exploris Middle School. In addition, participation and cooperation was made to establish a consortium through liaison. This was established to further develop the international exchange, by 3 universities in west Japan (Osaka Kyoiku University; Hiroshima University, Faculty of Education; Naruto University of Education) and 3 in North Carolina (University of North Carolina, Wilmington; East Carolina University College of Education; and Western Carolina University).

③ Human Resource Development

The "Overseas Teaching Practicum" was created as elective coursework in the first stage of the doctoral program at the Hiroshima University Graduate School of Education. Through

cooperation with East Carolina University College of Education, participating graduate students, teachers currently on dispatch, as well as regional teachers were led to state elementary and junior high schools in Greenville, North Carolina (USA). There they rose to the challenge of providing coursework in English on Japanese culture.

## (2) Issues in Facing the Next FY

Development of activities at the Global Partnership School Center will center on the following 4 points over the next FY.

### ① Updating the Website

- 1) Information will be posed on measures by the Global Partnership School Center in FY 2006, as well as newly developed interscholastic exchanges and teacher training programs; and global teaching materials developed through this process.
- 2) Promotion of the establishment of a Materials Database.

### ② International Exchange Activities

- 1) If there is interest, a teaching practicum will be hosted for American university students intending to become teachers.
- 2) The Overseas Teaching Practicum (intensive course) will continue to be implemented for graduate students at Hiroshima University intending to become teachers (including those currently teaching).
- 3) If possible, the number of agreements with global partnership schools will be expanded.
- 4) Support will be provided for specific interscholastic exchanges with elementary, junior and senior high schools.

### ③ Workshops

- 1) The 3rd "School Exchange International Forum" will be convened on teacher training with the ability to promote global partnerships, and a variety of guests from the United States will be welcomed.
- 2) We will implement specific programs for interscholastic exchanges, as well as workshops involving the development of global teaching materials and educational methods.
- 3) A teaching network will be established with a membership on the order of 100 people, to promote and support interscholastic exchanges.

### ④ Project Evaluation

- 1) A final report of this project will be created on CD-ROM.
- 2) Evaluation of this project will be implemented.