



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

( 2007-2008 )

The United States-Japan Foundation 2007 Report

January, 2008

Hiroshima University Global Partnership School Center

Tomoyuki KOBARA, GPSC Representative

Graduate School of Education, Hiroshima University

## Contents

I. Goals and Structure of the Center	
1. Goals of the Center .....	1
2. Structure of the Center .....	1
II. Report on Activities for this FY	
1. Overseas Teaching Practicum .....	3
2. Holding of the 3rd School Exchange International Forum.....	9
3. Holding of Lectures .....	11
4. Invitation of Guest Teachers.....	12
5. Holding of Workshops .....	12
6. Support for Reciprocal Student Visits and Exchanges .....	12
7. Support of Interscholastic Exchange Programs .....	13
8. Escort Program Support .....	14
9. Consortium.....	15
10. Introduction to GPSC Activities in Boston (USA).....	15
11. GPSC 100-Member Network .....	15
12. Webpage Renewal .....	15
III. Evaluation With Respect to Activities for this FY	
1. Survey of Participants at the 3rd School Exchange International Forum.....	16
2. Evaluation of Overseas Teaching Practicum .....	16
IV. Evaluation of 3 Years of the Program	
1. Evaluation by the GPSC External Evaluator .....	17
2. Results and Issues with Activities for this FY.....	18
Supplementary Materials FY Financial Report.....	20

## **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 2007.

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

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

Research collaborators: Yasuhiro OOMATSU (vice-principal, Shinonome Elementary School attached to Hiroshima University)  
Yoshio SUMOTO (teacher, Shinonome Elementary School attached to Hiroshima University)  
Kazuyuki KANBARA (teacher, Shinonome Junior High School Attached to Hiroshima University)  
Hiroaki KANOE (teacher, Shinonome Junior High School Attached to Hiroshima University)  
Nobutaka ISHII (teacher, Mihara Elementary School attached to Hiroshima University)  
Naohisa ISHII (teacher, Mihara Elementary School attached to Hiroshima University)  
Kazunari 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 (executive and vice president (research), Hiroshima University)  
Shinji ISHII (professor, Graduate School of Education, Hiroshima University)  
Evaluators: Yasushi MIZOUE (previous Auditor of Hiroshima University, former president of Naruto University of Education)  
Masaki SAKAKOSHI (dean, Graduate School of Education, Hiroshima University)  
Marilyn SCHEERER (vice-president, East Carolina University)

## **II. Report on Activities for this FY**

### **1. Overseas Teaching Practicum**

Last year, the “Overseas Teaching Practicum” program was established as coursework for the first stage of the doctoral program at the Graduate School of Education, Hiroshima University. 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 10 days onsite, as well as prior and subsequent research. The following is a summary of details on the program of this year and reports by the participants.

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

Tomoyuki KOBARA, Seiji FUKAZAWA, Atsushi ASAKURA, Takaya KOHYAMA, Takanori IWAKI\*, Toshiyuki NAKAI\*, Toshiro MORI\*, Hiroko ASANO\*, Masaki Omura\*, Shuichi SHONO\*, Wakako YANO\*, Katsushi SUMI\*, Norika YOSHINAMI\*, Tomoko ONO\*, and Aiko ENAMI\*\*

**Abstract:** This is a second year's report on overseas teaching practicum by Japanese graduate students in elementary/secondary schools in the United States in September 2007. It awaits no discussion that 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, conducted a second-year overseas teaching practicum by education-major graduate students in the United States. Reviewing the teaching practices and the participants' self reports, it was found that this innovative opportunity helped them raise their cross-cultural awareness and gain confidence in teaching.

## 1. Introduction

This article, following on from last year (Kobara et al. 2007), is the second report on the Overseas Teaching Practicum, held at state elementary and secondary schools in North Carolina, USA, by elementary and secondary school teachers and students in the first stage of the doctoral program in the Graduate School of Education, Hiroshima University.

The Overseas Teaching Practicum program was designed and managed by the Hiroshima University Global Partnership School Center (GPSC), which was established in April 2005 under support from the United States - Japan Foundation, and it was made possible based on the network of trust cultivated through many years of international exchange between Graduate School of Education, Hiroshima University and East Carolina University College of Education in Greenville, North Carolina. It is also part of Hiroshima University's unique international exchange-based and action research-based teacher training comprising research of teaching materials for promoting mutual understanding of Japanese and American culture among American elementary and secondary school students, observation of coursework at elementary and secondary schools in the United States, presentation of coursework in English, and completion of teaching materials as well as preparation of reports based on post-research following return to Japan.

The primary goals of the program are, with respect to grad students who aspire to become teachers, grad students currently on dispatch as teachers, and current teachers who are interested, to, 1) implement the Overseas Teaching Practicum with a view to developing the global qualities and capacity that will be required of teachers in the future, and 2) to nurture high-level and practical guidance capacity with the emphasis on cross-cultural communication. The following pages give an overview of this year's program, describe the results and "personal growth" of the participants, and give the program evaluation (concerning lessons, based on results of the questionnaire).

## 2. Overview of the Overseas Teaching Practicum

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

- 1) Period: April to December, 2007
- 2) Visits: elementary schools in North Carolina, and New York
- 3) Goal of Visits: implementation of "Overseas Teaching Practicum" as coursework at the Graduate School of Education, Hiroshima University; and promotion of international

---

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

\*\* Higashi Hiroshima Mitsujyo Elementary School

interscholastic exchanges

4) Schedule

- 4/11 (Tue) Enrollment and briefings
- 5/31 (Thu) Orientation
- 6/8 (Fri) Lecture: Development of elementary teachers and conditions of elementary school education in the United States
- 6/9 (Sat) The 3rd GPSC School Exchange International Forum (Hiroshima Garden Palace)
- 7/5 (Thu) 1st segment of prior research: setting of individual research themes (coursework practicum), meeting to discuss contents and methods regarding introduction of Japanese culture
- 8/2 (Thu) 2nd segment of prior research: exchange and discussion of individual research themes (coursework practicum), meeting to discuss contents and methods regarding introduction of Japanese culture
- 8/30 (Thu) 3rd segment of prior research: exchange and discussion of individual research themes (coursework practicum)
- 9/11 (Tue) 4th segment of prior research: confirmation of itinerary and preparations, meeting to discuss contents and methods regarding introduction of Japanese culture
- 9/15 (Sat) Depart Hiroshima, arrive Greenville via stopover
- 9/16 (Sun) Prior arrangements and preparations
- 9/17 (Mon) Teacher training at local schools (coursework practicum)
- 9/18 (Tue) Teacher training at local schools (coursework practicum)
- 9/19 (Wed) Morning: move to Raleigh  
Afternoon: Visit to Duke University
- 9/20 (Thu) Teacher training (introduction of Japanese culture) at Exploris Middle School
- 9/21 (Fri) Morning: move to New York  
Afternoon: Overseas Teaching Practicum (field research)
- 9/22 (Sat) All day: Overseas Teaching Practicum (field research)
- 9/23 (Sun) Depart from New York
- 9/24 (Mon) Arrive Hiroshima via Narita
- 11/1 (Fri) 1st segment of post-research: Results report meeting
- 12/11 (Tue) 2nd segment of post-research: Results report meeting

5) Participants and Arrangement of Schools in Greenville

Elmhurst Elementary School

Ms. Suzanne Hachmeister (partner school teacher), Takaya KOHYAMA (lead teacher), Toshiyuki NAKAI, Toshiro MORI, Hiroko ASANO, Aiko ENAMI

Wahl Coates Elementary School

Ms. Cynthia Watson (partner school teacher), Seiji FUKAZAWA (lead teacher), Shuichi SHONO, Wakako YANO, Katsushi SUMI

G. R. Whitfield School

Ms. Pam Justesen (partner school teacher), Atsushi ASAKURA (lead teacher), Masaki OMURA, Norika YOSHINAMI, Tomoko ONO

### 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 in FY 2007.

The selection of subjects, materials and themes was left to the discretion of the participants. The grades were also chosen to suit the participants.

The participants spent a great deal of time on preparations in Japan, discussing their goals, contents, teaching materials, teaching aids and lesson plans prior to departure. Also, they prepared their guidance plans in English, ready to take over to the United States. Onsite, they had a short time to make arrangements with the applicable teachers in the host schools before presenting the coursework. The participants presented their coursework in English without the assistance of an interpreter.

From the viewpoints of improvements in coursework composition and practical guidance capacity, the primary results gained through the coursework can be summarized into the following 3 points:

	Grade	Subject	Materials and Themes
A	3	General (Cross-cultural education)	Let's communicate by gesture!
B	3	Music	Let's enjoy Japanese Sound by appreciating silence!!
C	4	Culture Education<Arts and Crafts>	Let's exchange! The "Origami"
D	4	Arts and Crafts	Paper plane
E	5	Cross-cultural understanding	Japanese culture FUKUWARAI★
F	5	Social Studies	Various maps
G	5	Calligraphy / Japanese Language	Writing Chinese characters using an ink brush
H	5	Arithmetic	Five-in-a-row
I	5	Language	The World's people are joined by language! - Japanese culture and language -
J	7	General	Understanding peace through T-shirts

(The names of the subjects were optional. For the host schools, the classes were treated as special coursework outside of the curriculum.)

① Selection of education contents

As may be gathered from the above table, the implemented coursework covered a variety of subject schemes and grades. However, all the contents were designed and coursework configured giving consideration to Japan or Hiroshima. The participants should be commended on arriving at these contents upon considering the significance of presenting the coursework in far removed North Carolina, USA. With this emphasis on Japan and Hiroshima, all the lessons proved useful in promoting cross-cultural understanding and appreciation of own-culture among the American children. (For example, see A and F in the chart).

② Guidance methods based on awareness of the mode of learning

In order to close in on the goals, the participants conducted the coursework paying attention to different modes of learning such as individual, small group and full class guidance (for example, see J and H in the chart). Through switching the learning mode according to various settings, it was possible to alleviate confusion and tension among the children due to coming into contact with an overseas teacher and foreign culture, and individual guidance was also possible (for example, see E, G and I in the chart).

③ Inventive use of teaching aids, etc. to help understanding

Many lessons incorporated concrete activities from the viewpoint of experiencing different culture. However, appropriate teaching aids are required in order to make this feasible. In many of the lessons, various inventive ideas such as preparing expanded versions of aids for children, applying fine marks to teaching materials and providing opportunities to hold and feel aids, were put into effect (for example, see C, D and J in the chart).

In this way, although each of the coursework lessons was presented over a mere 1 to 3 hours, the participants showed improvements in lesson preparation skills and actual leadership ability.

The participants had excellent English conversation ability and were able to smoothly advance the coursework, although there were some cases where they tended to rely too much on words. Regarding communication with the children, the preparation of more diverse and concrete methods will be a future issue.

## (2) Questionnaire Analysis Results

Questionnaires were implemented during training (3 times in total) and after the training in order to assess changes in the awareness of participants. After delimiting the statements given by the participants regarding their changed thinking in terms of semantic units, responses were grouped according to the 3 viewpoints indicated as “qualities and ability especially required from now on” in the 3rd Recommendations of the Ministry of Education, Culture, Sports, Science and Technology Teacher Training Council (1999), i.e. I: The qualities and ability to take action based on a global standpoint, II: The qualities and ability required as a member of society living in an age of change, and III: The qualities and ability inevitably required out of the duties of teachers. Moreover, concerning experiences that had an impact on such changes in thinking, the statements obtained from the questionnaires were again delimited in terms of semantic units and grouped according to the contents. As a result, 3 categories, i.e. “Presentation of coursework”, “Exchange” and “Observation” were extracted. Moreover, the way in which the experiences acquired by the participants were connected to the 3 viewpoints given as “qualities and ability especially required from now on” are summarized into Table 1 (before the training) and Table 2 (after the training).

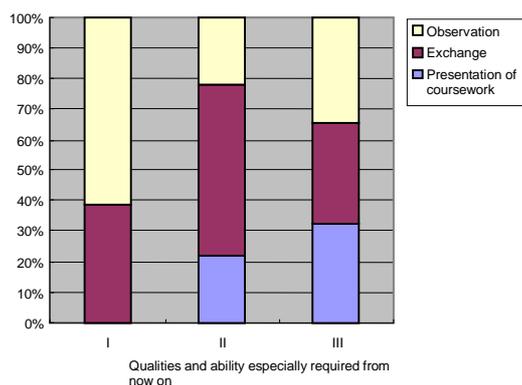


Table 1 Changes in Thinking and Acquired Experiences of Participants (during the training)

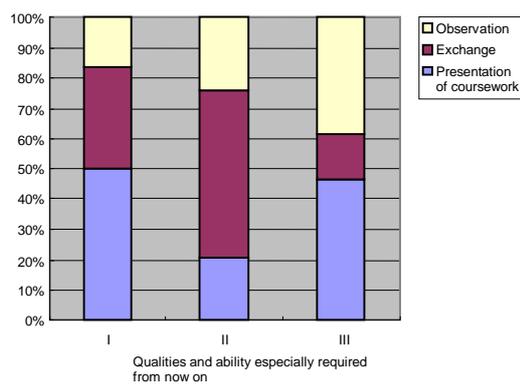


Table 2 Changes in Thinking and Acquired Experiences of Participants (after the training)

### (I) Concerning qualities and ability to take action based on a global standpoint

During the training: Upon observing the appearance of the children and communications between teachers and children on the school visits, it was possible to realize that each and every child is given respect and teachers’ worries are more or less the same everywhere.

→ Spirit of human respect, human view, acceptance of differences in thinking and standpoint

After the training: Through the coursework presentation, it was possible to feel that one’s attitude of respect for human and cultural diversity and the education of one’s own country was further nurtured.

→ Attitude of respect for diverse values as well as understanding and an attitude of respect for education in one’s own country

### (II) Concerning qualities and ability required as a member of society living in an age of change

During the training: Since the participants had numerous opportunities to interact with the children and teachers, their communication skills (in particular their English language ability) were frequently needed. They had to think about how to convey their thoughts to other people and how to conduct communication.

→ Abilities of self-expression, English language ability

After the training: Through the interaction with the local children and teachers, the participants

each day acquired a stronger awareness of the need to understand other people and to accept the thinking and characteristics of the other side.

→ Communication ability, sociality, understanding other people

(III) Concerning qualities and ability inevitably required out of the duties of teachers

During the training: Through observing coursework conducted by the teachers and presenting their own coursework, the participants learned the receptive attitude of the teachers towards the children, recognized differences in education between the United States and Japan, and acquired new thinking on curriculums, etc.

→ The ability to respect and encourage the individuality of children, counseling mind, knowledge of education, view of children

After the training: Through making various preparations and conducting various reflections on lessons during presentation of the coursework, it was possible to devise better ways of teaching and to feel a sense of responsibility as a teacher. Moreover, through interaction with the children, it was possible to realize that the method of contact with children remains the same in all settings.

→ Subject instructional capacity, sense of mission as a teacher, view of education

In this way, it can be seen that the features of this program in allowing the participants to come into direct contact with local education brought about changes in thinking that could not be gained in language training or practical coursework in Japan.

## 5. Conclusion

Following on from last year, the Overseas Teaching Practicum of the Graduate School of Education, Hiroshima University was implemented for the second year with the goals of developing human resources who can promote overseas interscholastic alliances and exchange in the future and developing a number of programs required for this purpose. The program was conducted on a larger scale than last year, with the participants consisting of 10 teachers and grad students and 4 leaders on the Japanese side, and 3 partner school teachers, Exploris Middle School and a professor of East Carolina University on the American side. While utilizing the human network of schools that have entered into agreement with Graduate School of Education, Hiroshima University, a lot of time was spent before and after the training on preparing lessons with the objective of overseas practical coursework in the program. As a result, the following 3 conclusions may be drawn.

First, the program contributed towards improving the practical guidance capability of the grad students and teachers who participated. Developing teaching materials and preparing coursework for introducing Japanese culture, based on the assumption of guidance in English to children who have no knowledge whatsoever of Japanese conditions and culture, represented a major challenge for the participants. Rather than introducing Japan in a unilateral lesson format, the participants devised teaching materials for displaying cultural comparisons between Japan and the United States and conducted interactive coursework geared to promoting student participation. In this sense, the coursework proved fruitful in many different ways.

Secondly, through the lesson preparations and coursework presentation, the participants acquired a changed and enhanced level of awareness as teachers. Through realizing that the same points do not always come across in Japan and the United States depending on minor nuances and finding out that points that were previously considered to be unique to Japan are in fact common to both countries, the participants experienced repeated doubts and wondrous discoveries. In particular, through discussing education with American teachers and teaching fellows, the Japanese participants more keenly realized the diversity and universality of education and were able to cultivate their own awareness and viewpoints of education.

And thirdly, it may be said that the friendships formed between individuals through this program helped promote the partnership based on the interscholastic exchange. Thanks to the activities conducted so far, the center received visits and applications for exchange from

schools all over America. Although the contributions of individual teaching materials, individual teachers or individual schools may be small, it is hoped that this network of teachers possessing global qualities, abilities and practical teaching ability will grow further in future. Through the activities conducted so far, the program framework for making this possible has almost been completed.

The following issues were discussed: When is the best time to visit, taking into account differences in the timing of semesters between Japan and the United States; How should future expected increases in exchange applicants be handled; and How should support for the program be sought.

Finally, it should be mentioned that the cooperation of numerous people and groups was received during implementation of this year's program. 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. Pam JUSTESEN at G. R. Whitfield School, Ms. Cynthia WATSON at Wahl Coates Elementary School, and Mr. Kevin of Exploris Middle School. Further, we offer our heartfelt appreciation to the United States - Japan Foundation, which provided research grants, and to the Student Support and Educational Research Activities Support groups of the Graduate School of Education, Hiroshima University, for their support during implementation.

### References

- 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 (2007) A Report on Overseas Teaching Practicum by Graduate Students in Elementary/ Secondary Schools in the United States. *Hiroshima Journal of School Education*, 13, 1-9
- Ministry of Education, Culture, Sports, Science and Technology (1999) Teacher Training Council, 3rd Recommendations



**Photograph 1 Practicum by participants**



**Photograph 2 On ECU Campus**

## 2. Holding of the 3rd School Exchange International Forum

### (1) Overview of Forum

1. Date: June 9 (Sat), 2007 13:00 to 17:30
2. Location: Hiroshima Garden Palace
3. Details: Opening ceremonies (13:00 to 13:15)
  - Greetings from Tomoyuki KOBARA, president of GPSC Center
  - Greetings from Masaki SAKAKOSHI, dean of the Graduate School of Education, Hiroshima University  
(General master of ceremonies) Atsushi ASAKURA (associate professor, Graduate School of Education, Hiroshima University)Part 1 Hands-on presentation (13:15 to 14:30)
  - International exchange experiences in kindergartens  
Miyuki SUHAMA (teacher, Mihara Kindergarten attached to Hiroshima University)
  - Teddy Bear Project  
Masaya HAYASHI (teacher, Higashi Hiroshima Mitsujo Elementary School)
  - SSH Senior High School Students Overseas Research Presentation  
Shingo KUBOTA (Hiroshima Prefectural Hiroshima Kokutaiji High School)
  - Overseas Teaching Practicum  
Takaya KOHYAMA (associate professor, Graduate School of Education, Hiroshima University)Part 2 Symposium (14:45 to 17:15)  
"Developing Teachers with a Global Mind: From Local to Global"
  - Coordinator and chair  
Tomoyuki KOBARA (professor, Graduate School of Education, Hiroshima University)  
Seiji FUKAZAWA (professor, Graduate School of Education, Hiroshima University)
  - Panelists  
Carolyn LEDFORD (East Carolina University)  
"Visits to Japanese Schools by Teaching Fellows"  
Bradford WALKER (University of North Carolina - Wilmington)  
"Visits to American Schools by Japanese University Students"  
Lois PETROVICH-MWANIKI (Western Carolina University)  
"Expectations of American Students Participating in Japanese language Programs"  
Yumiko ONO (professor, Naruto University of Education, College of Education)  
"Future Development of Teachers with a Global Mind"  
Hideki YONEKAWA (professor and director of the International Students Center, Osaka Kyoiku University, Educational Organization)  
"Training Program Development and Evaluation for Developing Teachers with Global Mind"Closing ceremonies (17:15-17:30)



(2) **Symposium**

**“Developing Teachers with a Global Mind: From Local to Global”**

**Outline of each panelist’s proposals**

**Carolyn LEDFORD** (East Carolina University)



East Carolina University in the State of North Carolina, USA, as part of the Teaching Fellow Program Summer Study Trip, has dispatched teaching fellows to Graduate School of Education, Hiroshima University as well as its attached Mihara Kindergarten, Elementary School and Junior High School and attached Shinome Elementary School and Junior High School on a number of occasions. Ms. Ledford gave a report of the program contents and the educational effect of the program, describing how the Japanese school system, Japanese school lessons and students appear to American students and how those efforts should be linked to the future.

As the program activities in Hiroshima City, the students are required to arrive at conclusions about the A-bombing of Hiroshima and WWII based on facts, while at the same time learning about the history of Hiroshima, diversity and culture, moral and character education, and the importance of peace, etc. Moreover, at the attached schools, in order to learn about how Japanese culture is incorporated into curriculums, the students take part in a variety of experiences pertaining to respect for different lifestyles, the school cleaning culture, the valuing of culture, healthy living, sense of responsibility within daily school life, learning of international exchange and home stay, etc.

Ms. Ledford reported that the teaching fellows acquired their own global mind through these activities.

**Mr. Bradford WALKER** (University of North Carolina - Wilmington)



The University of North Carolina - Wilmington receives students from Osaka Kyoiku University. The hosting of overseas students from Japan not only provides the Japanese students with the opportunity to grow through cross-cultural experiences, but also it allows the American students and teachers to reconsider their own culture by coming into contact with a different culture. Through frankly discussing questions and doubts held regarding the current condition of school education, the participants on both sides can consider the significance and condition of school education in both countries. Mr. Walker stated his belief that international exchange plays a vital role in the contents and method of teacher development in the future and stated his desire to further promote and develop this area.

**Ms. Lois PETROVICH-MWANIKI** (Western Carolina University)



Ms. Petrovich-Mwaniki first emphasized that cross-cultural experience has an invaluable impact far greater than any other course discipline in the pre-education of teachers. Responding to a question from a Japanese student asking how she viewed the fact that many Japanese consider international relations to be important but are unwilling to support marriages between family members and foreigners, Ms. Petrovich-Mwaniki talked about her own experience in an international marriage and stated that such an issue was for the couple actually getting married. In the final analysis, it depends on how the couple view the situation, and their wishes have to be respected.

**Ms. Yumiko ONO** (Naruto University of Education, College of Education)



Ms. Ono stated that even though Japanese students who aspire to be teachers have a high level of awareness about the guarantee of the right to learn for foreign children, they display a low level of tolerance when they actually become homeroom teachers. She proposed that curriculum development is indispensable in the development of teachers with a global mind. Specifically, she spoke about the results achieved in 2 schemes, i.e. 1) international education cooperation unique to teacher training universities, and 2) learning of students participating in the Japan-United States Friendship Program.

**Mr. Hideki YONEKAWA** (Osaka Kyoiku University, Educational Organization)



Osaka Kyoiku University has established a program in cooperation with local education administration agencies whereby students who have passed the teacher employment examination can learn at postgraduate school in order to obtain a master's degree while retaining the first qualification. The aim of this is to enable students to raise their level of expertise as teachers, and the program incorporates 4 components for that purpose. One of these is overseas education practicum at sister schools in foreign countries, including participation in onsite workshops and visits to local schools, etc. Mr. Yonekawa thus described how Osaka Kyoiku University had designed a program for nurturing teachers with a global mind while at the same time imparting a high degree of expertise.

### 3. Holding of Lectures

#### (1) Overview of Lectures

Date: June 8th (Fri) 2007 13:10 to 14:30

Location: Graduate School of Education, Hiroshima University, Building C, 5th floor, room 527

Topics and Instructors:

Becoming a Teacher: Elementary Education at East Carolina University

Instructor: Dr. Carolyn Ledford, associate professor, East Carolina University

Dr. Betty Peel, associate professor, East Carolina University

Curriculum Compacting in G. R. Whitfield School (K-8)

Instructor: Ms. Pam Justesen, G. R. Whitfield School, TAG teacher

Participants: a total of 60 people, including students, graduate students and instructors at Hiroshima University, school teachers, and researchers from the Center

#### (2) Lecture Implementation and Results

Dr. Ledford and Dr. Peel gave specific explanations of the courses and practical coursework in each grade concerning the development of elementary school teachers at East Carolina University. Also, Ms. Justesen described the thinking behind and actual conditions of curriculum compacting for TAG (talented and gifted) classes in the school where she works. Both accounts revealed numerous differences with current conditions in Japan and were followed by a lively question and answer session. The lectures thus proved effective for deepening understanding.



#### **4. Invitation of Guest Teachers**

On October 19th (Friday), 2007, Mr. Bob Clavelle, teacher (in charge of the house building discipline) at an occupational high school in Vermont, USA visited Hiroshima University Faculty of Education. He took part in a third-year class on Relative Cultural Learning Theory (taught by Mr. Fukazawa), offering students some topics for discussion and holding a brief talk session with students when the subject of the lesson turned to address terms in English language cultures.

Mr. Clavelle said that high school students used various address terms towards teachers when they first enter school, and that correcting these was an issue. He said that teachers were never called by their first name and that addressing a teacher by his or her title (Mr. and so on) and last name was important for establishing student guidance in the school environment.

Among the impressions and opinions that were aired afterwards, students said that they had always thought teachers and students in America called each other on a first name basis and had informal relationships, and they were surprised to find that conditions are maybe stricter than in Japan.

Although sweeping generalizations cannot be made due to differences between different states in America, this interchange was sufficient to demonstrate how fixed conceptions we quickly develop and hold onto about different cultures are often founded on skewed viewpoints and experiences. The undergraduate students positively participated in the lesson and a few students voiced their own questions and comments, and a high satisfaction rating was obtained afterwards. It was a shame that the experience only lasted for 30 minutes.

#### **5. Holding of Workshops**

2 teachers were dispatched from Mihara Educational Institution attached to Hiroshima University, and 3 teachers (including 2 on dispatch) were dispatched from Shinonome Junior High School Attached to Hiroshima University with 1 researcher (university professor) from GPSC, to the respective partner schools. They convened workshops at those schools in order to promote reciprocal 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 22nd 2007 (Wed) 08:00-11:30

Location: Wahl Coates Elementary School

Theme: Extension of the International Department, Music Department and Graphic and Craftwork Department

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

Date: August 20th 2007 (Mon) 15:00-16:00

August 23rd 2007 (Thu) 10:30-12:00

Location: Exploris Middle School

Theme: Methods and issues of teacher training, current conditions and prospects of international understanding education in both schools; Composition of general learning with "mobile phones" and "water" as the themes

#### **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, participation in the deployment of general learning at both schools deepened the learning. Moreover, the conditions and results of exchanges between the schools were

presented at the general learning poster session at the education research conference held by Shinonome Junior High School Attached to Hiroshima University on November 22nd 2007.

**(1) Support for 4th visit from Exploris Middle School**

- ① Period of visit:: June 15th (Fri) to June 24th (Sun) 2007
- ② Number of visitors:6 students and 3 teachers
- ③ Primary 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, Partnership continuance and development conference

**(2) Support for 5th visit to Exploris Middle School**

- ① Period of visit:: August 18th (Sat) to August 26th (Sun) 2007
- ② Number of visitors:7 students and 3 teachers
- ③ Primary activities: Home stay, welcoming ceremony, participation in coursework, cultural experiences, learning about American traditional culture (field trip to museum), farewell party and closing ceremonies
- ④ Primary Support: Visiting coordinator support; leadership for visits; escorts during hands-on experiences and field trips  
Partnership continuance and development conference

**(3) Support for the US-Japan Technical Education Study Program**

On June 22nd 2007, as part of the US-Japan Technical Education Study Program, Hartford Area Career and Technology Center (Vermont, United States) dispatched a mission led by Mr. Bob Clavelle and comprising 13 high school students and 6 teachers to Hiroshima Prefectural Hiroshima Technical High School, where they took part in an exchange meeting with officers of the student association. They then visited Peace Memorial Park in the afternoon. Moreover, a commitment was given that the exchange with Hiroshima Prefectural Hiroshima Technical High School would be continued next year.



**7. Support of Interscholastic Exchange Programs**

Hiroshima University Global Partnership School Center coordinated the “Teddy Bear Project” between Higashi Hiroshima Mitsujyo Elementary School and Elmhurst Elementary School in North Carolina. In this project, the partner schools mutually dispatched teddy bears as friendship ambassadors and had their students write and exchange daily journals written from the viewpoint of the partner school’s teddy bear, with the aim of learning about culture and customs in the partner country.

**[Implementation status]**

The teddy bear from Elmhurst Elementary School – named Billy – arrived at Mitsujyo Elementary School on January 15th 2006 and returned home on March 26th. Meanwhile, the teddy bear from Mitsujyo Elementary School – Sora – departed on January 24th 2007 and returned home on March 12th.

Billy and Sora experienced school life with local students and stayed overnight at successive student homes. The children who hosted the teddy bear home stays looked after the teddy bears and wrote journals from the viewpoint of their guests and went to school together next day. Billy stayed with 35 students (all members of Class 4-4 of Mitsuhiro Elementary School in fiscal 2006), while Sora stayed with 15 students (some of the 2006 fifth graders of Elmhurst Elementary School including 1 Japanese student who had been in America for 5 years at that time).

## 8. Escort Program Support

### (1) Follow-up of the Escort Project

During a visit to Boston at the end of March, Mr. Tomoyuki Kobara, representing the GPSC, visited Fredrick Middle School, from which 3 teachers had participated in the Escort Project in the previous year. This visit, on March 23rd (Friday) 2007, was conducted under the guidance of Dr. Gray Oak and Dr. Betticourt of Simmons University. Mr. Kobara participated in a class on the topic of "Japan - Present and Past" and conducted exchange with the students. Also, he handed a DVD record of last year's Escort project to the school principal and teachers. Mr. Kobara also took the opportunity to discuss the plans for this year's Escort Project with Dr. Gray Oak and Dr. Betticourt.



### (2) Overview of Escort Project Implementation in FY 2007

Educators from Boston again visited Hiroshima and took part in the Escort Project that was designed the previous year by third year students at Mihara Junior High School attached to Hiroshima University.

- ① Date: July 9th (Mon) 2007
- ② Location: Hiroshima Peace Memorial Park (Nakajima-cho, Naka-ku, Hiroshima City) and surrounding facilities
- ③ Objectives:
  - In escorting the visitors to Hiroshima Peace Memorial Park, memorial stones in the park and surrounding facilities, to make an opportunity for thinking about peace
  - Through escorting teachers of Massachusetts State Secondary School, to experience communication from the standpoint of the other person
  - Through exchanging opinions with people from other countries, to experience differences in culture and thought between both countries and foster an attitude of accepting and conducting exchange with other people
- ④ Participants: 20 educators from Boston (USA) (led by Dr. Gray Oak and Dr. Betticourt of Simmons University);  
84 third year students and 7 teachers from Mihara Junior High School attached to Hiroshima University
- ⑤ Details: Meeting with educators from Boston (USA) (brief self-introductions)  
Splitting into groups and lunch  
Escort visit to Hiroshima Peace Memorial Park and environs  
Group exchange meetings (informal talks)  
Peace assembly (Children's Peace Statue), group photo



## **9. Consortium**

### **(1) 2nd Consortium Conference by 3 Universities in West Japan**

Date: April 16th (Mon) 2007 13:30 to 16:30

Location: Osaka Kyoiku University, Kashiwara Campus

Details of Conference:

- ① Joint participation in language training
  - Discussions were held on the method of joint participation in the “Language Training (3 weeks) + Fieldwork (1 week)” program currently conducted by Osaka Kyoiku University at UNCW.
- ② Student exchanges
  - Discussions were held concerning the specific procedures for student dispatch and acceptance with 3 universities in the United States.
- ③ Future academic exchanges
  - It was decided to examine application to the international GP.

### **(2) 3rd Consortium Conference by 3 Universities in West Japan**

Date: October 22nd (Mon) 2007 13:30 to 17:00

Location: Osaka Kyoiku University, Tennoji Campus

Details of Conference:

- ① Student exchanges
  - Discussions were held concerning the specific procedures for student dispatch and acceptance in 2008.
- ② Future academic exchanges
  - It was decided to further examine application to the international GP.

## **10. Introduction to GPSC Activities in Boston (USA)**

Date: March 23rd (Fri) 2007 18:30 to 20:30

Location: Simmons College Library, Boston

Host: United States - Japan Foundation

Presenter: Tomoyuki Kobara (GPSC representative)

Participants: Approximately 25 American officials interested in Asian research

- Details:
- ① Introduction to the 2006 Escort Project by third year students at Mihara Junior High School attached to Hiroshima University and the 2006 Overseas Teaching Practicum by GPSC, using PowerPoint and DVD data.
  - ② Questions and answers

## **11. GPSC 100-Member Network**

Over the past 3 years, the GPSC 100-Member Network comprising people who support the activities of GPSC and are interested in developing human resources with a global mind has been formed. Members comprise participants to this project and the project “Curriculum Development for Understanding the Society and Culture of the United States”, which was implemented in the past by Hiroshima University with subsidies from the United States - Japan Foundation, primarily school teachers, students who aspire to become teachers, university professors and other educators. There are currently more than 100 registered members, utilized for spreading information about GPSC activities. In future, however, it is hoped to build a network in which the mutual exchange of members can be realized.

## **12. Webpage Renewal**

Major revisions to the GPSC homepage this year were the posting of last year’s activity reports and information on this year’s School Exchange International Forum.

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

#### **1. Survey of Participants at the 3rd School Exchange International Forum**

A survey was conducted of participants at the conclusion of the 3rd School Exchange international Forum, described in II. 2. The details of the survey and a tabulation of results are provided below.

##### **[Details of the Survey]**

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

##### **[Tabulation of Results]**

31 of the 89 participants replied to the survey (35% recovery rate)

(1) Satisfaction with content of hands-on presentations

Satisfaction with content of hands-on presentations averaged 4.2 points on the 5-point scale.

(2) Satisfaction with symposium content

Satisfaction with symposium content averaged 4.3 points on the 5-point scale.

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

Feedback on the hands-on presentations was primarily positive, with participants being impressed by the approaches at each school type according to age group. Examples of the comments received included: "The contents of the presentations on kindergarten, elementary and high schools were easy to understand"; and "Thank you for designing a curriculum for nurturing a global mind from the infant stage". Concerning the symposium, the participants were generally impressed with efforts to develop global mind, indicating that the symposium fulfilled the goals of the organizers. Examples of the comments received were as follows: "I realized that global mind is nurtured through solving problems while cherishing links with people"; "I thought that English ability was necessary for international understanding education, but more than that I realized that the goal is communication or understanding based on communication with other people, and that this applies not only to foreign countries but people who are nearby"; and "I took part as a teacher. The symposium made me think deeply about how we teachers should acquire a global mind and how we should teach a global mind to children. Through the presentations and questions and answers, I realized that important lessons lie in specific clashes between cultures and that a global mind is enhanced through facing up to such situations and overcoming them". A number of voices called for the same topic to be raised in the next forum, indicating the level of expectation that is placed not only on the forum but also the activities of GPSC.

#### **2. Evaluation of Overseas Teaching Practicum**

The Overseas Teaching Practicum has already been discussed in this report (p.5 to 7).

#### **IV. Evaluation of 3 Years of the Program**

##### **1. Evaluation by the GPSC External Evaluator**

###### **“Evaluation of 3 Years of the Global Partnership School Center”**

**GPSC External Evaluator: Yasushi MIZOUE**

**(former president of Naruto University of Education)**

##### **(1) 3rd 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 third year. I am pleased to see that its activities are steadily developing in terms of both quality and quantity. The following 2 points deserve special mention regarding this year’s activities at the Center.

The first point concerns the outputs of international exchange. Last year, based on the Hiroshima University Global Partnership School Center, a consortium was established between 3 universities in west Japan (Osaka Kyoiku University; Hiroshima University, Faculty of Education; Naruto University of Education) and 3 in North Carolina State (University of North Carolina, Wilmington; East Carolina University College of Education; and Western Carolina University). This year, by utilizing this network, a symposium which gathered representatives from these 6 institutions on the theme of “Developing Teachers with a Global Mind: From Local to Global” was planned and implemented. In addition, overseas students were received from Western Carolina University as further demonstration of this growing global partnership.

The second point concerns the results achieved in human resources development. The second "Overseas Teaching Practicum" was this year again designed and implemented as intensive coursework for the first stage of the doctoral program at the Graduate School of Education, Hiroshima University. This year, the number of students participating in the practicum increased and the contents were enhanced even further based on the experience of last year. In addition, public post-research results report meetings were held at Hiroshima University, and the consistent buildup of such activities is contributing to the Center goal of developing human resources, such as teachers who will promote future global partnerships, and leaders capable of promoting interscholastic exchanges and liaisons.

##### **(2) Towards the Future of the Global Partnership School Center**

The following 3 points are desired for the future of the Global Partnership School Center.

The first point is to conduct an international comparison of the education effects of the Overseas Teaching Practicum through utilizing the consortium and to share the results of that between Japan and the United States.

The second point is, even after support from the United States - Japan Foundation is finished, to continue convening reciprocal exchange workshops and seminars between the United States and Japan, from the perspective of cultivating leaders who will promote international exchange and cooperation.

And 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.

## **2. Results and Issues with Activities for this FY**

### **“The Results of 3 Years and Prospects for the Future”**

**Tomoyuki KOBARA, Representative of the GPSC**

#### **(1) Results of 3 years**

Results gained over 3 years of activities by the Global Partnership School Center may be summarized into the following 3 points.

##### **① Information Dissemination**

The Global Partnership School Center’s website was updated to include reports on the results of the following activities: 1) “Curriculum Development Research for Understanding the Society and Culture of the United States of America” (representative: Yasushi MIZOUE) under support from the United States - Japan Foundation from 1993 to 1995; 2) Global Partnership School Project (representative: Donald Spence) under support from the United States - Japan Foundation from 1999 to 2002; and 3) Japan-US sister school exchange activities concluded under the Global Partnership School Project in Mihara Elementary School and Mihara Junior High School attached to Hiroshima University and Shinonome Junior High School attached to Hiroshima University.

##### **② Human Resource Development**

The "Overseas Teaching Practicum" in North Carolina, USA was conducted as intensive coursework in the first stage of the doctoral program at the Graduate School of Education, Hiroshima University.

Also, support was given to diverse interscholastic exchange activities conducted by Global Partnership Schools. Specifically, exchanges were conducted between Mihara Elementary School attached to Hiroshima University and Wahl Coates Elementary School · Elmhurst Elementary School, and between Mihara Junior High School attached to Hiroshima University and Martin Middle School, and between Shinonome Junior High School attached to Hiroshima University and Exploris Middle School, and the Teddy Bear Project was conducted between Higashi Hiroshima Mitsujyo Elementary School and Elmhurst Elementary School. Moreover, through supporting guidance in teaching practicum accepting teaching fellows from East Carolina University, it was possible to lay the foundations for developing global citizens.

##### **③ Results of Network Reconstruction**

Through the assessment of projects conducted so far in Japan and the United States, the holding of planning conferences for future activities, the staging of Global Partnership School Center functions such as 1) an International Forum of Interscholastic Exchange bringing together past project participants and teacher and foreign students interested in international exchange, and 2) workshops geared to nurturing global leaders, and the exchange of information with projects throughout the United States, it has been possible to once more construct human networks between Japan and America. Moreover, the consortium was established between 3 universities in west Japan (Osaka Kyoiku University; Hiroshima University, Faculty of Education; Naruto University of Education) and 3 in North Carolina State (University of North Carolina, Wilmington; East Carolina University College of Education; and Western Carolina University). In addition, GPSC was able to serve as a window for receiving various requests for exchange from the United States.

#### **(2) Future Prospects**

Although support from the United States - Japan Foundation will come to an end this year, it is intended to continue to implement activities at the Global Partnership School Center, albeit on a smaller scale, with the focus on the following 3 points.

##### **① Updating the Website for Information Dissemination**

1) Posting of information on interscholastic exchanges program and global teaching materials newly developed by the Global Partnership School Center.

- 2) Promotion of the establishment of a Materials Database.
- ② Human Resources Development through International Exchange Activities
  - 1) Acceptance of American teachers and university students aspiring to become teachers (teaching practicum)
  - 2) Continuation of the Overseas Teaching Practicum (intensive course) for graduate students at Hiroshima University aspiring to become teachers (including those currently teaching)
  - 3) Unearthing of global partnership schools and binding of agreements
  - 4) Support for specific interscholastic exchanges
- ③ Workshops for developing teaching materials and programs
  - 1) Staging of the School Exchange International Forum for nurturing global leaders
  - 2) Implementation of programs for specific interscholastic exchanges and staging of workshops involving the development of global teaching materials and educational methods
  - 3) Staging of workshops for binding and continuing sister school relationships and developing methodology