

# Teaching and Learning in Japan



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# Teaching And Learning In Japan

**Hayo Reinders, Stephen Ryan, Sachiko  
Nakamura**

## Teaching And Learning In Japan:

**Education and Training in Japan** Thomas P. Rohlen, Christopher Bjork, 1998 This collection written by Japanese and foreign scholars represents an inclusive cross section of the most important work in key areas of this field. Topics include the impact of Japanese education and training on Japan's economy and culture, the Japanese influence on the East Asian approach to education in comparison with the educational systems of Korea, Taiwan, Singapore, and Hong Kong, Japan's promotion of learning organizations and Knowledge workers for the Information Age

## Teaching and Learning in Japan

Thomas P. Rohlen, Gerald K. LeTendre, 1998 Includes bibliographical references and index

### *Innovation in Language*

*Teaching and Learning* Hayo Reinders, Stephen Ryan, Sachiko Nakamura, 2019-03-30 This book examines a wide range of innovations in language learning and teaching in Japan. Each of the chapters describes the impetus for a change or new development in a particular context from early childhood to adult learning, details its implementation and provides an evaluation of its success. In doing so, they provide a comprehensive overview of best practice in innovating language education from teaching practice in formal classroom settings to self-directed learning beyond the classroom and offer recommendations to enhance language education in Japan and beyond. The book will be of interest to scholars of applied linguistics and language development and in particular to those involved in managing change in language education that attempts to mediate between global trends and local needs

### *Education and Equality in Japan*

William K. Cummings, 2014-07-14 On the basis of direct personal observation in the classroom, systematically gathered data and extensive reading in primary sources, the author provides a rich description of how a society can be gradually transformed by the educational process in its schools. He then relates this process to the problems of the advanced industrial world. Originally published in 1980, The Princeton Legacy Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905

### *The Japanese Education System*

Yasuhiro Nemoto, 1999 This comprehensive study of the Japanese education system follows the Japanese child from the kindergarten through the progressively more arduous and competitive environments of the elementary, middle, and high schools to the relative relaxation even hedonism of university life. Drawing on numerous surveys and on the author's personal experience, it provides a wealth of information on teaching methodologies, discipline, class sizes, the school day, assessment, and the national curriculum. It also examines the role of the central Ministry of Education and the local boards in administering education throughout the country and outlines and assesses the government's recent programs of educational reform. The behavior, attitudes, and expectations of pupils and parents are discussed in detail and placed within their political, social, and historical

context revealing the complex cultural assumptions determining learning and socialization in Japan. This study thus contributes to the efforts of educators and sociologists to understand and evaluate different approaches to education in diverse cultures increasingly important in the global information age. It shows how the American and Japanese education systems are based on fundamentally different concepts of society democratic individualism and hierarchic collectivism respectively. While discussing the positive and negative effects of each extreme it suggests that American educators might learn from a system in which truancy insolence violence and drug abuse are comparatively rare. However the study shows how the traditional ideals of Japanese education unquestioning acceptance self sacrifice and respect for superiors face serious challenges in a time of globalization and moral social and cultural change.

#### Lesson Study-based Teacher Education

Jongsung Kim,Nariakira Yoshida,Shotaro Iwata,Hiromi Kawaguchi,2021-05-26 The philosophy of Lesson Study in Japan teacher ownership teacher professionalism student learning focused dialogue teacher collaboration and teacher professional community has attracted educators and researchers worldwide. However Lesson Study does not have the same meaning as its original Japanese expression Jugyou Kenkyuu a combination of two Japanese words Jugyou meaning instruction or lesson s and Kenkyuu meaning study or research. To bridge the gap between Jugyou Kenkyuu and Lesson Study and therefore maximize the potential of Lesson Study in the world this edited volume provides two mirrors for those who wish to reflect on and implement Lesson Study within their own contexts. One section discusses how Lesson Study is utilized in Japanese teacher education and how this system reproduces the very culture of Lesson Study. The other section addresses case studies showcasing Lesson Study implementation in several countries such as the United States Germany Norway Peru and Uganda and discusses the opportunities and challenges that arise when Lesson Study based teacher education expands beyond Japan to the rest of the world. This book will appeal to anyone interested in learning about Lesson Study.

*Inside Japanese Classrooms* Nancy Sato,2003-12-16 This detailed ethnographic study of fifth and sixth grade classrooms offers new insights into Japanese culture as many aspects of daily social life are embedded in the educational system. Additionally this book provides new perspectives on educational reform in the U S since many current issues and programs focus on notions of community collaboration and systemic reform all of which are central to understanding Japanese teaching learning processes in schools.

#### **Teaching and Learning Japanese Martial Arts Vol. 1: Scholarly Perspectives**

Michael DeMarco,2017-03-05 In contrast to the overabundance of writings about martial arts that are often promotional and misinformative there are rare works by scholars that are praiseworthy for their sincere unbiased approach to writing. This is the very definition of scholarly. This two volume anthology brings together the best scholarly works published in the Journal of Asian Martial Arts on the topic of teaching and learning Japanese martial arts. In this volume you ll find ten chapters that dive deep into Japanese martial traditions combining aspects of history and culture that explain how teaching methods developed and evolved. Dr Harrison Pepper s chapter sets the tone with a focus on the fundamental student teacher.

relationship that is responsible for the transmission of any art. She uses sociological and performance studies to analyze the martial arts maturing process. Understanding the teacher student relationship is vital for all involved Japanese combative arts. Since Japan was ruled by a warrior class for nearly 700 years it is necessary to understand the method by which warriors were educated through the ryuha system. Nyle Monday's chapter presents this system. Dr Lewis Hershey explores the way in which a martial art can serve as a vehicle for non discursive intercultural exchange in the teaching process. His chapter provides a discussion of the importance of embodying the feeling or aesthetic of a particular system as a way of knowing and understanding martial techniques. The next three chapters were originally prepared for a meeting of the Association for Asian Studies. Dr Paul Varley states that most who have written about martial arts practice are not trained scholars and their writings vary greatly in quality. He discusses the state of writing in this field and introduces the other authors. Dr Cameron Hurst discusses the characteristics of the martial arts that place them squarely into the category of artistic ways along with such familiar arts as Noh, the tea ceremony and flower arranging. This reflects the family headship system of instruction to carry on the school's traditions. Dr Karl Friday defines the term ryuha as branch of the current representing the onward flow of a stream of thought the branches betoken the splitting off that occurs as insights are passed from master to students generation after generation. His chapter shows how ryuha exist to hand on knowledge with pattern practice kata being the core of transmission. Is it warrior's individualism that is prized in modern conformity ridden Japanese culture or is this an erroneous interpretation of the idealized warrior image by Westerners. In the next chapter Dr Wayne VanHorne's research is persuading showing that the ultimate goal of the training is to foster individuals to contribute to the betterment of the collective society with social responsibility. In the following chapter Dr John Donohue analyzes the organizational components of traditional martial arts training and relates them to modern pedagogical theories. He concludes that the instructional theory embedded in martial arts training is at least as sophisticated and highly developed as are the techniques and philosophies of these systems. In the next chapter he examines kata training as 1 a cultural activity that has been shaped by the structural characteristics of Japanese culture and kata training as 2 a highly structured and effective mechanism for imparting technical skill in the martial arts. Kim Taylor provides the final chapter dealing with progressive instruction found in many kata based martial arts. Using iaido sword drawing as an example he demonstrates how a set of practice can build one kata after the other from simple to more complex ideas and provide a deeper understanding of the entire set. If you are interested in Japanese martial traditions you will find much in these ten chapters that clarify why the arts are taught according to a longstanding tradition and also why there have been evolutionary changes in the instructional methods. There is sound logic for the old traditions as well as for the changes. The scholarly research presented in this anthology will improve a teacher's way of instructing and help a student understand what to expect out of his or her studies. Lesson Study Clea Fernandez, Makoto Yoshida, 2012-09-10. Lesson study is a popular professional development approach in Japan whereby

teachers collaborate to study content instruction and how students solve problems and reach for understanding in order to improve elementary mathematics instruction and learning in the classroom This book is the first comprehensive look at the system and process of lesson study in Japan It describes in detail the process of how teachers conducted lesson study how they collaborated in order to develop a lesson what they talked about during the process and what they looked at in order to understand deeply how students were learning Readers see the planning of a mathematics lesson as well as how much content knowledge the teachers have They observe students problem solving strategies and learn how Japanese teachers prepare themselves to identify those strategies and facilitate the students discussion Written for mathematics teachers educational researchers school administrators interested in teachers professional development and professional developers this landmark volume provides an in depth understanding of lesson study that can lead to positive changes in teachers professional development and in teaching and learning in the United States

*Diversity in Japanese Education* Naoko Araki,2017-06-09 No one is born fully formed it is through self experience in the world that we become what we are Paulo Freire Diversity in Japanese Education explores self experience of individual learners and educators in Japan The word diversity is not limited to one's ethnic background Here diversity refers to one's pedagogical experiences and life experiences to the norms beliefs and values that impact such relations These experiences and relations are fluid as they are shaped and reshaped in global and glocal settings They are also reflected in praxis of English language learning and teaching in Japan The authors educational backgrounds vary but they all share the common ground of being educators in Japan Through being involved in learning and/or teaching English language in Japan they have witnessed and experienced diversity in their own pedagogical context The book focuses on shifting critical and reflexive eyes on qualitative studies of pedagogical experiences rather than presenting one fixed view of Japanese education

**Foreign Language Education in Japan** ,2019-02-18 Language education is a highly contested arena within any nation and one that arouses an array of sentiments and identity conflicts What languages or what varieties of a language are to be taught and learned and how By whom for whom for what purposes and in what contexts Such questions concern not only policy makers but also teachers parents students as well as businesspeople politicians and other social actors For Japan a nation state with ideologies of national identity strongly tied to language these issues have long been of particular concern This volume presents the cacophony of voices in the field of language education in contemporary Japan with its focus on English language education It explores the complex and intricate relationships between the local and the global and more specifically the links between the levels of policy educational institutions classrooms and the individual

Teaching in Japan Nobuo Shimahara,2002 First Published in 2002 Routledge is an imprint of Taylor Francis an informa company

OECD Reviews of Tertiary Education: Japan 2009 OECD,2009-03-05 In many OECD countries tertiary education systems have experienced rapid growth over the last decade With tertiary education increasingly seen as a fundamental pillar for economic growth these systems must now address the pressures of a

**Management Education and Training in Japan** L.I. Okazaki-Ward,1993-10-31 In the Japanese company the quality of education and training resource available for management is regarded as crucial This book presents perhaps the most detailed and comprehensive explanation in English to date of how the Japanese train and develop their managers What influence do government and leading economic organizations have on the system of management education Will changing attitudes to lifetime employment affect the principle of life long adult education What are the dynamics of Japanese management structures how do the hierarchies operate and what is the decision making process How do management recruitment job rotation evaluation and promotion operate in the typical Japanese company What are the forms and methods of in company education and training and how important are external training organizations and why How will Japanese management education and training practices evolve in the 1990s The author Lola Okazaki Ward answers these and many related questions in this impressive book for the first time providing the reader access to numerous original Japanese publications and invaluable information supplied by major Japanese companies

*Teaching and Learning English in Japanese Classrooms* Darren Elliott,2023-05-19 This book shows how English language instructors in Japan explored the questions and issues which most closely affected them and their students in the language learning process Each of the teacher researchers had a puzzle After reviewing existing literature each writer found a way to adjust their practice and in these chapters they report on the results Topics include educational technology learner autonomy feedback and novel approaches to listening reading and writing instruction Although the contributors are working in Japan classroom practitioners from the wider international language teaching community can benefit from the practical teaching approaches and accessible descriptions of practitioner research to be found in this book A secondary audience of educational managers and teacher trainers will also find value in chapters which outline the ways in which an environment conducive to practitioner research can be facilitated

**Curriculum, Instruction and Assessment in Japan** Koji Tanaka,Kanae Nishioka,Terumasa Ishii,2016-08-25 This book provides a comprehensive overview of the history and current status of policy research and practices of curriculum classroom instruction and assessment in Japan It outlines the mechanism of curriculum organization and the history of the National Courses of Study and assesses the theories of academic ability model It also discusses in detail the history of Lesson Study a characteristic teaching practice in Japan which utilizes groups and reviews the history of educational assessment in Japan Case studies on the practice of portfolio assessment in the Period for Integrated Study as well as the practice of performance tasks in subject based education are illustrated to show various examples of teaching practices Curriculum Instruction and Assessment in Japan explores Child centered Curriculum and Discipline Centered Curriculum Theories based on Models of Academic Achievement and Competency Various Methods for Organizing Creative Whole Class Teaching Performance Assessment in Subject Teaching A good guideline for those who would like to use the idea of Lesson Study in order to improve their own teaching and management practices and a reference

to all working in educational improvement this book will be of interest to educators and policymakers concerned with curriculum practices or those with an interest in the Japanese education system Chapters 2 and 5 of this book are freely available as downloadable Open Access PDFs at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license **Teaching English at Japanese Universities** Paul Wadden,Chris Carl Hale,2018-10-26 Written by leading English language educators in Japan this Handbook provides an in depth guide for the new generation of teachers at Japanese universities In clear accessible prose it offers practical and detailed advice on effective classroom pedagogy student motivation learning styles classroom culture national language policy career opportunities departmental politics administrative mindset and institutional identity Its four sections The setting The courses The classroom and The workplace examine issues faced by university language teachers as well as challenges confronted by the increasing number of scholars teaching English as a Medium of Instruction EMI and Content and Language Integrated Learning CLIL courses Firmly grounded in contemporary teaching method and theory the Handbook s 23 chapters also acknowledge the influence of diverse movements such as World Englishes global issues gender and positive psychology Its three appendices contain information on organizations books journals and websites particularly useful for Japanese university educators explanation of types and rankings of schools ways to learn more about individual institutions for job hunting and detailed information on the structure and Japanese titles of faculty and non teaching staff at the typical university This Handbook is an invaluable resource for anyone teaching or aspiring to teach at a Japanese university **A**

**Survey of English Language Teaching and Learning in Japan** ,1990 **Learning to Teach in Two Cultures** Nobuo K. Shimahara,Akira Sakai,2018-10-09 Originally published in 1995 This ethnographic account of teaching practise in both Japan and the USA offers an excellent cross cultural perspective of education It focuses on beginning teachers and particularly highlights both the similarities and the contrasting elements between the two countries In part the authors inquire into the socialisation of new teachers in their particular culture Chapters provide detailed accounts of how teachers in the study in both countries learned to teach and the strategies they used when facing problems and key issues such as child motivation Both countries have sought to learn from each other s practices but this fascinating study will be of interest to anyone in the teaching world **High-Stakes Schooling** Christopher Bjork,2015-12-08 If there is one thing that describes the trajectory of American education it is this more high stakes testing In the United States the debates surrounding this trajectory can be so fierce that it feels like we are in uncharted waters As Christopher Bjork reminds us in this study however we are not the first to make testing so central to education Japan has been doing it for decades Drawing on Japan s experiences with testing overtesting and recent reforms to relax educational pressures he sheds light on the best path forward for US schools Bjork asks a variety of important questions related to testing and reform Does testing overburden students Does it impede innovation and encourage conformity Can a system anchored by examination be reshaped to nurture creativity and curiosity

How should any reforms be implemented by teachers Each chapter explores questions like these with careful attention to the actual effects policies have had on schools in Japan and other Asian settings and each draws direct parallels to issues that US schools currently face Offering a wake up call for American education Bjork ultimately cautions that the accountability driven practice of standardized testing might very well exacerbate the precise problems it is trying to solve

## **Teaching And Learning In Japan** Book Review: Unveiling the Power of Words

In a world driven by information and connectivity, the ability of words has become much more evident than ever. They have the capacity to inspire, provoke, and ignite change. Such is the essence of the book **Teaching And Learning In Japan**, a literary masterpiece that delves deep into the significance of words and their impact on our lives. Written by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book's key themes, examine its writing style, and analyze its overall effect on readers.

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