

発表者紹介

The University of Tokyo Students

XUECHUNZI BAI

B4 Social Sciences in Education

I am a fourth-year undergraduate student in the Faculty of Education. An international student from China, passionate about poverty reduction. In order to explore the role of education in poverty, I enrolled in the Faculty of Education. Because of the desire of a hands-on approach to reducing poverty, I took a one-year leave of absence from school to volunteer in a rural village in China. According to my volunteer experience and research, I felt frustrated by the current solutions on poverty reduction. Therefore I started up a social business with six of the University of Tokyo peers. Our project is called "Open a Door", which can rebuild the confidence of the poor, through a sustainable and creative way by exploring the demands of rich city dwellers in China. "Open a Door" is only a small business, but my friends and I have a "BIG" dream about poverty alleviation. So I will be really appreciate if I can get suggestions and valuable insights from you, my Swedish friends!

KEISUKE MAEDA

B4 Social Sciences in Education

I'm majoring in sociology of education, which researches education systems and phenomena by using sociological approaches. I've been researching on living security system, which means the relation among three systems; education, employment, and social security. Especially, I'm interested in employment system. In Japan, there are so many labor problems. For example, some employers get ill through overwork. "Karoshi" (die through overwork) is well known all over the world. But recently, moreover, some employers violate employees' human rights and force their employees to work unjustly. Workers cannot exercise their own rights justifiably. These illegal companies (sweatshop-type office work system) are called "black" in Japan and a lot of workers fear of them. Thus, it is serious problem how to deal with such illegal companies. How can it be possible to avoid "karoshi"? Is it impossible for Japanese workers to achieve "decent-work"? These problems are important, and also quite difficult to solve. Some experts say that all students (especially high school students) need to learn labor law. If all workers understand labor law, they can exercise their own rights justifiably. But how can teachers teach labor law at school? Is it desirable? Is it valid or not? These questions are worth being verified. That is because I wrote a graduation thesis on the effect and limitation of "labor education". I want to research the relation between school education and employment more.

MASAYUKI WATANABE

B3 Basic Theories of Education

I do research on the history of education after WW II in Japan, especially educational practices in the late 1960s and 1970s. Late 1960s and 1970s was the period of great change on education in Japan. Many high school students and university students protested existing educational systems in late 1960s, and this movement could have changed education in Japan. However, it seems that these movements did not have much effect on educational system and educational discourses. In the 1970s, on the other hand, many problems result from school systems had revealed. For examples, the number of children who did not go to school had been getting greater again in the middle of 1970s. School violence also had become one of immense problems at this time. Numerous people began to view these problems as the failure of teachers and children, and they had criticized these people. Educational practices at this time certainly affected from these movements. Particularly, educational practices managed by left-wings played an important role in this period. By researching these, I would like to make the positional value and the possibility of the schools at this period clear. Also, it is possible to get some hint of the value of “good” school and education through reading history.

SAKI YOSHIMITSU

B3 Educational Psychology

I don't have a clear research subject at present, but I'm interested in truancy. It's because I didn't go to school for two years at the time of the elementary school, however there was no clear reason. So I'd like to study about whether there is something common to children who refuse to attend school or not. For example, how to be brought up by parents, school or local atmosphere, their personality and so on. In Japan, it is believed that truancy is a bad thing and all the children must attend their school. Usually school phobia children are forced to go to the school, otherwise they are ignored. Japanese people often think everyone should acts in the same way, and people who acts in different way from others are often criticized. This environment is uncomfortable for children and also adults, I think. That's why, I'd like to contribute to making the society in which all people can live more easily, by studying about “the phenomenon of truancy” and surroundings, national traits and national educational policy. Actually, my major is educational psychology. But I think not only psychological approach but also changing an educational system can affect mind of children and adults.

MIZUKI ARIGA

B3 Social Sciences in Education

My main interest is the “returnee students”, the students who lived overseas with their parents for at least a year and returned to Japan. What I am particularly keen on looking at are the stereotypes the society has against them. In the 1960s, when returnee students were still rare, they had difficulties getting along with other Japanese students. When the number of returnee students increased in the 1980s, they were given special support to merge into Japanese students. These days, they are thought to have certain “qualities” that the others do not have, qualities that have to be cultivated for the benefit of Japanese society. However, the returnee students in reality are lot more diverse. Each of them has their own background and qualities. Sometimes, they manipulate themselves in order to fit into the stereotype of “returnee students”. I know it because I am one of the returnee students who are already tired of trying to meet others’ expectation. I feel the need to reveal how the stereotypes against returnee students are formed in the society, and how they affect the returnee students.

HIKARU ISHIWATA

B4 Social Sciences in Education

I’m studying education for ethnic minorities, and especially interested in that for “new comers.” Recently, in Japan, the number of migrant workers from South America and Asia has been increasing. Many of them tend to settle with their families, so in order to accept their children, schools try to support them by giving Japanese lessons and extra teaching, but the preparation is not enough. NPOs play an important role in dealing with this problem. They can provide opportunities to study Japanese, take extra lessons, and consult about their future course for newcomer children. I wrote graduation thesis on support activities by NPOs, which aim to make newcomer children enter Japanese schools. In my research, staffs of these activities put emphasis on teaching how to conform Japanese schools and provide place where the children can be relieved. These two aims sometimes conflict with each other, but they try to keep balance between them. Besides, they regard their activities as an opportunity for cross-cultural communication.

SHIHO TAJIMA

B3 Social Sciences in Education

The subject of my research is to clarify problems and possibilities of the community based Japanese language classrooms which adopt the idea of Japanese language education for residents. I focus on how the opportunities to acquire proper information to live in Japanese society are secured for foreigners in Japan, especially for newcomer adults. I conduct participatory fieldwork in different classes and analyze the function of the local Japanese language school and teachers which include volunteers working there. I already took part in two classes as a volunteer, one is for international students and the other is for long-term residents. The view held at present is that since there are two types of Japanese language teaching according to its purpose, there seem gaps of outlook among teachers and volunteers in the regional classes are sometimes caught in dilemma. I will search for a key to the solution of it in my graduation thesis. In this program, I would like to know about the language and information supporting system for immigrants in Sweden to compare it to Japanese one. Examining what education should be in the global age, the role of education in the face of population drift might be considered. Examples in Sweden, where the number of immigrants are large, could be helpful to deepen my interest.

TORU TAKAHASHI

B4 Educational Psychology

A theme of my study is the mechanism of psychotherapies based on mindfulness. Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment without judging them. This concept is derived from Buddhism. Some studies shows the therapies prevent some mental disorders in non-clinical samples. I would like to apply the principle of the therapies to the prevention of mental problems for children and develop a mental health program which has large effects on a variety of children in the world. I am also interested in positive psychology. The positive psychology is the field to quest for the mechanism how people improve their well-being and to develop the method to improve well-being. My study is relevant to the field because the mindfulness also improves well-being in ordinary people in according to some studies. I would like to discuss how we can improve our well-being and I think it is meaningful to do it in the Sweden which is the country ranking fifth in the World Happiness Report 2013 of the Unite Nations. If you are interested in the practice derived from eastern culture, for example, Buddhism meditation or Zen, which is used in the therapies based on mindfulness, I also glad to discuss it.

YOICHI FUKUDA

B4 Social Sciences in Education

I'm doing research about how to design learning spaces, particularly how to make workshop. Although this isn't my major, I have an interest thorough doing workshop in practice. I was doing workshop for high school students to make them think study is interesting. The knowledge we have to learn is always changing and students have to make their own knowledge. However, Japanese main educational method is a group lesson which student can't make it. Japanese educational method also has to change. I think we have to make questions "why we choose this educational method". In order to think this question, I'm interested in the alternative education in Netherlands, Especially Jene plan education, Montessori education, because those methods have not only practicing, but also those have the profound ideas about what kind of society educators go toward and structure how educators compose the whole educational activities. In February 2015, I'll have been to Netherlands and Finland to go on a tour of school inspection. Although I'm now interested in how to design it, my major is sociology of education and my research topic was why the Japanese teachers are so busy. Japanese teachers are the busiest in the world and I did research that factor.

YOKO MASUDA

B3 Social Sciences in Education

My major is Educational Sociology. I am interested in relation of social inequality and education, such as educational inequality, poverty of children or so. In Japan, the gap between the rich and the poor is being widened. It is said that one sixth of children are in relative poverty in Japan, and this rate is tenth worst of 34 OECD countries. I think this is a big problem of Japan. I also interested in problems around labor of the young. The number of young people who work as irregular employee is increasing, and their working environment is bad. They have to work hard to get small salary. In the other hand, regular employee often work too hard and ruin their health. This semester, members of my course are conducting an investigation on junior high students. Each of us formulated one hypothesis and made questionnaires, and now we are verifying the hypotheses. My hypothesis is that the students in lower social class are at disadvantage for taking interests in future occupation, because they have less social capital than the students in higher social class. Social capital can be classified into two types: close, strong and narrow relationship (such as family and relatives) and distant, weak and wide relationship (such as neighborhood, friends), and students in the lower social class lack both of the two capitals. Through the investigation I found out that my hypothesis is almost supported. There seems gaps between lower class students and upper class student in taking interests in future occupation, and one big factor is social capital. I also study for taking teacher's certificate, so I am interested in practical education.

HITOSHI MATSUMOTO

B3 Social Sciences in Education

My major is sociology of education. I haven't yet narrowed down my research issue, but now I put 3 topics as my academic interests, lifelong learning, higher education, and teacher training system. In the future, adopting the approach of educational sociology, I will make a study of any of the three. And based on the study, I'd like to write my thesis for the bachelor's degree. As to the issue of lifelong learning, I will do research on the state of Japan's recurrent education. In Japan, recurrent education doesn't get much recognition from the public, I'd like to explore its factors. About higher education, now I'm acquiring knowledge of Japan's higher education after WW2, and I'm going to enhance my understanding of the structure of Japan's universities from macro-perspective. When learning in more detail, I'd like to focus on the influence of Japan's administrative reform since 1980s. My academic intention is to analyze the organizational structure of Japanese education, being founded on the indivisibility of education, administration, and politics. That administrative reform had a big effect on teacher training system, too. In recent years, achievement-oriented system has been introduced to Japan's school management. This change has produced definite results, while at the same time causing confusion for teachers. I'd like to delve into these positive and negative aspects.

MASATO MINAMI

B4 Educational Psychology

I major in educational psychology, and my main interest is in "empathy education". Empathy education is a program which "Roots of Empathy", a NPO in Canada, is providing. The main goal of this program is to enhance the ability of understanding others feelings by interacting elementary school children with infants. Since infants cannot speak, school children must imagine hard about how they are feeling, or what do they want, which is very important when nurturing empathy. I think this program is full of possibilities, and would like to see this program in Japan too. However, although this program has once brought to Japan and was tried in some of the public schools, because of many obstacles such as the hardness of the condition of babies, there is no school trying this program today. Therefore bringing this program again with result of success is one of my dream for now. Also, I have interests in education of developmental disordered people. Nowadays, in Japan, the boundary between developmental disordered and others are getting ambiguous. Some kind of people who were seen as "odd" in the past are now seen as "disordered". My question in this field is, "What is disorder?", or "Will classifying them as disordered (or minorities) and give them other type of education help their life?" In this global period, I am sure that this topic has many things to do with mutual understandings. I am already working in a company and also volunteering in a counseling center which supports disordered people to deepen my ideas, but I am eager to know more and more facts about this topic.

KOTARO ABE

D1 Basic Theories of Education

I am a student of the graduate school of education at the University of Tokyo (at the first academic year of the doctoral program). I major in the philosophy of education and the history of educational thoughts. My research theme is the evaluation in/ of education, especially at the 20th century in the USA and Japan. The evaluation in/ of education is deeply concerned with the end(s) of education because it defines what kind of the evaluation is suitable. Therefore, my main research question is "What is education for?" and "What is the evaluation in/ of education for?". Last year, I read a paper at the meeting of the Philosophy of Education Society of Japan. My paper is about the evaluation in education of an American major philosopher, John Dewey (1859-1952). His thought influences the modern assessment theory of education, authentic assessment theory which is mainly advocated by Grant P. Wiggins at the 1980s. Dr. Wiggins is the president of Authentic Education in Hopewell, New Jersey. It provides practical, effective and thoughtful staff development and consulting services specializing in design and teaching for understanding, effective assessment, and thoughtful school change. In the project of this academic year, I studied the evaluation in citizenship education with some members of the student's group.

SHIMPEI KUWAJIMA

D1 Basic Theories of Education

Research field: philosophy of education, history of educational thought.

Research subject: Shuichi Katsuta's philosophy and educational thought.

I make a study of Shuichi Katsuta's educational thought especially his formation years. Shuichi Katsuta (1908-1969) was a pedagogue and had a great impact on post-war pedagogy in Japan. His educational thought after 50's has been clarified from research until now, but the formation of his thought is not clarified. He started studying in Kyoto Imperial University, and influenced by "Kyoto School" that is the name given to the Japanese philosophical movement (famous person; Kitaro Nishida, Tetsuro Watsuji, Hajime Tanabe, Keiji Nishitani and so on). I try to discover Katsuta's thought especially his formation years, and influence by "Kyoto School" to determine his thought on Japanese intellectual history.

RYOJI NAGAI

M2 Basic Theories of Education

I have diverse interests, including but not limited to the following:

The theoretical foundations of liberalism and libertarianism.

The place of the market in a theory of justice.

The thoughts of public nature of education

Education reform, especially as it concerns choice and privatization.

History of administration of education after World War II in Japan.

Theory of citizenship education

I'd like to reconstruct the theory of public nature of education. To describe recent educational reforms certainly and construct educational theory, it is important to think the thoughts of market, which is considered to operate or to establish "neo-liberalistic" regulation reform. Therefore, I grapple with two projects. The first one is studying thoughts of Friedrich August von Hayek who was an Austrian, later British, economist and philosopher best known for his defense of classical liberalism. His theory of knowledge using study of cognitive psychology is thought-provoking to rethink the theory of public nature of education. It assumes ignorant person and the complex society in which people has free will be having to achieve his aim, and cooperate each other. And he shows how to remove obstacles to form free society. The other one is an exploration of educational reform ideas such as school choice, democratic schools, small schools, and governance reform in the liberalism theory of educational justice.

KENGO NISHIMOTO

M1 Basic Theories of Education

My subject of research is John Dewey's thought, especially 'democracy' and 'body'. Before I came to Graduate School of Education, my major was political theory. Through I studied about that, I had interested in education. I want to research how we learn political sense. I think Political sense does not rely on knowledge but living with others, in Dewey's word, communication. But I do not understand what communication is and how communication occurs. Therefore I study about Dewey's thought. I want to say 'Body' which Dewey used is the starting point of 'democracy' and experience which 'body' piles up with others can be aesthetic experience. So, my aim of study is to connect aesthetic experience and democracy for political sense. On this occasion, I want to study more about education. I am still beginner of that yet. Especially, I want to know a present situation of Swedish education and the tendency and interest of the study of education in Sweden. I want to have great experience with you all. I am pleased to meet you.

AKIRA YANAGIBASHI

D2 Basic Theories of Education

I specialize in philosophy of education, especially Kantian educational philosophy. Usually, my study focuses on moral education. For example, I have studied the relation between “freedom” and “moral law” and how to teach morality according to Kantian philosophy. In this time, I attempt to investigate the educational theory of Minoru Murai. He is one of famous educational philosophers in Japan. He had been Professor in Keio University for a long time and some of his theory depends on Yukichi Fukuzawa. Yukichi Fukuzawa established Keio University and is famous through *Gakumon no Susume*(1872). In this book, he maintained that education should be separated from the power of Government. Minoru Murai agrees with this statement. One of Murai’s originalities is his study of “goodness”, namely, the study of value. I have seldom seen the study of value in pedagogy. So, I felt great interest in my investigation of Minoru Murai’s philosophy of education. In Japan, there are as many interesting educational philosophers as in Europe. I will return to the study of Kantian philosophy. However, I would like to continue to study Japanese educational philosophy, especially through Minoru Murai. If I succeeded in translation of my paper, through the paper you could know the atmosphere of Japanese educational philosophy. So, I will attempt to tell you our group’s study correctly. I am looking forward to learning in Stockholm.

KOSUKE KASAI

D4 School Improvement and Policy Studies

Kosuke KASAI (k-kasai@p.u-tokyo.ac.jp) is a PhD student in school improvement and policy studies at the University of Tokyo. He holds a bachelor’s degree in social science from Waseda University (2003) and a master’s degree in education from the University of Tokyo (2011). His work focuses on the forms of school administration in Japan and England. His master’s thesis investigated the system of school governing bodies in England from the perspective of how lay governors can control school-running. He frequently visits the U.K. for his research into school administration and educational policies. He has examined theories by which the relation between education and democracy has been discussed. In doing these he researches into the legal framework of Japanese school governing body systems compared with those of European countries. He is currently exploring political thoughts upon which each country’s system depends.

“School-governing Consultative Bodies in Japan: From the perspective of the right to education”, *Democracy and Right to Education*, The 2nd PA.RE.R.E. Pampanini Report on the Right to Education, G. Pampanini (Ed.), Catania Italy: SISSU.

YOKO MORITO

D3 School Improvement and Policy Studies

The main theme of my study is to analyse “the Integration of Theory and Practice in Initial Teacher Training in England—*The Case Studies of SCITT (School-centred Initial Teacher Training)*—.” I am researching the methodologies of SCITT: trainings through centre-based training and school placements; policy; management structure; personnel (training staff); trainees; partnership; SCITT curriculum; and the educational contents & pedagogy. Specifically, I draw focus to examine empirically the integration of and interaction between theory and practice in the educational content and methodology of SCITT providers’ ITT programmes, and the kind of intention and recognition on which this integration and interaction is based, using several case studies. I also have considerable interest in the study of secondary school education as a practitioner.

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YASUTAKA OJIO

D1 Physical and Health Education

Laboratory of Health Education, Graduate School of Education, The University of Tokyo

Email: ojio@p.u-tokyo.ac.jp

Education: BS in Nursing- 2009 Mie University, Japan. MS in Education – 2014 The University of Tokyo, Japan

Certifications: Public Health Nurse, Registered nurse.

Professional Careers: 2009 – 2010 The University of Tokyo Hospital. 2010 – 2012 Matsukage Hospital

Summary: I participate in developing school mental health programs to be delivered in schools. I’m fully committed in the program evaluation and research of all school mental health projects my team has initiated. I also coordinate and manage the projects between my team and schools.

Recent Publications:

Effects of school-based mental health literacy education for secondary school students: a preliminary study. Under revision.

Development of a mental health literacy program for secondary school students in Japan., *School mental health-Global challenges and opportunities.*, Cambridge university Press (2015).

Literature Search of School Based Mental Health Literacy Education Programs. *Japanese Journal of School Health*, (2013), 55, 325-333.

School Mental Health Education for Anxiety, Depression and Mental Illnesses in U.K. *Japanese Society of Anxiety and Related Disorders*, (2013), 5(1), 39-48.

Grants and Fellowships: Kitano Foundation of Lifelong Integrated Education.
The Mental Health Okamoto Memorial Foundation

Awards: The 6th Japanese Society of Anxiety Disorder Academic Conference, encouragement Prize (2014)

TAKAYO SUGIMOTO

D1 Educational Psychology

My fields of interest are developmental psychology and educational psychology with a particular focus on language development and language education. I do experiments on children aging from 3 to 7. In my master's thesis, I found the preschooler-specific word processing strategy unique to preliterate Japanese-speaking children. Currently I work on my longitudinal research investigating the discontinuity of language processing between early childhood and middle childhood/adults. I also teach full-time at a university in Japan. My department specializes in early childhood education. Quite naturally I teach courses such as language development. In relation to early childhood education and language development, I do qualitative research on nursery rhymes and picture-book reading in nursery schools over here. I am very interested in early childhood education especially language education for children of ethnic minorities in Sweden. I look forward to seeing you and sharing ideas about education for our better future.

CHINAMI SUGIURA

D1 Lifelong Learning Infrastructure Management

RESEARCH THEME: History of Learning Local Culture among the regional people in Japan.

My research interest is in history that people in regional society have learned and enjoyed local culture. Currently I am focusing on Amami Oshima Island in Japan. Amami Oshima is an island of Kagoshima prefecture which locates on south of Japan. There have been different cultures in each community of

the island. These days more and more people in Amami Oshima are interested in their own culture and try to learn it. Why do they? And how do they learn it?

I am trying to answer these research questions from investigating the history of Amami Oshima from the following viewpoints.

1. Formal Education system (e.g. School)
2. Lifelong Learning system (e.g. Community learning centre)
3. Regional Events

RESEARCH WORK: (Written in Japanese and summarized in English): Hiromichi EBISU, Naofumi KURODA, Chinami SUGIURA *“Study of the Aims of the Uchinada Struggle: Focusing on Journal Articles from 1953”* Lifelong Learning Infrastructure Management Course Editorial Committee [STUDIES IN LIFELONG LEARNING INFRASTRUCTURE MANAGEMENT] No.38, pp.27-36, 2013