Teaching in A P A P Because in a cultural perspective

NOBUO K. SHIMAHARA

Teaching In Japan A Cultural Perspective

Alec Lapidus

Teaching In Japan A Cultural Perspective:

Teaching in Japan Nobuo K. Shimahara, 2013-10-11 This collection of essays explores teaching in Japan as it relates to contemporary social change in the past two decades The collection explores day to day teaching in Japan from the teacher s erspective relying on first hand accounts by those within the system **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 Teaching Japan: A Handbook Ioannis Gaitanidis, Gregory Poole, 2025-10-01 This book aims to offer ideas and examples of pedagogy in the undergraduate classroom. The basic premise taken by the authors begins with a question What if stereotypes surrounding Japan were not pushed to the margins in teaching but took center stage and were exposed for the multiple ways that they can be used to learn not only about Japan but of various scholarly disciplines The task then becomes constructing ways to challenge essentialist notions that do not seek merely to deny but to shift the conversation constructively by encouraging engagement with a theoretical field from which to acquire tools to critically and effectively evaluate stereotypes of Japan or other societies. The result is a collection of carefully crafted case studies of syllabi that showcase pedagogies aimed at the deconstruction of concepts such as Japan Japanese or Japanese society while at the same time offering skills of inquiry that transcend the topics being deconstructed This handbook is a source of ideas from colleagues in a variety of disciplinary and institutional settings who are tackling the same issues current or future teachers who plan to use case studies from Japan in their lectures Socio-Cultural Perspectives on Science Education W.W. Cobern, 2012-12-06 Global science education is a reality at the end of the 20th century albeit an uneven reality because of tremendous technological and economic pressures Unfortunately this reality is rarely examined in the light of what interests the everyday lives of ordinary people rather than the lives of political and economic elites The purpose of this book is to offer insightful and thought provoking commentary on both realities The tacit question throughout the book is Whose interests are being served by current science education practices and policies The various chapters offer critical analysis from the perspectives of culture economics epistemology equity gender language and religion in an effort to promote a reflective science education that takes place within rather than taking over the important cultural lives of people The target audience for the book includes graduate students in education science education and education policy professors policy and government officials involved with education Asian Perspectives on Teacher Education Shin'ichi Suzuki, Edward R.

Howe, 2013-09-13 Research into teacher education is dominated by Anglophone literature with the inevitable result that teacher education in non English speaking regions of the world largely remains unexamined This book fills the gap in the existing literature and comprises twelve invited contributions from an international panel of educationists To provide the reader with a clear structure the book offers a detailed introduction and afterword which brings together the various themes examined in each chapter The contributions offer perspectives on teacher education in the Asian region perspectives which until now have been missing from contemporary debate on teacher education Presenting research from Australia Japan the USA the People's Republic of China the Republic of Korea and Vietnam this book examines the varied situations teacher educators experience in their own countries in so doing the researchers identify resonances and dissonances in comparison with the dominant Anglophone research literature on the same subjects This book is an important contribution to the comparative study of teacher education in the first decade of the twenty first century giving a voice to an important sector of the international community of teacher educators This book was published as a special issue of Journal of Education for Teaching International research and pedagogy 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 **Second Language** Cultural Negotiation and Visual Literacy Alec Lapidus, 2020-09-29 Second Language Cultural Negotiation and Visual Literacy looks at the theory behind cultural learning at the intersection of culture visuals and emotions and offers a theoretical and practical foundation upon which teachers can build Bringing to light theoretical work from multilingual sources this book illuminates the process of second language cultural negotiation as subjective affective and reliant on imagination and applies this theoretical basis to using comics inside and outside the classroom It re examines the popular Vygotskian concept of meaning making in the Zone of Proximal Development and identifies sequential art as a unique and legitimate academic medium that can enable cultural negotiation in a diverse and increasingly globalized society This book

explores the mechanism employed by English language learners reading comics to make meaning Lapidus establishes interdisciplinary research as a valuable form of research and draws upon the concept of multiliteracies to illuminate the multimodal nature of meaning making Presenting theory and its practical ramifications this book will be of interest to undergraduate and graduate students language teachers and anyone who enjoys exploring the way humans learn

Historical Empathy and Perspective Taking in the Social Studies Ozro Luke Davis, Elizabeth Anne Yeager, Stuart J. Foster, 2001 Contributors to this volume offer insights from the discipline of history about the nature of empathy and the necessity of examining perspectives on the past On the basis of recent classroom research they suggest tested guides to more robust teaching The contributors insist that with experienced history and social studies teachers students can learn many historical details and with the use of empathy develop deepened and textured interpretations of the history that they Theoretical and Applied Perspectives on Teaching Foreign Languages in Multilingual Settings Anna Krulatz, Georgios Neokleous, Anne Dahl, 2022-06-21 This book promotes linguistically responsive foreign language teaching practices in multilingual contexts by facilitating a dialogue between teachers and researchers It advances a discussion of how to connect the acquisition of subsequent foreign languages with previous language knowledge to create culturally and linguistically inclusive foreign language classrooms and how to strengthen the connection between research on multilingualism and foreign language teaching practice. The chapters present new approaches to foreign language instruction in multilingual settings many of them forged in collaboration between foreign language teachers and researchers of multilingualism The authors report findings of classroom based research including case studies and action research on topics such as the functions and applications of translanguaging in the foreign language classroom the role of learners own languages in teaching additional languages linguistically and culturally inclusive foreign language pedagogies and teacher and learner attitudes to multilingual teaching approaches **Teaching Postwar Japanese Fiction** Alex Bates, 2023-01-17 As Japan moved from the devastation of 1945 to the economic security that survived even the boom and bust of the 1980s and 1990s its literature came to embrace new subjects and styles and to reflect on the nation s changing relationship to other Asian countries and to the West This volume will help instructors introduce students to novels short stories and manga that confront postwar Japanese experiences including the suffering caused by the atomic bombings of Hiroshima and Nagasaki the echoes of Japan's colonialism and imperialism new ways of thinking about Japanese identity and about minorities such as the zainichi Koreans changes in family structures and environmental disasters Essays provide context for understanding the particularity of postwar Japanese literature its place in world literature and its connections to the Japanese past

Routledge Library Editions: Comparative Education Various, 2021-06-23 Reissuing works originally published between 1962 and 1995 this collection is made up of volumes that examine insights and data from the practises and situation in one country or area when considering educational practice elsewhere Many important educational questions are examined

from this international and comparative perspective in these volumes Countries represented here include Russia the Caribbean Latin America Australia and New Zealand China France Japan Israel Italy Germany the United Kingdom and the United States Many of the volumes look at the whole area of comparative education and its methods and theories while one Cross-Cultural Perspectives on Early Childhood Theodora Papatheodorou, Janet looks at the Unesco literacy program Moyles, 2012-02-22 By exploring the key issues arguments and messages that exist in the field Cross Cultural Perspectives on Early Childhood provides an international comparative look at aspects of early childhood education and care Pedagogical practices learning cultures and the professional development of practitioners are considered within the wider political agenda of different countries Pertinent policy and practice issues such as numeracy and literacy are carefully examined Theodora Papatheodorou and Janet Moyles highlight how important it is to engage with and listen to children to provide positive learning encounters Resources in Education ,1999-10 Science Education Research and Practice from Japan Tetsuo Isozaki, Manabu Sumida, 2021-07-19 This book project poses a major challenge to Japanese science education researchers in order to disseminate research findings on and to work towards maintaining the strength and nature of Japanese science education It also presents a unique opportunity to initiate change and or develop science education research in Japan It provides some historical reasons essential to Japanese students success in international science tests such as TIMSS and PISA Also it helps to tap the potential of younger generation of science education researchers by introducing them to methods and designs in the research practice **Comparative Perspectives on Gender Equality in** Japan and Norway Masako Ishii-Kuntz, Guro Korsnes Kristensen, Priscilla Ringrose, 2021-11-28 This book compares perspectives on gender equality in Norway and Japan focusing on family education media and sexuality and reproduction as seen through a gendered lens What can we learn from a comparison between two countries that stand in significant contrast to each other with respect to gender equality Norway and Japan differ in terms of historical cultural and socioeconomic backgrounds Most importantly Japan lags far behind Norway when it comes to the World Economic Forum's Gender Gap Report Rather than taking a narrow approach that takes as its starting point the assumption that Norway has so much more to offer in terms of gender equality the authors attempt to show that a comparative perspective of two countries in the West and East can be mutually beneficial to both contexts in the advancement of gender equality The interdisciplinary team of researchers contributing to this book cover a range of contemporary topics in gender equality including fatherhood and masculinity teaching and learning in gender studies education cultural depictions of gender trans experiences and feminism This unique collection is suitable for researchers and students of gender studies sociology anthropology Japan studies and Teaching Embodied Akiko Hayashi, Joseph Tobin, 2015-07-23 When we look beyond lesson planning and European studies curricula those explicit facets that comprise so much of our discussion about education we remember that teaching is an inherently social activity shaped by a rich array of implicit habits comportments and ways of communicating This is as true in

the United States as it is in Japan where Akiko Hayashi and Joseph Tobin have long studied early education from a cross cultural perspective Taking readers inside the classrooms of Japanese preschools Teaching Embodied explores the everyday implicit behaviors that form a crucially important but grossly understudied aspect of educational practice Akiko Hayashi and Joseph Tobin embed themselves in the classrooms of three different teachers at three different schools to examine how teachers act think and talk Drawing on extended interviews their own real time observations and hours of video footage they focus on how teachers embody their lessons how they use their hands to gesture comfort or discipline how they direct their posture gaze or physical location to indicate degrees of attention and how they use the tone of their voice to communicate empathy frustration disapproval or enthusiasm Comparing teachers across schools and over time they offer an illuminating analysis of the gestures that comprise a total body language something that while hardly ever explicitly discussed the teachers all share to a remarkable degree Showcasing the tremendous importance of and dearth of attention to this body language they offer a powerful new inroad into educational study and practice a deeper understanding of how teaching actually works no matter what culture or country it is being practiced in Rethinking Language and Culture in Japanese Education Shinji Sato, Neriko Musha Doerr, 2014-04-01 How does language or culture come to be standardized to the degree that it is considered homogeneous How does teaching language relate to such standardization processes How can teaching be mindful of the standardization processes that potentially involve power relations Focusing on the case of Japanese which is often viewed as homogenous in terms of language and culture this volume explores these questions in a wide range of contexts the notions of translation and modernity the ideologies of the standardization of regional dialects in Japan current practices in college Japanese as a Foreign Language classrooms in the United States discourses in journals of Japanese language education and classroom practices in nursery and primary schools in Japan This volume s investigation of standardization processes of Japanese language and culture addresses the intersections of theoretical and practical concerns of researchers and educators that are often overlooked Preparing Teachers to Teach English as an International Language Aya Matsuda, 2017-01-19 This book explores ways to prepare teachers to teach English as an International Language EIL and provides theoretically grounded models for EIL informed teacher education The volume includes two chapters that present a theoretical approach and principles in EIL teacher education followed by a collection of descriptions of field tested teacher education programs courses units in a course and activities from diverse geographical and institutional contexts which together demonstrate a variety of possible approaches to preparing teachers to teach EIL The book helps create a space for the exploration of EIL teacher education that cuts across English as a Lingua Franca World Englishes and other relevant scholarly communities A Report from the U.S. Study of Education in Japan ,1987 **Native-Speakerism** in Japan Stephanie Ann Houghton, Damian J. Rivers, 2013-02-19 The relative status of native and non native speaker language teachers within educational institutions has long been an issue worldwide but until recently the voices of teachers

articulating their own concerns have been rare Existing work has tended to focus upon the position of non native teachers and their struggle against unfavourable comparisons with their native speaker counterparts However more recently native speaker language teachers have also been placed in the academic spotlight as interest grows in language based forms of prejudice such as native speakerism a dominant ideology prevalent within the Japanese context of English language education This innovative volume explores wide ranging issues related to native speakerism as it manifests itself in the Japanese and Italian educational contexts to show how native speaker teachers can also be the targets of multifarious forms of prejudice and discrimination in the workplace

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