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Moving Mountains Japanese Educational Reform

Camilla Rothe



Moving Mountains Japanese Educational Reform:

Moving Mountains Marie H. Roesgaard, 1998 The Japanese educational system is admired and envied for its success in providing a well educated population and contributing to the spectacular post War industrialisation and modernisation of the nation It is also criticised for inhibiting creativity and spontaneity seen as crucial talents in the forthcoming information age Moving Mountains is based on two propositions that the educational system is undergoing a number of changes despite charges to the contrary and that there is a conflict between the rhetoric of the National Council on Education Reform undertaken by Prime Minister Nakasone 1982 1987 and its emphasis on issues like internationalism vis vis the national and economic needs as defined by the politicians

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Japanese Education Reform Christopher P. Hood, 2003-09-02 The Japanese education system has attracted increasing attention over the past 20 years largely due to the belief that it has been central to Japan s economic growth Many have felt however that the system is stunted by an inability or perhaps even on an incapacity to change This study challenges these contentions It examines the reform policies implemented by Prime Minister Nakasone during the 1980s and argues that not only has the system changed considerably as a result of Nakasone s work but that it continues to do so It analyses the key areas of the education reform debate in particular internationalism government control of education increased liberalization and various social problems and considers the degree to which response to them have been successful This book will be of great interest to all those interested in the Japanese educational system

Reimagining Japanese Education David Blake Willis, Jeremy Rappleye, 2011-05-16 Sparked by the confluence of accelerating domestic transformation and increasingly explicit impacts from globalization the Japanese education system has undergone tremendous changes during the turbulence of the past decade This volume which brings together some of the foremost scholars in the field of Japanese education analyzes these recent changes in ways that help us reimagine Japan and Japanese educational change at this critical juncture Rather than simply updating well worn Western images of Japan and its educational system the aim of the book is a much deeper critical rethinking of the outmoded paradigms and perspectives that have rendered the massive shifts that have taken place in Japan largely invisible to or forgotten by the outside world This reimagining thus restores Japan to its place as a key comparative link in the global conversation on education and lays out new pathways for comparative research and reflection Ranging

widely across domains of policy and practice and with a balance of Japanese and foreign scholars the volume is also indicative of new directions in educational scholarship worldwide approaches that center global interactions on domestic education and contribute to a far greater recognition of the polycentric polycontextual World unfolding today This book will be of keen interest to scholars of education worldwide as well as those working in and across anthropology sociology policy studies political science and area studies given that contemporary transformations in Japan at once reflect and approximate political social and educational shifts occurring throughout the World in the early decades of the 21st century

National Standards and School Reform in Japan and the United States Gary DeCoker, 2002 Explores the implications of a national US curriculum through the study of Japanese education It suggests that the US educational system lacks certain organizational mechanisms that support student achievement and would facilitate teacher involvement in the educational reform process

Japanese Educational Reform Jie Qi, 2001 *The Organisational Dynamics of University Reform in Japan* Jeremy Breaden, 2012 For several decades internationalisation has been a cornerstone of both Japanese government higher education policy and approaches to reform at an institutional level but Japan has still not managed to lose its reputation as a somewhat reclusive member of the global academic community Consensus on the potential of internationalisation to reinvigorate Japanese higher education is matched by the depth of recognition that universities have to date failed to internationalise successfully This book offers a new approach to Japan's internationalisation conundrum by proceeding from the inside out It presents an extended case study one university organisation that has been changed through its adoption of a radical program of internationalisation Through this case study Jeremy Breaden identifies patterns by which internationalisation is situated in administrative discourse and individual action and determines how these patterns in turn shape organisational practice The result is a multi dimensional narrative of organisational change that advances our understanding of both the dynamics of university reform and the concept of internationalisation one of the most durable yet contentious themes in the study of contemporary Japanese society With detailed analysis and an in depth case study this book will be of interest to students and scholars of Japanese studies sociology and anthropology It will also prove valuable to professionals and policy makers working in higher education both in Japan and around the world

Japanese Education Roberta E. Pike, 2007 Presents a large representative sample of the literature on Japanese education with an emphasis on its psychosocial aspects Many discussions compare the Japanese educational system with that of the United States and other countries The citations cover most of the 1990s including a few earlier and later references Includes extensive discussions about Japanese educational reform movements and their consequences Also cites published and unpublished dissertations and theses Updates the last comprehensive English language bibliography on Japanese education published by Ulrich Teichler in 1974 The citations were taken from many online databases Suitable for students teachers scholars and the general public

Changing Histories Ryôta Nishino, 2011 The teaching of history in South African and Japanese schools

has attracted sustained criticism for the alleged attempts to conceal the controversial aspects of their countries past and to inculcate ideologies favourable to the ruling regimes This book is the first attempt to systematically compare the ways in which education bureaucracy in both nations dealt with opposition and critics in the period from ca 1945 to 1995 when both countries were dominated by single party governments for most of the fifty years The author argues that both South African and Japanese education bureaucracy did not overtly express its intentions in the curriculum documents or in the textbooks but found ways to enhance its authority through a range of often subtle measures A total of eight themes in 60 officially approved Standard 6 South African and Japanese middle school history textbooks have been selected to demonstrate the changes and continuity This work hopes to contribute to the existing literature of comparative history by drawing lessons that would probably not have emerged from the study of either country by itself

Education Policy and Equal Opportunity in Japan Akito Okada, 2011-12-01 In many societies today educational aims or goals are commonly characterized in terms of equality equal opportunity equal access or equal rights the underlying assumption being that equality in some form is an intelligible and sensible educational ideal Yet there are different views and lively debates about what sort of equality should be pursued in particular the issue of equality of educational opportunity has served as justification for much of the postwar restructuring of educational systems around the world The author explores different interpretations of the concept of equality of educational opportunity in Japan especially as applied to post World War II educational policies By focusing on the positions taken by key actors such as the major political parties central administrative bodies teachers unions and scholars he describes how their concepts have developed over time and in what way they relate to the making of educational policy especially in light of Japan's falling birthrate and aging society

Can the Japanese Change Their Education System? Roger Goodman, David Phillips, 2003-01-01 This volume analyses the success or otherwise of reform efforts in Japanese education since the Second World War Contributors address a wide variety of themes from differing perspectives their articles ranging from a historical study of reform efforts during the military occupation of Japan through an analysis of educational developments under Prime Minister Nakasone to the practical effects of changes in the teaching of mathematics It will be of interest to all students of education in Japan

Globalization, Changing Demographics, and Educational Challenges in East Asia Emily Hannum, Hyunjoon Park, Yuko Goto Butler, 2010-05-12 Offers a snapshot of key educational stratification issues in East Asian nations and their evolution in conjunction with changing student populations This book addresses issues ranging from curricular adaptations to globalization to persisting and new forms of educational stratification to new multiculturalism in educational policy

Moral Education in Japan Marie Højlund Roesgaard, 2016-10-04 Japan's Fundamental Law on Education was revised in 2006 and new curriculum guidelines along with new proposals for strengthening the position of moral education reflect the increased political focus particularly by the two Abe administrations Changes include increased emphasis on patriotism on respect for life and the environment on individual responsibility on respecting differences and

other countries and on a general strengthening of moral values This volume describes the history of moral education in Japan analyses recent changes in curriculum and practices and takes a closer look at examples of official semi official and local discourses on moral education and values The analysis covers policy statements teaching material and research Japanese as well as Western Using theories of globalization cosmopolitanism and universal human values it is the intention by using an Asian example to illustrate and elaborate upon existing discourses within theories of globalization and cosmopolitanism as well as in education and values and citizenship studies Chapters include Revision of the fundamental law on Education in 2006 and beyond Official and semi official bids for contents of moral education Moral education in practice Risk globalization and meaning in Japanese Moral Education This book will be of interest to scholars specializing in education in Japan and scholars in the academic field of moral character and citizenship education

A Sociology of Japanese Youth Roger Goodman,Yuki Imoto,Tuukka Toivonen,2012-06-25 Over the past thirty years whilst Japan has produced a diverse set of youth cultures which have had a major impact on popular culture across the globe it has also developed a succession of youth problems which have led to major concerns within the country itself Drawing on detailed empirical fieldwork the authors of this volume set these issues in a clearly articulated social constructionist framework and put forth a sociology of Japanese youth problems which argues that there is a certain predictability about the way in which these problems are discovered defined and dealt with The chapters include case studies covering issues such as Returnee children kikokushijo Compensated dating enjo k sai Corporal punishment taibatsu Bullying ijime Child abuse jid gyakutai The withdrawn youth hikikomori and NEETs not in education employment or training By examining these various social problems collectively A Sociology of Japanese Youth explains why particular youth problems appeared when they did and what lessons they can provide for the study of youth problems in other societies This book will be of huge interest to students and scholars of Japanese society and culture the sociology of Japan Japanese anthropology and the comparative sociology of youth studies

Postwar History Education in Japan and the Germanys Julian Dierkes,2010-12-14 How did East and West Germany and Japan reconstitute national identity after World War II Did all three experience parallel reactions to national trauma and reconstruction History education shaped how these nations reconceived their national identities Because the content of history education was controlled by different actors history education materials framed national identity in very different ways In Japan where the curriculum was controlled by bureaucrats bent on maintaining their purported neutrality materials focused on the empirical building blocks of history who where what at the expense of discussions of historical responsibility In East Germany where party cadres controlled the curriculum students were taught that World War II was a capitalist aberration In West Germany where teachers controlled the curriculum students were taught the lessons of shame and then regeneration after historians turned away from grand national narratives This book shows that constructions of national identity are not easily malleable on the basis of moral and political concerns only but that they are subject to institutional constraints and opportunities In an

age when post conflict reconstruction and reconciliation has become a major focus of international policies the analysis offers important implications for the parallel revision of portrayals of national history and the institutional reconstruction of policy making regimes

Global Japan Roger Goodman, Ceri Peach, Ayumi Takenaka, Paul White, 2005-06-27 The Japanese have long regarded themselves as a homogenous nation clearly separate from other nations However this long standing view is being undermined by the present international reality of increased global population movement This has resulted in the establishment both of significant Japanese communities outside Japan and of large non Japanese minorities within Japan and has forced the Japanese to re conceptualise their nationality in new and more flexible ways This work provides a comprehensive overview of these issues and examines the context of immigration to and emigration from Japan It considers the development of important Japanese overseas communities in six major cities worldwide the experiences of immigrant communities in Japan as well as assessing the consequences for the Japanese people s view of themselves as a nation

The Demographic Challenge: A Handbook about Japan Florian Coulmas, Harald Conrad, Annette Schad-Seifert, Gabriele Vogt, 2008-03-30 This Handbook explores the challenges demographic change poses to today s Japan The first part provides the fundamental data involved and the subsequent two parts address the social and cultural aspects of Japan s demographic change Parts four and five are dedicated to the political economic and social security aspects of demographic change The Handbook brings together a group of international scholars of various disciplinary backgrounds to take issue with the world s fastest demographic transition Topics include the dynamics of gender roles images of age policy formation labour market structures pension system living arrangements ethical values and many more Against the background of Japan s demographic change the latest developments in these fields are being introduced and whenever appropriate set into a context of historical and or international comparison This Handbook is the first comprehensive publication in English on Japan s demographic change Contributors include Makoto Atoh Hans Dieter Ischleger Ryuichi Kaneko Ralph L tzeler Shigemi Kono Matthias Koch Sepp Linhart Takeo Ogawa Chikako Usui Leng Leng Thang Susan Orpett Long Sawako Shirahase Toshiko Himeoka James Raymo Miho Iwasawa Akiko S Oishi Stephen Murphy Shigematsu David Blake Willis Susanne Formanek Mayumi Sekizawa Christopher S Thompson John W Traphagan Kenji Ishii Craig Martin Peter Backhaus Fumio Inoue Lisette Gebhardt Nobuko Shiraishi Sumiko Iwao Roger Goodman Takanori Shintani Fumihiko Satofuka Carolin Funck John Clammer Wolfram Manzenreiter Leonard Schoppa John C Campbell Paul Talcott David Potter Robert Pekkanen Yutaka Tsujinaka Akihiro Ogawa Susanne Kreitz Sandberg Liv Coleman Glenda S Roberts Thomas Feldhoff Patricia MacLachlan Naohiro Ogawa Akihiro Kawase Seiritsu Ogura Volker Elis Charles Yuji Horioka Fumio Ohtake Hisashi Fukawa Naohiro Yashiro Hendrik Meyer Ohle Karen A Shire Harald Conrad Hidehiko Sekizawa Andreas Moerke Ito Peng Naoki Ikegami Makoto Arai Tetsuo Fukawa Takashi Oshio Noriyuki Takayama and Tomoyuki Kubo

Knowledge, Policy and Practice in Teacher Education Maria Teresa Tatto, Ian Menter, 2019-02-21 Knowledge Policy and Practice in Teacher Education reviews

the evolution of education policy on initial teacher education as an indicator of the knowledge that is considered important for nation building It also looks at research on approaches and structures to initial teacher learning as an indication of the intellectual and moral direction to which schooling must aspire Contributors look at these dynamics across a range of societies including Australia the Czech Republic England Finland Hong Kong Israel Italy Japan South Korea Mexico Russia and the USA Using a review of the literature approach within a comparative framework the book seeks to answer the following questions for each country What has been the evolution of different approaches to learning to teach in each setting and what factors have influenced change over the years What are the underlying theories that characterize past and current thinking about the knowledge skills and dispositions needed by teachers and what evidence is used to support these theories What does a review on the state of the knowledge about teacher education over the past 30 years reveal about the evolution of the research and knowledge traditions that have supported current and past innovations in teacher education Maria Teresa Tatto and Ian Menter explore international variability in different conceptions of knowledge in the context of learning to teach and explore the way in which national and international influences interact in the developing trajectories of teacher education policy and practice considering what knowledge is considered important for teachers to have *World Yearbook of Education 2025* Xavier Dumay, Tore Bernt Sorensen, Lynn Paine, 2024-11-12 The World Yearbook of Education 2025 analyzes teacher policies and the governance of the teaching profession in the contemporary context of major societal changes and globalizing processes The first volume dedicated to an overview of globalized teacher policies and their implications for the status of the teaching profession across the world this book reflects the ambition to advance the debate on the challenges and opportunities associated with the teaching profession It recognizes that teacher policy is situated at the crossroads of three logics that have changed and become more complex due to globalization processes since the 1970s the logic of teacher policy regulation has shifted from state centric government toward pluriscalar global governance the logic of employment relations has shifted to a flexibility paradigm the logic of teacher education has shifted from the transmission of knowledge in teacher education to teachers lifelong learning In line with the objective to analyze the governance of the teaching profession in the contemporary context of major societal changes and globalizing processes this book is organized into three parts focusing on teacher policies as global governance and public policy teacher labor markets employment relations and careers and the institutional transformations in the world of work and employment and the reconfiguration of teachers work and the learning of teachers Its contributors use different methodological approaches to draw on a range of case studies and analyses of national regional and global patterns A timely and important contribution to discussions of the future of the teaching profession across the world the World Yearbook of Education 2025 is ideal reading for policymakers the professional teaching community researchers graduate students and anyone interested in education policy related areas such as public policy comparative education and sociology of education Tsunesaburo Makiguchi

(1871-1944) Jason Goulah, Andrew Gebert, 2016-04-08 This edited volume focuses on the life and work of Makiguchi Tsunesaburo 1871 1944 a Japanese elementary schoolteacher principal educational philosopher author activist and Buddhist war resister who has emerged as an important figure in international education Makiguchi is the progenitor of value creating soka pedagogy that informs practice in the Soka schools network which includes two universities in Japan and the U S a women s college Japan two secondary schools Japan three elementary schools Brazil and Japan and six Kindergartens Brazil Hong Kong Japan Korea Malaysia and Singapore as well as one of Japan s largest correspondence education programs In addition thousands of educators worldwide incorporate Makiguchi s ideas in their own curriculum and instruction and Brazil has instituted the Makiguchi in Action Project which has provided literacy training and teacher development for nearly a million people This edited volume is the first in the Anglophone literature to theoretically and empirically examine the nature and global application of Makiguchi s influential educational ideas The book was originally published as a special issue of American Educational Studies

Adopting the Track of Expression: An Mental Symphony within **Moving Mountains Japanese Educational Reform**

In a global taken by monitors and the ceaseless chatter of instant conversation, the melodic splendor and mental symphony created by the written word often diminish into the background, eclipsed by the persistent sound and disturbances that permeate our lives. Nevertheless, situated within the pages of **Moving Mountains Japanese Educational Reform** a stunning fictional value filled with natural thoughts, lies an immersive symphony waiting to be embraced. Constructed by a wonderful musician of language, this fascinating masterpiece conducts visitors on an emotional journey, skillfully unraveling the concealed melodies and profound influence resonating within each cautiously constructed phrase. Within the depths with this moving evaluation, we shall discover the book is central harmonies, analyze its enthralling publishing design, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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Table of Contents Moving Mountains Japanese Educational Reform

1. Understanding the eBook Moving Mountains Japanese Educational Reform
 - The Rise of Digital Reading Moving Mountains Japanese Educational Reform
 - Advantages of eBooks Over Traditional Books
2. Identifying Moving Mountains Japanese Educational Reform
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Moving Mountains Japanese Educational Reform
 - User-Friendly Interface
4. Exploring eBook Recommendations from Moving Mountains Japanese Educational Reform
 - Personalized Recommendations

- Moving Mountains Japanese Educational Reform User Reviews and Ratings
- Moving Mountains Japanese Educational Reform and Bestseller Lists
- 5. Accessing Moving Mountains Japanese Educational Reform Free and Paid eBooks
 - Moving Mountains Japanese Educational Reform Public Domain eBooks
 - Moving Mountains Japanese Educational Reform eBook Subscription Services
 - Moving Mountains Japanese Educational Reform Budget-Friendly Options
- 6. Navigating Moving Mountains Japanese Educational Reform eBook Formats
 - ePub, PDF, MOBI, and More
 - Moving Mountains Japanese Educational Reform Compatibility with Devices
 - Moving Mountains Japanese Educational Reform Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Moving Mountains Japanese Educational Reform
 - Highlighting and Note-Taking Moving Mountains Japanese Educational Reform
 - Interactive Elements Moving Mountains Japanese Educational Reform
- 8. Staying Engaged with Moving Mountains Japanese Educational Reform
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Moving Mountains Japanese Educational Reform
- 9. Balancing eBooks and Physical Books Moving Mountains Japanese Educational Reform
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Moving Mountains Japanese Educational Reform
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Moving Mountains Japanese Educational Reform
 - Setting Reading Goals Moving Mountains Japanese Educational Reform
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Moving Mountains Japanese Educational Reform
 - Fact-Checking eBook Content of Moving Mountains Japanese Educational Reform

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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