



EIU Best Case Study Series **No.6**

# Practical Research on Current Issues: Studies on Global Perspectives in Schools in Japan

EIU Experiential Learning Programme 2007



# Foreword

As a regional center mandated to promote a Culture of Peace through Education for International Understanding (EIU) in Asia and the Pacific region, APCEIU has been engaged in various endeavors aimed at fulfilling its mission since its inception. Recognizing the efficacy of experiential learning as pedagogy fit for EIU, APCEIU launched EIU Experiential Learning Programme (ELP) in 2006 in cooperation with the National Commissions for UNESCO in the region in order to encourage research on EIU in the local context and practical application of EIU in various learning environments.

EIU aims to promote, in particular, 'Learning to Live Together' among the four pillars of education laid out in the Delors report. Stressed in promoting 'learning to live together' are participatory learning and critical thinking, and experiential learning can play a pivotal role in facilitating them. APCEIU believes that well-designed curricula with an element of experiential learning embedded in it can provide the most effective means to promote a Culture of Peace.

Asia and the Pacific region has long been plagued by a history of ethnic, cultural and religious conflicts with some of the major flashpoints of the world. In the age of globalization, ensuring peace and security has become critical more than ever for a common prosperous future of all humanity. Launched in this geographical and temporal background, ELP seeks to explore and encourage the best cases of EIU in the region, providing the venue to hear various perspectives from the region on how learning-by-doing has helped or can help promote a Culture of Peace in different social and cultural contexts. I hope that through the ELP, the successful practices of EIU can be shared among educators, scholars and policy makers who are

committed to enhancing a Culture of Peace in the region. I expect this project can provide a forum to share and exchange our experiences.

I would like to extend my heartfelt appreciation to the National Commissions for UNESCO in the region, the experts and the selection committee members for their kind support and cooperation in making this project a success that it is.

December 2007



Kang Dai-Geun  
Director

## ELP Project is...

APCEIU has been committed to the promotion of a Culture of Peace in Asia and the Pacific region in line with the pillar of education- “Learning to Live Together.” From its experiences of organizing teacher training and cultural exchange programmes, APCEIU has rightly recognized that in education for peace, not only the contents, but also the environment wherein it takes place is of vital importance. Education for International Understanding(EIU) focuses on increasing the capacities of learners to deal with issues of everyday life, to resolve community conflict and to enjoy human, political and civil rights to a greater extent.

In accordance with its mandate, APCEIU launched Experiential Learning Programmes(ELP) in 2006 to collect Best Case Studies of ELP in the region. Through this initiative, APCEIU aims to refine the EIU pedagogy and to provide a conceptual framework for optimal classroom conditions, classroom activities among students and teachers, school climate and social atmosphere towards a Culture of Peace. The theme of ELP is illustrated at four different levels as concentric circles, and they are Peaceful Classroom, Peaceful School Climate, Peaceful Community and Peaceful Society.

In selecting the Best Case Study, the following steps were conducted: first, announcement letters were disseminated to the National Commissions for UNESCO in the region; second, the Screening Committee composed by APCEIU reviewed all of the submitted applications and among them, selected the best four case study proposals; then, after the selection, APCEIU staff conducted field visits to the respective winners to confer the awards and at the same time conduct the field observation and interview the researcher.

The selection was made based on the following criteria, namely, originality, creativeness and innovativeness, relevance to EIU,

contribution to the promotion of EIU in society, coherence and completeness of programme, applicability and feasibility for all Asia-Pacific region and researcher's capability to conduct research.

ELP shares the five core themes of EIU, namely, cultural diversity and intercultural understanding, globalization and social justice, human rights and human dignity, peace and equity, and sustainability. The research areas of concentration revolve around the classroom activities, programmes related to school climate, community- and society-based programmes.

Given the favorable and enthusiastic responses from the applicants and the support from the UNESCO National Commissions, APCEIU wishes to build on the positive momentum thus far built and continue the endeavor for the coming years.

The Centre encourages educators, scholars and activists from Asia and the Pacific region to apply and share their successful experiences. APCEIU expects that through the ELP, the best practices of EIU will be shared widely in the whole region, thus contributing towards achieving a Culture of Peace.

# Researcher

Prof. Fujiwara Takaaki



Mr. Fujiwara Takaaki is currently a professor, Faculty of Contemporary Social Studies at Doshisha Women's College of Liberal Arts. He is a board member of Japan Social Studies Research Association and Japan Association for International Education. His main research interests are Education for Social Studies and Global Studies. He has written many books on the topic of his research interests including "Issues in the Hyotan Island: the Learning Problems of Multicultural Society of Japan", "Development of Issue-Centered Learning for International Understanding", "Making Lessons on the Issues of War and Peace", "Improvement of the Structure of Social Studies Education: Making Lessons from New Perspectives" and "How to Teach the Issue of Foreign Workers- Education for International Education in the Global Age", etc.





# Acknowledgments

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First, I would like to extend my sincere gratitude to Mr. Katsuyuki MATSUI, teacher at Mishima High school for his generous support. I wish to thank the school students, teachers, and principals at Mishima High School in Takatsuki City in Osaka Prefecture and Nara Women's University Secondary School in Nara City in Nara Prefecture for their cooperation.

Lastly, I wish to thank APCEIU again for providing the financial support for this study.

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## Practical Research on Current Issues: Studies on Global Perspectives in Schools in Japan

### 1. Background

There are many terms used for education about international understanding:

- Education for International Understanding/International Education
- Development Education/Education for Sustainable Development
- Multicultural Education/Intercultural Education
- Global Education/Education for Global Citizenship

These terms refer to understanding foreign countries and specific issues like development and culture, etc. They also refer to activities and cultural exchange without specific curriculum with contents, objectives, method, etc. Such a situation leads to confusion about concepts of Education about International Education.

The terms “International Education” or “Education for International Understanding” are used widely in Japan, especially in the National Curriculum issued by MEXT(Ministry of Education, Culture, Sports, Science and Technology) and UNESCO documents. The word “Global” means a borderless and interdependent society. On the other hand, the word “International” means inter-nation, meaning, between nations. It refers to the parts. So Global Education or Education for Global Citizenship is to be addressed as a comprehensive concept in Education about International Understanding.

“International Education” in the recent National Curriculum of Japan(issued in 1988 by MEXT) contains four key ideas and goals as

follows.

- Nationalism (Fostering the Japanese)
- National Culture
- National Interest
- English Conversation

But there are some questions about the National Curriculum of Japan from the point of view of Global Education.

- Does “Nationalism” consider non-Japanese viewpoints and nations?
- Does “National Culture” take into account the fact that culture is not substantial? Cultural exchanges have been remade over time. It contains conflicts of ethnic relations.
- Does “National Interest” consider not only national interest, but also global ones?
- Does “English Conversation” consider languages other than English spoken by non-Japanese in the schools?

These ideas and goals need to be changed from Education for National Citizenship in International Education to Education for Multi-layered Citizenship in Global Education.

Education for National Citizenship is education for internationalisation, for Japanese interests in the international society and for international understanding based on Japanese culture and traditions. On the other hand, Education for Multi-layered Citizenship is global and multicultural education, education for sustainable development in the global society, and for local, national, and global citizenship.

The framework of implementation also needs to be changed. In the context of International Education, the framework of implementation is based on the idea of the separation of one’s own nation from other nations, the idea of “one nation, one language, one flag”, and the idea of equating ethnicity with nationality. On the other hand, in the context of Global Education, the framework of implementation is based on the idea of culture and ethnicity in the

social context, changing and creating culture, and views of immigrants and non-Japanese.

## 2. Curriculum Development

### 2.1. Framework of Implementation

I have devoted myself to curriculum development, its implementation and building lesson units for Global Education. [See Reference: Books; Fujiwara(2000, 1997, 1994), Moriwake(1999), Development Education Seminar(1995), Articles; Fujiwara(2005, 2003a, 2003b, 2002a, 2002b), Reports; Tada(rep.)(2006)]

From a series of studies, the goals, objectives, and contents of learning have been formulated.(see below, tables 1, 2). Four areas of content(table 2) by school level and methodology have been indicated as well(see below, tables 3, 4, 5, 6 and 7).

Recently, members of the cooperative research board of the Japan Association for International Education identified curriculum areas and presented a model of curriculum development(see below, table 8).

Table 1. Goals and Objectives

Knowledge and Understanding	<ul style="list-style-type: none"><li>· Cultural diversity · Interdependence</li><li>· Global issues(human rights, peace and conflict resolution, sustainable development)</li></ul>
Skills	<ul style="list-style-type: none"><li>· Communication skills · Media literacy</li><li>· Problem-solving skills</li><li>· Critical thinking</li></ul>
Values and Attitudes	<ul style="list-style-type: none"><li>· Human dignity</li><li>· Generosity and sympathy</li><li>· Participation and cooperation</li></ul>

Table 2. Contents of Learning

1. Culture	<ul style="list-style-type: none"> <li>· Cultural diversity and universality</li> <li>· Cultural conflicts and changes</li> </ul>
2. Interdependent World and Globalisation	<ul style="list-style-type: none"> <li>· Relationship between global and local in society</li> <li>· Human trafficking, food, money and information, etc</li> </ul>
3. Global Issues	<ul style="list-style-type: none"> <li>· Human rights, sustainable development, peace and conflict resolution</li> <li>· Inquiry on issues, problem-solving, participation in society</li> </ul>
4. Alternative Futures	<ul style="list-style-type: none"> <li>· Historical awareness in the global age,</li> <li>· Choosing alternative futures</li> <li>· Awareness of sustainable development, active citizenship</li> </ul>

Table 3. Learning about Culture

Primary School Level	<ul style="list-style-type: none"> <li>· Experiences of cultural and ethnic diversity through 3Fs(food, fashion, festival), shelter, music and arts</li> <li>· Experiences of cultural universality, awareness of the global family</li> </ul>
Middle(Jr.& Sr.high) School Level	<ul style="list-style-type: none"> <li>· Considering cultural and ethnic conflicts and contradictions in the social context</li> <li>· Considering cultural assimilation and culture or ethnicity as a symbol of objection to assimilation</li> <li>· Changing viewpoints from substantial culture to constitutional one</li> <li>· Considering identity of immigrants and non-Japanese</li> </ul>

Table 4. Learning about Interdependent World and Globalization:  
 From National Economy to Global and Borderless Economy  
 and Formation of Global Network and Market

<p>Primary School Level</p>	<ul style="list-style-type: none"> <li>· Inquiring about the relationship with overseas countries using materials like food, music, and travel</li> <li>· Looking at the connections behind social and global affairs</li> </ul>
<p>Middle(Jr.&amp; Sr.high) School Level</p>	<ul style="list-style-type: none"> <li>· Considering the positive and negative sides of globalization</li> <li>· Recognition of the division of the world into the rich and the poor</li> <li>· Considering “what is average in Japan is not average in the world”</li> </ul>

Table 5. Learning about Global Issues: Human Rights, Sustainable  
 Development, Peace and Conflict Resolution

<p>Primary School Level</p>	<ul style="list-style-type: none"> <li>· Awareness of creating communities at the local level for alternative futures</li> <li>· Awareness of taking part in global society as an active and responsible citizen for alternative futures</li> </ul>
<p>Middle(Jr.&amp; Sr.high) School Level</p>	<ul style="list-style-type: none"> <li>· Considering organizations like UN, governments, companies, and NGOs for resolving global issues.</li> <li>· Considering what, we, as individuals, can do to resolve global issues.</li> <li>· Identifying responsibilities as a global citizen and taking part in the global society for alternative futures</li> </ul>



Table 6. Learning about Alternative Futures

<p>Primary School Level</p>	<ul style="list-style-type: none"> <li>· Awareness of creating communities at the local level for alternative futures</li> <li>· Awareness of taking part in global society as an active and responsible citizen for alternative futures</li> </ul>
<p>Middle(Jr.&amp; Sr.high) School Level</p>	<ul style="list-style-type: none"> <li>· Considering what we can do to cooperate with different kinds of actors in the broader community.</li> <li>· Becoming global as active and responsible citizens in the broader community.</li> </ul>

Table 7. Methodology of Learning: Integration of Contents and Methods

<p>Global Education as Learning by Children</p>	<ul style="list-style-type: none"> <li>· Learning-by-doing</li> <li>· Learning problem-solving</li> <li>· Active, interactive, and participatory learning: action research</li> <li>· Learner-centered learning and learning design created by learners</li> </ul>
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Table 8. A Model of Curriculum Development by the Japan Association for International Education

<ol style="list-style-type: none"> <li>1. Name of the lesson unit and key scope of curriculum development</li> <li>2. School level and teacher's name</li> <li>3. Connection with subject contents</li> <li>4. Term of the lesson unit</li> <li>5. Time of the lesson unit</li> <li>6. Objectives of the lesson unit</li> <li>7. Keywords about the lesson unit</li> <li>8. Rationale for the lesson unit</li> <li>9. Networking with other people(in/out of school)</li> </ol>
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10. Lesson plan and practice
11. Evaluation
12. Trouble-shooting in practice
13. Ideas for improvement
14. References and materials for creating the lesson unit
15. Record of learning and making a difference in learners
16. Free comments by teachers

## 2.2. Relevance of the Case Study

The framework for global education can be presented to teachers theoretically, but in practice it is difficult for teachers to make unit plans and conduct lessons about international education in schools based on the national curriculum. Teachers select some ideas about global education, integrate them into the contents and methods of the subject, make unit plans and conduct lessons on international education. In practice, two dimensions of international and global education are combined in the lessons.

So I set the theme, objectives, and content of the following case study by combining the international and global education curricula in current issues studies and I helped school teachers make lesson plans and practices. [See reference, Articles; Fujiwara(2006), Reports; Fujiwara(rep.)(2007)]

Table 9. Theme, Objective and Contents of the Case Study

Theme	Create lessons and practices on current issues as international and global education.
Objective	Identify the performance of international and global studies by the development and practice of lesson plans on current issues, i.e. peace and equity, globalization and social justice.

Contents	<ul style="list-style-type: none"> <li>- Identify the significance of current issues studies through the analysis of lessons on social and global studies.</li> <li>- Propose improved designs for lesson plans for current issues studies,</li> <li>- Get students involved in their society and have them examine by themselves the values of democracy (i.e., peace and equity), globalization, and social justice, through learning current issues.</li> </ul>
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### 2.3. Methodology

Three methods were adopted in conducting the present case study: class observation, analysis of the records of reflections of students about lessons and interviews.

## 3. Case Study

### 3.1. Curriculum for the Case Study: The Special Subject Current Issues Studies at Mishima High School

Located in Takatsuki, an urban area between Osaka and Kyoto, Mishima High School is well-known for international education (<http://www.osaka-c.ed.jp/mishima/>). Mr. Matsui is a teacher of social studies in charge of the special subject of the school, “Current Issues Studies,” which is an optional subject for the third-year students (17-18 years old). Mr. Matsui is also a researcher of Betty Reardon’s peace education and has a Ph.D. [See reference Articles, Matsui(2005,2000a, 2000b)]

His plan for the year 2007 for “Current Issues Studies” is as follows.

Table 10. Plan for the Year 2007 for “Current Issues Studies

Goals to be Achieved		
<ul style="list-style-type: none"> <li>-To make a presentation and write a report about social issues that students are interested in and research it by themselves.</li> <li>-To develop research skills.</li> <li>-To make excellent works and publish each report on the website of their school.</li> </ul>		
Contents of Learning and Points of Evaluation		
Term	Contents of Learning	Points of Evaluation
The first half of the first term	<ul style="list-style-type: none"> <li>• Finding issues and setting the research theme</li> <li>• Practice how to retrieve information</li> <li>• Media literacy(examining information)</li> <li>• Advice for finding issues provided in lectures given by a university professor</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance and participation in the lessons</li> <li>• Assignments: summary of lectures and retrieval of information and reference books.</li> </ul>
The second half of the first term	<ul style="list-style-type: none"> <li>• Sharing the research themes among the students</li> <li>• Presentations about motifs of the research</li> <li>• Sharing knowledge about various social issues with other students</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance and participation in the lessons</li> <li>• Assignments on the lessons</li> </ul>
The first half of the second term	<ul style="list-style-type: none"> <li>• Deepening each research project(1)</li> <li>• Presentations(1)</li> <li>• Advice for deepening the research provided in lectures given by a university professor</li> <li>• Advice for research skills given by a student teacher(university student)</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance and participation in the lessons</li> <li>• Assignments on the lessons</li> <li>• Attendance and participation in the lessons</li> <li>• Presentation of each research project at the halfway point and questions and answers</li> </ul>
The second half of the second term	<ul style="list-style-type: none"> <li>• Deepening each research project(2)</li> <li>• Presentations(2)</li> <li>• Advice for deepening the research provided in lectures given by a university professor</li> <li>• Advice for research skills given by a student teacher(university student)</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance and participation in the lessons</li> <li>• Presentation of each research project at the halfway point and questions and answers</li> </ul>
The third term	<ul style="list-style-type: none"> <li>• Writing reports of their research and rewriting them</li> <li>• Publishing them on the web site</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance and participation in the lessons</li> <li>• Examining the reports</li> <li>• Publishing on the web site</li> </ul>

We talked about the lesson plan as a case study of peace studies as part of international and global education. Mr. Matsui created the lesson unit(4 lessons), “Building a peaceful relationship between Japan and Korea” in “Current Issues Studies” in the first term of 2007. He set the aim of this lesson as building the relationship of Japan and Korea as a more friendly and peaceful partnership with a problem-solving approach. The lesson plan is as follows.

Table 11. Lesson Unit: Building a Peaceful Relationship between Japan and Korea

Date	Outline and Procedure of the Lesson
Lesson(1) (18th June)	<ul style="list-style-type: none"> <li>• Introduction stage of the unit</li> <li>• Identifying problems and issues by watching the video of a NHK TV program, “A new step in the relationship of Japan and Korea,” released on 18th May 2002.</li> </ul>
Lesson(2) (20th June)	<ul style="list-style-type: none"> <li>• Students identify problems by brainstorming based on the worksheet they completed while watching the TV program, i.e., the issue of the perception gap of history or the territorial issue, etc.</li> <li>• Students discuss plans for solving each problem with each other.</li> <li>• They write their plans on presentation papers.</li> </ul>
Lesson(3) (27th June) Presentations(1) (25th June)	<ul style="list-style-type: none"> <li>• Discussion hour in the class. “What can we do to build a more friendly and better relationship between Japan and Korea and achieve peace in the world .”</li> <li>• Students are divided into discussion groups and discuss plans for problem solving by brainstorming.</li> <li>• They present plans and examine them after their group discussion.</li> <li>• They divide their plans into three levels: government, civil, and individuals in the class discussion.</li> <li>• They write what they can do and the result of the discussion by themselves on the worksheet.</li> </ul>
Presentations(2) (2nd July)	<ul style="list-style-type: none"> <li>• Reflecting on making a difference through these lessons.</li> </ul>

The NHK TV program “A new step in the relationship of Japan and Korea” released on 18th May 2002 was screened at the beginning of the whole lesson. The outline of the programme is as follows.

## ■ Outline of the TV Programme

### 1. Puchon High School

Puchon high school, all boys' school, is located in Puchon City with 1,600 students enrolled. It runs the “Japan Studies Club” on a partnership basis with high schools in Kawasaki City, Japan. The “Japan Studies Club” is the most popular of more than 50 clubs in Puchon High School. The number of members of this club is fixed at 12, but about 100 students want to join it. The students of “Japan Studies Club” have exchange activities with students of a public high school and a Korean High School in Kawasaki, which has been a sister city of Puchon since 2000. The name of the exchange program(Kawasaki - Puchon students forum) is “Hana,” which means “one and unity” in the Korean language.

### 2. Students' Exchange Visits to Korea and Japan

Students in Kawasaki visited Korea at the cooling of the relationship between Japan and Korea in the summer of 2001. They discussed history textbooks with students of Puchon High School. They visited the places where women who used to be comfort woman of the Japanese Army had lived. They interviewed old Korean women in Kawasaki after coming back. Students from Puchon High School visited Japan in the winter of 2001. They visited the Yasukuni Shrine in Tokyo and exchanged their opinions about the perception of national history. Students of “Japan Studies Club” of Puchon High School visited the historic site of the “Sai-de Mon Prison” in Seoul where many activists who opposed Japanese colonial rule had been imprisoned.

### 3. Lessons by Teachers of Japan and Korea

The history of the friendship between Japan and Korea is supported by the fact about “The Korean Delegation of Exchange of Faith” in the Edo period of Japan and Yi Dynasty of Korea. Mr. KIMURA Makoto, a primary school teacher in Funahashi, Chiba Prefecture commented that Japanese children tended to have a negative image and a consciousness of dislike of Korea if they had been taught only a one-sided historical perception about the Japanese occupation. On the other hand, Che Jeung Sun, a primary school teacher in Seoul, suggested that an unexpected outcome of the classroom practice was the perception that Japan was not a good nation which had a double standard.

#### 3.2. Class Observation at Mishima High School

In the lesson, 33 students divided into 6 groups of 5-6 persons presented what they discussed about the issues in the relationship between Japan and Korea such as the Yasukuni Shrine, comfort women for the Japanese army during World War II, the territorial dispute between Japan and Korea, etc.

The presentation sheet consisted of “Conflict points between Japan and Korea” and “Improving points for conflict resolution.” Each group’s presentation is as below.

Table 12. Group Presentation

Group	Conflict points between Japan and Korea	Improving points for conflict resolution
1	<ul style="list-style-type: none"> <li>• Problems about worship by prime ministers of Japan at the Yasukuni Shrine               <ul style="list-style-type: none"> <li>– Why are generals as war criminals worshiped at the Yasukuni Shrine?</li> <li>– Why are Korean people sacrificed for Japan in the war worshiped at the Yasukuni Shrine?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To know and understand positive and negative points of each other country, respecting positive points and correcting negative points</li> </ul>

Group	Conflict Points between Japan and Korea	Improving Points for Conflict Resolution
2	Issues about history textbooks, territorial dispute over Takeshima(Dokuto) Islets, discrimination against Japanese Korean, and the issue of comfort women	<ul style="list-style-type: none"> <li>• To make new textbooks in cooperation with each other</li> <li>• To learn about and maintain interest in our own history</li> <li>• To unite to one language</li> <li>• To hold joint events like World Cup Soccer in both Japan and Korea and share sympathy and feeling</li> <li>• To keep worship by prime ministers of Japan at the Yasukuni shrine private</li> <li>• To discuss and resolve misunderstandings at the ministerial level and among people who experienced war in both countries</li> <li>• To report on the status of discussion about these issues at the prime time on TV</li> <li>• To respect each other</li> </ul>
3	Issues about history textbooks, territorial dispute over Takeshima(Dokuto) Islets, discrimination against Japanese Korean, and the issue of comfort women	<ul style="list-style-type: none"> <li>• To hold joint events by both countries and hold dialogue for compromise</li> <li>• To look at not the past but the present</li> <li>• To stop worship at the Yasukuni Shrine</li> <li>• To improve education itself</li> <li>• To compromise with each other</li> </ul>
4	Issues about history textbooks, territorial dispute over Takeshima(Dokuto) Islets, Yasukuni Shrine, discrimination against Japanese Korean, and the issue of comfort women	<ul style="list-style-type: none"> <li>• To govern the Takeshima(Dokuto) islets as communal and joint area</li> <li>• To worship at the Yasukuni shrine personally and privately</li> <li>• To make common textbooks</li> <li>• To improve awareness of the relationship between both countries</li> <li>• To develop mutual understanding</li> </ul>



Group	Conflict Points between Japan and Korea	Improving Points for Conflict Resolution
5	Perception gap about history and overflowing message by news media	<ul style="list-style-type: none"> <li>• To accept the perception gap and provide opportunities for exchanges</li> <li>• To have not only the voices of politicians but also those of the young generation heard</li> </ul>
6	Issues about history textbooks, worship at the Yasukuni Shrine by prime ministers of Japan, territorial dispute over Takeshima(Dokuto) Islets, and the Japanese attitude to Korea	<ul style="list-style-type: none"> <li>• To write history in the textbook in consultation with each other and from the point of view of the third country</li> <li>• To have international organizations like the UN govern the Takeshima(Dokuto) Islets</li> <li>• To promote research by NGOs on the territorial disputes</li> <li>• To make a prayer site for civilians at the Yasukuni Shrine</li> </ul>

The TV program that students had watched in the first lesson of the unit was very good because it suggested the importance of mutual understanding at the level of daily life. When exchange students of Japan and Korea visited each other's country, they could learn first hand other than superficial information from the mass media and textbooks with a nationalistic slant. The students' presentations were not emotional but critical and substantial concerning the sensitive current issues.



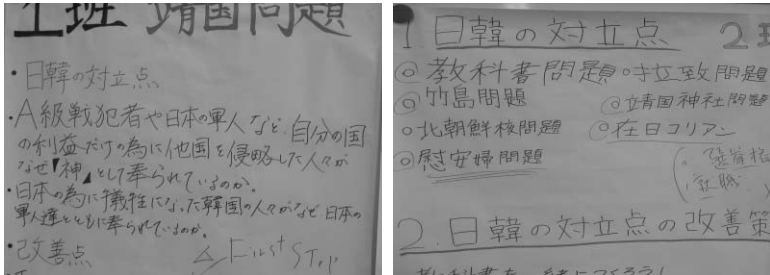
Figure 1. Presentation by the students



Figures 2. Comment by Mr. Matsui



Figures 3. Interview with Students



Cluster of Figures 1. Group Presentation Sheets

## 4. Findings

Based on the interview with the students about the lesson for reflection, five items for reflection that were identified are as follows.

### ■ Five Items for Reflection

1. Differences between before and after
2. Importance of understanding “feeling” and “sympathy” besides knowledge
3. Impressions, opinions, and perceptions that students got in the lesson unit
4. Group activities: positive and negative sides
5. Active learning: positive and negative sides

#### 1. Representative reflections on differences between before and after

- The problem is just that our young generation has less interest in and is less aware about this issue compared with Korean students. Because for us, that is for adults and the national government to consider
- I had a vague idea about arguments between Japan and Korea before the lessons, but after the lessons I recognized the perception gap that existed in terms of history textbooks, comfort women, the Yasukuni Shrine, etc.
- Korean students are more mature than Japanese students in that they have much more knowledge and awareness of their own country. I think we should gain more knowledge to discuss with them for conflict resolution.

## 2. Representative reflections about the importance of understanding “feeling” and sympathy besides knowledge

- It is important for us to know what Korean people think, what they feel and how they hope to resolve this problem.
- I found we could not learn and understand based only on knowledge. We should appreciate sympathy and feeling.
- We can't solve this problem only emotionally, but rationally with knowledge about history.

## 3. Representative reflections about impressions, opinions, and perceptions that students got in the lesson unit

- I found Korean school students took the problems between Korea and Japan seriously, while Japanese people were unaware of them. I want to consider them earnestly.
- This unit lesson interested me in the issues between Korean and Japan. Now I can read articles about them in the newspaper with interest. The issues between Korea and Japan has become relevant to me through these lessons.
- I found we were less interested in how Japan treated Korean people during and after the Second World War. I understand the plight of Korean people being discriminated against in Japan. We should understand culture, ideas, and feeling mutually for a good future.
- I felt good but overwhelmed to discuss in the group and listen to opinions of other students in the lessons.

## 4. Representative reflections about group activities: the positive and negative side

- It was very useful and effective to discuss in the group because I could share ideas and opinions of other students. I became

aware of a future- oriented attitude for resolving international issues.

- It was a good experience for me to talk about my own ideas and opinions and listen to those of others because through group discussion and presentation, I could identify and make clear what I think and say.
- It is somewhat difficult to build a consensus among different opinions. In this regard, the role of chairperson becomes important.

#### 5. Representative reflections about active learning: the positive and negative side

- We can talk about our own ideas and opinions to each other through active learning.
- In active learning, we need not only to talk but to listen.
- I am afraid of not identifying what we discussed. I remain with less knowledge.

I interviewed some students and Mr. Matsui for an hour on 20th September 2007. As many students wrote their reflections well, at the interview I identified their record in order to ask what they got most and how they would make a difference. What I found at the interview is as follows.

#### 6. Interview(extract)

- What they learned most was the importance of full-scale understanding and exchange between the younger generations, not at the government and mass media level.
- This was the first time for them to experience active learning in group activities with discussion and presentations. That was a fresh and effective experience for them as they talked and listened to one another.

- The TV program was very useful for Mr. Matsui in making lessons. He used it in other lessons several times.

## 5. Analysis of Impact

The record of reflections written by students as well as interviews is important and useful to evaluate lessons. The impact of the lessons can be analyzed by category, i.e., students, teachers and school climate.

### (1) Students

The lessons changed the way that the students perceived the issues. Before the lessons, most students saw this problem not as their own problem but as that of the government and adults. They had little knowledge before the lesson and they were surprised at how aware Korean school students were and they became aware of themselves as members of the younger generation and gained future-oriented awareness. Most of them wanted to review their bias against Korean people and understand them as human beings. Furthermore, most students came to appreciate the importance of understanding “feeling” as well as knowledge.

In fact, through the lessons, students learned about the importance of the perception of modern history between Japan and Korea that is one of the key elements in the alternative futures in Global Education(see table 2). They had understood the relationship between Japan and Korea as “countries close geographically, but distant in mind and perception”. Some students identified critically that it is because of information gap both in qualitative and quantitative terms in the mass media and school education.

Active learning, which is the main learning process for Global

Education, is useful and effective for students to learn and understand about current issues especially international issues, because they can talk about their own ideas, share opinions in the group, and make presentations.

Most students could realize the significance of discussion though which different opinions could be juxtaposed. Thus, active learning promotes independent and critical thinking and the interview affirmed that the students had well learned from active learning.

### (2) Teacher

Mr. Matsui recognized the importance of active learning as it stimulates interest in outstanding issues between the two countries with a view to encouraging students to come up with the ways to resolve the issues and build a peaceful relationship. But he also found weak points of active learning that knowledge gained could be limited and misunderstanding can occur.

Encouraged by the success of these lessons, he made a presentation on the lessons at the conference on Education for International Understanding at Sapporo in Japan and Tong Young in South Korea.

### (3) School Climate

International understanding is one of the main goals of education in Mishima high school. Those lessons on “Current Issues Studies” have developed the culture of mutual understanding in international exchange programmes of the school.

## 6. Conclusion

To achieve the aim of this theme, comparing the terms international and global, I made clear the definition of global education in terms of its goals and contents. I, then, indicated the framework for implementing global education, with a particular focus on peace and

conflict resolution.

For the implementation, I collaborated with Mr. Matsui, a teacher at Mishima High School, to make the unit lesson on “Building a peaceful relationship between Japan and Korea” in the special subject, “Current Issues Studies.” In the four lessons, 33 students learned a lot as I evaluated through class observation and analysis of their record of reflections and interviews. They found it important not only to understand the relationship between Japan and Korea nationally, but also to gain historical awareness and perception and to understand at life size as members of the same generation.

Many students took part in group activities and expressed their ideas and opinions and discussed seriously. With the help of the TV programme, they also could learn the importance of knowledge as well as feeling and mutual understanding. That is expressed in the famous phrase in the UNESCO constitution: “since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed”

Active learning about global education based on discussion, opinion-sharing and group presentations and etc. proved to be highly effective achieving much higher impact on the students.

## 7. Implications

This case study shows the significance of collaboration and cooperation with school teachers as well as the theory and framework of implementation in global and international education. And the case study suggests a sample lesson for conflict resolution, for example, the perception gap about national history can be narrowed by active learning. Through the case study, the strong and weak points of active learning were identified; the former is that it encourages critical and independent thinking as students acquire knowledge by themselves, not by indoctrination imposed by teachers, and the latter is that the knowledge that students gain could be



insufficeint and misunderstandings might go uncorrected. Teachers need to complement it with knowledge and hold classes for reflection to correct misunderstandings.

On the whole, the present case study presents a useful lesson unit on EIU aimed at promoting a Culture of Peace with a particular focus on conflict resolution.

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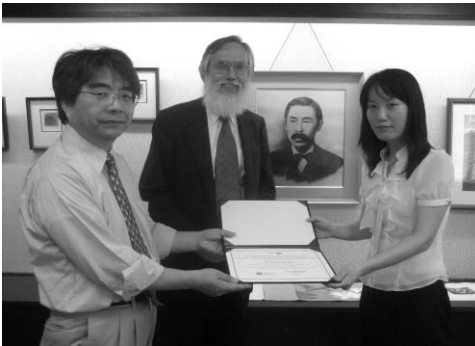
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# Field Visit

On behalf of APCEIU, Ms. Hye-won Jung, Junior Programme Specialist, Research and Development Team undertook a field visit to Japan on 26-29 June 2007 to carry out the missions such as: 1) to award the researcher as a winner of 2007 Best Case Study of EIU Experiential Learning Programme; 2) to give a guideline on finalizing the report of case study; and 2) to interview teachers, headmasters, scholars and students involved in the research and encourage them to continue and enhance further activities related to EIU.



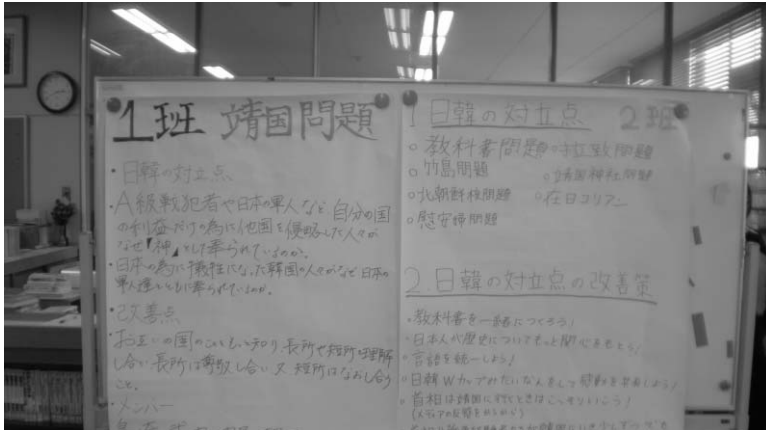
◀ Giving the ELP Award to the Winner



▲ APCEIU field visitor Ms. Hye-won Jung, Prof. Fujiwara Takaaki, Mr. Matsui and principal of Mishima High School (From left to right)



◀ Students Making Group Presentations



▲ Group Presentation Sheets

▶ Mr. Matsui in the Class



▶ Interview with the Students



