

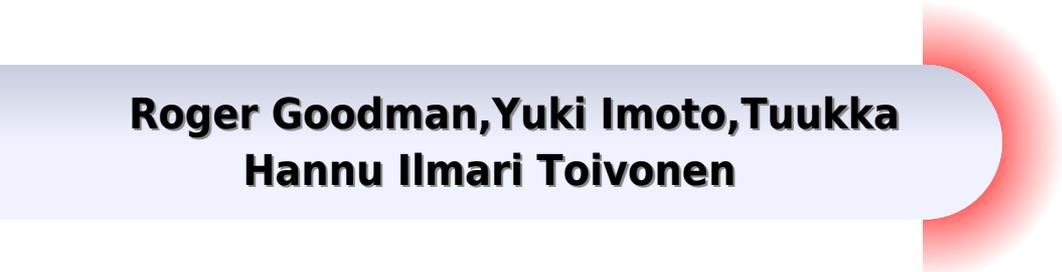
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Adaptation and  
education in  
Japan

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# Adaptation And Education In Japan

**Roger Goodman, Yuki Imoto, Tuukka  
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**The Global Education Effect and Japan** Neriko Doerr, 2020-03-03 This volume investigates the global education effect the impact of global education initiatives on institutional and individual practices and perceptions with a special focus on the dynamics of border construction recognition subversion and erasure regarding Japan The Japanese government's push for global education has taken shape mainly in the form of English medium instruction programs and bringing in international students who sometimes serve as a foreign workforce to fill the declining labour force Chapters in this volume draw from education anthropology sociology linguistics and psychology to examine the ways in which demographic changes economic concerns race politics and nationhood intersect with the efforts to globalize education and

create specific global education effects in the Japanese archipelago This book will provide a valuable resource for anyone who is interested in Japanese studies and global education **Christian Education and the National Consciousness in China** James Benjamin Webster,1923 **Japanese Educational Productivity** Robert Leestma,Herbert J. Walberg,1992

This second and final volume of the U S Study of Education in Japan provides ten articles on a wide variety of topics

**Japanese Middle Schools' Adaptation of the Integrated Studies** Nobuhiko Hamamoto,2009 In 1998 Education Ministry of Japan announced the enactment of the periods of the Integrated Studies IS at all public school levels The IS is defined as interdisciplinary project oriented learning activities which aim to promote students problem solving abilities and self learning skills In spite of teachers active involvement in the development of various educational activities for the periods research indicated that teachers faced various barriers to implementing the IS Generally the middle school teachers were unsupportive to the IS due to their lack of resources for the curriculum development Despite the constraints how was the IS implemented in the middle schools What kind of roles did the IS take in the curriculum How did the teachers view the constraints to their implementation of the IS By taking adaptation perspective for educational policy implementation McLaughlin 1976b this study examined the realities of the middle schools implementation of the IS based on a multiple case study of three middle schools in Osaka This study analyzed the data from my five months of field research in the schools which included interviews with the teachers observation of the teachers implementation of the IS survey of the teachers as well as collection of school documents The research findings are summarized as following First the analysis showed the IS periods assured the room for the schools autonomous development of projects with specific sociocivic themes and increased the opportunities for various new learning styles e g self inquiry presentation and various hands on activities However a large part of the IS periods was utilized for the schools existing practices like career guidance or school events reflecting the middle schools needs on sustaining its traditional curriculum Consequently the space for new learning styles was dispersed across the three years curriculum and tended to decrease in the higher grade Finally the comparison of the three schools sheds light on the difference of the attitudes to the implementation of the IS across the schools The analysis attributed this difference to some factors including shared pedagogy of the IS longitudinal experience of collaboration organizational context like school size and the degree of students behavioral problems

**Growing Up and Going to School in Japan** Cyril Simmons,1990 An examination of the reasons for Japanese educational success a 99 per cent level of literacy and the ability of her school students to out perform the pupils of other nations It also considers why despite her success Japan is currently debating far reaching educational reforms **A Sociology of Japanese Youth** Roger Goodman,Yuki Imoto,Tuukka Hannu Ilmari Toivonen,2012 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 **The Japanese Empire** ,1910 **Japan Briefing Book** ,1987 **Educational Values and Preadaptation in the Acculturation of Japanese Americans** Isao Horinouchi,1967 *Japan* Ardath W. Burks,1991-03-04 In this revised and updated edition second 1984 Burks draws a portrait of a nation in historical transition Examining the impact of the country s modernization he notes that Japan feeling intense trade pressure is beginning to shift from export driven growth to a consumer centered economy and he envisions a postindustrial future filled with friction and promise Annotation copyrighted by Book News Inc Portland OR *The International Conference on Education* Conférence Internationale de l'Instruction Publique,1877 **East/West Education** ,1986 **The International Conference on Education Held at Philadelphia, July 17 and 18, in Connection with the International Exhibition of 1876** United States. Bureau of Education,1877

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