

VALUES EDUCATION AND GLOBAL CITIZENSHIP IN JAPANESE SOCIAL STUDIES

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Moral Education in Japan

- Moral education in Japanese school education
 - a subject in elementary and middle school
 - virtues: elementary1-2(19), elementary3-4(20), elementary5-6(22), middle1-3(22)
 - Category A: myself(ex. honesty...)
Category B: relations with people(ex. communication...)
Category C: relations with groups and society(ex. justice)
Category D: relations with life and nature(ex. preciousness of life ...)
- Moral education in schools is conducted through all educational activities.

Differences between Moral Education and Values Education

Moral Education	Values Education
virtues	values
We can teach virtues.	We can't teach values.
In moral education classes, students learn about the importance of virtues through teaching materials prepared by teachers.	In values education classes, students are required to think autonomously with certain values for decision criteria while engaged in cooperative discussions with other students.

Values Education in Social Studies

- Issues concerning such matters as poverty, peace, energy and inequality, which are the focus of the SDGs (Sustainable Development Goals), need urgent resolution to build a sustainable society.
- Values Education in Japan uses these issues as teaching material and requires students to consider measures to resolve them.
- In particular, social studies aims to develop global citizenship in discussion-focused classes.

Course of Study in Japan

- Course of study(COS): National curriculum in Japan
- All of schools develop curriculums based on COS
- Revised once nearly every 10 years
- New course study:
 - Elementary: notice in 2017, implementation in 2020
 - Middle: notice in 2017, implementation in 2021
 - High school: notice in 2018, implementation in 2022

Subjects in Elementary and Middle Schools

School	Subjects and others
Elementary (11 + 3)	<u>Subjects</u> : Japanese, <i>Social Studies(3-6)</i> , Mathematics, Science, Living Environment Studies, Music, Drawing and Crafts, Home Economics, Physical Education, Foreign Language, Moral Education <u>Others</u> : Foreign Language Activities, Integrated Studies, Special Activities
Middle (10 + 2)	<u>Subjects</u> : Japanese, <i>Social Studies(1-3)</i> , Mathematics, Science, Music, Art, Physical and Health Education, Technical Course and Home Economics, Foreign Language, Moral Education <u>Others</u> : Integrated Studies, Special Activities

The Number of Hours for Social Studies

- Educational goals, content and number of hours are stipulated in detail for each of these courses.
- The number of hours for Social Studies in elementary school, for example, is as follows: 70 for the third year, 90 for the fourth year, 100 for the fifth year and 105 hours for the sixth year.
- In middle school, the number of hours for the same course is 105 for the first and second years and 140 hours for the third year.
- The amount of time for 1 credit is 45 minutes in elementary school and 50 minutes in middle school.

The Goals of Social Studies

- In middle school, the goal is ***“...to develop as follows a foundation for the disposition and abilities required for a citizen to form a peaceful and democratic nation and society existing independently in a globalizing international society from a broad perspective through activities to inquire into and resolve issues using social views and thinking.”***
- In addition to the above, both (elementary and middle) levels of school have three concrete goals.
- Three goals concern the areas of knowledge and skills, the abilities of thinking, judgement and expression as well as the motivation to learn and humanity.
- The viewpoint of these three goals is shared across all courses.

Principles of Developing Global Citizenship based on Values Education

- Principle 1: ***Using social issues as teaching materials***
 - Even in a Social Studies class that aims to develop global citizenship, social issues addressed do not need to be global in nature. Important social issues that are difficult to resolve, whether they be foreign or domestic, are raised.
- Principle 2: ***Autonomous student thinking based on decision-making standards***
 - Social issues are difficult to resolve because multiple values are in opposition regarding the issue. Values Education-based Social Studies classes compel students to confront this conflict and make autonomous decisions using what they have learned as well as their own life experience.

Principles of Developing Global Citizenship based on Values Education

- Principle 3: ***Emphasis on discussion as cooperative class learning***
 - In recent years, many have pointed out the importance of active learning in schools in Japan. In our globalized society, there is a need to cooperatively consider and implement resolutions to problems. Social Studies continuously works to link classroom learning with learning in society.

Social Studies Classroom Practice in Elementary School(1)

- Five areas of social studies for the fifth grade
 - a. the territory of Japan and the lives of its people
 - b. agricultural and fishery food production in Japan
 - c. Japanese industrial production
 - d. the relation between industry and information in Japan
 - e. the relation between the country's natural environment and the lives of its people.
 - study concerning e. is further divided into the three areas of **natural disasters**, forests and pollution.

Social Studies Classroom Practice in Elementary School(2)

- Upon the conclusion of the unit on natural disasters, students who learned such matters as types of these disasters, the locations and timing of their occurrence as well as disaster measures on the national and prefectural level considered issues faced by their own region.
- These issues concern how to improve rivers which cause great damage to the region through repeated flooding.

Social Studies Classroom Practice in Elementary School(3)

Opinion A	Opinion B
conservation position	preservation position
<i>protection of nature for humans</i>	<i>protection of nature for nature</i>
<p>“The river that flows through our town floods nearly every 10 years. You probably still remember the flood last year that killed many people and destroyed homes. We propose covering the river bed with concrete to prevent flooding. Even if we do this, the fish in the river will remain there. Also, we will build a water park around the river so that the river will be popular among town residents.”</p>	<p>“The floods are so damaging because our natural disaster preparedness is lacking. Even if we are sufficiently prepared, though, we cannot completely avoid damage. Floods are unavoidable. If we cover the river bed with concrete, it will have a great impact on the surrounding environment. The fish and the beautiful nearby vegetation that are there now will be gone. Protecting nature is more important than anything else.”</p>

Social Studies Classroom Practice in Elementary School(4)

- To start, students summarize the pluses and minuses of each position in a table to accurately understand them.
- They then choose a position and discuss with students who selected the other position.
- The discussion, however, is not to seek an answer. The point is to clarify the decision criteria for conservation and preservation for students to have a basis for sharing their views with others and to work together to derive solutions.
- Considering problems without answers allows us to find the meaning of classroom practice based on Values Education.

Social Studies Classroom Practice in Middle School(1)

- Here I will examine the study of international support in the civic area in middle school Social Studies classes.
- This takes place in the third and final year of middle school. In first and second Grades, student learn geography and history.
- The civic area consist of the following four areas.
 - a. contemporary society and us
 - b. the economy and us
 - c. politics and us
 - d. **problems in international society and us**

Social Studies Classroom Practice in Middle School(2)

- In their study of international support, students considered support for the Republic of Niger in Africa.
- On the southern edge of the Sahara Desert in west Africa, the Republic of Niger is one of the world's poorest countries due to repeated military coups d'état and a harsh natural environment.
- Since it has the world's third-largest proven reserves of uranium, a key mining commodity, this country has deep trade ties with Japan.
- But these links have become tenuous with nuclear power plants in Japan suspending operations due to the explosion of the Number 2 Reactor at Fukushima in the Great East Japan Earthquake.

Social Studies Classroom Practice in Middle School(3)

- To start, the following five current international support projects were presented to students;
 - a. food donations
 - b. vaccinations against infectious diseases
 - c. provision of agricultural technology
 - d. construction of elementary schools
 - e. donation of solar lanterns



Social Studies Classroom Practice in Middle School(4)

- Students considered which projects to prioritize.
- Then, international support conditions and the Amartya Sen capability approach was explained to the class.
- And the students again considered which of the five projects should receive priority.
 - ***In the first round***, most students gave first priority to either food donations or vaccinations because they felt that human life was of the greatest importance.
 - ***In the second round***, the number of students assigning first priority to provision of agricultural technology or construction of elementary schools increased.
- This is a result of sustainability being added to human life as decision criteria for the students.

The role of Schools on Development of Global Citizenship

- In Japan, there is increasing consideration of developing global citizenship, and with the adoption of The 2030 Agenda for Sustainable Development at the 2015 UN Summit resulting in the SDGs becoming widely-known globally, there is increasing focus on such development.
- School-based education plays an important role in developing global citizenship, and such a foundation will serve these children when they become adults and leaders of society.

Conclusion

- Since Japan has a Course of Study as a National Curriculum, it is possible to efficiently develop global citizenship and promote Values Education.
- Also, schools in Japan are capable of developing their own curriculums based on the Course of Study through emphasis on the principles of curriculums open to society and curriculum management.
- It is also now known globally that individual teachers can enhance class lessons through repeated lesson study.
- School education in Japan has a great deal of potential.

Challenges

- The adverse effects of the teaching for exams that is common in east Asian nations and the reduction in opportunities for lesson study due to teachers being busy are obstacles to conducting Values Education classes.
- Also, the greatest issue is that the theory and methods for this type of education are under development.
- It is my hope that the three development principles covered here will contribute to such development.