

THE CULTURES OF TEACHING AND LEARNING IN JAPAN: Comparisons with the United States

Professor:

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Assistants:

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This Summer Institute will help participants study Japanese culture and society through a focus on teaching and learning in elementary schools, in families, and in formal educational institutions outside the school e.g. in schools for the traditional arts, for test preparation, and/or for community service. Through systematic study of educational purposes and practices in each of these settings, participants will explore how culture is reflected and transmitted in Japan.

A focus on cultures of teaching and learning in Japan will enable participants to acquire four important resources, indispensable to the preparation of leaders for Japan-related initiatives in elementary education. 1) intellectual, cultural, experiential, pedagogically useful, content-driven studies of Japanese educational forms as they reveal important features of Japanese culture and society; 2) opportunities to critique, develop, and evaluate instructional materials; 3) access to networks of culturally and educationally knowledgeable colleagues in the United States and Japan, including their Japanese partners via teleconference and E-mail exchanges; 4) opportunities to reflect on the preparation of high-quality instructional materials, professional presentations, modes of teaching and the identification of community resources related to Japan.

The Institute centers on a series of cultural themes which reveal Japanese cultural, social, and political habits, invite comparison with U.S. educational habits and practices, and form a basis for the critique of existing Japan-related instructional materials and practices. Each day combines academic, experiential, and reflective opportunities. In addition, participants will have opportunities to work with national leaders who have developed state-of-the-art instructional materials, evaluation and assessment tools, and who can assist participants to create a structure for the development, enactment, and assessment of Japan-related instruction in classrooms, community settings, and other professional venues. By the end of the Institute, participants will have developed a framework for continuing professional development and Japan-related educational outreach.

Required Readings:

The Cultures of Teaching and Learning in Japan. A Reader prepared especially for this Summer Institute with selected readings like the ones suggested in the Outline of Content below.

Barbara Finkelstein, Anne E. Imamura, and Joseph J. Tobin. *Transcending Stereotypes:*

Discovering Culture and Education in Japan. Yarmouth, ME: The Intercultural Press, 1989, 3d edition.

Thomas Rohlen and Gerald K. LeTendre, editors. *Teaching and learning in Japan*. New York: Cambridge University Press, 1996.

Gail R Benjamin, *Japanese Lessons: A year in a Japanese School through the eyes of an American Anthropologist*

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1997.*

Expectations:

Participants are expected to attend all classes, complete all assigned readings, and contribute freely and meaningfully in class discussions. The required readings provide a common core of content for all Institute participants. They also provide a focus of seminar-style discussion and analysis.

In accordance with participants' commitments to curriculum development and instructional change, and as practice for functioning within a group culture, each class member will be asked to join a study team, to take responsibility for specialized presentations, to conduct group critiques of instructional materials, and do at least one de-briefing of the daily activities of the seminar in ways that reveal the cultural content and/or re-occurring themes reflected in the course.

In addition to these common expectations, each participant and/or team will complete the following: a precis on an assigned book or article which will be discussed in class; the preparation of an annotated critical bibliography of high quality scholarly, print, audiovisual, and artifact-based instructional materials focusing on a topic of choice and useful for classroom teachers, media centers, and professional staff development settings; a group final examination on the last day of class; and submission of a lists of questions to guide your observations, interactions with Japanese colleagues, and preparations for continuing exchange and learning.

FOR GRADUATE CREDIT (Due July 14).

Students seeking graduate credit, will, in consultation with the instructor, complete a substantial individual study project that might involve: 1) the preparation of a comparative study of some feature of the education system in Japan and the US; or 2) the preparation of an outline and resources for an instructional unit that reveals important features of Japanese culture and includes multiple forms of resources for teachers as well as students; or, 3) the preparation an

essay that develops a reflective, data-rich, theoretically informed approach to transcultural teaching and learning in education policy and practice.

OUTLINE OF CONTENT

DISCOVERING CULTURE IN EDUCATION: RE-OCCURRING THEMES:

- Cultural Theme 1: Cultural Myths and the Dilemmas of Border-Crossing**
- Cultural Theme 2: Authority and Hierarchy**
- Cultural Theme 3: Inside and Outside**
- Cultural Theme 4: Conflict and Cooperation**
- Cultural Theme 5: Attachment and Loyalty**
- Cultural Theme 6: Public and Private**
- Cultural Theme 7: Form and Function**
- Cultural Theme 8: Evaluating Instructional Materials**

Wednesday, June 21 **Cultural Myths and the Dilemmas of Border Crossing**

- 1:00-2:15 Double Introductions
- 2:25-3:30 Discovering Culture, Cultural Myths, and the Dilemmas of Border Crossing , A Lecture and Collective Conversation, Barbara Finkelstein
- 3:35- 4:00 Border Crossings in Social Settings: Eating as an Expression of Culture
- 5:00-8:00 Eating In Harmony by Eating Together, Japanese style: Dinner at the Japan Inn

Common Readings:

Scholarly work:

Transcending Stereotypes, Part 1, Japanese Culture by Joseph Tobin

Finkelstein, Barbara. "Beyond Stereotypes, Can We Learn to remake Cultural Myths?" *MARJIS Update* (Mid-Atlantic Region Japan-in-the-Schools Program at the University of Maryland), 4 (Fall/Winter 1989): 1, 4-5.

Instructional Materials and Lesson Plans

XXXXXXXXXXCuisine, Geography, etc.

June 22: **Education and Nation-Building in Japan**

- 9:30-10:00 De-Briefing: "Themes from Yesterday," Cathy Higbee and Lary MacDonald, Scheduling the Future of De-briefings
- 10:00-11:45 *The Pacific Century* : History through the Lens of the film, A Viewing and Discussion with Miranda Schreuers, Government and Politics
- 11:45-1:00 *Lunch together, Fusion Style*
- 1:00-2:00 Nation Building and Education Policy in Historical Perspective, Views from Japan, Scholarly and Visual , A Talk and Collective Conversation., Barbara Finkelstein
Time Lines

Hidenori Fujita, ""Education Policy Dilemmas as Historic Constructions," in *Transcending Stereotypes*, pp. 147-162.

Choose one of the following sets:

- 1) SATO, Manabu, "The Dilemma in managing to Teach and Learn: A Historical View of Classroom Life in Japan
Mark Linnicome, XXXXXXXXXX
- 2) ASO, Makoto and AMANO, Ikuo, *Education and Japan's Modernization:*
Tokyo: XXXXXXXXX
Klaus Luhmer, "Moral Education in Japan," *Journal of Moral Education*
(October 1990, 19,3): 172-182.

2:10-3:30 **History and Geography through the Filter of Instructional Materials**
Common Reading:

Chapter 5: " " in *Discovering Culture in Education:*

Choose One of the Following Sets for Group Evaluations in Class

- 1)SPICE: "Early Interactions, in *U.S.-Japan Relations: The view from both sides of the Pacific, part 1.*

Anneneberg Foundation and the Corporation for Public Television: *The Pacific Century, A Teachers Guide.* prepared by Mid-Atlantic Region Japan-in-the Schools Program, MARJiS, University of Maryland at College Park.

- 2) Lynn Parisi, "*Education and National Identity*," from Meiji Japan:The Dynamics of National Change, A Humanities Approach to Japanese History, part 2: pp. 103- 111.

Asia Society, *Tune in Japan: Approaching Culture through Television.* Part 3, "Stability and Change."

ASSIGNMENT: BASED ON THE READINGS, PLEASE PREPARE TIME LINES

June 23: **Dilemmas of Border Crossing : Cross-Pacific, Virtual and Televisual Greetings:
21st Century Modes**

1:00-1:30 “Themes from Yesterday” De-Briefing: participants TBA

1:30-3:00 “*Educating Hearts and Minds,*” Socialization through Classroom Practices in Japan, Lecture and Discussion with Catherine Lewis

3:15-4:30 **Forming Groups in Japanese Education: Cooperative Learning as a Window on Culture: What can we Learn by Observation?**

Readings

Tobin , Wu and Davidson in TS XXXXXXXXXXXX

Ineko Tsuchida and Catherine C. Lewis, Responsibility and Learning: Some preliminary hypotheses about Japanese Elementary School Classrooms," in *Teaching and Learning in Japan*, pp. 157-189.

Ryoko Tsuneyonshi, "Small Groups in Japanese Elementary School Classrooms: Comparisons with the United States." *Comparative Education* 30: 113-127.

Joseph J. Tobin, David Y.H. Wu, and Dana H. Davidson. “Forming Groups.” In *Transcending Stereotypes*, 109-118.

Nancy E. Sato and Milbrey W. McLaughlin, “Context Matters: Teaching in Japan and the United States.” *Phi Delta Kappan* (January 1992: 359-366.

Gail Benjamin, "Why Study Japanese Education," Chapter 2 in *Japanese Lessons*XXXXXXXX

4:30-6:30 **Introducing Ourselves Across Borders: Learning to Transcend Stereotypes: Cooperative Preparations for Teleconferencing**

Readings:

Introductions to Part 3 and 4 in *Transcending Stereotypes*

Shin-Yang Lee, Theresa Graham, and Harold W. Stevenson, " Teachers and Teaching: Elementary Schools in Japan and the United States," in *Teaching and Learning in Japan*, pp. 157-189.

8:00-10:00: Pacific Border Crossings:

June 24: **Becoming Leaders: Pathways to Information via the virtual and material worlds of electronics, cyberspace, museums, professional societies, and local and regional agencies and friendship organizations.**

1:00 **Sharing the Best of What We Know and Do:**

Willamarie Moore: Border Crossing via Instructional Materials, a 21st Century example

JUNE 25: No Class

June 26: Education Purposes and the Organization of Values in Japanese Education

9:30-10:00 De-Briefing: "Themes from Yesterday,"

10:00-11:00 **Education Purposes and Concepts of Order and Achievement in Japan and the U.S.**

Readings

Choose 3 of the Following:

Nancy Sato and Milbrey McClaughlin, "Context Matters: Teaching in Japan and the United States. *Phi Delta Kappan*, III, 5, (January 1992): 359-366.

Susan Holloway, "Concepts of Ability and Effort in Japan and the United States," and ERIC Document and Reproduction Service, March 1987: 24 pps.

Bruce Fuller, S. Holloway, Hiroshi Azuma, et. al.

Catherine Lewis and Ineko Tsuschida: "The Three C's," *Educational Leadership*, (March 1998):

"Contrasting Achievement Rules: Socialization of Japanese Children at Home and in School." *Research in the Sociology of Education and Socialization*. 6 (1986): 165-201.

11:10- 12:00 **On the Importance of Form, Imitation, and Shared Hardship as Ways of Learning and Teaching**

Choose 2 of the Following:

Readings:

G. Victor, Sogen Hori, "Teaching and Learning in the Rinzaï Zen Monestary," in *Teaching and Learning in Japan*, pp. 20-50.

Thomas Rohlen, "Building Character", in *Teaching and Learning in Japan*, pp. 50-75.

John Singleton, "The Sprit of Gambaru," in *Transcending Stereotypes*, pp. 29-119-26.

Nobuo Shimahara, "Examination Rituals and Group Life," in *Transcending Stereotypes*, pp. 126-137.

June 27: The Formation of Social Habits in Japanese Homes and Elementary Schools: Daily Rituals as Windows on Culture

9:30-10:00 De-Briefing: "Themes from Yesterday,"

10:00-12:00 **Professional Culture and the Role of Educators**

Readings:

Choose one of the following sets:

1) Administrative Culture and Administrative Roles

Glenn W. McGee, "A Case Study of School Principals in the United States and Japan: Metaphors of Fire and Water." A paper prepared for the American Education Research Association Annual Meeting, March 1997.

Sakai and Shimahara, *Learning to Teach in Two cultures: Japan and the United States* (New York and London: Garland Publishing, Inc., 1995): Chapter 5: How Japanese Teachers Learn to Teach," 123-160; and, Chapter 8: "Learning to Teach in the United States and Japan: Contrasts and Conclusions," 213-238.

Teacher Culture and Teacher roles

Choose Two from the Following:

Catherine Lewis and Ineko Tsuchida, "A Lesson is like a Swiftly Flowing River,"XXXXXXXX

Gerald K. LeTendre: "Shido: The Concept of Guidance," in *Teaching and Learning in Japan*, pp. 275-294.

Nancy Sato, "Honoring the Individual," in *Teaching and Learning in Japan*, pp. 155-153.

James W. Stigler and Harold W. Stevenson, "How Asian Teachers Polish Each lesson to Perfection," *American Educator* (Spring 1991): 12-20, 43.

1:00-3:00 **"Mutual Support? : Home and School in Japan**

Readings:

Anne Allison, "Producing Mothers," in *Re-Imaging Japanese women*, Chapter, 6

Gail Benjamin, "Enlisting Mothers Efforts," in *Japanese Lessons*, Chapter 9: 190-200.

Catherine C. Lewis "Nursery Schools: The Transition from Home to School" in *Transcending Stereotypes*, 81-95.

Families as Educational Institutions in Japan

Merry I. White, "Family building as a National Mission in Japan," in

Gail Benjamin, "A Working Vacation and Special Events, " in *Japanese Lessons*, pp. 87-115.

June 28: Approaches to Conflict and Difference

9:30-10:00 De-Briefing: "Themes from Yesterday"

10:00-12:00 **Intergroup Tensions: Insiders and Outsiders: Defining and Educating Strangers.**

Readings:

Barbara Finkelstein. "Educating Strangers: A Comparison of Cultural Education Practices for Immigrant Children in Japan and the United States." In *Patterns of Socialization*, edited by Yasumasa Tomoda and Yasumasa Hirasawa. Osaka: Asano Printing Inc. for the University of Osaka, 1997.

Roger Goodman. *Japan's International Youth: The Emergence of a new Class of Schoolchildren*. Oxford: Clarendon Press, 1990.

Barbara Finkelstein and Nancy Traubitz, "Seeing through Words: Autobiography and Autobiographical Fiction as Vehicles for Cultural Understanding, in *Hidden Messages*. "

12:00-1:00 Lunch

1:00-3:00 Intergroup Tensions in Japanese Schools: Unruly Children, Bullying, Becoming Invisible

Common Reading:

Transcending Stereotypes, Part V: Intergroup Tensions in Japanese School and Society

June 29: Discovering Culture Through Language and Visual Arts

9:30-9:50 De-Briefing: “Themes from Yesterday,”

9:50-10:00 Radiotaiso

10:00-11:00 Seeing Culture through Language

Common Readings:

SPICE, *Symbolism and Japanese Culture*, excerpts

Corinne Mantle-Bromley, Seeing through Language, Preparing second or foreign language learners to explore culture in *Hidden Messages*, chapter 4. .

11:00-12:30 Japanese Ways of Story Telling, Kamishibai and Anime

Folk Tales through Paper Theater: The Traditions of Kamishibai, Lary MacDonald
Group 1

Contemporary Moral Lessons in Japanese Cartoons, The Case of Chibi Mariko

Group 2:

12:30-1:30 Lunch

1:30-3:30 Seeing Culture through Images and Objects

Group 1: The World of Japanese Prints and Printmakers , Sandy Kita, Professor, Art History, UMCP

Group 2: The World of Japanese Elementary Schools, Tracy C. Mahoney, MARJiS Advisor

Common Readings:

Gary DeCoker, “Seven Characteristics of a Traditional Japanese Approach to Learning,” in *Learning in Likely Places: Varieties of Apprenticeship in Japan*, John Singleton, Editor (Cambridge: Cambridge University Press, 1998).

The Art Institute of Chicago: *The Japanese kimono*. (Chicago: The Art Institute, 1994.

Elizabeth K. Eder. “Seeing the Invisible: Exploring Culture through Objects.” in *Hidden Messages*, 1-38.

Wood Block Print Scholarly Reading
Wood Block Print Instructional Material

June 30: Performing Arts and Reflections on our Own Performances

AM: Performing Arts in Japan, Then and Now, the Traditional and the Contemporary
Japanese Hand Games

1:00-1:45 What Can We Learn from Japanese Education? A Discussion:

Readings:

Harold Stevenson and James W. Stigler, "The Learning Gap: Why Our Schools are Failing and What we can Learn from Japanese and Chinese Education," (New York: Simon and Schuter, 1992).

Gerald LeTendre, "The Problem of Japan: Qualitative Studies and International Educational Comparisons," *Educational Researcher*, 28, 2: XXXXX, (March, 1999): 38-45:

2:00-3:30: Reflections on Our Own Performances: Have We Transcended Stereotypes/

Content and Handout Materials: NOT IN READER

- June 21: Cultural Myths and the Dilemmas of Border Crossing
- June 22 Education an Nation Building in Japan
Time Lines from across the curriculum
- June 23: Dilemmas of Border Crossing and Understanding Education in Foreign Places
Instructional Guidance Cartoon:
Introducing Ourselves Across Borders
- June 24 Becoming Leaders : Pathways to Information
Guide to Resource, Local, National, International Resources
Guides to the Web
- June 26 Education Purposes and the Organization of Values in Japanese Education
Order and Achievement in Japan and the U.S.
- On the importance of Form, imitation and shared hardship as ways of learning and teaching.
- June 27 The Formation of Social habits in Japanese Homes and Elementary Schools: Daily Rituals as Windows on Culture
- Professional Culture and the Roles of Educators in Japan
Mutual Support? Home and School in Japan
- Families as Educational Institutions in Japan
- June 28 Approaches to Conflict and Difference
Intergroup tensions: Insiders and Outsiders: Defining and Educating Strangers
Doubles?
- Pre-School in Three Cultures: Joseph J. Tobin, David Y.H. Wu, and Dana H. Davidson. *Preschool in Three Cultures*. New Haven: Yale University Press, 1989.
Excerpts from the film.
- School Life in Japan*, Shinjuku Orientation Manual for Foreign Children
Regulations Governing the Course of Study in Japan, Monbusho
- Bullying
Disorder: Tanaka Video

June 29 Discovering Culture through Language

P.M. Discovery Box: Artifacts. TCM

Report Cards, provided by Barbara Finkelstein and partner schools in
Japan

Newsletters from Home to School, provided by Barbara Finkelstein and
partner schools in Japan

June 30 Performing Arts and Reflections on Our Own Performance.

SUPPLEMENTARY MATERIALS

Day One: Cultural Myths and the Dilemmas of Border Crossing

Scholarly Perspectives

Instructional Materials

Video, Audio, and Electronic

Community Resources

Day Two: Education and Nation-Building in Japan: History and Geography

Scholarly Perspectives

Instructional Materials

Video, Audio, and Electronic

Day Three: Dilemmas of Border Crossing: Cross Pacific, Virtual, and Television Communication

Scholarly Perspectives

Instructional Materials

Video, Audio, and Electronic

Day Four: Transcending Stereotypes and Sharing the Best of What We Know

Scholarly Perspectives

Instructional Materials

Video, Audio, and Electronic

Day 5: Education Purposes and the Organization of Values in Japanese Educations

Scholarly Perspectives

Instructional Materials

Video, Audio, and Electronic

Day Six: The Formation of Social Habits in Japanese Homes and Elementary Schools

The Family and the School

Scholarly Perspectives

Instructional Materials

Video, Audio, and Electronic

Contrasting Achievement Rules

Scholarly Perspectives

Instructional Materials

Video, Audio, and Electronic

Day Seven: Approaches to Conflict and Difference

Scholarly Perspectives

Instructional Materials

Alan Chalk. *Farewell to Childhood: A Teaching Unit on the Japanese Novel and Film, "Twenty-four Eyes."* College Park: International Center for the Study of Education Policy and Human Values, 1995. Authority

Alan Chalk. "Seeing Through Images: Cultural Learning through Film - Introduction: Using International Films to Teach about Culture." In *Hidden Messages: Instructional Materials for Teaching and Learning about Culture*, edited by B. Finkelstein and E. Eder, 105-107. Yarmouth,

ME,: Intercultural Press 1999.

Video, Audio, and Electronic

Day Eight: Seeing Culture through Language and the Visual Arts

Language

Scholarly Perspectives

Instructional Materials

Video, Audio, and Electronic

Visual Arts

Scholarly Perspectives

Instructional Materials

“Minwa: Japanese Folk Tales.” *Japanese Education Old and New*. MARJiS, Sogovision, ANA, and NHK Enterprises, 1990.

Video, Audio, and Electronic

Day 9: Seeing Culture through Images and Objects

Scholarly Perspectives

Instructional Materials

Video, Audio, and Electronic

Day 10: Performing Arts and Reflections on our Own Performance

Performing Arts

Scholarly Perspectives

Instructional Materials

Video, Audio, and Electronic

Approaches to Evaluation

Scholarly Perspectives

Instructional Materials

**Video, Audio, and Electronic
Instructional Materials**