

Surveys and Studies for the Initiatives on Education Improvement in Teacher Training Education (Outline)

1. Purpose and Overview of the Research

(1) Purpose of the Research

To train teachers who can continue to learn for the entire life, which is a political issue of teacher training, it is questioned how university teachers who assume teacher training process should act, and required abilities for university teachers who is in charge of teachers training and the component of training framework are important. Our team conducted a research study on the improvement of lessons and teaching skills of university teachers in charge of teacher training, focusing on the fact of Faculty Development (FD) and performance development during teacher training stages, especially the actual introduction status of active learning, a learning method promoting students' proactive learning, which has been introduced and will be more relied on as a way to create lesson improvement.

(2) Overview of the Research

We conducted interviews based on the fact and issues of lesson improvement in teacher training education derived from FD research at teacher education faculties of national universities, focused on active learning which is mainly comparatively structured and summarized its overview, competency, learning process, evaluation and learning outcome, etc. into a summary table. We have presented cases providing ideas from perspectives both of the possibility of executing and organizationally introducing it in future teacher training education, and how lessons which university teachers conduct should look for students to acquire subjective and active learning.

[Research Period: FY 2014-2015, Project Leader: KAWASHIMA Keiji, Teacher Training FD group leader, Department for Higher Education Research]

2. Overview of the Research Result

(1) Teacher-training FD and Active Learning

Promotion of Faculty Development (FD) which is an organizational effort for education improvement, is one of the issues in teacher training education. According to the "FD map" developed by the National Institute for Educational Policy Research in 2009, FD program is categorized into three types depending on the execution target: Micro level (development of class and teaching methods), Middle level (development of curriculum and programs) and Macro level (development of education environments and

systems in organizations), with our team focusing on the fact of proactive learning method called active learning at the Micro level (development of class and teaching methods). In “For University Education Quality Changes to Build a New Future—Universities that Foster Lifelong Learning and Subjective Thinking (report)” published in 2012, an operational definition of “active learning” was followed as “a general term describing teaching/learning methods involving proactive learning of students, different from one-way lectures by teachers,” and it is expected that several methods of active learning with different backgrounds and features will be attempted as available options of educational methods in order to foster school teachers who can continue lifelong learning through teacher training education and deploy school education that can raise children surviving in unforeseeable future. We have collected and summarized practical cases of active learning, as ones of FD in Micro levels for the said objective, focusing on how they are and can be effectively used.

(2) Active learning cases being executed in university education for teacher training

This report focuses on introducing cases tackled at Education Departments for teacher training. Active learning cases we examined are as follows.

AL Method	University	Title
PBL (Problem/Project-Based Learning)	Mie University	“ PBL Deployment in Teacher Training Courses” “ PBL (Problem-based Learning)”
TBL (Team-based Learning)	Kochi University	Acquiring knowledge through team learning (Team-based Learning: TBL)
Case Method	Chiba University	“ Case Method Education which Improves Decision-making Power with a Sense of Ownership”
Debate	University of the Sacred Heart Rikkyo University	“ Debate -based Learning that Brings Well-grounded Argument Power and Multilateral Views”
LTD (Learning Through Discussion)	Kurume University	“ LTD (Learning Through Discussion): An Ideal way of Learning and Interactive Method”
Experience-oriented Programs	Shimane University Ehime University Joetsu University of Education University of Fukui	” Experience-oriented Programs Focusing on Regional Activities and Self-contemplation”
Education Internships	Tamagawa University	“ Internships <i>immersed in schools</i> ”
Service Learning *	Meiji Gakuin University	“Service Learning, Aiming for a Mutually-beneficial Relationship between Student Growth and a Regional Community”

* Not a case practiced in teacher training courses

We have introduced interviews by members outside NIER and cases from within their own class, and systematically summarized them highlighting recently introduced active learning method. Adding columns

about the researched active learning at the end of each section, we have stated answers for possible questions, effective ways of use and issues and significance, for university teachers who may be interested in and are trying deploying them.

(3) Future Teacher Training Education, AL Outlook and Hint

As new teacher training education needs to be prepared for the age of uncertainty, there is no question that a new type of class where students learn more subjectively and independently should be implemented, and we need to consider adjustments with existing traditional efforts (teaching practice, virtual classes) and issues in curriculum structure and course accreditation, so that active learning is going to be deployed organizationally. Furthermore, there still exists deep-rooted opinions in the world of teacher training that on-site real practice may be more effective than virtual experience in university classes with a foreign name “active learning,” to build up competency as teachers who can hit the ground running. A key to success is how flexibly we can reform organizations while considering and fairly comparing both opinions, and how effectively we can incorporate them into the curriculum. For that purpose, it is expected that the *features of method* of active learning will be widely recognized by university teachers, and we hope this report will be made use of as an option to consider teacher training education more suitable for a new era.