

Research Report on University Teachers Demonstrating Excellence in Education Faculty of National Universities for Teacher Training (Outline)

1. Purpose and Overview of the Research

(1) Purpose of the Research

In order to foster school teachers who are able to continue lifelong learning, it has been questioned how university teachers in charge of teacher training should perform their duties, and it has been realized that we now have an increasing need to consider expertise required for them and a training framework. This study aims to obtain knowledge to consider a training framework for university teachers in charge of teacher training, by conducting surveys on university teachers who demonstrate excellent initiatives in education faculties for teacher training of national universities or in national universities of education for teacher training, and by clarifying quality and competency needed for university teachers in charge of teacher training together with their growing process.

(2) Overview of the Research

We asked principals of 44 education departments for teacher training of national universities and universities of education for teacher training in Japan, between September and November 2012, to recommend three persons who “demonstrate excellence in teacher training in education departments for teacher training of national universities or in universities of education for teacher training.” We sent requests and survey sheets both via mail and e-mail to 81 persons recommended by 27 universities/departments, and collected answers by email. Sixty-five valid answers were collected and the valid collection rate is 80.2 percent.

[Research Period: FY 2013-2014, Surveys and studies on the improvement of school teacher and administrator training. Project Leader: OSUGI Akihide, Director, Department for Elementary and Secondary Education Research]

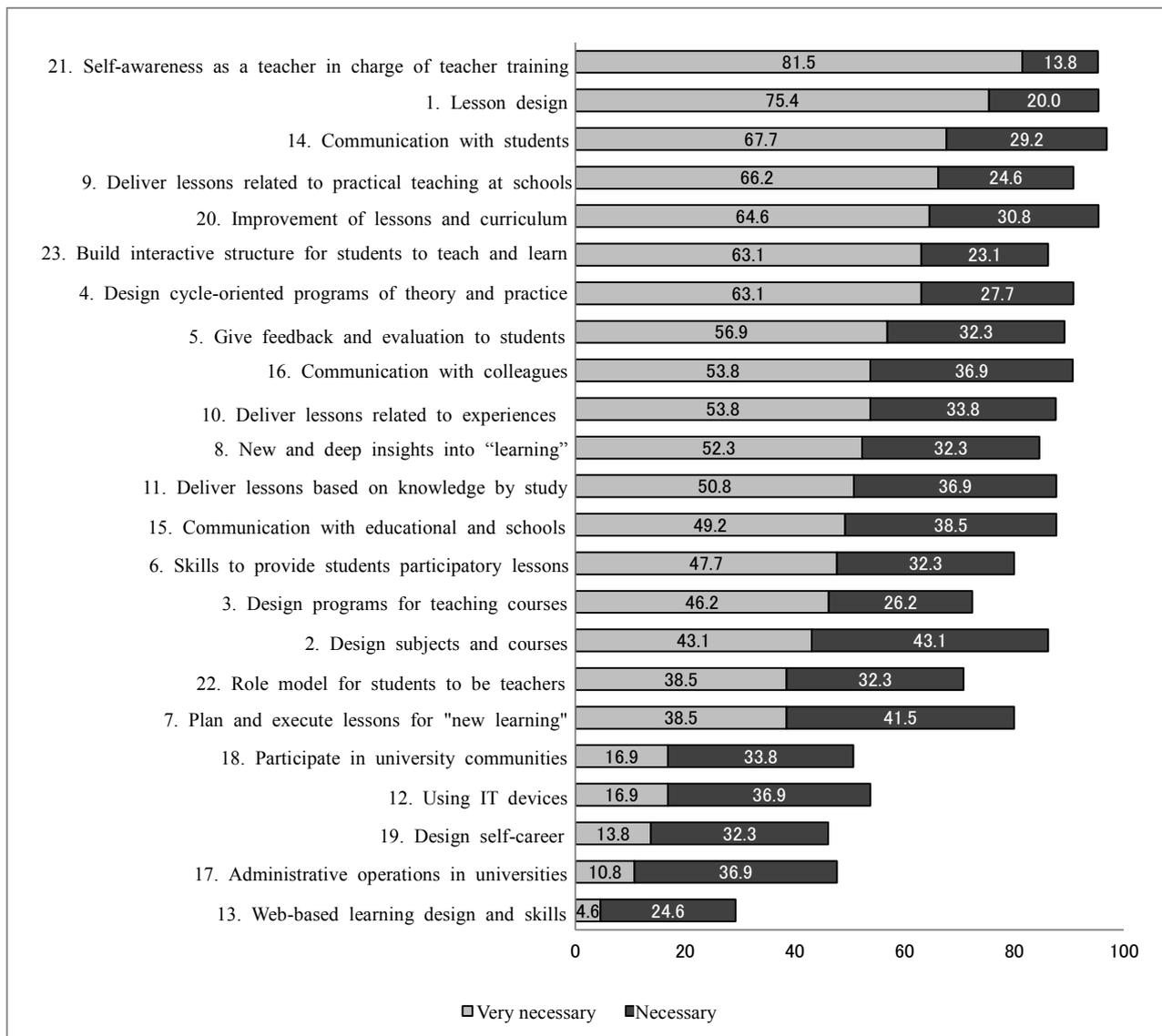
2. Overview of the Research Results

(1) Quality and competency needed for “university teachers in charge of teacher training”

We have defined 23 “quality and competency” which are considered to be required for “a university teacher in charge of teacher training,” and asked the necessities for each, providing the following five options to choose from: 1: Not necessary at all, 2: Not necessary, 3: Neither, 4: A little necessary and 5: Very necessary. The top item they marked as *Very necessary* was self-awareness as a teacher in charge of teacher training, followed by in order: lesson design, communication with students, deliver lessons related to practical teaching at schools, improvement of lessons and curriculum, build interactive structures for students to teach and learn, design cycle-oriented programs of theory and practice, give feedback and evaluation to students,

communication with colleagues, deliver lessons related to experiences like teaching practice, new and deep insights into “learning,” and deliver lessons based on knowledge by study. We found that they consider “self-awareness as a teacher in charge of teacher training” as the most important.

[Quality and competency needed for “university teachers in charge of teacher training”]



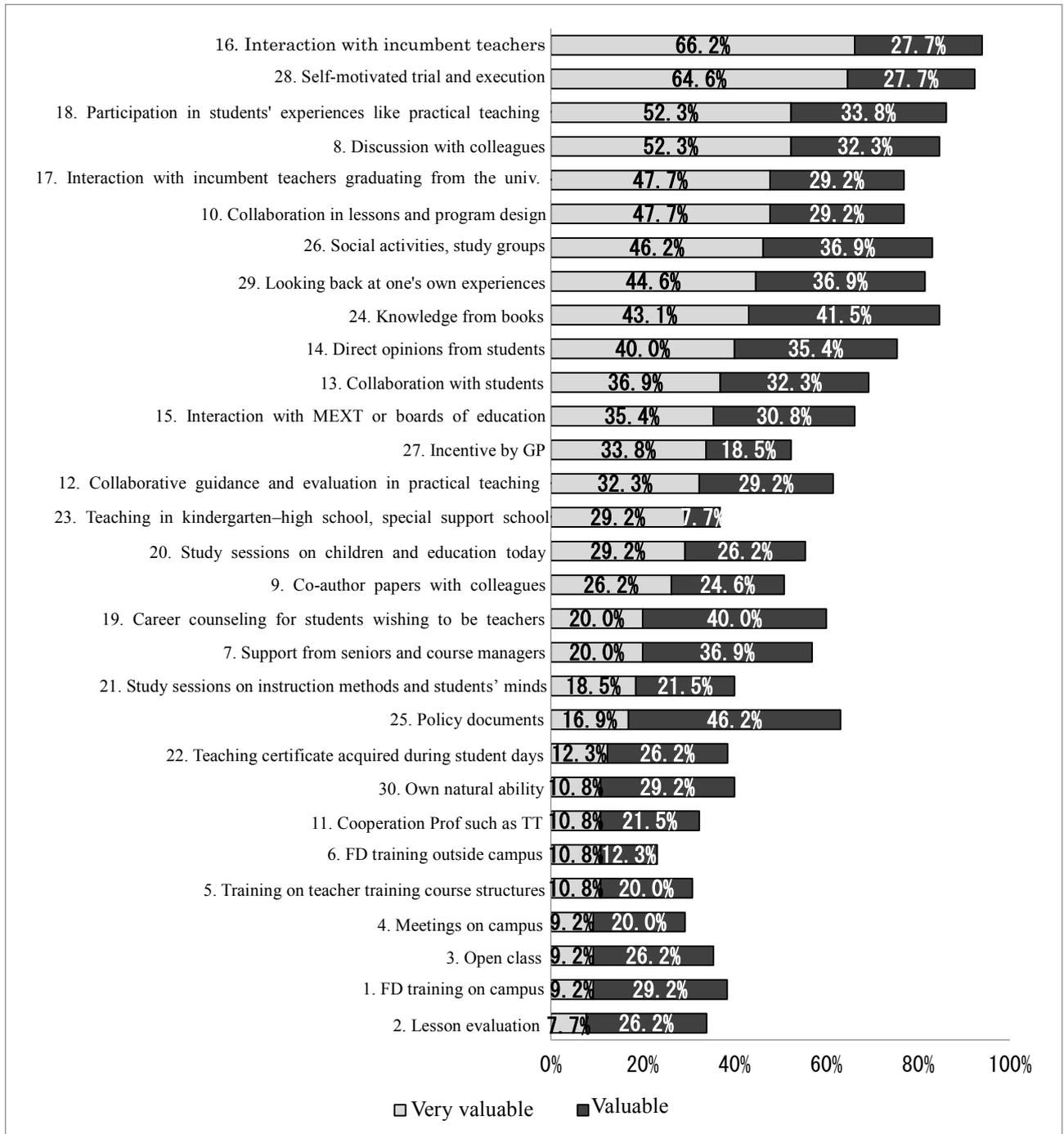
(Respondents = 65, Single Answer)

(2) Perception of value in opportunities to grow by “teachers demonstrating excellence in teacher training”

We have defined 30 “opportunities” which are considered to be valuable in order to be “a teacher demonstrating excellence in teacher training,” providing following five options to choose from: 1: Not valuable at all, 2: Not so valuable, 3: Neither, 4: A little valuable and 5: Very valuable. The result shows that they put more value on small daily interactions than on formal growth opportunities. Daily interactions include: interaction with incumbent teachers, self-motivated trial and execution, participation in students’

experiences like practical teaching, discussions with colleagues, interaction with incumbent teachers graduating from the university, collaboration in lessons and program design. Formal growing opportunities include: Faculty Development training outside campus, training on teacher training course structures, meetings on campus, open classes, Faculty Development training in campus, and lesson evaluation.

[Perception of value in opportunities to grow by university teachers in charge of teacher training]

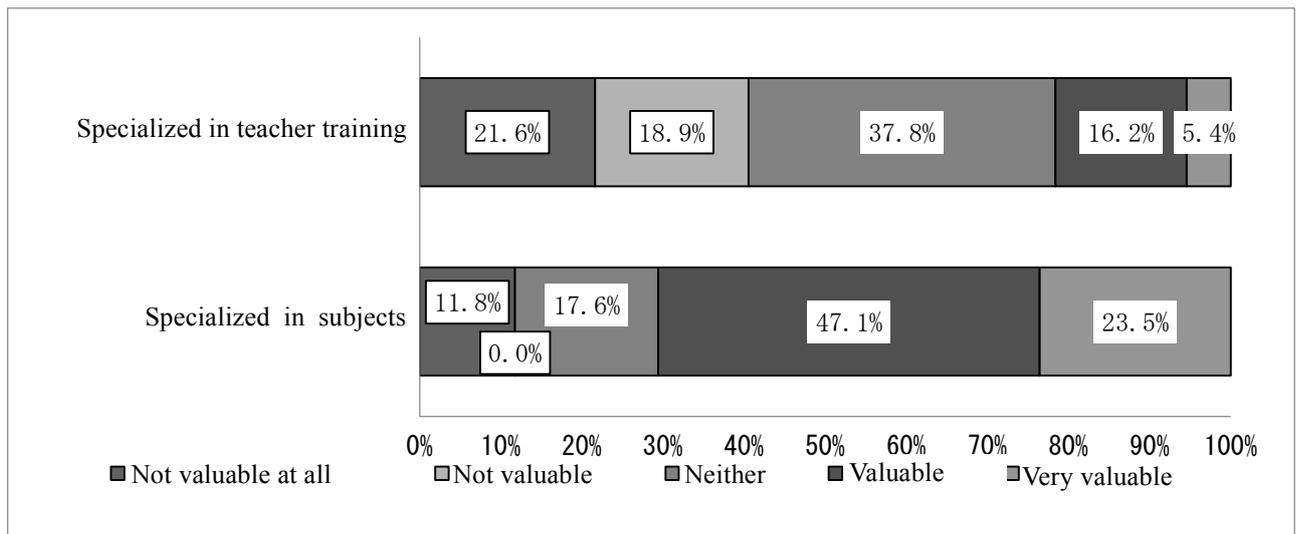


(Respondents = 65, Single Answer)

(3) Perception of value in Faculty Development activities by university teachers specialized in teacher training and in subjects

We have used cross tabulation to clarify differences between teachers specialized in teacher training and ones specialized in subjects regarding perception of value in Faculty Development activities at universities. The results show that teachers specialized in subjects perceive more value in Faculty Development activities than teachers specialized in teacher training.

[Perception of value in FD activities by university teachers specialized in teacher training and in subjects]

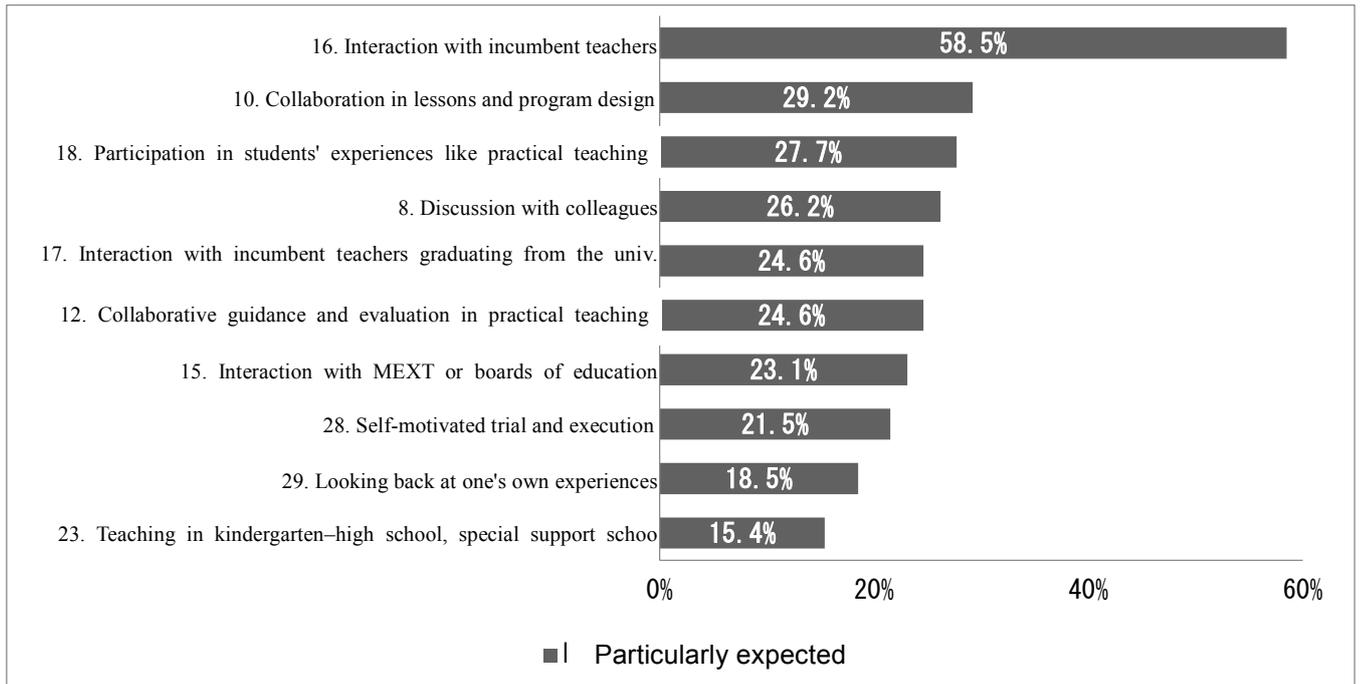


p-value=0.01 (specialized in teacher training=37 persons [one person didn't answer], specialized in subjects=17 persons)

(4) Opportunities especially expected of “teachers specialized in teacher training”

We asked which opportunities are particularly expected for “teachers specialized in teacher training” in a multiple-answer format, in order to provide reference information for considering a future training framework. The top item is interaction with incumbent teachers, followed by: collaboration in lessons and program design, participation in students’ experiences like practical teaching, discussion with colleagues, interaction with incumbent teachers graduating from the university, collaborative guidance and evaluation in practical teaching, and interaction with MEXT or boards of education.

[Opportunities especially expected for teachers specialized in teacher training]



(Respondents = 65, Multiple Answer)