

Aiming for Equitable “and” Quality Education

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Summary of my comment

- **Research finding from Japan, USA and the UK**
 - Poverty harms the facilitation of online learning.
- **How we use this finding?**
 - What can schools do?
 - Where can we find hope?
- **How can we get over this finding?**
 - Demonstration schools efforts
 - Visionary talks of future to come

Based on the latest research in Japan, USA, and the UK : focusing on economic conditions, standard academic skills, and ICT usage levels

- **What has become apparent, including responses to COVID-19 crisis**
 - 1. Online education is only effective if there is network access and ICT utilization literacy among teachers**
 - 2. Income inequality exists in network access, and COVID-19 also increases educational inequality**
 - 3. Municipalities and schools that do not have problems with basic academic skills and student guidance are more likely to adopt ICT**
- ➔ Where do we find hope (within the bounds of not relying on Socioeconomic Policies)?**

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 - 3. Municipalities and schools that do not have problems with basic academic skills and student guidance are more likely to adopt ICT**
 - 4. Disparities can be corrected if leaders do not focus too much on superficial equality and get started with what they can do**
 - 5. When leaders positively promote ICT adoption, and there are core personnel in the board of education for social implementation, they are more likely to adopt ICT**

Find hope from within

- **What has become apparent, including responses to COVID-19 crisis**
 1. **Online education is only effective if there is network access and ICT utilization literacy among teachers**
 2. **Income inequality exists in network access, and COVID-19 also increases educational inequality**
 3. **Municipalities and schools that do not have problems with basic academic skills and student guidance are more likely to adopt ICT**
 4. **Disparities can be corrected if leaders do not focus too much on superficial equality and get started with what they can do**
 5. **Leaders positively promote ICT adoption, and there are core personnel in the board of education for social implementation**
- ➔ **Is this accidental or intentional? Can we design this mechanism?**
- ➔ **Can we design causal model beyond correlation? What is the base?**

Find hope from within: if it can be intentionally designed ($\hat{=}$ if municipalities with difficult economic conditions can make a gradual transformation from there)

“Realization of equitable ‘and’ quality education through the help of ICT” brings hope by finding answers to such questions as:

- Can it be realized with an ICT-driven approach?**
- Is it necessary to build foundation (foundation for management personnel and classes) that enables adoption of ICT?**
- What does it mean by the realization of “equitable and quality education” anyway?**
- Is it important to see how each site is incorporating them in relation to the goals of the current Courses of Study?**

Find hope from outside by broadening the perspective

Q: What kind of times are we in now?

A: A transformation period from “apprenticeship era” and “public education system era” to “life-long learning era” in which children regain control of their own learning (Collins & Halverson, 2009/2018)

→ An era in which schools are no longer solely responsible but the whole society thinks about learning

	Apprenticeship era	Public education system era	Life-long learning era
Responsibility	Guardian	Government	Learners themselves (parents in case of minors)
Goal	Acquire the same skills as the guardians	Make everyone successful at equally high-level	Pursue one's interests and what is necessary for career advancement
Content	Knowledge required for work at a job	Any knowledge required for adults	How to determine learning goals: Learning how to learn, how to find useful resources, and more common skills
Method	Modeling, observation, coaching, practice, etc.	Organized educational method	Trending to leverage interaction: Online private tutor, web-based games, and inter-human interaction over network
Evaluation	Overall evaluation of skills acquired, and formative assessment of what to teach next	Standard examinations to determine whether learners acquired the skills and knowledge taught	Evaluation by observing each individual's growth process like the apprenticeship era: Easy to achieve in a computer-based learning environment
Location	Home, pasture, farm or adjacent shop, etc.	School	Online learning environment and community, and other diversified means
Culture	Culture of adults working around you	Youth peer culture	New learning culture built by a community of people of different ages
Relationship	Personal bonding	Receive tuition from an authority	Various interactions via computers

Find hope from outside by broadening the perspective

- However, even today, there is a gap between those who get the benefit of online learning environment extended from the classroom and those who do not
- No transformation in this status: The Real Challenge posed by COVID-19 to produce a teaching and learning model that fills the gap

What is the model that fills the gap?

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Method	Modeling, observation		Trending to learning via inter-human interaction
Evaluation	Overall evaluation; formative assessment	Determine whether and knowledge taught	Evaluation by apprenticeship environment
Location	Home, pasture		Online learning
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How to combine the strength of learning in community or group with

the strength of learning independently?

How to go beyond the research findings of the status quo in Parts 2 & 3

- **How each BOE or school considers “equitable and quality” education?**
- **How to manage both learning and caring?**
- **How to combine learning cognitive skills and that of non-cognitive skills even from the lower grades?**
- **How to combine face-to-face and online learning, or collaborative learning and self-paced learning?**
- **What image of ICT use emerges when each BOE or school defines its own “equitable quality education”?**
- **What should teachers learn about ICT?**
- **How can we build and develop communities of learners on this theme itself?**