Results of Research on Integrated Course Trends
– A Comparison of Research Results from 1999 and 2007 –

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Abstract
This paper introduced a number of results from a 2007 survey on the situation regarding the implementation of integrated courses, which was conducted as one part of a research study into future approaches to upper secondary education, and a 1999 survey conducted by a panel of research study collaborators looking at future approaches to integrated courses. The paper analyzed trends in integrated courses and sorted through future issues. As a result, the following 10 issues were raised:

1. The characteristics of integrated courses are beginning to weaken as a result of the rapid rise in the number of integrated courses and the appearance of general-course, credit-system high schools.
2. The needs of pupils seeking detailed career guidance and enhanced guidance when selecting subjects are not being met.
3. Fields (courses) and subject numbers are being adjusted and the breadth of choices is contracting.
4. The situation in which facilities and equipment are unable to keep pace with students’ needs is becoming more serious.
5. The capacity to build cooperative structures within schools is being lost, and the degree of dependence being placed on home room teachers is increasing.
6. The number of teaching hours and the number of subjects taught by teachers is increasing.
7. The difficulty in administering grades and other data and the rigidity of organizing timetables is becoming more severe.
8. The difficulties caused by increasing the number of part-time teachers and securing part-time teachers are becoming more serious.
9. The increasing number of meetings held after school is reducing the time that can be spent building relationships with students.
10. The quality of classes is declining.

Going forward, there is a need for initiatives that overcome these issues and make integrated-course high schools into complete entities.