

Online International Student Conference

# Developing Collaborative Research in Education: From Global and Interdisciplinary Perspectives

**Dates:** March 17-18, 2022

**Venue:** Zoom conference

**Organizer:**

Degree Programs in Education  
Graduate School of Comprehensive Human Sciences,  
University of Tsukuba, Japan

# **Online International Student Conference “Developing Collaborative Research in Education: From Global and Interdisciplinary Perspectives”**

## Contents

- I. Foreword by prof. Yoshinori Shimizu (Leader of Degree Programs in Education, Graduate School of Comprehensive Human Sciences, University of Tsukuba)
- II. Programme of conference
- III. Abstracts and materials
  1. Khon Kaen University (Thailand)
  2. Korea National University of Education (South Korea)
  3. Northeast Normal University (China)
  4. University of Tsukuba (Japan)
  5. Abai Kazakh National Pedagogical University (Kazakhstan)
  6. Moscow City University (Russia)
  7. Pedagogical University of Krakow (Poland)
  8. Lecture by associate prof. Kotaro Komatsu (Degree Programs in Education, University of Tsukuba)
- IV. List of participants

## Foreword

Welcome to the Online International Students Conference 2022! It is our great pleasure to host this conference with graduate students in education from eight partner universities.

Due to the continuing uncertainties caused by the pandemic of Covid-19, cancellations continues in our annual programs for the international exchange of graduate students among partnership universities. With the great success of the first Online International Students Conference in March 2021, however, we are privileged to continue and extend the program in a challenging way.

Given the importance of conducting international collaborative research in education, graduate students need to develop global competencies and interdisciplinary perspectives. We invite groups of students to present their proposals for international collaborative research in which they would like to participate based on their research interests and educational situations in their countries. With sharing perspectives, ideas, and questions on each of the theme, the proposal becomes a “seed” that can eventually be a collaborative research project in the future.

As an educational researcher, I believe it is most important that we have mutual understanding with others by not just communicating with each other but expanding and deepening our communication and understanding among differences. In order to cut the chain of hatred and to stop wars, we should understand each other and accept differences. Peace might be arisen from such understanding and acceptance, I believe.

I sincerely hope that this online conference serves as a platform for further collaboration among participants and continuous development of the international exchange among universities beyond the borders of countries as well as an opportunity for our mutual understanding.



Professor Dr. Yoshinori SHIMIZU

Leader of Degree Programs in Education  
Graduate School of Comprehensive Human Sciences  
Faculty of Human Sciences  
University of Tsukuba

## Programme

In this globalized world, conducting international collaborative research has become critical. Graduate students are encouraged to dialogue with researchers across nations, nurture global competence, and develop research agendas from global and interdisciplinary perspectives. In this conference, we invite graduate students studying education in different universities to present proposals for international collaborative research in which they would like to participate based on their research interests and educational situations in their countries. We will share our thoughts, ideas, and questions on each of the themes in the hope of realizing collaborative research proposed by graduate students in the future. We hope this online student conference will become a platform for graduate students with diverse cultural, linguistic, and disciplinary backgrounds to discuss the possibilities and challenges of conducting international collaborative research in education.

- Dates: March 17<sup>th</sup> (Thursday) and 18<sup>th</sup> (Friday), 2022
- Time: 15:30-19:00 JST (15:30-19:00 in Cheongju, 14:30-18:00 in Changchun, 13:30-17:00 in Khon Kaen, 11:30-15:00 in Almaty, 09:30:00-13:00 in Moscow, 07:30-11:00 in Krakow, 19:30 – 23:00 in Christchurch)
- Venue: Zoom conference
- Organizer: The University of Tsukuba, Graduate School of Comprehensive Human Sciences, Degree Programs in Education
- Support: University of Tsukuba, Center for Research on International Cooperation in Educational Development (CRICED)
- Participating universities (tentative): University of Tsukuba (Japan), Korea National University of Education (South Korea), Northeast Normal University (China), Khon Kaen University (Thailand), Abai Kazakh National Pedagogical University (Kazakhstan), Moscow City University (Russia), Pedagogical University of Krakow (Poland), University of Canterbury (New Zealand)

Day1 March 17, 15:30-19:00 JST

### **Part I Presentations**

15:30 - 15:35 Opening greetings from UT

15:35 - 15:40 Explanation of conference schedule, presentation rules

15:40 - 18:00 Presentations by students

Presentation 10min (use of recorded PPT), Q&A 5min (online), 15min in total per one

presentation

1. 15:40 - 15:55 Khon Kaen University (Thailand)
2. 15:55 - 16:10 Korean National University of Education (South Korea)
3. 16:10 - 16:25 Northeast Normal University (China)
4. 16:25 - 16:40 University of Tsukuba (Japan)

Break time 16:40-16:55

5. 16:55 - 17:10 Abai Kazakh National Pedagogical University (Kazakhstan)
6. 17:10 - 17:25 Moscow City University (Russia)
7. 17:25 - 17:40 Pedagogical University of Krakow (Poland)

Break time 17:40 - 18:00

## **Part II Lecture and discussion**

18:00 - 18:30 Lecture by Prof. Kotaro Komatsu, Ph.D.

18:30 - 18:45 Q&A for lecturer

18:45 - 19:00 Concluding remarks by organizing side and explanation of schedule for next day.

Day 2 March 18, 15:30 – 19:00 JST (details will be decided later)

15:30 - 15:35 Greetings, Explanation of the works in sessions

## **Part I-1 15:35 - 17:05 Work in Break-out sessions**

Session 1: COVID-19 and educational inequality

Session 2: ICT and education

Session 3: Internationalization and education

Session 4: SDGs and education

16:20 (participants could move to different breakout sessions)

17:05 - 17:15 break time

**Part II General discussion in Major meeting room**

17:15 - 17:20 Sharing of discussion points from each session

17:20 - 17:30 Session 1, presentation + Q&A

17:30 - 17:40 Session 2, presentation + Q&A

17:40 - 17:50 Session 3, presentation + Q&A

17:50 - 18:00 Session 4, presentation + Q&A

18:00 - 18:30 Q&A, discussion, networking

(Through the Part II questions and comments will be accepted in chat)

18:30 - 18:50 Comments from faculty representatives of each university

18:50 - 19:00 Closing address from the organizing side

**Khon Kaen University**

## **Teaching and learning models and their implementation in Thailand during the Covid-19 pandemic**

**Thailand**

**Khon Kean University**

Presenters: Chompoo Lunsak, Phailath Sythong, Tanyapoom Hayongyoot, Piyaporn Reein

The aim of this paper is to present 1. Education situation in Thailand during Covid-19 pandemic 2. Examples of implementation Blended Learning Classroom in Thailand.

The covid-19 pandemic situation has affected the education system around the world. Educational institutions in Thailand cannot conduct on-site teaching and learning, so we have to adjust the teaching models. According to Measures to prevent and control the epidemic situation of COVID-19 of the Ministry of Education for educational institutions comprehensively assess the risk situation. Educational institutions can consider adjusting teaching and learning to a distance education system as appropriate. The Ministry of Education and related organizations have set a policy for teaching and learning under the COVID-19 situation through distance learning, online learning, and blended learning (Office of Education Council, 2021). Online teaching management relies on tool factors and readiness in many different fields. This can be a problem, obstacles, and limitations in the access to education of learners and problems with teaching efficiency that prevent teaching and learning to be truly successful. Office of the Basic Education Commission (2021) has established a model for teaching and learning during the beginning of the semester as a choice for students, parents, and teachers in 3 main forms as follows: normal teaching and learning management at school (ON-SITE), the problem is the school area is small and the number of teachers is insufficient when increasing the number of classrooms. In addition, there is distance learning management in various teaching models. ON-AIR, causing students to be undisciplined because there is no teacher to supervise their studies. ON-HAND, causing Students who are not supervised while studying to be unable to deliver textbooks, exercises, worksheets, and other learning materials to students at home. ONLINE & ON-DEMAND, when studying for a long time and full time causes equipment to be damaged.

However, distance learning implementations cannot choose one type but must use a blended learning approach. There is a live classroom combined with an on-demand classroom that self-study from teaching materials provided by teachers in various subjects (Ohara, 2020 cite in Inprasitha, 2021). Online learning focuses on student-centered learning. Therefore, teachers need to



change the role from lecturing the original content to preparing problem situations to create conditions for learners' self-learning. Blended Learning Classroom must consist of living and non-live; the conditions of learning and teaching are not online or on-site. The conditions depend on how the teaching and learning can be organized to allow teachers and students to interact with each other where students must explore and use their own experiences to solve problems. Then bring the idea to share to enable students to recognize and value their ideas and those of their peers (Inprasitha, 2021).

At present Institute for Research and Development in Teaching Professions for ASEAN (IRDTP), Center for Research in Mathematical Education (CRME) and Mathematics Education KKU has adopted the concept of Blended Learning Classroom proposed by Maitree Inprasitha (2021) which blended learning by problem situations. To professional development training teachers in project schools and students practicing professional experience. Lesson Study teams design blended learning plans and problem situations for students to learn and solve problems by themselves in an on-demand classroom, then discuss and share their ideas in the virtual live classroom. Blended Learning Classroom allows teachers and students to interact with each other in the classroom where all students participate and share their ideas for learning together. Students recognize and value their ideas and those of their peers.

The results show that the students have enough time to learn on their own and have opportunities to solve mathematics problems, and they can think about further ideas for the problem solution. Therefore, they have self-confidence to present and explain their ideas to their friends in the class and notice their presented ideas. When working together in the class, the students appreciate their friends' ideas and compare them to their own ideas. The students gradually become aware of their ideas by observing the ideas of their friends. Conducting the class in this way provides the students' opportunities to reflect on their learning, and makes them feel that the class is safe to express their own opinions. Moreover, the students can develop further ideas from the ideas of their friends. In the same way, teachers have enough time to study about the students' ideas before conducting teaching. The teacher then can arrange students' ideas appropriately which can help to connect students' diverse ideas logically. The teachers have enough time to prepare questions to encourage the students to conduct effective discussions in the class. In addition, teachers in network schools can learn together by participating in Blended learning. There are professors from different regions and different universities that can reflect on the lesson without having to travel to work together which can save their travel budget. And this will bring a variety of ideas that will benefit the participants greatly. Therefore, administrators have changed their mindset in

management; they are ready to learn with the teachers, take it as important to and support the work of teachers.

In addition, there are adjusting various activities in the current situation such as activities to develop mathematics learning in the form of Mathematics Festival organized by the Institute for Research and Development in Teaching Profession for ASEAN and Mathematics Education in cooperation with the Moscow Center for Continuous Mathematical Education to develop the skills and competencies needed for the future and develop Core Values for students teachers of mathematics. There are online activities, Math Quiz, a group activity of 7 sub-rooms with recreational activities in each sub-room, and lectures from professionals. The participants consisted of professors, undergraduate students, master's and doctoral degrees, and students.

## Reference

- Inprasitha. (2021). Blended Learning Classroom Model. Proceeding of the 36th Intensive Seminars. Symposium conducted at Center for Research in Mathematics Education, Khon Kaen University, Khon Kaen.
- \_\_\_\_\_. (2021, September). Blended Learning Classroom Model. Proceeding of the symposium of school administrators in school using innovative Lesson Study and Approach. Symposium conducted at Institute for Research and Development in Teaching Profession for ASEAN Khon Kaen University, Khon Kaen.
- Ministry of Education. (2022). Measures to prevent and control the epidemic of the Coronavirus Disease 2019 epidemic of the Ministry of Education (Additional No. 1). Retrieved from [https://moe360.blog/2022/01/03/3-1-2565/?fbclid=IwAR0iGzPJ1mQPIXp7ToHMmlWKR\\_aqWg\\_4uQjiGQesrI22FkrhfzlKgMfqH8](https://moe360.blog/2022/01/03/3-1-2565/?fbclid=IwAR0iGzPJ1mQPIXp7ToHMmlWKR_aqWg_4uQjiGQesrI22FkrhfzlKgMfqH8)
- Office of Education Council (2021). Educational Report: Learning management model for students' primary and secondary school affected by the COVID-19 pandemic. Retrieved from <http://www.onec.go.th/th.php/book/BookView/1834>
- Office of the Basic Education Commission (2021). Teaching and learning models during the Covid-19 pandemic. Retrieved from <https://www.obec.go.th/archives/483155>



## Developing Collaborative Research in Education: From Global and Interdisciplinary Perspective

Teaching and learning models and their implementation in  
Thailand during the Covid-19 pandemic

Thailand



**Chompoo Lunsak**

PCK,  
Lesson Study and  
Open Approach,  
Fraction

PCK,  
Lesson Study,  
Open Approach



**Phailath Sythong**

Symbolism,  
Lesson Study,  
Open Approach



**Tanyapoom Hayongyoot**



**Piyaporn Reein**

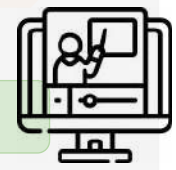
Integration,  
Lesson Study,  
Open Approach

Graduate student,  
Mathematics Education program  
Faculty of Education  
Khon Kaen University

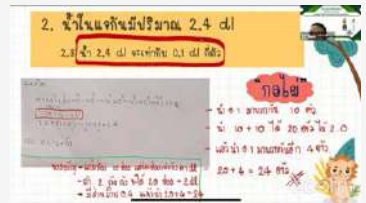
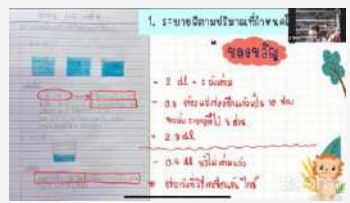


# Teaching and learning models and their implementation in Thailand during the Covid-19 pandemic

The aim of this paper



1. Education situation in Thailand during Covid-19 pandemic
2. Examples of implementation Blended Learning Classroom in Thailand.



## Education situation in Thailand during Covid-19 pandemic



Measures to prevent and control the epidemic situation of COVID-19 of the Ministry of Education



Have educational institutions comprehensively assess the risk situation of students or teachers who may be at risk of contracting the 2019 coronavirus during school openings if there are students or teachers who are at risk. Educational institutions can consider adjusting teaching and learning to a distance education system as appropriate.

Educational institutions assess school opening measures according to Thai stop COVID plus and strictly comply with the requirements of 6 main measures (DMHT-RC), 6 supplementary measures (SSET-CQ) and 7 strict measures for educational institutions.

Educational institutions implement measures according to the specified incident response plan. In the case of students, teachers or personnel in educational institutions have been infected with coronavirus 2019 or have tested positive for the virus

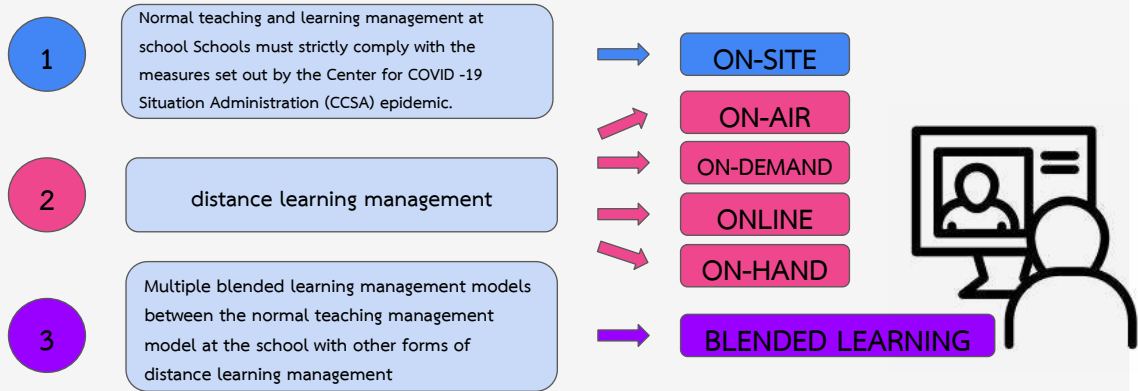


(Ministry of Education, 2022)

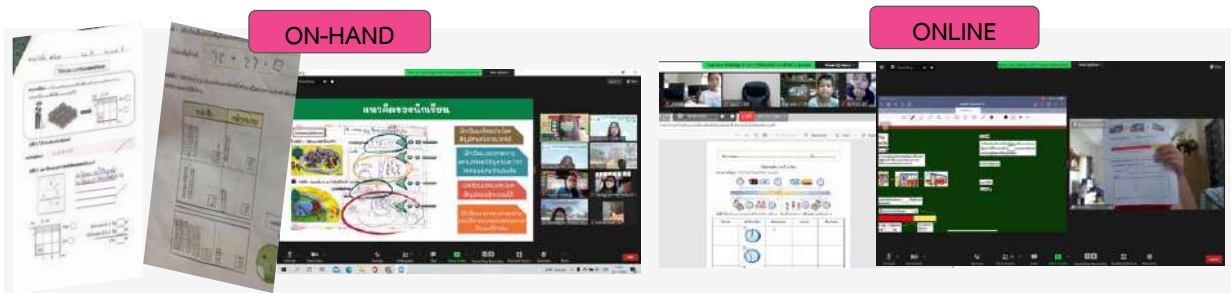
# Learning environment in Thailand



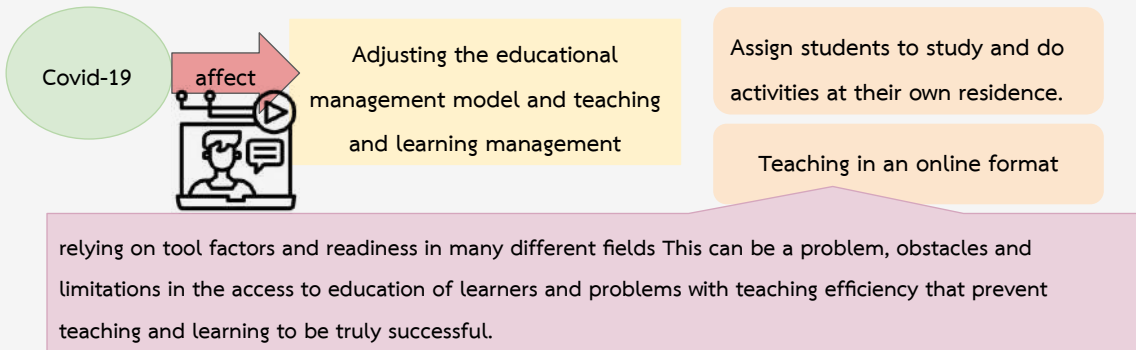
Office of the Basic Education Commission (2021) has established models for teaching and learning during the beginning of the semester as a choice for students, parents and teachers in 3 main forms as follows:



# Learning environment in Thailand



## Education situation in Thailand during Covid-19 pandemic

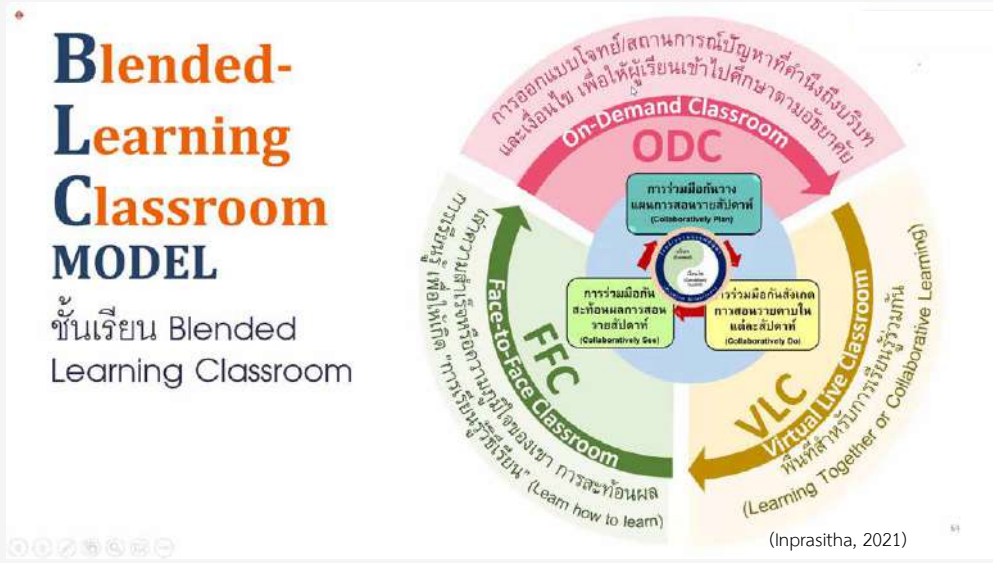


- Problems in technology, tools and teaching equipment that are not ready and effective enough
- problems in the learning environment not conducive to the learning of the students and the problem of inaccessibility to learning
- The problem of parents who have to bear more burden on both the cost of education and the burden of taking care of their children.
- The problem that teachers are not ready to prepare teaching and learning to change the new format.

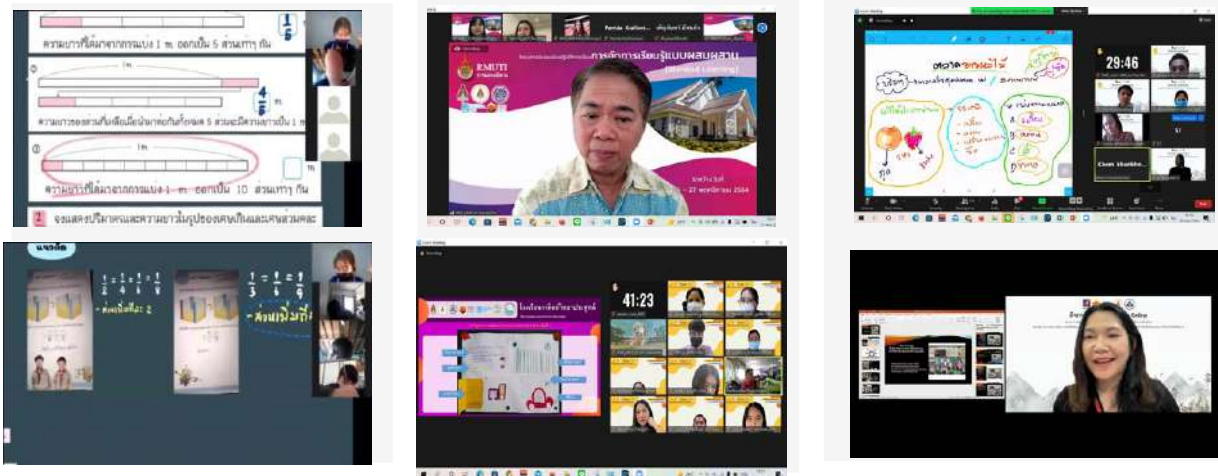


(Office of Education Council, 2021)

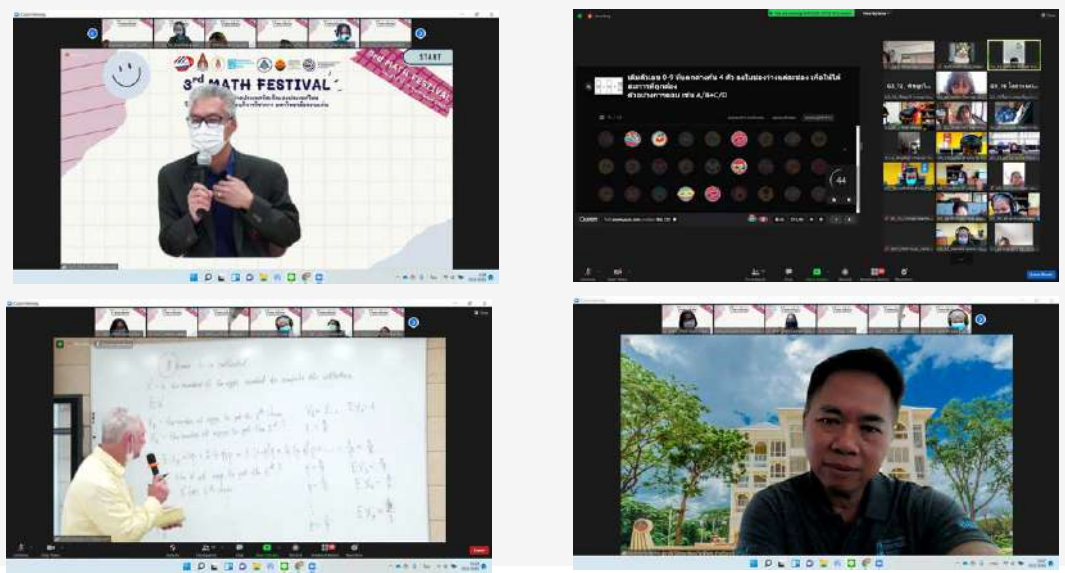
Teaching Model	Problems and hurdles	Solutions
<b>ON-SITE</b> 	The school area is small and the number of teachers is insufficient when increasing the number of classrooms. Students have not complied with the measures to prevent the spread of the epidemic.	Creating network partners and collaborating with relevant agencies such as district hospitals health workers in surveillance, prevention and control of the spread of disease
<b>ON-AIR</b> 	Students are undisciplined because there is no teacher to supervise their studies.	Teachers should prepare and assign tasks before class, such as worksheets, self-study methods. Including counseling after studying and assignments
<b>ON-HAND</b> 	Students who are not supervised while studying are unable to deliver textbooks, exercises, worksheets and other learning materials to students at home.	The class teacher will set up a Line or Facebook group to provide advice and guidance. In case students do not have communication tools, teachers will visit homework and give advice.
<b>ONLINE + ON-DEMAND</b> 	Not enough school supplies When studying for a long time and full time causes equipment to be damaged.	Make video clips of teaching to send to students in groups for students to learn on their own and ask questions in groups.



Implementation of the Blended Learning Classroom framework proposed by Inprasitha (2021) which blended learning by problem situations to professional development training teachers in project schools and students practicing professional experience



Implementation of the Blended Learning Classroom framework proposed by Inprasitha (2021) which blended learning by problem situations to professional development training teachers in project schools and students practicing professional experience (Mathematics Education, KKU)





**Korea National University of  
Education**

## Short biography 01

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**Name** : Ms. Hye sun Kim

**Affiliation**

- A second-year M.S Student in Educational Administration, Korean National University of Education (Cheongju-si, Chungcheongbuk-do, South Korea)
- Elementary school teacher, Songpa Elementary School (Songpa-gu, Seoul, South Korea)



**Research Interests**

- Teacher's Leadership
- Teacher Influencer
- Education Policy

**E-mail** : elise731@nate.com

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## Short biography 02

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**Name** : Ms. Hye Jin Park

**Affiliation**

- A second-year M.S Student in Educational Administration, Korean National University of Education (Cheongju-si, Chungcheongbuk-do, South Korea)



**Research Interests**

- The Evaluation of University Structural Reform
- Principal's Leadership

**E-mail** : pppparkhyejin@gmail.com

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## Short biography 03

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**Name** : Ms. Jin You

**Affiliation**

- A second-year M.S Student in Educational Administration, Korean National University of Education (Cheongju-si, Chungcheongbuk-do, South Korea)
- Elementary school teacher, Hongkwang Elementary School (Jecheon-si, Chungcheongbuk-do, South Korea)



**Research Interests**

- Principal's Leadership
- Teachers' Culture
- Education Policy

**E-mail** : lovejin0100@gmail.com

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## Short biography 04

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**Name** : Mr. Yechan Yi

### **Affiliation**

- A first-year M.S Student in Education Sociology & Lifelong Education, Korean National University of Education (Cheongju-si, Chungcheongbuk-do, South Korea)



### **Research Interests**

- Inequality in Education
- Neoliberalism and Higher Education
- Otherization, Marginalization in Educational Context

**E-mail** : co8il9n@naver.com

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### **Title 1: A Comparative Study on Policies for ‘Teacher YouTuber’**

**Ms.Hye sun Kim, Ms.Hye Jin Park, Ms.Jin You, Educational Administration, KNUE**

With the development of Information and Communications Technology (ICT), various social network services (SNS) such as YouTube, Instagram, Facebook, and Bands have been developed. In particular, YouTube, a one-person media market based on video platforms, has grown significantly as non-face-to-face communication has increased since COVID-19. This trend is also found in the field of education. After COVID-19, schools also introduced online classes, and teachers learned how to make and edit media contents and the technology for live online classes. Many contents produced in the process were shared on online platforms, YouTube. In fact, according to the Ministry of Education in Korea, 2,148 teachers reported YouTube activities as of July 2020, about 72% up from 1,245 as of December 2019(MBC NEWS, 2020.09.29.). With the outbreak of COVID-19, activities such as teacher learning community or sharing class materials on SNS have exploded.

Recently, ‘Teacher YouTubers’, who upload their education materials and class activities on YouTube, have increased. Some teacher YouTubers have hundreds of thousands, or even millions of subscribers, and the contents they uploaded affects many teachers and students. However, the social view of teachers' activities such as ‘Teacher YouTuber’ is not very pleasant. Social Issues like “Prohibit teacher vlogs”, “Prohibit teachers from generating revenue on YouTube” have been raised. Accordingly, the Ministry of Education presented guidelines for teachers' YouTube activities through ‘Teacher YouTube Activity Guidelines’ in 2019. And the Provincial Office of Education requires teachers to obtain permission to concurrent positions on YouTube activities, and supervises activities that undermine their reputation as teachers.

Many teachers use the contents of teacher YouTubers for class preparation and research activities. According to the study (Seung-ho Lee, 2020), teacher YouTubers have a positive effect on follower teachers and students. Teacher YouTubers are expected to play a meaningful role in improving public education. Therefore, it is necessary to discuss the ways to collaborate and support teacher YouTubers in connection with the professional development of teachers.

The aim of this study is to compare national guidelines and policies for 'teacher YouTubers'. In Korea, teachers are public officials, so it is limited to upload some contents and generate profits as YouTubers. Rather than unconditionally restricting and prohibiting teachers' YouTube activities, policy support and environmental conditions are needed to enable positive use in educational activities. Therefore, the differences and implications will be discussed by comparing the educational policies for teacher YouTubers of each country. The comparison of the policies by country intends to analyze their common and unique features, and searches for ways to improve policy outcome.

### **Title 2: How Learning Gap was Dealt with during COVID-19 Pandemic and Its Limitation**

**Mr. Yechan Yi, Education Sociology & Lifelong Education, KNUE**

The Korean government is now preparing for ‘post-COVID era’. In this critical period, it is essential to look back on the education policies that were put it force during the COVID-19 pandemic and their limitation. In South Korea, among others, the problem of ‘learning gap’ was one of the most concerned

topics. Thus, reviewing how learning gap was dealt with and its limitation would contribute to identify what is needed to compensate the limitation regarding education policies.

The typical response after the outbreak of COVID-19 in the field of education was related to learning gap and the measures against it. Many of the newspaper articles worried about student's learning loss and insisted the learning gap was getting widened due to school closure. The Ministry of Education (MOE) also took this issue seriously, so it announced 'Education Safety Net'. Also, the Government legislated a law, whose purpose is to identify those who lack 'basic skills' through a diagnosis test and manage them. Likewise, the approach to fill the learning gap was based primarily on sorting students who are underachievement and providing them with supplementary lessons.

However, this approach can individualize the responsibility for failure. The approach based on the diagnosis test and extra class tends to ignore social background and context that learning takes place. For example, if one cannot make enough progress in study (e.g., fail the test) after taking the extra class, the so-called 'learning loss' can be imputed to the teacher and the individual student, even though the student could not focus on the learning because there was no one to take care of them. Hwang and Seo (2021) claims that the policies based on the approach have justified structural inequality.

In short, the policies and measures based on the diagnosis test and extra class emphasize the personal responsibility for academic failure. This approach has a risk of ignoring students' background and thus justifying structural inequality.

Learning takes place in a certain social context. Student's achievement is affected by various socio-economic factors. Considering this fact, instead of just providing extra classes, the more inclusive view should be taken regarding dealing with the learning gap. In this presentation, the problem about the said approach is addressed, but possible alternatives are not investigated deeply. So, further research to suggest more inclusive approach regarding dealing with the learning gap is needed.

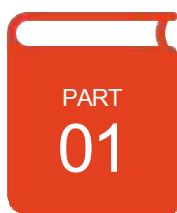
# A Comparative Study on Policies for 'Teacher YouTuber'

Hyesun Kim,  
Hyejin Park,  
Jin You,

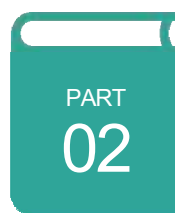
Korean National University of Education



## Contents



Current status of 'Teacher  
YouTubers'  
in Korea



Korean 'Teacher YouTuber'  
policy



Research Overview



Influential Teacher YouTubers are increasing. They upload educational activities on YouTube to share educational materials.



#### Background

- The development of smart phones and SNS digital media.
- The rise of online classes after COVID-19

#### Social issues.

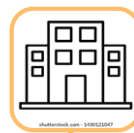
- A negative view of society on teachers who generate profits through activities other than education.
- Campaign against school V-logs.

Rather than unconditionally banning it, a support policy is needed to develop the guidelines and expand the positive influence of Teacher YouTubers.



#### Ministry of Education

1. Guidelines for Teacher YouTubers (2019)
2. Encourage education-related YouTube activities such as learning support and sharing cases of education activities.
3. YouTube activities in areas of privacy, such as hobbies and leisure, must be uploaded outside of working hours.
4. Act of damaging dignity as a teacher is prohibited. (Product commercials, sponsorship, etc.)
5. If the minimum requirements for generating advertising revenue are met, concurrent employment permits must be obtained.



#### Provincial office of Education

1. Guide and supervise YouTube activities that undermine the dignity of teachers.
2. Develop a community and platform to share education activities using YouTube.
3. Training Programs for teachers such as Edu-Tech, Education Creator, and Online Classes using YouTube, etc.
4. Support Edu-Tech lead teachers, Teacher Creator.

## “ The necessity for research ”

With the expansion and development of online classes and the development of SNS media, more and more teachers and students are using YouTube.

In Korea, teachers are public officials, so it is limited to upload some contents and generate profits as YouTubers.

Rather than unconditionally restricting and prohibiting teachers' YouTube activities, policy support and environmental conditions are needed to enable positive use in educational activities.

Therefore, the differences and implications will be discussed by comparing the educational policies for teacher YouTubers by country.

### Research question 1

What is the Status of Teacher YouTuber Activities by country?

### Research question 2

What are the education policies for Teacher YouTubers by country?

### Research question 3

What are the differences in the policies and implications that can be derived from them?

### Expected Benefits

Exploring the development direction of education policy in response to the changing education field.

Imoji By Bigge Liu

## How Learning Gap was Dealt with during COVID-19 Pandemic and Its Limitation

Yi Yechan

(Korea National University of Education)

- A graduate student at KNUE
- Major in Sociology of Education & Lifelong Education(M.A.)
- Research interest
  1. Inequality in education
  2. Neoliberalism and higher education
  3. Otherization, marginalization in educational context



## Focus on the learning gap

- A) News articles regarding the measures against COVID-19 crisis
- 1) "Filling the Learning Gap Caused by COVID-19"... 900 Billion Won was Invested in 'Extra Class'
  - 2) Covid-19 Learning Loss... Students Will Take Supplementary Lessons For a year and a half
  - 3) KwangJu Dong District, Basic-Academic-Skills Project Will Be Carried Out Using AI
- B) A law for students who 'lack' basic academic skills
- Identify those who need supplementary lessons through a test and manage them
- C) Education safety net
- Personalized support: AI to diagnose basic skills, personal tutoring, learning consultation

Worries about 'learning gap'



An extra/supplementary class

Source 1) [www.hankookilbo.com/News/Read/A2020082510010000979?did=NA](http://www.hankookilbo.com/News/Read/A2020082510010000979?did=NA) 2) [www.hankookilbo.com/News/Read/A2021072817370004075?did=NA](http://www.hankookilbo.com/News/Read/A2021072817370004075?did=NA) 3) [view.asiae.co.kr/article/2022022721370849966](http://view.asiae.co.kr/article/2022022721370849966) 4) [www.moe.go.kr/boardCnts/view.do?boardID=294&boardSeq=81535&lev=0&searchType=null&statusYN=W&page=1&s=moe&m=020402&opType=N](http://www.moe.go.kr/boardCnts/view.do?boardID=294&boardSeq=81535&lev=0&searchType=null&statusYN=W&page=1&s=moe&m=020402&opType=N)

## Ignored Social Context

- A) individualized lessons without considering student's background can not be the best solution

"A student had difficulties in catching up with the class because his mother had mental depression and so could not take care of her child... In contrast, students whose mothers joined parents' community had less difficulties..."



- B) Learning takes place in a certain social context



Why

+

What and  
how much

## Individualized Responsibility

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- Despite the support, if one can not make enough progress in study, the so-called 'learning loss' is imputed to the teacher and the individual student.

→ Hwang and Seo(2021) claims that this kind of policies have justified structural inequality.

→ Alternative: forming learning community, reconceptualizing the concept of learning

Source: Seungwoo Hwang, Kyoungnye Seo (2021). A Critical Analysis of Korean Education Policy to Resolve Educational Inequalities in the Era of COVID-19, Journal of Educational Studies, 52(4), 179-207.

## Summary

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- Learning gap was dealt with in a way that emphasize personal responsibility during the pandemic.
- We need to be wary of ignoring the social context where learning takes place.

## Discussion

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- Is there any similar problem in dealing with 'learning gap' in your country? How did your nation deal with it?
- What do you think is the most needed in this transitional period to Post-COVID era?

Thank you

**Northeast Normal University**

## **Internationalization at Home in the post-epidemic era**

**Li Ying, Qiao Yunfeng, Yang Xuejin, Ding Lifang**

### **Self-introduction**

Li Ying,

Master Degree Candidate in Education Department of NENU, China,  
majoring in pedagogy principle.

Qiao Yunfeng,

Master Degree Candidate in Education Department of NENU, China,  
majoring in high education.

Yang Xuejin,

Master Degree Candidate in Education Department of NENU, China  
majoring in comparative education.

Ding Lifang,

a PhD student of NENU, China, majoring in early childhood education .

### **1. Background**

Since the outbreak of COVID-19, international educational exchange and cooperation between universities have been affected seriously. To solve this problem, China's Ministry of Education has formulated corresponding measures. In this presentation, we choose two measures, one is curriculum internationalization, the other is Chinese-foreign cooperation in running schools.

## **2. Curriculum internationalization**

The concept at this stage refers to the planned, organized and systematic activities of all higher education organizations and institutions in the era of globalization and knowledge economy, which aim to produce international talents, make full use of all kinds of high-quality higher education resources for all students in the world, and cultivate students' international and cross-cultural knowledge and ability.

we know that the curriculum is the core of realizing the educational goal, introducing these internationalized courses into local universities is the core of realizing local internationalization. Therefore curriculum internationalization becomes an important part of Internationalization at home, which refers to bringing international and cross-cultural aspects into the preparation, process and results of the study plan. Besides formal courses that can be evaluated, we also need much more informal courses that are not included in the study plan and difficult to evaluate

### **2.1 The most important problem is the misunderstanding of curriculum internationalization, including three aspects:**

(1) Equating curriculum internationalization with teacher internationalization.

Internationalized teachers should be measured from two aspects: teachers' structure and teachers' level. Parts of colleges and universities pay too much attention to internationalization in form, and recruit foreign

teachers with various preferential policies or material benefits instead of making their own strength reach the international level through stable discipline construction and talent training.

(2)Equating curriculum internationalization with textbook internationalization.

Most of colleges and universities directly depends on foreign textbooks, which leads to errors in the selection of foreign textbooks, such as not distinguishing between the advantages and disadvantages of the introduction process of foreign original textbooks, losing the touch with actual development of domestic students and universities, paying attention to English level while ignoring the learning effect of professional knowledge, etc.

(3)Equating curriculum internationalization with language internationalization.

English as an international teaching language has gradually become the only possible choice for international and cross-cultural exchanges, which may lead to the hegemony of language ideology. Most colleges and universities mainly rely on English-speaking countries for curriculum internationalization, but can't make full use of curriculum internationalization resources in other countries. The foreign language curriculum is still single, and the lack of minority language talents restricts the internationalization level of the curriculum.

## **2.2 Suggestions**

(1) Build a teacher team model of "local teachers+foreign teachers+senior teaching assistants", inviting foreign high-level teachers and local teachers to participate in teaching together, and senior teaching assistants to assist in teaching, so as to improve the overall teaching team level from two aspects of teacher structure and teacher level.

(2) Divide the textbooks of internationalization courses into three types: Type A textbooks are "foreign language textbooks+foreign language teaching" and Type B textbooks are "foreign language textbooks+bilingual teaching"; Type C textbooks are "Chinese-foreign language teaching materials+bilingual teaching", and colleges and universities allow students to choose according to their wishes.

(3) Schools should not be limited to the study of European and American cultures, but should provide more channels for students to learn the language and culture of other countries. For example, college and universities could invite teachers from various countries such as Asia, Africa and Latin America to record videos of learning their local languages and cultures, and post them on the official website of schools for students to choose freely.

## **3.Chinese-foreign cooperation in running schools**

Take Ningbo Nottingham University as an example. It is jointly founded by University of Nottingham (England) and Zhejiang Wanli University in

2004. It is also the first cooperative education project after the Ministry of Education promulgated the Regulations on Chinese-foreign Cooperation in Running Schools. The basic elements of the university's local internationalization include internationalized teacher resources, internationalized platform resources, internationalized information resources, internationalized curriculum resources and internationalized campus resources.

### **3.1 The innovation of Ningbo Nottingham University's in the post-epidemic era is reflected in the following aspects**

- (1) Increase the number of prospective international students.
- (2) Accept international students for short-term study.
- (3) Providing high-quality open courses for domestic students.

### **3.2 Disadvantages are reflected in the following aspects**

- (1) Influenced by the network conditions and environment, students lack classroom learning experience
- (2) Less integration in the curriculum, overreliance on foreign courses

### **3.3 Suggestions**

- (1) Strengthen Cooperation in Superior Disciplines : we should pay attention to the introduction of high-quality educational resources when selecting cooperative majors.



The second is to choose the mature major in foreign universities that is vacancy in domestic universities , but urgently needed for social development.

(2)Strengthen the network platforms construction : One is Establish an effective and interactive online teaching and learning environment.The other is using VR technology to develop virtual campuses and virtual classrooms to enhance students' learning experience.

(3)Analyze student learning with big data : One is real-time monitoring of students' learning in collective teaching activities.The second is to track students' learning traces in extracurricular learning to help students develop personalized learning programs.

(4)Form a teaching and research community :First, to establish a teaching community.Teachers from both sides should teach together,learn from each other and form a teaching community. Second, to establish a research community. Jointly apply for teaching research projects to find better teaching methods.

## **Discussion**

- 1.What problems did you encounter when accepting international courses in school?
- 2.What are your expectations for international courses?



# Internationalization at Home in the Post-epidemic era



Education Department of NENU, China



**Li Ying,**  
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**Yang Xuejin,**  
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major in early childhood  
education .



## Internationalization at Home

The planned, organized and systematic **activities** of all higher education organizations and institutions in the era of globalization and knowledge economy, which aim to:

- ① **Produce** international talents ,
- ② **make full use of** all kinds of high-quality higher education resources **for all students** in the world
- ③ **cultivate** students' **international and cross-cultural** knowledge and ability.



## ➤ Curriculum Internationalization

- misunderstandings
- suggestions

## ➤ Chinese-foreign cooperation in running schools

- Ningbo Nottingham University



## Curriculum internationalization

Bringing international and cross-cultural aspects into the preparation, process and results of the study plan.

Besides **formal courses** that can be evaluated, we also need much more **informal courses** that are not included in the study plan and difficult to evaluate



## Misunderstanding of curriculum internationalization

1. **Equating** curriculum internationalization **with** teacher internationalization.

2. **Equating** curriculum internationalization **with** textbook internationalization.

3. **Equating** curriculum internationalization **with** language internationalization.



## Suggestions:

**1. Build a teaching team model** of "local teachers+foreign teachers+senior teaching assistants"

**2. Divide the textbooks** of internationalization courses into three types:

**Type A** textbooks are " foreign language textbooks & foreign language teaching" ;

**Type B** textbooks are "foreign language textbooks & bilingual teaching";

**Type C** textbooks are "Chinese-foreign language teaching materials & bilingual teaching",

**3. Provide more channels** for students to learn languages and cultures of other countries.



**Chinese-foreign cooperation in running schools has become an important measure.**Therefore, researchers believe that it will become an important part of foreign cooperation and exchanges in higher education in the post-epidemic era.





Take **Ningbo Nottingham University** as an example. It is jointly founded by University of Nottingham (England) and Zhejiang Wanli University in 2004. It is also the first cooperative education project after the Ministry of Education promulgated the Regulations on Chinese-foreign Cooperation in Running Schools. The **basic elements** of the university's local internationalization include internationalized teacher resources, internationalized platform resources, internationalized information resources, internationalized curriculum resources and internationalized campus resources.



The innovation of Ningbo Nottingham University's in the post-epidemic era is reflected in the following aspects:

- ① Increase the number of prospective international students.
- ② Accept international students for short-term study.
- ③ Providing high-quality open courses for domestic students.

Disadvantages are reflected in the following aspects:

- ① Influenced by the network conditions and environment, students lack classroom learning experience.
- ② Less integration in the curriculum, overreliance on foreign courses.



Next, we propose suggestions on how to improve the effectiveness of Chinese-foreign cooperative schools and programs in the post-epidemic era:

- ① Strengthen Cooperation in Superior Disciplines
- ② Strengthen the network platforms construction
- ③ Analyze student learning with big data
- ④ Form a teaching and research community



## Discussion

**1. What problems did you encounter when accepting international courses in school?**

**2. What are your expectations for international courses?**





Thank you !



**University of Tsukuba**



## Developing Collaborative Research in Education : from Global and Interdisciplinary Perspectives

### SPEAKERS



#### **ASATO Yukashi**

##### Affiliation

Master's student in department of Education, University of Tsukuba

##### Research Interests

Career Guidance for Social Justice  
Focused on low SES children with philosophical approach

#### **KANAKUBO Kyoko**

##### Affiliation

Ph.D. student in Education, University of Tsukuba  
Social Studies Education and Geography Education

##### Research Interests

Social Studies Education for Immigrant Children in Japan  
Ethnography approach



#### **KIMURA Yuriko**

##### Affiliation

Ph.D. student in Education, University of Tsukuba  
Mathematics Education

##### Research Interests

Gender Perspective  
A Consideration of Gendered Perspective on Mathematics

# ABSTRACT

## 1. Introduction

Last year, at this conference there were presentations and discussions about the difficulties in education in the countries faced by the pandemic. One of the topics that came up a lot was the educational gap in each country. The issue of educational gap had been a problem in many countries even before the pandemic.

We presenters at the University of Tsukuba share a common interest in the diversity of children. Our research seeks to understand children as learners from multiple perspectives, including economic status, cultural background, and gender, in order to provide them with a better education. The theme of this presentation was set to focus on poverty, which is probably one of the most common problems in many countries, and what school education can do toward better future for all. We will discuss research topics that will be necessary to provide a fair education to all children, including those in financial need, and to improve their lives.

## 2. The perspective of the presentation

I would like to mention what poverty is. The key to understanding poverty is to understand it as experience within social relationships, attributed to economic and material lack at its core (Lister 2005=2011). Our presentation is based on this understanding of poverty.

In anti-poverty measures and practice, education has a dual nature: as a distributed good in its own right, it is an object whose inequalities must be redressed, and as a support for difficulties that a child (will) experience due to poverty. For example, the widespread availability of devices and infrastructure for online learning, which has been spread by the pandemic, is based on the norm that education is a good that should be distributed equitably. On the other hand, children who are accustomed to using computers at home receive different benefits from those who do not. Education is needed to bridge this gap. In this presentation, the discussion will focus more on the latter perspective, on what kind of education can improve the lives of children in poverty.

## 3. Four levels of possible research questions

We will attempt to present arguments for how to respond to children in poverty in the following four dimensions. First, at the national level, this is related to the distribution of education as a good. Second, at the school level, for example, in schools located in areas with a high concentration of poor families, we will examine what kind of measures are being attempted by the school. Third, at the classroom level, we will address how teachers are dealing with children in poverty in the classroom. Fourth, we will discuss what aspects of children's interactions, although they have not been accumulated to date.

### 3-1. Nation level

In Japan, the "Act on Promotion of Measures to Cope with Child Poverty" was enacted in 2013, and a measures outline has been presented every five years since then. This policy places the greatest emphasis on supporting education, but it focuses on reducing the burden of education costs and providing learning support, and does not delve into the direction of education. It can be said that the plan implies that the system of academic achievement and entrance examinations retains, and lacks the perspective to critically review school education, which creates inequalities.

Simply ensuring formal equality of educational opportunities is hardly a fair education. It is necessary to envision alternatives to public education, despite financial constraints.

### 3-2. School level

Currently in Japan, there is some practical attempts of *caring schools* that are able to empower children and parents within curriculum, learning environment, and organized and collaborative supports from various members of inside and outside school. Some cases that are introduced by Kashiwagi and Nakata (2017) shows the possibility of career education, regional activities, authentic learning, collaboration with the social welfare organizations, weekend or after-school class, supporting parents.

Individual children have multiple difficulties related to poverty. To provide educational resources, researchers, educators and other supporters must be reflective to social meanings of the practices, taking into consideration of the context of local culture and society, although schools have been pointed out that have characters to re-produce the hierarchy of social class.

### 3-3. Classroom level

Most teaching in schools is conducted with the ultimate goal of developing sovereignty. Classroom theories for this purpose have been discussed in many subjects. However, the premise of this discussion is being challenged in light of the diverse economic circumstances in which children find themselves. Attempting to develop the civic qualities necessary for sovereignty without taking into account children's socioeconomic status takes the risk of resulting in the exclusion of marginalized children who are not in the mainstream and turning into an elite education for some mainstream children (Saito, 2015). Therefore, it is necessary to devise ways to take into account the children's socioeconomic background in the lessons conducted in the classroom. Focusing on the socioeconomic status of children, what innovations do teachers make in their classes? And what can they do?

### 3-4. Peer level

Children in poverty are likely to fall into the difficulties with low educational outcomes, mental and physical illness, and/or psychological effects. This is a significant influence on developing social relationship with others including classmates. Children's violence and stress are barriers of achieving the civil society.

Learning of developing relationship with others through social interaction in classes is one of the crucial programs to nurture a sense of camaraderie and respect differences (Kashiwagi & Nakata, 2017). Some teachers in Japan try to implement such programs. However, there is some issues that need to be addressed in peer level, such as what is a significant factor to empower children within social interaction.

## 4. Summary and discussion

At each policy and field level, there is a need for support measures based on an accurate understanding of poverty. We would like to discuss with everyone research questions at these four levels. How does each country understand poverty? And how should education in each country address child poverty?

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# Endeavors to redress educational inequality

ASATO Yukashi

KANAKUBO Kyoko

KIMURA Yuriko



IMAGINE  
THE  
FUTURE

## Speakers' bio



### ASATO Yukashi

#### Affiliation

- Master's student in Education
- o Career guidance

#### Research interests

- Career guidance for social justice
- o Low SES students
- Philosophical approach
- o Capability Approach
  - o Legitimacy of Paternalism



### KANAKUBO Kyoko

#### Affiliation

- Ph.D. student in Education
- o Social Studies Education
  - o Geography Education

#### Research interests

- Social Studies Education
- o For Immigrant children
- Qualitative approach
- o Ethnography approach



### KIMURA Yuriko

#### Affiliation

- Ph.D. student in Education
- o Mathematics Education

#### Research interests

- Mathematics education
- o Gender perspective
- Feminism approach
- o Post structuralism approach

IMAGINE THE FUTURE.

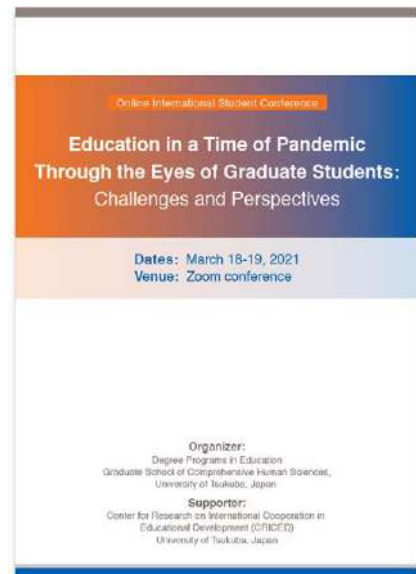
## Review of the last conference

### Learning Gap with and after COVID-19

- One of the topics that came up a lot at the last conference
- The issue of educational gap had been a problem in many countries even before the pandemic.
- The situation on this issue is changing with COVID-19



[https://www3.nhk.or.jp/news/special/education/articles/article\\_19.html](https://www3.nhk.or.jp/news/special/education/articles/article_19.html)



## A question that underlies our proposal

Topic of Last Conference

Learning Gap after COVID-19

Our Research Interests

Diversity of Children

The theme of this presentation

**What school education can do toward better future for all.**

- Focus on **poverty**, which is one of the most common problems in many countries.
- We will present **research questions** on this topic.

## Presentation Structure

- I. Basic concepts and theories
- II. Four levels of possible research questions
  1. Nation level
  2. School level
  3. Classroom level
  4. Peer level
- III. Discussion points



## Understanding of poverty

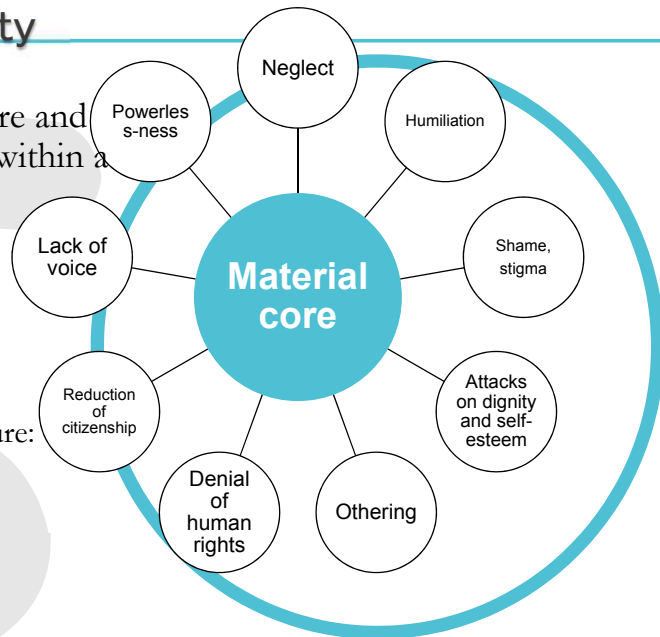
Poverty has material core and experienced by people within a social relationships.

In the context of education...



Education for anti-poverty has dual nature:

- I. How to distribute the opportunities
- II. **What kind of education should be distributed**



## Research Question: Nation Level

e.g. Measures outline based on Act on Promotion of Measures to Cope with Child Poverty (2019)

Focuses on formal redistribution of access to “education”:  
 most financial support is limited to education  
 Few mention of the way of education for children in poverty

**There is no way to redress the inequality unless reconsider the way of education.**

**RQ**

**What can we do to construct alternative way of education, which doesn't worsen the inequality?**

## Research Question: School Level

Currently in Japan, there is some practical attempts of *caring schools* that are able to empower children and parents.

We have to be reflective to social meanings of the practices related to local culture and society, although schools have been pointed out that have a character to re-product the hierarchy of social class. .

### RQ

What educational support could we provide to implement the idea of caring schools, taking into consideration of the context of local culture and society?

## Research Question: Classroom Level

- Attempting to develop the civic qualities necessary for sovereignty without considering **children's socioeconomic status** takes the risk of resulting in the exclusion of marginalized children who are not in the mainstream and turning into an elite education for some mainstream children (Saito, 2015).



### RQ

Focusing on the socioeconomic status of children, what innovations do teachers make in their classes? And what can they do?



## Research Question: Peer Level

Learning of developing relationship with others through social interaction in class is one of the crucial programs to nurture a sense of camaraderie and respect differences. Some teachers in Japan try to implement such programs.

However, there is some issues that need to be addressed in peer level.

RQ

What is a significant factor to empower children within social interaction in class?

## Discussion Points

How does each country understand poverty?



How should education in each country address child poverty?

**Abai Kazakh National Pedagogical  
University**

# Short Biographies

## **Ramina Serikova**

Master`s student at Kazakh National Pedagogical university named after Abai, Almaty, Kazakhstan

Research interests: Education, Biological Sciences, Languages, Ecological competency, Psychology

## **Meruyert Tassibek**

Current study: 1 year Master`s Student at KazNPU named after Abai, Biology

Graduated: KazNPU named after Abai in 2021

Current job: School Biology teacher

## **Meruyert Saruarova**

ABAI KAZAKH NATIONAL PEDAGOGICAL UNIVERSITY  
INSTITUTE OF GEOGRAPHY AND NATIONAL SCIENCES

MASTER: TRAINING OF TEACHERS IN BIOLOGY

BACHELOR DEGREE: Biology teacher

INTERESTS: Always be on the lookout

## **Eco-friendly campus at KazNPU**

***Ramina Serikova, Meruyert Tassibek, Meruyert Saruarova***

***1 year Master`s students of Biology, Abai KazNPU***

***Almaty, Kazakhstan***

The 2030 Agenda for Sustainable Development provides a global blueprint for dignity, peace and prosperity for people and the planet, now and in the future. One essential question in societies worldwide is how to sustain our planet's functions and resources and at the same time improve well-being for a growing population. Environmental and sustainability education focuses on possible ways to work with the knowledge, skills, and values needed for contributing and participating in a sustainable society. Governments around the world have spent considerable time and effort in recent years to develop plans to chart a safer and more sustainable future for their citizens [1].

Eco-Campus is a trending phenomenon in Kazakhstan, which involves young people to take part in their city's environment improvement by allowing them to participate in a process of making it a better place. Ecological upbringing starts in the classroom, it expands to the organization and becomes the reason to cause great changes in community. In Kazakhstan this kind of phenomenon is poorly developed, so it is an adequate way to boost ecological education by introducing Eco-friendly campus based at educational institutions. Through this phenomenon, students experience a sense of involvement in the social life of their city and the feeling of satisfaction by being able to leave the contribution in the environmental management policies of their institutions. The Eco-friendly campus is an ideal way for schools and universities to embark on a meaningful path towards improving the environment in both the educational organizations and the local community while at the same time having a life-long positive impact on the lives of young people, their families, staff and local authorities [2].

The aim of the project is to implement green policy in Abai Kazakh National Pedagogical university. Abai KazNPU's intention is to build strong teachers with bright futures, not just educating children by teaching subjects, but upbringing them for prosperity of the society and sustainable development of the globe. It is needed because through this project future teachers could influence on formation of ecological literacy of schoolchildren and it would give birth to the beginning of the new way of Kazakhstan's development. Abai KazNPU is located in Almaty city, which is situated in the south-east of Kazakhstan. The ecological condition is becoming an issue, nowadays. The territory adjacent to the city and lying at the 600 m. above sea level, fertile, abundantly overgrown with forest and shrubs. Like any big city, Almaty faces big environmental problems. The ecology of the city is one of the burning problems of our time. The climate in Almaty is beginning to acquire the characteristic features of a subtropical zone. The process of climate change leads to the fact that the extremes of weather events are increasing. We know for sure that the number of extreme temperatures is increasing. What we have today:

- the air is constantly poisoned by all types of modern transport and industrial enterprises;
- the water is polluted with sewage from human waste and industrial enterprises, which continues to lead to pollution of rivers and lakes;
- noise, chemical, radioactive pollution and in general various types of pollution.

We also see that the share of extreme precipitation is increasing, that is, precipitation began to fall in the form of showers much more often. The climate in Almaty has changed significantly. At the same time, that the urban infrastructure does not meet the changing trends. The most

important reasons were emissions of pollutants by motor transport and outdated technologies of many industries [3].

In general, educational program in Kazakhstan does not include any concepts related to climate change, therefore school graduates are mostly uneducated about climate change, the ecological literacy competence starts to enhance only at universities. By introducing our project, it is necessary to focus not only on university's eco campus, but also involve schools to support and pursue a green policy.

The offered project "Eco- friendly campus" would function for the following tasks:

- to work along with scientists from ecological institutions in the city;
- to organize ecological events;
- to involve students and schoolchildren in campus projects;
- to develop lesson plans for schoolchildren who would like to be a part of the campus;
- to implement action-based and project-based learning technologies;
- to research local objects, natural areas with ecological problems.

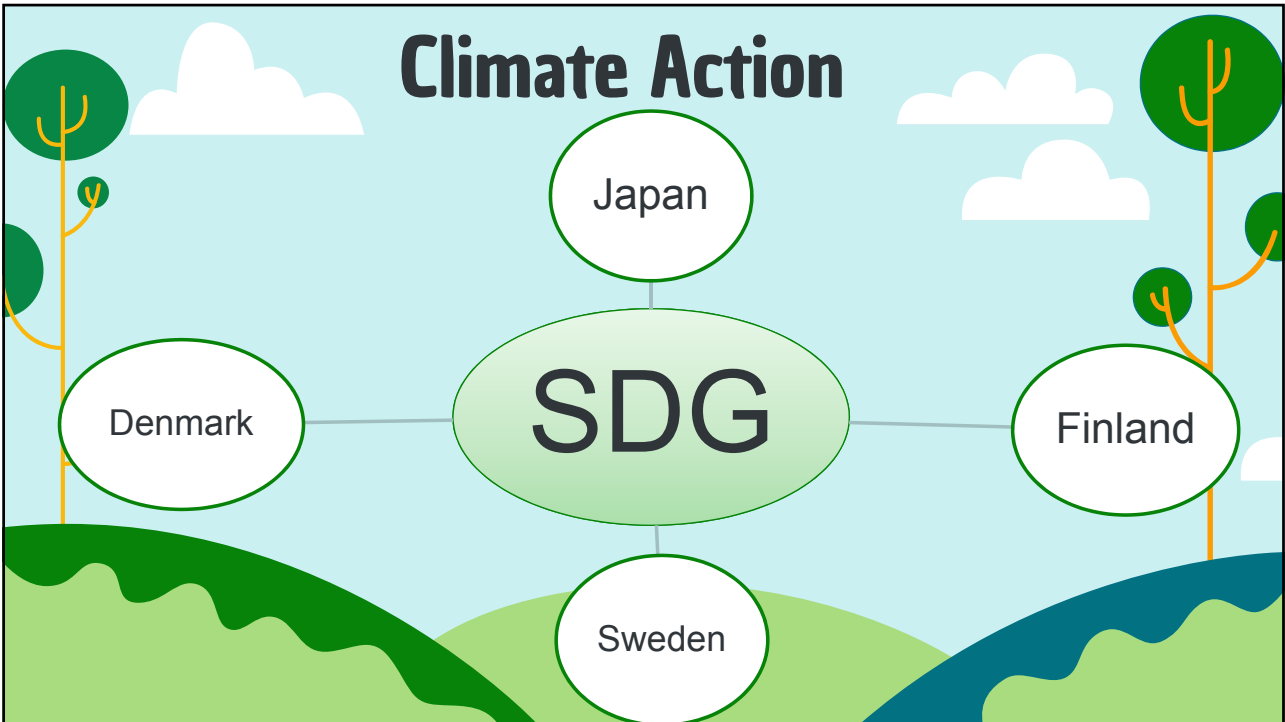
Expected results:

- Application of the Eco-Campus activities as an overall educational framework of the Abai KazNPU;
- Improved ecological management of Almaty city by involving specialists from scientific research institutions, organizing eco events, projects;
- Produce teachers with a strong background in ecology
- Develop a network with other universities and schools on national and international levels;
- Require schoolchildren to participate in eco events, projects as an ecological circle;
- Outline future perspectives such as cooperation with schools: conducting outdoor activities during Biology course, research local objects, carry out excursions, develop green corners in classroom, develop lesson plans including climate change and other ecological issues, improve research skills, implement project-based learning technologies and other modern approaches.

People believe in the power of change and the most valuable legacy we can leave behind us is a world of educated and environmentally conscious people equipped with the sustainable attitude, which is so sorely lacking in today's society [4]. We would like to make this topic the major topic of concern in Kazakhstan, so to begin with, we offer to start raising environmental awareness at our home university. Moreover, such kind of eco-friendly campuses, can build connections all across the world. These links will supply educational institutions with sharing environmental information and inventions, they can also be implemented as a tool for cultural exchanges and for developing language skills.

#### References:

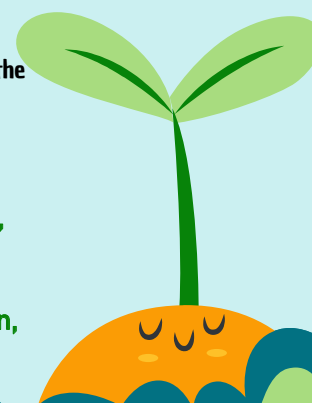
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## Engaging the youth of today to protect the planet of tomorrow

Environmentally friendly mindset – starts in the classroom and expands to the community by engaging the next generation in action-based learning.

Education for Sustainable Development (ESD) empowers learners of all ages with the knowledge, skills, values and attitudes to address the interconnected global challenges we are facing, including climate change, environmental degradation, loss of biodiversity, poverty and inequality [3].



### Why do we need Eco-Friendly Campus?

- 1) The ecological situation on the territory of the city of Almaty is characterized as unfavorable for the residents of the city. More than 87% of the city's population lives in areas of excess regulatory pollution of the air basin from emissions from industry, energy and ground transport [4].
- 2) Abai KazNPU doesn't own any platforms related to green policy. There is no work conducted concerning environmental issues. *Green policy* is a new path yet to be discovered here.
- 3) In order to increase people's awareness about ecological condition in Almaty, improve ecological literacy among population, it is necessary to inform and upbringing students in *schools*.





## Tasks

*Participatory approach involving students, teachers and the local community at large.*



- Work along with scientists from ecological institutions in the city;
- Organize ecological events
- Involve students and schoolchildren in campus projects
- Develop lesson plans for schoolchildren who would like to be a part of the campus

## Focus areas



Encourage schools to introduce children to the natural environment and to biodiversity in a practical way by offering a safe and potentially exciting facility for outdoor education that can complement classroom-based activities (research areas of the city with ecologically bad state).



To develop and submit lesson plans that promote an action oriented pedagogy about specific Sustainable Development Goals (SDGs).



Green Corner - a place where students can have real environmental experiences right at school.



# Skills and abilities



ability to critically and systematically integrate knowledge in both theory and practice, and analyze, evaluate and handle complex questions and situations



ability to critically, independently, and creatively identify and formulate research questions, plan and with adequate methods



ability to orally and in a written form clearly account for and discuss conclusions and the knowledge and arguments that are behinds them in dialogue with different groups



skills that are required for participating in research and development work or independently participating in pedagogical activities and relate to international research



## LEADING EDUCATION 2030

Concerning professional identity, specialized content knowledge seems to play an important role in what it means to be a teacher and in developing a successful teaching career.

## Globalization

Eco-friendly campus facilitates interaction between other institutions not just at the national level, but also internationally. These interactions supply with an opportunity for institutions to share environmental information, they can also be used as a means for cultural exchanges and for improving language skills.



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**Moscow City University**

## Japanese Political Discourse Translation E-Handbook. Presentation of a project.

Kalmykov Nikita Andreevich  
Surgutskov Nikita Alekseevich  
Moscow City University

### Abstract

The aim of the project is to help advanced learners of Japanese language to improve their translation skill in the field of political discourse (Japanese and Russian languages).

The relevance of our work can be defined by three points:

- 1) An increasing Importance of political discourse between Russia and Japan;
- 2) Modern handbooks of political and economic discourse for interpreters (published in Russia) are mostly out of data (modern discourse);
- 3) Political sphere is one of the most difficult to interpret (due to a *social poll of students and graduates of our MCU's Japanese department, 2019-2021*).

The innovation of our work is connected with using only the electronic version of the handbook.

Advantages of using electronic version only:

- 1) 100% of students have their electronic devices (phones, tablets, *laptops; (due to social poll of students and graduates of our MCU's Japanese department, 2019-2021)*);
- 2) Everyday the world is changing (especially the political sphere). The handbook can be updated up to modern political reality;
- 3) Old versions and redactions of the handbook will no longer be an ecological issue (previous versions can be saved in cloud-services).

Requirements for realization of the project.

In order to make our project a part of optional (minor) course in universities, we need human resources, that are above our enthusiasm and language knowledge:

- 1) IT-specialists ready to create an app or a web-site and support it during the studying period;
- 2) Editorial team of professionals in Japanology: translation, history, modern politics and Russian-Japanese relations;
- 3) Editorial team of Japanese linguists, translators and modern politics

*We hope our ideas and the prototype of the future handbook will find it's realization.*

Perspectives of further usage:

- 1) Created app or web-site can be used as a blank for other translation-related subject sphere;
- 2) The app can help in developing the professional and personal skills of future interpreters.



Moscow City University  
Institute of foreign languages  
Japanese language department

## Japanese Political Discourse Translation E-Handbook.

### Presentation of a project.

Kalmykov Nikita Andreevich  
Surgutskov Nikita Alexeevich

Online International Student Conference, 2022



### Short bio of participants

Name: Kalmykov Nikita Andreevich

BA: MCU, program "Translation studies with Japanese language"  
(2017-2021)

MA: MCU, Program "Technology of Cross-Cultural Foreign Language  
Education in Schools and Universities", 1<sup>st</sup> year (2021-2023)

Area of Research: **Teaching.** Teaching Japanese grammar to Russian  
middle school students

**Linguistics.** The usage of English loanwords and wasei-eigo in  
modern Japanese journals

**Interdisciplinary.** Practical application of structural differences  
between Japanese and English in teaching Japanese.

Name: Surgutskov Nikita Alexeevich

BA: MCU, program "Translation studies with Japanese  
language" (2016-2020)

MA: MCU, Program "Teaching of far East languages", 2<sup>nd</sup>  
year student (2020-2022)

Area of Research: **Teaching.** Modern technologies and  
innovations in teaching foreign languages

**Linguistics.** The usage of English loanwords konshugo and  
wasei-eigo in modern Japanese mass-media.

**Philology.** Structural semiotics in russian language

## Introduction

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The relevance of our work can be defined by three points:

- 1) An increasing Importance of political discourse between Russia and Japan;
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- 3) Political sphere is one of the most difficult to interpret (due to a social poll)

The innovation of our work relates to using only the electronic version of the handbook.

## Structure of the handbook

Each lesson is dedicated to the topic of Japanese political system or Russian-Japan relationships

Each lesson can be updated and added with new materials by editorial team of professionals

Political sphere is one of the most difficult to translate

- |        |   |
|--------|---|
| 第一番    | 政治的な文化言語学の紹介  |
| Урок 1 | Введение в политическое лингвострановедение             |
| 第二番    | 日本政治史の景観  |
| Урок 2 | Историко-политический ландшафт Японии                   |
| 第三番    | 現在日本国政府   |
| Урок 3 | Политический аппарат Японии                             |
| 第四番    | 現在社会政治運動  |
| Урок 4 | Современные политические и общественные движения Японии |
| 第五番    | 日本と世界   |
| Урок 5 | Япония и мир  |
| 第六番    | 現在日露関係  |
| Урок 6 | Современные русско-японские отношения                   |



## Structure of a lesson

- 1) Reading the main text
- 2) Going into details of the text (vocabulary and context)
- 3) Doing exercises on the following topic

## Examples of exercises

Pronunciation

Writing

Working with vocabulary

Listening

Translation

Working with references

公示前勢力

The number of seats in the parliament before the election. After the election, the number of seats corresponding to each party changes, and this number helps to evaluate these changes. This allows make accurate comparisons and evaluate the current standings of the parties.

Упражнение 4 (новое) Выберите верный вариант произношения

国会	こうかい	こうかい	こかい	こうつかい
衆議院	しゅうぎいん	しゅうぎいん	じゅうぎいん	じゅうぎいん
発議	はつき	はつき	はつき	はつき
党首	とうしゅう	としゅ	としゅう	とうしゅ
独占	とくせん	とくせん	どくせん	どくせん
全敗	ぜんぱい	ぜんぱい	ぜんぱい	ぜんぱい
焦点	しょうてん	じょてん	しょうてん	じょうてん
普通屋	ふつうぎやう	ふつうぎやう	ふつうきよ	ふつうきよ

Упражнение 5. Прослушайте аудиозапись по теме, запишите ключевые слова, ответьте на вопросы, подготовьте пересказ и перевод новостей.

1) 英総選挙 与党・保守党過半数割れ メイ首相は政権維持の意向

新しい単語:  
工作 こうさく маневр  
福祉政策 ふくしせいさく социальная политика  
枠組み わくぐみ обшая структура  
難航 なんこう сложности

- 1.開票によると、与党・野党はそれぞれ何議席を獲得した？
- 2.与党は何議席を失った？
- 3.これからメイ首相はどうすると見られる？
- 4.協議は難航する恐れがある？ それはどうして？
- 5.こうなったら、メイ首相はどうなる？

## Advantages of using electronic version only

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## **Japanese Political Discourse Translation E-Handbook. Presentation of a project.**

**Kalmykov Nikita Andreevich  
Surgutskov Nikita Alexeevich**

Online International Student Conference, 2022

**Pedagogical University of Krakow**

## Pedagogical University of Cracow

### Aleksandra Denkowicz

---



- A student of MA studies and graduate of BA studies at the Pedagogical University of Cracow.
- Member of Academic Cercle of Graduates of Pedagogical University of Cracow.
- A founder and a songwriter of KU KU – band playing self-written songs for children,
- An actress, musician and songwriter in Figurki Theatre (Cracow children's theatre of shadows and puppets).

### Klaudia Kordzikowska

---



- A student of MA studies and a graduate of BA studies at the Pedagogical University in Cracow.
- A teacher of preschool education at the Local government Kindergarten No. 139 in Cracow.
- Member of Academic Cercle of Graduates of Pedagogical University of Cracow.
- Instructor of Programming and Coding Classes for children.



- A PhD at the Pedagogical University with a specialization in pedagogy. The graduate of three specializations on the faculty of pedagogy.
- Pedagogue, professional advisor, kindergarten teacher in one of Krakow's kindergartens.
- Member of the Polish Pedagogical Society.
- She actively participated as a pedagogical advisor in an international prevention project (24 countries).
- Her research interest revolves around pedeutology and, more specifically, the socio-professional adaptation of teachers at the professional start.

***Between stage and backstage. Global and interdisciplinary perspectives on Polish education.***

Despite the ever-increasing level of globalization, levels of cooperation and cultural and social interconnectedness, the differences between countries, even neighbouring ones, are so significant that it is worth deepening comparative research. Their primary purpose is, on the one hand, to provide a scientific and thus objective and accurate view of the different systems, their ways of organization and the effects they achieve in education at every level. On the other hand, the added value is the study and in-depth analysis performed within the individual country. One of such reports is the PISA report, OECD, Pearson's Learning Curve or Eurostat ranking, among others. Among all of these rankings, Polish education ranks high or in the top ten compared to other countries. This means that Polish students have a high level of mathematical or linguistic achievement, and nearly 50% of the population has a university degree - and as many as 500,000 Polish teachers work for this success. However, as recent reports show, the fewest teachers are those who start their careers.

Therefore, the next section will be devoted to explaining this phenomenon and the potential difficulties associated with adaptation and the consequences of a lack of support for young teachers. It is difficult to care for, educate and be responsible for the youngest if we cannot take care of ourselves.

It is an important fact that among all the valuable pedagogical monographs, there is no study on socio-professional adaptation, so my future research will focus on this issue. Therefore, to emphasize the importance of future research among novice teachers, we will discuss their characteristics and impact on pedagogy.

Although Polish education ranks high or in the top ten compared to other countries, it is still important to develop it in the global field. Global Education awakens people's eyes and minds to the reality of the world and inspires them to work toward a future that is more just, equitable, and inclusive of all people.

Global perspectives for Polish education shows that students must learn in ways that prepare them to engage effectively in a world increasingly defined by global interconnectedness and global issues. Data shows the key institutions involved in supporting and facilitating Global Education in Poland at a national level, such as Ministry of Foreign Affairs, the Ministry of National Education, and the development education working group in the NGDO co-ordinating body Grupa Zagranica. It gives us an overview of the current state of Global Education in Poland and provides perspectives on the prospects for increased and improved Global

Education. It outlines key observations and actions taken in the field of Global Education in Poland.

Education is connected with play and it is especially important when it allows children to discover the world. It also stimulates all areas of a child's development, because through play, the child can experiment, solve problems, think creatively, cooperate with others, gaining a deeper knowledge about his/herself and the world. It is valuable to compare Polish education with the best rated education systems in the world, such as Norwegian. Especially in terms of time which they spend in the fresh air and how important nature is to learn actively. Active play is a way of allowing your children the freedom to explore via their curiosity through a supportive learning environment rich in materials and resources. The children should be encouraged to develop their natural urge to be inquisitive, to wonder and learn. And that is the environment you will find at the Norwegian kindergartens. Learning from each other will give the prospect to make a Polish education more open to children's needs and to allow to learn actively at every grade.

As Demetri Martin once said „The Earth without art is just eh”. In those few words he very precisely described how significant impact art has on humans, civilisation and the whole world in general. The purpose of this presentation is to prove that the education without art is also just eh. Pointing out the strong connection between art and education shows the importance of combining artistic and educational points of view in a pedagogical research.

To have a wide perspective of an art education in Poland it is necessary to compare it with an art education in other European countries. Differences are presented through analysing the report „Arts and Cultural Education at School in Europe” (2009). After a global view, the area of expertise will tighten to our local situation and discussing the condition of art education in Poland. National approach will be described based on data included in the „Report about the situation of arts education in Polish schools” (2019) and „What type of culture do polish people need and does the cultural education offer it to them? Report about problems of a cultural education in Poland for Ministry of Culture and National Heritage of the Republic of Poland” (2009). A short characteristic of a polish arts education system will be the introduction to the next part devoted to theatrical education and theatre pedagogy which are the fields of interests of one of our presenters – Aleksandra Denkowicz.

After a short theoretical part about the condition of polish theatre education based on „The theatrical playground of Jan Dorman. Theatre education in elementary schools. Report from the



research” (2013) the idea of an interdisciplinary research combining both – theatrical and pedagogical perspectives will be presented. The main inspiration for this part of presentation was a private experience of Denkowicz who since 2017 has been an actress, a musician and a theatre pedagogue in the Figurki Theatre – children’s theatre based in Cracow.



## Between stage and backstage. Global and interdisciplinary perspectives of Polish education.

Developing Collaborative Research in Education: From Global and Interdisciplinary Perspectives.

Denkowicz Aleksandra / Kordzikowska Klaudia / Tomczyk Natalia

Pedagogical University of Krakow



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## EDUCATION IN POLAND COMPARED TO OTHER COUNTRIES



High scores in reading writing and math (Raport OECD).



As many as 45.7% of those who graduated from university.



514,000 TEACHERS

Ranked 14th in the world according to Pearson's "The learning curve" report.



Third place in Eurostat's report on the number of students per teacher in primary education.



Source:  
Report for Poland Programme for International Student Assessment (PISA),  
Pearson's "The learning curve" report  
OECD

## FUTURE DISSERTATION RESEARCH – WHAT IS IT REALLY LIKE WITH THIS TEACHER ADAPTATION?



The research will address the socio-professional adaptation of teachers at the professional start in Poland.



The work will have application **value for practice** in the field of adaptation strategies in the work environment, personal and professional development in the development of methods of coping with difficulties, challenges and opportunities in the professional start.



At the moment, preliminary research is being conducted using the standardized Social Competence tool developed by Professor Anna Matczak (a Polish psychologist and professor of humanities).



The study will be conducted using a quantitative method among 400 teachers.  
**Interdisciplinary research (pedagogy, sociology, psychology).**

Source: Own research

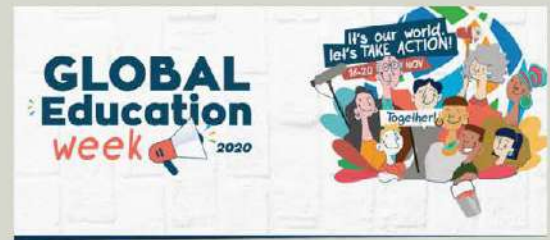
## GLOBAL EDUCATION IN POLAND

Global Education week

Educational materials for teachers

Global Education competition

International cooperation (GENE)



Ministry of Foreign Affairs

Institutions Involved in GE in Poland

Zagranica Group

Ministry of National Education

Source: Republic of Poland service, Global Education In Poland [online] In: <https://www.gov.pl/web/polskapomoc/edukacja-globalna-w-polsce>

## GLOBAL PERSPECTIVES FOR POLISH EDUCATION

Curiosity and knowledge about the world and its people

Awareness of others' cultural, political, geographical assumptions, and traditions

Concern for fairness, justice, and progress on a global scale

It allows us to transfer some parts of the education from other countries to ours

Tolerance across racial, linguistic, national, and cultural boundaries

New way to advance intellectual ambition of classroom instruction

Source: The European Global Education Peer Review Process National Report on Poland, 2009

## Why should we let kids explore the world on their own?



Know the way that Norwegian children are learning and if **connection with nature** helps them to learn new things.



Compare Polish Education system and knowledge of Polish children with Norwegians based on an experiment and a series of games.

**IMPORTANT!**

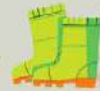
Made teachers aware of the importance to learn actively with connection to nature. Presentation of research results.



Letting children explore the world on their own by using new methods in a pedagogical work by teachers.



"There is no bad weather, only bad clothes!"



Source: Photos of Local government Kindergarten No. 139 in Cracow preschoolers.

## Arts and Cultural Education at School in Europe

ARTS AND CULTURAL CURRICULA:  
RESPONSIBILITY FOR OBJECTIVES AND DEVELOPMENT

PUPIL ASSESSMENT AND MONITORING TEACHING QUALITY

THE ORGANISATION OF THE ARTS CURRICULUM

ARTS TEACHERS: EDUCATION AND TRAINING

INITIATIVES AND RECOMMENDATIONS FOR THE  
DEVELOPMENT OF ARTISTIC AND CULTURAL EDUCATION

Source: Arts and Cultural Education at School in Europe Brussels: Eurydice 2009

# THEATRE EDUCATION IN POLAND

Source: Photos from a private archive of the Figurki Theatre



ARTS AND CULTURAL EDUCATION IN POLAND

How does it look like?

PROBLEMS OF A CULTURAL EDUCATION IN POLAND

What do we struggle with?



THEATRE EDUCATION IN POLAND

Do we have enough theatre  
in polish schools?

THEATRE PEDAGOGY

Why is it different from a traditional  
theatre education?



## How to talk about a theatre with kids?



Meetings and interviews with preschool teachers in Cracow. Discussions about problems, doubts and challenges related to a theatre education.



Theatre performances played by the Figurki Theatre in Cracow preschools for a local audience.



Experimental artistic workshops for teachers led by actors and actresses from the Figurki Theatre. Showing methods of a theatre pedagogy.



Using by teachers new methods in a pedagogical work with kids after seeing a performance. Observing changes.

Source: Photos from a private archive of the Figurki Theatre.

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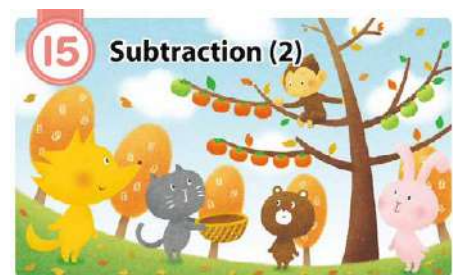
# Benefits and obstacles of international collaborative research in education

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## Introduction

- What is the answer of  $13 - 9$  (subtraction)?
- Suppose that you are a teacher in a primary school classroom (Grade 1, students aged 6–7), and you teach your students how to calculate  $13 - 9$ .
  - What amount of time would you spend for this teaching?



1 There are 13 persimmons.  
If I take 9 persimmons, how many are left?

Japanese textbook  
(Shimizu et al., 2020, p. 110)



## International comparison of mathematical lessons in schools

- TIMSS 1999 Video Study

- Participating countries: Australia (AU), Czech Republic (CZ), Hong Kong SAR (HK), Japan (JP), Netherlands (NL), Switzerland (SW), and United States (US)
- Data about Japan was taken from the previous TIMSS 1995 Video Study.
- This video study analysed 638 eighth-grade lessons (students aged 13–14) collected from all seven participating countries.



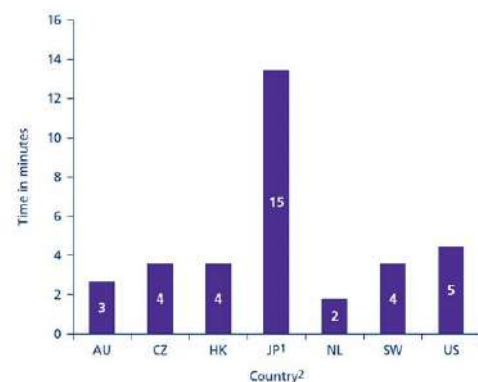
<http://www.timssvideo.com>

Complexity of problems



(Hiebert et al., 2003, p. 46, 71)

Average time spent for one problem



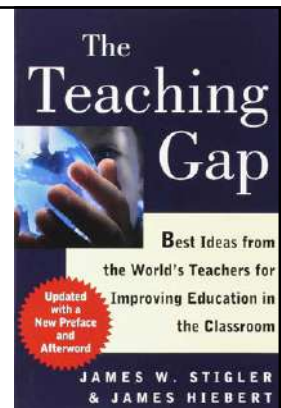
- This international comparative study revealed the characteristic of Japanese mathematical lessons that students work on relatively challenging problems spending more time. We did not recognise that this is our characteristic.
- By conducting international comparative study, **we can deepen our understanding about not only other countries but also ourselves.**

## Lesson study

- Lesson study is Japanese approach to teachers' professional development. A teacher plans and implements a research lesson (lesson planning is often conducted by a group of teachers). The lesson is observed by other teachers, and then all the participants discuss the lesson.

## Lesson study

- Since the publication of *The teaching gap* (Stigler & Hiebert, 1999), lesson study has attracted much attention of foreign educators as a powerful system for teachers' professional development (e.g., improving their classroom instruction).
- Although foreign educators imported lesson study from Japan and implemented it in their own countries, the conducted lesson study did not work as expected.



## Lesson study

- Questions frequently asked by foreign educators are:

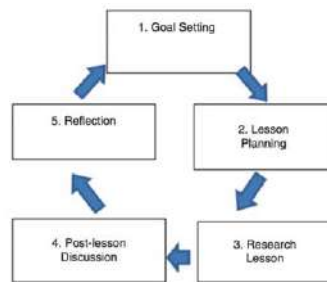
- What is lesson study?
- How to proceed with lesson study?
- What is key for effective lesson study?



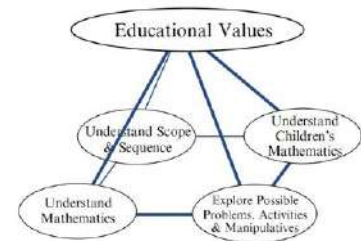
- We were not able to immediately answer these questions because lesson study is customary practice in Japanese schools, and we had not made it the object of our thinking – just as we are usually not aware of the existence of air when breathing.

## Lesson study

- To overcome this issue, we have worked on the development of models describing the practice of lesson study.



Lesson study cycle  
(Fujii, 2019, p. 683)



Task design in lesson study  
(Fujii, 2015, p. 285)

- We also realise that lesson study is cultural practice deeply rooted in Japanese context, and when implementing lesson study in other countries, it is important to adapt, not adopt, it to each cultural and educational context.

## Language issue

- A Japanese word – *Hatsumon* (発問). Hatsu (発) means posing, and mon (問) means a question, so *Hatsumon* literally means **posing a question** or simply **questioning**.
- Examples of questions:
  - What is the answer of  $13 - 9$ ?
  - How do you solve the problem  $13 - 9$ ?
- However, Japanese teachers usually do not regard the former question as *Hatsumon*. Why don't we want to regard it as *Hatsumon*? What do we mean by *Hatsumon*?

## Language issue

- *Hatsumon* (発問) is sometimes translated to thought-provoking questioning in English, but there is no single English term corresponding to *Hatsumon*.
- More generally, when we translate our language to another one, we often face such kind of translation issue; there is a term in foreign language which has a **similar but not identical** meaning to the original language.
- This language issue is an obstacle in international collaboration but, at the same time, a learning opportunity for us to **reflect on our language**. For example:
  - What is the difference between *Hatsumon* and questioning?
  - What is the nature of *Hatsumon* that distinguishes it from questioning?

## Messages to the participants

- Simply share your educational experience, even if it is nothing new to you. Something normal to you can be something new to others, and it can be a seed for international collaboration.
- There are several obstacles in international collaboration, but these obstacles can also be learning opportunities for us to deepen our mutual understanding of different countries and the understanding of ourselves.

Enjoy international collaboration!

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