

# The Second Session

## Education method for International Understanding

TOMOHIITO HARADA

Professor of Graduate School  
Hyogo University of Teacher Education

### Curriculum vitae

1976 Hiroshima University graduate school master's course completion  
1976 Teacher of public high school in Aichi Prefecture  
1990 Lecturer of Hyogo University of Teacher Education  
1992 Associate professor of Hyogo University of Teacher Education  
1997 Curriculum Specialist of Ministry of Education (additional post)  
1997 Ph.D (Hiroshima University)  
2000 Professor of Hyogo University of Teacher Education  
2006 Director of Center for School Education Research,  
Hyogo University of Teacher Education (additional post)



### Objectives of the Session

#### 1 Introduction

When we catch the international understanding education method in the wide sense, two aspects are important. One is an aspect of the curriculum of practicing by any content and the method. Another is an aspect of the leader who how guides the student. In this session, the discussion of these two aspects will be greatly developed.

#### 2 Discussion for curriculum of international understanding education

When we think about the curriculum of the international understanding education, the following two will be chiefly discussed.

The first is a problem of practicing within the limit of an existing subject or practicing outside the subject. In the former, it is possible to practice basically by all subjects. However, the subject by which a center role is played might be social studies, foreign language, music, and drawing and manual arts. On the other hand, the practice by integrated study, moral education, special activity which includes club activities and the school event is thought in the latter. Especially, a lot of cases with the international understanding education by integrated study and traveling abroad are reported in Japan in recent years.

The second discussion is a problem of valuing the acknowledgment side or valuing the affect side. In the former case, it is aimed to explore and understand the climate and the history which does the characteristic of a different culture and the background. However, it is aimed in the latter case to actually feel a different culture through the experience and the exchange activity, etc. Of course, both do not compete for superiority or inferiority. It might be the one properly selected according to the frame of the curriculum.

#### 3 Discussion for leader of international understanding education

When we think about the leader of the international understanding education, the following two are chiefly discussed.

First, is it a school or a community to bear mainly the international understanding education? In other words, it is discussion of teacher or citizen. Of course, because the international understanding education does the part of the school education, the role of teacher is large. However, if the character of school in the community is considered, citizens' roles cannot be disregarded. In short, cooperation and team work of both are necessary. In that case, the guidance technology and method are discussed, too. It is, for instance, a problem such as how being necessary to do the human network-making of the school and the community.

The second is a discussion how there needs to be teacher training at the university for the international

understanding education enhancement and development. Moreover, the method of training an incumbent teacher is discussed, too. Such a curriculum is not developed still enough in Japan. There will be a lot of problems in the future, how to aim at the relations among an international understanding education, an existing subject education, and the special activity practice, etc. (location in the entire teacher training curriculum), and how to make the best use of the overseas experience activity of the international cooperation mechanism etc. (location of experienced activity in international understanding education curriculum) Therefore, the meaning of the cooperation research of the teacher training university in Japan, South Korea, and China is very large.

The first part of the session consists of the following four speeches.

- Speech 1 International Education Research in Globalization Era  
Lee, Myung Sook, Daegu National University of Education
- Speech 2 Elementary Mathematics Education in Korea  
Hang-gyun Sihm, Seoul National University of Education
- Speech 3 The Effect of Korean Traditional Play with Peers in Inclusion on the Social Interactions of Children with Intellectual Disability  
Min, Chun-Sik, Daegu National University of Education
- Speech 4 Commitment to International Understanding Education at a Teacher Education Institution  
Ito Harumi, Naruto University of Teacher Education

In the second part of the session, we have the panel discussion. We will invite the following four panelists.

- Takeshi Ozaki, Isou Elementary School of Kami-cho
- Yukihiro Goto, Graduate School of Hyogo University of Teacher Education
- Min, Kyung-Hoon, Daegu National University of Education
- Ock-Ryeo Kang, Seoul National University of Education