

Placement: Japanese Educational Sites

## **MODULE HANDBOOK**

Yoshio Hamano

Term: Spring or Fall Semester

Numbering XXX

Credits 2

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This handbook provides information about the module and its operation. Please study it carefully.

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# 1. Introduction / Welcome

This module introduces this fieldwork-style course designed to provide firsthand experiences at various Japanese educational sites. The course is especially aimed to be delivered to the students of international background. By visiting and having practical experiences at Japanese educational sites, including kindergarten, elementary school, and high school, the students can explore and ponder on the differences and similarities between Japanese schools and the institutions of their own countries.

## 2.0. Module Description

### 2.1 Overall Module Aims

The module aims to explain that the course will introduce students to basic issues in understanding the educational system in Japan, illustrating how the standards are officially set and how the system evolved with historical evidences. The visits to educational sites will provide firsthand experiences communicating with children, students, and teachers. The course will end with summarizing and discussing about the findings. Ultimately, students will have increased freedom to respect cultures of different kinds and to relate the appreciation to their own fields of study.

### 2.2 Subject Specific Module Aims

The fieldwork will consist of visits to the following institutions: Tokyo College of Music Kindergarten, a public Tokyo local elementary school, and Tokyo College of Music High School. Because of the fundamental differences in the organization classifications (a private kindergarten attached to a music college, a general public elementary school, and a private high school attached to a music college), students will learn diverse facets of Japanese educational circumstances. In order to truly experience daily school lives, the students will not only observe the classes but also will participate in children's activities, including times before and after class works.

### 2.3 Skills and Abilities

Through the fieldwork, the students will encounter children of different age groups and will learn how to communicate with them using appropriate approaches accordingly. The experience may be of use for future teaching opportunities or any other professions involving communicating with children.

### 2.4 Applied Learning

As an educational institution is an important representation of one culture, the students will have direct and invaluable experiences with Japanese society. In addition, the students will meet children who are not completely capable or fluent in English language. This will provide opportunities to build enthusiasm to work with people of different national backgrounds.

## 3.0. Learning Outcomes

### 3.1. Learning Outcomes – overall

On completion of this module, students should be able to:

- demonstrate and apply appropriate knowledge to the discussion of education and Japanese culture
- draw connections between each learning of the module and with concurrent and previous studies of their own fields

### 3.2. Learning Outcomes - specific

On completion of this module, students should be able to:

- formulate and structure convincing arguments about how to foster communication with children of different cultures
- independently research appropriate material for future studies about Japanese education

## 4.0. The Module Team

The address for the Department within which your module is situated is:

Tokyo College of Music  
1-9-1 Kami-Meguro,  
Meguro-ku, Tokyo, 153-8622

Staff involved in the organization and delivery of this module are as follows:

*Yoshio Hamano*                      *Module Leader*    *hamano\_yoshio@tokyo-ondai.ac.jp*

**Module Leader**

The Module tutor has the overall responsibility for organising, delivering and assessing a module. It is the Module Leader who you should see with any queries or problems related to a specific module, if the Course administrative officer cannot help.

*Nahoko Sakiya*                                      *Course administrator*                      *ESC-office*                                      *nahoko\_sakiya@tokyo-ondai.ac.jp*

**Course Administrator**

The Course Administrator has responsibility for providing a full and responsive administrative service in support of the processes and procedures associated with student and course administration.

**5.0. Indicative Syllabus**

This course will first take a broad view of the system of Japanese education. Then classes will consist of visits to different Japanese educational institutions. Students are expected to participate in the activities of each institution on their own initiatives. The last lecture will be a discussion about the learning outcomes. At the end of each class, students will write a short report using the information learned at each site.

**6.0. Delivery Information**

<b>Week</b>	<b>Title</b>	<b>Synopsis</b>
1	Course orientation	Explanation of Japanese educational system Understanding the background knowledge of each institution Planning the schedule at each institution
2	Visit to Tokyo College of Music Kindergarten	Firsthand experiences with children aged 3-6
3	Visit to a public elementary school	Firsthand experiences with students aged 6-12 (Grade 1-6)
4	Visit to Tokyo College of Music High School	Firsthand experiences with students aged 15-18 (High School Grade 1-3)
5	Summary and review	Reviewing the learning outcomes Discussion on English education

**7.0. Independent Study – Preparation for Lecture**

Students are expected to study more than 1 hour outside of the class every week to review for each lesson and submit a short report after each class.

## 8.0. Assessment and Practical Tasks

### **Assignment:**

Final evaluation will be based on the completion of the following:

Class participation 80% and report assignment 20%.

<b>Module Grading Bands</b>		
S Outstanding	90% +	Full participation and outstanding attitude in fieldwork. Well-structured assignment (report). Fully committed participation in discussions.
A Excellent	80-89%	Full participation and excellent attitude in fieldwork. Well-structured assignment (report). Fully committed participation in discussions.
B Very Good	70-79%	Partial participation and very good attitude in fieldwork. Fairly well-structured assignment (report). Good participation in discussions.
C Good	60-69%	Partial participation and good attitude in fieldwork. Adequately structured assignment (report). Good participation in discussions.
D+ Fail Poor	40-59%	Partial participation and poor attitude in fieldwork. Poorly structured assignment (report). Limited participation in discussions.
D Fail Very Poor	10-39%	Inadequate participation and very poor attitude in fieldwork. Poorly structured assignment (report). Poor participation in discussions.
D- Fail Unacceptable	0-9%	No participation in fieldwork.

## 9.0 Further Reading Sources

For further reading and learning, reference materials will be announced in the class.