

How is the “Yononaka-ka” initiative perceived and
implemented by students and teachers?
A case study of two Japanese schools

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ABSTRACT

This dissertation explores the nature of the Yononaka-ka initiative, which is practiced by teachers in 250-300 schools in Japan today. The study was undertaken due to a strong research need; there are extremely few, close to zero, previous studies on this subject. It aims to illuminate how it has been implemented and perceived by students and teachers. It also aims to make a small contribution to introducing it into an educational research field and to share new information on the present state of Japanese education. It conducted a case study of two Japanese schools in different cities which practiced Yononaka-ka. The study took a mixed-methods approach to collect a variety of data from questionnaires, interviews, classroom observations and documentary materials.

The findings revealed the students' positive stance toward the Yononaka-ka initiative. Most of them thought that the topics and activities in the lessons were helpful for their learning, and believed they had developed some of the knowledge, skills and values/attitudes which are necessary for their future life. Another student viewpoint of the initiative became evident, which is that they see it as a polar opposite to their ordinary subject lessons, and some regard it as a relief from their exam-based studies. Meanwhile, teachers have recognized the students' developments of the above skills and attitudes and that their practices prepare their students well for real-life situations by connecting the classrooms with society, although they still face some challenges in implementing the practice at their schools. The study has illuminated the nature of Yononaka-ka as citizenship education and its role in educational change.

As this study focuses on the case of Yononaka-ka as practiced by individual teachers, research on the initiative and how it is integrated in a school programme as a whole is necessary to further investigate the nature of Yononaka-ka as citizenship education and its role in educational change.

Key words: Yononaka-ka, citizenship education, educational change, curriculum

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AUTHOR'S DECLARATION

I hereby declare that this thesis is my own original work and all reference to the work of others is duly noted. No portion of the work in this thesis has been submitted for another degree at this, or any other, university.

CHAPTER 1: INTRODUCTION

1-1 What is Yononaka-ka?

“Yononaka” means “society and the world” in Japanese. Literally, “Yononaka (society)-ka (class)” is a class in which students learn about society. However, it is not a formal subject or the equivalent of social studies classes. Kazuhiro Fujihara advocated this new teaching method when he was a principal at Wada Public Junior High School in Sugunami Ward in Tokyo. It was implemented as part of his school reform during his assignment of 2003–2008 as the first principal in Tokyo from the business field, under the local government’s new liberalistic educational reform. The school reform under his leadership came out with new reform plans which were implemented one after another in a relatively short period. He set the Yononaka-ka lessons in the school curriculum and taught it using non-subject lesson hours to students of all grades. His school reform and Yononaka-ka soon made the news and gathered attention, because they were different from the typical “knowledge transmitting” type of lessons most Japanese people are familiar with; adults are encouraged to join in activities such as discussions and debates by students on current issues or sometimes on controversial issues in society. Today, now that Fujihara has left the school, Yononaka-ka lessons at Wada School are taught by a head teacher as part of the school curriculum (Wada Junior High School, n.d.). The Yononaka-ka initiative has now spread to other schools’ programmes or is practiced by individual teachers across Japan.

1-2 Aims and rationale of the study

The reason for choosing to undertake this study was primarily my academic interest in citizenship education in Japan. Interest in citizenship education has escalated worldwide today. My academic interest in citizenship education in Japan increased through working on my master’s degree in citizenship education at the University of York last year, in particular, my dissertation, which examined the treatment of citizenship education within current Japanese civics textbooks. However, my MA dissertation had limitations; it could not explore how teachers employ these textbooks and in what ways teachers and students interpret the concept of citizenship in these textbooks. In order to understand how teachers and students in Japan are practicing citizenship education, a study on the Yononaka-ka initiative seemed appropriate, as it has now been practiced by quite a number of teachers nationwide, and many studies recognize it as a form of citizenship education in Japan. Furthermore, there is a strong

research need; in spite of its practice by a large number of teachers and its popularity among the public through the media, there have been almost no studies on this initiative by researchers.

There is also another pragmatic reason for deciding to work on this study. One of the sample schools is located in Okinawa, my home place, and the students' activities under the Yononaka-ka initiative often made news in the local media. It was relatively easy for me to gain access to the school: because of my academic interests, I had connections with many of the teachers before conducting this study. In addition, when I needed another sample school for more data in a different context, the network of Yononaka-ka teachers introduced me to another school in Niigata.

1-3 Research questions

In spite of its practice by a large number of teachers across Japan and its popularity among the public, there have been almost no studies on the initiative by educational researchers. In order to address this research need, this study addresses the following research questions:

1. Why was the Yononaka-ka initiative introduced in these schools? Were there any contextual factors?
 - a. Students' characteristics (e.g. prior knowledge, learning style, background)
 - b. School characteristics (e.g. type of school, school ethos, timetable, location)
 - c. Other contextual influences (e.g. social, political, economic and educational trends, government policies, geographical factors)
 - d. Teachers' personal background/experiences

2. What are the goals of the initiative?
 - Does it aim to encourage students to develop their knowledge of society?
 - Does it aim to help students develop the skills to live in contemporary society?
 - Does it aim to help students develop values necessary in society?
 - Does it aim to strengthen school – community partnership?
 - Others?

3. How is it taught and learned in these schools to meet the goals?

4. Do teachers and students think that it develops knowledge, skills and values/attitudes, and that it promotes students' participation in contemporary society?

1-4 Research strategy and techniques

This study adopted a case study approach as a research strategy, focusing on two schools in different cities in Japan. A case study approach aims to portray and interpret the complexity of the case, thus it is appropriate considering the nature of this study; it requires capturing and analysing the case of two schools in detail and in a real-life context.

In order to address the complexity of the case in this study, a variety of data both quantitative and qualitative was needed. The research questions need to be addressed first through statistical analysis by using quantitative data, then through thematic analysis that explored the samples' beliefs and experiences. Therefore, this study took a mixed-methods approach for the data collection, including; questionnaires, classroom observations, interviews and documentary materials.

1-5 Nature and the purpose of each chapter

This study consists of eight chapters.

Chapter 1(Introduction) presents the aim and the rationale of this study, including why I chose to undertake this study, and explains some pragmatic reasons for the decisions made. After presenting the research questions, it introduces the structure of this dissertation with a brief explanation of the nature and purpose of each chapter.

Chapter 2 (Context and Literature Review) aims to provide an overview of the Yononaka-ka initiative, the relevant contextual information, and the literature review for this study. First, it provides a brief explanation of the role of Japanese public education and its development today. It describes the development of citizenship education and the type of citizenship education in Japan. Second, it presents an overview of the Yononaka-ka initiative which includes its goals, practices, previous research and the criticisms raised against it. It also discusses the meaning of Yononaka-ka as citizenship education and as an example of educational change.

Chapter 3 (Methodology) describes this study's research strategy. After presenting the research questions, it explains the case-study approach this study took to gather a variety of data. Next, it presents the profile of the samples: the schools, teachers and students, and the possible ethical issues. The chapter explains the mixed-methods strategy and describes the process of each method – questionnaires, classroom

observations, interviews and documentary materials – from the design stage to their implementation. Lastly, it describes the data analysis procedures used.

Chapters 4, 5, 6 and 7 present, analyse and discuss the findings that emerged from the research questions in order to illuminate the implementation and perception of the Yononaka-ka initiative by the teachers and students in this study. Chapters 4, 5 and 6 use the research questions as a framework for the discussion. Each of these chapters begins with a consideration of the responses in the questionnaire, then analyses them with data from interviews, observations, documentary materials and the issues described in the context/literature review. Chapter 7 summarizes the findings discussed in the previous three chapters and extends the discussion to the meaning of Yononaka-ka.

Chapter 4 (Background and the Goals of Yononaka-ka) begins the discussion with a focus on the background events and factors which led the sample teachers to practicing the initiative, as well as their leaning goals for their lessons. The data obtained from the questionnaires and the interviews revealed the issues practicing teachers face. It analyses these findings by comparison to Fujihara's original goals and practice model.

Chapter 5 (Teaching and Learning) discusses how Yononaka-ka is taught and practiced by the sample teachers and students. First, it focuses on whether they think the topics and activities which they teach and practice in the Yononaka-ka lessons and activities are helpful for the students' learning. It also examines whether the teachers think they are helpful for the students' learning and whether they use these activities often or not. It further explores the specific activities they used. Second, it explores how the teachers assess their students' achievements and the quality of the lessons.

Chapter 6 (Students' Development as Perceived by Students and Teachers) first discusses both teachers' and students' perceptions of the students' development of their knowledge, skills and values/attitudes through Yononaka-ka lessons and activities. It also explores more specific developments they recognize. Second, their perceptions of the Yononaka-ka itself will be discussed based on the open-ended questions and interviews. The findings brought another viewpoint on Yononaka-ka lessons by the students as a polar opposite from their views on ordinary subject lessons.

Chapter 7 (Summary, Discussion and Analysis) reviews the main findings of Chapters 4, 5 and 6 on why and how the teachers implemented the initiative, and on why and how the students reacted to it. Next, it extends the argument developed in Chapter 2, on the meaning of Yononaka-ka as citizenship education in terms of

educating people and as an initiative which has been instrumental in educational change generally, by considering the findings which emerged from the research questions.

Chapter 8 (Conclusion) reviews the main findings obtained in this study and reflects on its achievements and limitations. Lastly, it proposes recommendations for future research in light of the findings in this study.

CHAPTER 2: CONTEXT/LITERATURE REVIEW

This chapter aims to present an overview of the Yononaka-ka initiative and the contextual information of this study. First, it provides a brief explanation of the role of the Japanese national curriculum, the history of its public education in the modern era, and its development today. It also describes the development of citizenship education in Japan and current characteristics. Second, it presents the profile of the Yononaka-ka initiative: its goals, practices, previous research and criticisms against it. Here, I also discuss the meaning of the Yononaka-ka initiative exploring its possible definitions, its use as citizenship education by individual teachers, and the educational changes it may effect. Lastly, the chapter explains the research needs and the research questions of this study.

2-1 National curriculum and public education in Japan

2-1-1 The role of public education in the post-war era

Japan's central educational authority, the Ministry of Education (MEXT), has a great deal of influence on public education. It determines the national curriculum, the Course of Study, which determines class hours, objectives and contents for each subject at each grade from kindergarten to high school. The Course of Study is revised every ten years by the Ministry. Textbooks must also be authorised by the Ministry after evaluating whether the contents are based on Course of Study's detailed curriculum guidelines (MEXT, 2012).

Historically, the public school system under this centralized national authority contributed to the country's rapid industrialization after the Second World War. The government established the school education system under the strong control of the Ministry and ensured the provision of the same level of education for all school children. It urgently needed to produce a capable workforce of as many people as possible who would work hard and obediently, in order to catch up with other industrialized nations. The whole country united under the national project for prosperity.

At schools, students were encouraged to be successful high achievers in life, as is typical in the case of rapidly developing countries. They competed with each other for achievements in order to pass entrance examinations for competitive universities, which promised them better companies and a better life. To keep young people occupied on track of such competition, adults strove to separate them from the world outside of schools. Everybody believed that a happy life awaited them at the end of their hard work.

2-1-2 Education in the knowledge-based society

However, this Japanese model does not work in the post-industrial age. Barton (2011) explains that the; “ Japanese education system, which served the country so well for so long in the post war era, is not delivering as many of the flexible, creative thinkers as Japan needs for ... the ‘knowledge age’”(p.5). The world today is facing a knowledge-based, matured, civil society. Schools around the world face the challenges of preparing their children to live a rapidly changing society with increasing inequality and threats to democracy as a consequence of globalization and the knowledge economy. Japan has sought the education to meet the needs of its students today. It has repeatedly debated over students’ performance and the national curriculum over the past 20 years¹. However, many scholars argue that the country’s education has not yet shifted toward the knowledge society and appropriately dealt with the challenges they face in the 21st century (Fujihara, 2012; Kariya, Shimizu, Fujita, Hori, Matsuda, & Yamada, 2008). Sato (2006, September, 2012) and Kariya and Yamaguchi (2008) argue that teaching has become a public service from the public mission today. This occurred for one reason; the government’s new liberalistic education policy (e.g. the revival of the national standard test, and encouraging the school choice system). Today, developed nations including Japan are facing the consequences of new liberalistic educational policies.

2-2 Development of citizenship education in Japan

2-2-1 The need for citizenship education in schools

As was mentioned in the previous section, education in Japan has isolated students from the real world to encourage concentration on the competition of entrance examinations. However, the education system has also suppressed students’ involvement in political activities and overreacted against political issues, which are now considered to be the source of the political apathy prevalent among young people today. Sugiura (2009) argues that due to increasing anti-government movements by students during the Cold War, the government gradually shifted its policy to suppress students’ involvement in political activities. Furthermore, the Article 14 (MEXT, 2006) of the Fundamental Law of Education recognizes the importance of political education, but also forbids political activities at school. The latter is more emphasised in the school system, thus schools are particularly sensitive when dealing with political issues and activities (Kodama, 2003, 2011, November).

Shimabukuro refers to a specific example which led to develop the citizenship education programme at the University of the Ryukyus' affiliated junior high school and the publication of a supplementary textbook for citizenship education (Shimabukuro & Yonamine, 2006). He was shocked by a young student's group presentation revealing that they do not know what to do when urged to cast a vote immediately after turn 20, because they did not learn how to do this at school. These students learned about the electoral system at school, but not how it really affects their lives. Until then, Shimabukuro had not been aware of the education system's responsibility for the declining voting rate among young people in Japan.

In such classrooms, isolated from society with less opportunity to share their opinions, Fujihara (2008a) and Sanuki (2004) and many others argue that students cannot imagine the sort of dynamic citizenship in which they could exchange opinions and share different ideas in a democratic manner. Therefore, teaching citizenship education at school has been regarded as necessary for students to prepare and learn the knowledge, skills and values necessary for a mature knowledge society today.

2-2-2 Citizenship education as a new movement

Citizenship education has attracted attention and is practiced in many parts of the world today, especially since the 1990s, driven by rapidly-changing global societies in national and international contexts (Cogan, 2000; Kubow, Grossman, & Ninomiya, 2000; Banks, 2004). Simply put, it can be defined as helping young people to understand and develop the skills necessary for taking part in contemporary society. In Japan, the terms "citizenship" and "citizenship education" have gradually become recognized among Japanese people today, and debates on citizenship education have occurred actively. While the Ministry of Education has kept silent, the Ministry of Economy (METI) and the Ministry of Internal Affairs and Communications (MIC) have paid it attention. Today, new programmes and approaches to citizenship education have been implemented nationwide by a number of local educational authorities and individual schools. The following are examples of movements in citizenship education; the attention paid to citizenship education from outside the educational field; and citizenship education in formal schooling in Japan.

2-2-3 Attention to citizenship education from outside the educational arena

- The METI published a report on citizenship education, known as the “Declaration on Citizenship Education”, in 2006 (METI, 2006);
- The Association for Promoting Fair Elections (n.d.), a foundation under the MIC which acts for fair elections and increasing people’s awareness of voting through educational programmes nationwide has paid attention to citizenship education. The association has featured citizenship education around the world on its public relations magazines and had held lectures on the subject;
- The MIC special council for the government’s future activities has made recommendations which include the promotion of ‘sovereign education’ in which people will be able to act, judge independently and participate in society (MIC, 2011).

2-2-4 Citizenship education in formal education/schooling

2-2-4-1 Citizenship education by municipalities

- Shinagawa Ward, Tokyo (Harada, 2010) introduced an original subject called “Citizenship” in 2000, as part of the ward’s educational reform combining three subjects from the Course of Study to be practiced in its public elementary and junior high integrated schools;
- Yawata City, Kyoto (MEXT, 2010) has a citizenship programme for public elementary and junior high school students, which is similar to the citizenship education programme in England;
- Kanagawa Prefecture has a citizenship programme for public high schools in the prefecture (Kanagawa Education Centre, 2009). On 11 July 2010, more than 30,000 students of all the 144 high schools in Kanagawa Prefecture held a Mock Trial of the House of Councilors election. It was the largest-scale mock trial conducted by a local government in Japan (Town News, 2010).

2-2-4-2 Citizenship education by individual schools

- Ochanomizu University Elementary School, Tokyo, set up an original citizenship programme in 2001, which focuses on developing political literacy, including practical skills such as research, analysis, and communication (Okada, 2011);
- Okegawa Kanou Junior High School, Saitama (Otomo, Kiritani, Nisio, &

Miyazawa, 2007) carried out a city planning project in collaboration with local civic organizations;

- The University of the Ryukyus' Junior High School, Okinawa (Shimabukuro & Satoi, 2008; Shimabukuro & Yonamine, 2006, 2012) carried out a one-year citizenship programme and supplementary reading material was published based on the reflections of the programme. It is available online and to be used in a teacher-training course for license renewal by the local government.

2-2-4-3 Citizenship education by individual teachers: Yononaka-ka initiative

The typology above shows that the implementation of citizenship education in Japanese schools has generally occurred at the municipality level and at the whole school level. In this study, I will categorize Yononaka-ka as citizenship education by individual teachers. It could be categorized in two other ways. First, Yononaka-ka as citizenship education by individual schools, since the practice of Yononaka-ka in the Wada School is recognized as an example of citizenship education in Japan (Nakanishi, 2005; Otomo, Ohkubo, & Haraguchi, 2008; Jo, Oguro, & Takahashi, 2010). Second, as citizenship education by municipalities: Osaka Prefectural Board of Education (2010), for example, has introduced Yononaka-ka style lessons as part of its morality and career education for public elementary and junior high schools since 2010. However, it should be noted that Yononaka-ka has also been practiced by the teachers at 250–300 schools nationwide (Suzuki, 2013, May 12) and outweighs these two as the most popular way the practice as it has spread around the country today. Further explanation on the definition of Yononaka-ka as citizenship education by individual teachers will be made later in this chapter.

2-3 Overview of the Yononaka-ka initiative

The Yononaka-ka initiative was advocated and practiced for the first time as part of school reform in a public junior high school in Tokyo by head teacher, Kazuhiro Fujihara. It aims to help students develop knowledge, skills and attitudes as citizens to live in a mature society by connecting the classroom with society (e.g. with topical issues and, anything that happens outside of schools) in which they learn and discuss with adults a theme which does not have a single solution or answer through familiar topics (Fujihara 2008a, 2008b, 2010, 2011; Kariya & Yamaguchi 2008; Yononaka-ka Network, n.d.). The lessons have spread out across the nation today and are now practiced by a number of individual teachers. This section presents the learning goals

and practice of the Yononaka-ka initiative, and describes possible definitions in light of some arguments in the literatures. It also discusses criticism against school reform in Wada, and the little volume of previous research on the Yononaka-ka initiative.

2-3-1 Learning goals and practice of the Yononaka-ka

According to Fujihara, the Japanese schools have not taught students how to make connections between facts they have learned, in order to apply them for practical uses. Fujihara started Yononaka-ka lessons to make up for what had fallen out of the national curriculum: the knowledge, skills and attitudes necessary to connect students to real-life situations. The following is a summary of the learning goals of the Yononaka-ka initiative: knowledge, skills, values/attitudes and some key points for the practice by Fujihara that I have clarified through careful reading of his publications and the related literature (Fujihara 2008a, 2008b, 2010, 2011; Kariya & Yamaguchi, 2008; Yononaka-ka Network, n.d.).

2-3-1-1 Learning goals

Students understand and develop the followings knowledge, skills and values/attitudes;

Knowledge (concepts, economy, politics, topical and controversial issues)

- **Conceptual understanding:** learning and understanding the concepts through familiar topics and themes.
- **Economy:** money issues which are familiar to and essential for students. Students learn a mechanism of capitalism, the role of currency at school but they do not learn the connection between this and their daily life, because money issues are often regarded as taboo as a classroom topic at school, despite the fact that it is essential in a capitalist society.
- **Politics:** political issues familiar to and essential for students. Students learn about taxation and the pension system in their local government, but not how these taxes are used in their lives. Without an interest in the functions of their local government, students become “residents” who have even less interest in elections.
- **Topical and controversial issues:** Schools avoid teaching controversial issues and taboos, although it is essential

for students to learn about these issues that are happening in real society. They teach the Constitution but not juvenile law, which is a familiar topic for students: they teach traffic rules but do not address suicide though death in traffic accidents, which makes up one third of the deaths by suicide in Japan, and suicide has become a major cause of death among young people.

Skills

- **Editing information**

Editing information, as defined by Fujihara, is the skill of figuring out the best solution by using knowledge, expertise and experience. This skill is identical with one of the three key competencies of the Definition and Selection of Key Competencies (DeSeCo) Programme “using tools interactively” (OECD, 2005).

- **Five critical skills** (communication, logical thinking, role playing, simulating, presentation)

Values/attitudes

- Respect for different views
- Morality
- Responsible action in decision, judgment and participation

2-3-1-2 Practice

There are some key points to practicing the initiative:

- **Openness:** the classroom is open to anyone; students have opportunity to share a variety of ideas and opinions with adult participants;
- **Topic:** the topic does not necessarily have a single answer or solution: it is better to choose the one that adults may find difficult to answer. Social issues including controversial problems and taboos are also discussed;
- **Use a variety of activities:** the lesson encourages students to learn actively through simulation, role-playing, debate, discussion and presentation;
- **Adults learn with students:** adults join students’ group discussions, not just as observers. It invites experts as guest teachers (GTs) on a specific topic for the students’ better understanding of the topic, but it does not ask students to simply listen to their long success stories;
- **At least once a week:** the lessons should be provided at least once a week in integrated studies² and morality classes separately from the ordinary subject

lessons;

- **Target:** it is ideal for the lessons to be provided to students from Year 5- 9 (ages 11-15) or from Year 8-12 (ages 14-18) at least for five years.

2-3-2 Other key features for the practice

In addition to the above list for practice, some other key features should be explained for further understanding of the initiative. Worksheets and workshops have contributed to the spread of Yononaka-ka practice by individual teachers. Local headquarters play an important role in the Wada School and this helps to explain the idea of community in the initiative.

2-3-2-1 Worksheets

Yononaka-ka lessons often use worksheets. The worksheets for students are available online for anyone's use (Yononaka-net, n.d.). They exemplify the learning goals and practice of the initiative mentioned above; learning and understanding the concepts and the knowledge using a familiar topic for students through active learning such as discussion, debates and presentation. The set of worksheets online include four files and each file has eight sheets: 1) economy and finance, 2) contemporary issues in society, 3) careers, 4) politics and law. Appendix 1 to this study is the worksheet I have translated into English, and is one of the most popular and most-used worksheets as an introduction to a Yononaka-ka lesson. This is the first in the series of four worksheets which uses a hamburger – a familiar object for students – as a starting point to exploring our economic system through group discussions and presentations, as mentioned in the learning goals and practice section. After completing the first sheet, students learn about 2) the differences between popular shops and unpopular shops, 3) the cost and price of hamburgers and exports and imports, 4) the rise and drop in the value of yen.

2-3-2-2 Workshops

Workshop and the worksheets have contributed to the spread of Yononaka-ka practice by individual teachers. In 2006, the government began sponsoring workshops for teachers who wanted to introduce Yononaka-ka at their schools as a part of the new educational system development programme. The workshops were held twice a year in five cities across Japan including Tokyo and Osaka, attended by 20–30 teachers. The lecturer was Fujihara. During these three-day workshops, teachers studied the Yononaka-ka initiative; created their own lessons; and networked with each other

(Yononaka-ka net, n.d.). The workshops ended in 2009 because they were excluded from the considerations of the official budget.

2-3-2-3 Local Headquarters

There is no community involvement stipulated in the learning goals of Fujihara's Yononaka-ka initiative. However, it encourages adults to learn together with students in classrooms, while putting the students' learning at the centre. Fujihara also emphasizes the importance of involving communities in schools, and the leadership and coordination skills by the school heads required to connect schools with the community. He set up a volunteer organization, "Local Headquarters" as part of his educational reform in the Wada School.

It is important to refer to Local Headquarters in Wada's reform, because it includes Fujihara's idea of community involvement, which plays a significant role for students' learning in the Yononaka-ka initiative. The Local Headquarters was set up to support teachers and the school by involving local residents, university students and anyone else as volunteers in school activities and events. It also aims for students to have a more "crosswise relationship" with the adults of different generations in the community, which acts as a cushion for them. This type of relationship, different from the "vertical" relationship with their parents and teachers and the "lateral" one with their friends, is rapidly disappearing today due to the demographic changes in Japanese society and the loss of community after industrialization (Fujihara, 2008a, 2008b, 2010). Therefore, Fujihara argues that schools should function as a centre to establish the lost crosswise relationship and Yononaka-ka and the Local Headquarters are combined as a device to develop future citizens in Japan (Fujihara 2008a). He points out the necessity of the Local Headquarters to supply adults' volunteers into classrooms; however, the majority of Yononaka-ka teachers practice it individually at school. The significant issues on the relationship between schools and the community for Yononaka-ka teachers will be explored later in the discussion section.

The success of the Local Headquarters system in Wada has become a model of the educational measure by the government since 2008, the "School Support Regional Headquarters Programme", which organises a sustainable volunteering network of parents and residents in the community to meet the needs of the school. As of 2010, there are 2540 headquarters in 8,835 elementary and junior high schools across Japan (MEXT, 2011).

2-4 Meanings of Yononaka-ka

There are few studies on the Yononaka-ka initiative, which will be further explained in the following section on research needs. Therefore, in order to understand the broader picture of the Yononaka-ka initiative, I would like to explore the meaning of the Yononaka-ka initiative and its possible definitions from two points of view; first, Yononaka-ka the citizenship education practiced by individual teachers in the context of education, and second, as reculturing in the context of educational change. Fullan (2007) defines “reculturing” as “how teachers come to question and change their beliefs and habits” (p.25).

2-4-1 Yononaka-ka as citizenship education by individual teachers

It is possible to define the Yononaka-ka initiative as citizenship education, though it is not widely recognized as citizenship education in Japan. As mentioned earlier, literature tends to categorize Yononaka-ka in Wada School as a model of citizenship education in Japan (Nakanishi, 2005; Otomo et al., 2008; Jo et al., 2010). Fujihara (2008a) articulates the aim of the Yononaka-ka initiative to help students develop the knowledge, skills and attitudes required as citizens to live in a mature society. In addition, it has some similarities with citizenship education in England. Of course, these two countries are different in their positions on the educational system and how they are implemented. For example, citizenship education is a compulsory subject in England. However, there are still similarities in their goals and in the materials they use.

Similarities with citizenship education in England

- **Crick’s four essential elements and the learning goals of Yononaka-ka**

According to a final report in 1998 on Education for Citizenship and the Teaching of Democracy in schools, chaired by Bernard Crick (Qualifications and Curriculum Authority [QCA] 1998), the four essential elements of citizenship education are “concepts”, “values and dispositions”, “skills and aptitudes”, and “knowledge and understanding” (p.44). Each has more detailed items than the learning goals of Yononaka-ka, but these four elements are similar to Yononaka-ka’s learning goals of knowledge (concepts, economy, politics, topical and controversial issues), skills, and values/attitudes as explained in the section of learning goals (2-3-1-1).

- **Textbooks and worksheets**

Textbooks for citizenship education in England share similar topics, tasks and exercises to those found on the Yononaka-ka worksheets. For example, one of the textbooks for key stage 4 and GCSE (Fiehn, Fiehn & Miller, 2003) has includes the “youth justice system” in the section on the justice system, and “personal finance” to teach students how to manage their money and an explanation of “high-pay and low-pay” in the section on money and work. These topics are followed by some tasks and exercises for discussion and research, such as a group exercise to set up government spending for the coming year to learn about taxation in the national government. It also contains topical and controversial issues for discussion. These topics are all identical to the Yononaka-ka worksheets and not found in the current Japanese junior high school civics textbooks (Mori, 2012; MEXT, 2008). It is not possible to investigate how these materials are used by teachers and students; however, the topics and exercises found in these materials do at least require students to engage in more active work during their lessons.

2-4-2 Yononaka-ka as educational change for “reculturing”

Fullan (2007) defines three components in educational change as follows:

The innovation is multidimensional and there are at least three components or dimensions in any new programme for educational change: 1) the possible use of new or revised materials, 2) the possible use of new teaching approaches, and 3) the possible alteration of beliefs (p.30).

The three components match the Yononaka-ka initiative; it uses worksheets as new material, and activities such as discussions, debates and presentations as new teaching approaches. The third component could be explained as “reculturing” following Fullan’s definition. Yononaka-ka could be considered reculturing because it includes opening classrooms to anyone, discussing topics without a single solution, which are sometimes controversial, and cannot be found in regular classroom lessons in Japan. In this sense, it is possible to say that Yononaka-ka teachers are practicing their educational change for reculturing their schools and themselves.

For the past several years, arguments over educational change have shifted from structural issues to more intangible parts of the school improvement (Fullan, 2007; Miller, 2005; Fink & Stoll, 2005; Hargreaves, 2003; Sato, 2006, September, 2012).

2-4-3 Yononaka-ka as a learning community

It is possible to say that Yononaka-ka teachers are reculturing the classroom by opening it to anyone. It involves bringing outside adults into students' classroom learning. However, the idea of involving adults is different from that which has been widely accepted in the education today.

There is a huge amount of studies on the effectiveness of involving adults in the community for students' learning, in which students have the opportunity to work with adults and share a variety of ideas and opinions. In Japan, for example, Ikeda (2005) studied the concept of educational community, and Shimizu (2009) conducted research on "empowering schools" developed from a study on "effective schools" by Edmonds. Community involvement has become a key issue for schools today, which is evident in government programmes such as the "School Support Regional Headquarters Programme" to connect schools with communities (MEXT, 2011).

However, Yononaka-ka brings adults not only into school activities but also into the classroom lessons, where they are not simply observers; they join in the students' learning to discuss a topic which does not have a single answer. In such a class, teachers do not just teach but learn to seek for solutions with students. The shift from teaching to learning requires a level of change in teachers' beliefs, as they have likely been trained only to teach in classes throughout their professional careers.

This culture of learning shares a vision of a learning community and learning society (Coffield, 1997) in which teachers, adults and students are in the process of continuous learning. Hargreaves (2003) states that "a knowledge society is really a learning society" (xviii). In this sense, Yononaka-ka could be defined as a style of life-long learning for a mature knowledge society in the 21st century. There is another possibility to this definition as a professional learning community for teachers, once the classes are open to anyone. Fullan (2006, June) defines it as "school cultures which foster learning among teachers within the school; cultures in which teaching is less private and more transparent for feedback and improvement" (p.87).

2-5 Criticism against school reform in the Wada School

Yononaka-ka and Fujihara's school reform in the Wada School received attention from the media and the public but it also received some criticism. Since this study focuses on the two schools currently practicing the Yononaka-ka initiative, discussion of criticism against the school reform in Wada may seem to be irrelevant. However, it is significant to note that they might have a degree of impact on the practice of individual

teachers, considering the nature of the Yononaka-ka initiative which was initiated in the Wada School by Fujihara.

In his commentary in one of Fujihara's publications, Kariya's examples of conceivable criticism from teachers (Fujihara, 2008a) against reform, including Yononaka help to understand the level of criticism. They are as follows:

- High-profile performance which drew public and media attention has led to skepticism among teachers and principals (e.g. due to the practice of inviting famous figures as guest teachers for the lessons);
- Fujihara's business-like style is hard to accept in the public school system. His new liberalistic educational reform widens inequality among students.
- This model does not fit all; only Fujihara and the Wada School could make it possible by using the full extent of human resources and networks he possesses;
- Our school does not need change for the moment.

These criticisms seem to be focused on Fujihara's high-profile performances involving a media and business-like style rather than the Yononaka-ka initiative itself. For example, an evening lesson in Wada for some advanced students created controversy as it invited teachers from a private preparatory school to teach at a public school. His counterargument for using private companies at a public school claims that this type of criticism is nonsense, because public schools today use for-profit companies; they purchase textbooks, computers and photo copy machines from these companies, and therefore it is not appropriate to hide such financial issues from students, who should understand it well.

2-6 Previous research

The number of studies which evaluate Yononaka-ka is surprisingly near zero. A group study by Kariya et al. (2008) is the only study I could find. It conducted a three-year ethnographic research at Wada School when Fujihara was principal, and focuses on the students who received Yononaka-ka lessons regularly for three years under Fujihara. It revealed that Yononaka-ka lessons had a good effect on students' attitudes and critical skills. For example, 6.5% of Wada students who had Yononaka-ka lessons for the past three years left a blank on an open question of the PISA, while the average for Japanese students was 41.9%. This demonstrates that Wada students with three years' experience of Yononaka-ka lessons by Fujihara were more confident than the average Japanese

students to express and explain their opinions critically. However, the research aims of Kariya et al.'s study are different from this study. This study aims to explore the perceptions of the Yononaka-ka initiative by the samples, not to evaluate students' outcomes on achievement tests. Furthermore, it should be noted that Kariya et al.'s study focused on the overall school reforms in Wada School, thus it only studied Yononaka-ka lessons as part of the reforms.

2-7 Research needs

There have already been numerous media reports on Yononaka-ka lessons and Fujihara's educational reform, as well as the publications written by Fujihara himself. The initiative is widely known to the public through the media. However, there are extremely few – close to zero – studies on the Yononaka-ka initiative by researchers, especially on details of the day-to-day practices by teachers and their students nationwide. Even Kariya et al.'s study focused on the overall school reform in Wada School, which means it discussed and analysed Yononaka-ka only in the context of reforms at one school; and it targeted only Wada school students Fujihara himself had taught for three years.

Because of the lack of research, the initiative has been set aside from the discussion on its implications for the country's education; though it has become known to the public and teachers in 250–300 schools nationwide are currently practicing it. Furthermore, there is a concern that the initiative may continue to receive criticisms which are not supported by a trustworthy evaluation, which is significantly unfortunate if indeed teachers who practice Yononaka-ka have found it educationally valuable for their students.

Therefore, it is necessary to investigate how the teachers and students have implemented and perceived the initiatives for further understanding of its present state and illuminate the possibility, challenges and implications for Japanese education in the 21st century. The study also aims to make a small contribution to sharing information on the subject in English.

2-8 Research questions

In order to address the central aim of “how have teachers and students implemented and perceived the initiative?” the following research questions were formulated:

1. Why was the Yononaka-ka initiative introduced in these schools? Were there any contextual factors?

- a. Students’ characteristics (e.g. prior knowledge, learning style, background)
- b. School characteristics (e.g. type of school, school ethos, timetable, location)
- c. Other contextual influences (e.g. social, political, economic and educational trends, government policies, geographical factors)
- d. Teachers’ personal backgrounds/experiences

These categories are based on Fullan’s tri-level (school/community, district/region and state) development (Fullan 2006, June, 2007). He argues that new capacities at any level of the system including classroom, school, district, state and nation, will affect the initiation and implementation of educational change.

2. What are the goals of the initiative?

- Does it aim to encourage students to develop their knowledge of society?
- Does it aim to help students develop skills to live in contemporary society?
- Does it aim to help students develop values necessary in society?
- Does it aim to strengthen school – community partnership?
- Others?

Fujihara emphasises teaching students the knowledge, skills and values/attitudes they need to live in contemporary society, as well as the indispensable role of the community to initiate it (Fujihara 2008a, 2008b, 2010).

3. How is it taught in these schools in order to meet these goals?

4. Do teachers and students think that it develops necessary knowledge, skills and values/attitudes, and that it promotes students’ participation in contemporary society?

NOTES

1. The country repeated debate for over the past 20 years over the Course of Study whenever it was revised every ten years whether it should be “knowledge centred” or “activity centred”. The debate culminated when it was revised in 1998 and implemented from 2002. This drastic reform in the curriculum was called “Yutori (relaxed) education” which introduced a five day school week, integrated study hours as a new subject for students’ active learning apart from the normal subject lessons, and 30% reduction of the subjects’ contents because the Japanese tight curriculum was criticized as it seriously affected the students. However, “Yutori” soon received a strong criticism as a main cause of declining students’ achievement followed by the results of PISA 2006. As a result, the new national curriculum which has been implemented since 2011 to 2013 increased the subject contents again and reduced the hours of integrated studies. In this debate, researchers criticized that “Yutori” widened the performance gap among students. They pointed out that the decline in achievement was particularly evident in the student group of disadvantaged, low socioeconomic status families and that this gap was widening (Kariya, 2002, 2011; Kariya & Yamabuchi, 2008; Mimizuka, 2008).

2. The integrated study hours was introduced when the reduced national curriculum was revised in 1998 as a new programme from grade three in elementary school through high school for 2-3 hours a week. It aims to encourage students to develop problem-solving skills and apply the knowledge they learned in classes to the real world. As the programme does not require textbooks, its content tends to be based on students’ interests and can be cross-curricular. Popular activities are volunteering and services, whole-school activities and English lessons for elementary school pupils. Parmenter et al. (2008) indicate its potential as a place for the practice of citizenship education in the present school curriculum in Japan. Followed by the revision of the national curriculum in 2008, hours for the integrated study hours have been reduced while total subject lesson hours and their contents have been increased.

CHAPTER 3: METHODOLOGY

This chapter outlines this study's research strategy and how the research proceeded. First, it presents the research questions and explains the case study approach I took in order to address the research questions. Second, after explaining the profile of the participants (schools, teachers and students), and addressing ethical issues, the methods and procedures for data collection are described, including its justification. In order to collect a variety of data, the study used mixed methods of questionnaires, interviews, classroom observations and documentary materials. The process of each method will be explained from the designing stage to piloting to its implementation. Finally, it describes the process of data analysis. The methodological issues and relevant research literature are addressed and incorporated throughout this chapter.

3-1 Research questions

This study addresses the following research questions:

1. Why was the Yononaka-ka initiative introduced in these schools? Were there any contextual factors?
 - a. Students' characteristics (e.g. prior knowledge, learning style, background)
 - b. School characteristics (e.g. type of school, school ethos, timetable, location)
 - c. Other contextual influences (e.g. social, political, economic and educational trends, government policies, geographical factors)
 - d. Teachers' personal backgrounds/experiences
2. What are the goals of the initiative?
 - Does it aim to develop encourage students to develop a knowledge of society?
 - Does it aim to help students develop the skills to live in contemporary society?
 - Does it aim to help students develop values necessary in society?
 - Does it aim to strengthen school – community partnership?
 - Others?
3. How is it taught in these schools in order to meet the goals?
4. Do teachers and students think that it develops necessary knowledge, skills and values/attitudes, and that it promotes students' participation in contemporary society?

3-2 Research strategy

3-2-1 Case study approach

This study took a case study approach to address the research questions. A case study approach aims to portray and interpret the complexity of the case. In order to answer the research questions, the case study approach is appropriate because the case of the Yononaka-ka initiative as implemented and perceived by the students and teachers needs to be captured and analysed in detail and in a real-life context.

This study explores two cases: the Yononaka-ka initiative in school A and school B. In the first stage, I intended to focus only on school A, but later added the case of school B. I knew from my previous experience that the practices of school A are unique compared with that of average Japanese public schools. Being a private school enables school A to implement the Yononaka-ka initiative with flexibility and sustainability. Though they are not completely independent from the national education system under the Department of Education, private schools have their own school management and teacher recruitment systems. Decision-making is considerably quicker in general, thus teachers tend to have more flexibility in their lesson schedules. Private school teachers also stay at the same school for longer than public school teachers, who are transferred to every 3-5 years; thus the teachers at school A would be able to continue their practice with little concerns about the time limit before a transfer.

Nesbit and Watt (as cited in Cohen, Manion, Morrison, & Bell, 2011) and many others refer to the case study's weakness of being "less generalizable" (Cohen et al., 2011, p.293) and this study does not aim to present the case as representative of the Yononaka-ka initiative as practiced nationwide. However, considering the unique nature of school A, there was a concern about whether focusing on only the practices of one school would truly help to understand the nature of the initiative.

Therefore, I sought for another case in a different context. A teacher at school A made an announcement through their network and contacted a teacher at school B, who was pleased to participate in the research project. The two schools have different characteristics; e.g. private-public in school type, south-north in location, and the initiative being practiced by two teachers-one teacher. Though it is impossible to totally overcome the weakness of the case study, studying two cases ensured greater validity of the study and increased its generalizability rather than focusing only on the special case of school A. It should also be noted that this study does not aim to simply compare the two cases.

Three or more cases would be ideal on the basis that adding more sample schools would increase its generalizability. In this study, however, the aim is to understand and interpret the richness of these cases. Adding more sample schools would lead to the threat of losing the central aim and make the study rather shallow.

3-2-2 Mixed methods to collect data

In order to investigate the complexity of the cases, the study needed a variety of both quantitative and qualitative data. The research questions should be answered first by using statistical analysis which could generalize the data, and second, by using thematic analysis which explores participants' understanding, beliefs and experiences prior to the final interpretation. In this sense, this study used questionnaires mainly for quantitative data, and used interviews and observations for qualitative data. Documentary materials were used for both functions, and for my own understanding of the case and the nature of the initiative. The detailed aims and the process of each method will be explained in the following sections of this chapter.

3-3 Samples

3-3-1 Schools

School A is a private coed junior and senior high school located in the urban area of the capital city of Okinawa, the southernmost prefecture in Japan. The city has a population of 320,000 is approximately 2–2.30 hours by air from Tokyo. The school has 1, 300 students both in junior and senior high level, and is renowned for its active students both in terms of high academic achievements and sports club activities. The school accepts students from across the prefecture; some choose this school and come from other prefectures for the purpose of its sports club activities.

School B is a public coed junior high school in the suburban area of the capital city of Niigata, the northwestern prefecture. The city has a population of 800,000 and is approximately two hours by bullet train from Tokyo. The school has 1, 009 students, the largest of the city's junior high schools, and is a very popular public junior high school among both parents and teachers, for one reason – because of the students' behavior and manners.

3-3-2 Teachers

There are two teachers who practice Yononaka-ka lessons and related activities in school A. One of the teachers was not able to participate in this study for personal reasons, thus the other social studies teacher became a sample participant. The teacher has practiced the Yononaka-ka initiative for five years at this school. He is also a supervisor of a society club at the school in which a group of students from both junior and senior levels are involved in a variety of societal activities in and outside of the school.

One math teacher has been practicing the Yononaka-ka lessons at school B for six years since he was assigned to this school. He has a total of 10 years' involvement with the Yononaka-ka initiative, including at his previous junior high school position. In Niigata, two additional teachers from other schools in Niigata participated in questionnaires and less formal interviews. A total of four junior high school teachers in this study are coded as TA, TB, TC and TD to make identification clear.

TA: a social studies teacher at school A, five year experience to practice Yononaka-ka;

TB: a mathematics teacher at school B, ten year experience;

TC: a Japanese teacher in Niigata, five year experience;

TD: a social studies teacher in Niigata, ten year experience.

The data source of quotations and responses from teachers during interviews and observations will be identified as such: otherwise the source of all data is text from the questionnaires.

3-3-3 Students

Students who participated in questionnaires and interviews at school A are from Year 11 (ages 16 -17). They had Yononaka-ka lessons from two teachers for three years when they were in junior high school. As typical Year 11 high school students in Japan, they have started considering their future path: deciding which universities they would like to attend and studying for the entrance examinations they may take the following year. The students observed in classes were Year 9 (ages 14-15) students.

Students who participated in the questionnaires at school B are Year 8 (ages 12-13). They had Yononaka-ka lessons last year, five to six lessons a year, and they are having them this year too. Students observed in the classroom lessons were Year 7 and 8 (ages 12-14).

The aim of this study is not a simple comparison of findings from both students. However, it should be noted that students at school A and B have different learning experiences and background of Yononaka-ka. Students at school A are Year 11 and had three years of lessons and some activities inside and outside of their school, while students at school B are Year 8, with one year's lesson experience which were based on the worksheets.

3-4 Methods and procedures for data collection

Data was collected through a variety of research methods and sources: questionnaires, interviews, classroom observations and documentary materials. The data collection was carried out in local settings during a period of two months from April to May 2013.

3-4-1 Ethical issues

Initially, a letter (Appendix 2) asking for permission to conduct the research project at the school was sent to two head teachers via two Yononaka-ka teachers as a point of contact at each school. An informed consent letter (Appendix 3) was also sent to the teachers at schools A and B. In order to ensure informed consent, the letter of permission sent to the school heads and the informed consent form sent to teachers both provided the nature of the research project, the purpose of the study, a statement of confidentiality and of their voluntary participation in which they have the option to withdraw from the process at any stage. Since permission was given by the head teachers, I met them in person and received the forms with signatures when I visited the schools for this project.

3-4-2 Questionnaires

Questionnaires (Appendices 4 & 5) were administered to the teachers and students in this study mainly for statistical analysis. In the questionnaires, a certain number of participants were asked to work on the same questions and the responses were collected in the same way for all the participants. This process enabled me to address the research questions and to compare and analyse data from the two schools objectively.

3-4-2-1 Designing the questionnaires

The process of designing the questionnaires had the task of identifying and itemizing the specific information which was necessary in this study, ensuring proper

wording with the full necessary information on a proper form. In order to identify specific information on the Yononaka-ka initiative, the worksheets became a source of the questions which were asked about the topics in the lessons as generated in Q12 for teachers and Q3 for students. Two types of questionnaires were necessary, one for teachers and one for students. I tried to ensure that questions and items on both questionnaires appeared correspondingly, e.g. Q10 for teachers and Q4 for students on the activities; Q12 for teachers and Q3 for students on the topics; Q15 for teachers and Q7 for students on the developed knowledge, skills and attitudes.

At the initial stage of creating the questionnaires during February and March 2013, three people kindly supported the drafting and piloting process to refine the questionnaires. This mix of Japanese and British people understands the context of both countries well and thus provided insightful feedback.

3-4-2-2 Drafting

Drafting was carried out by a British professor at a Japanese university. He is also a researcher of citizenship education in Japan and is familiar with Japanese society, including his knowledge of the local language having lived there for many years, which made his comments and advice valuable. He provided particular advice on the presentation of questions and language, for example:

- Changing the style to Likert-type scale.
My draft questionnaires were full of “Choose the items below and write the reasons” questions. He advised that the Likert scale would be easier, especially for students, to obtain more of the information I needed.
- Shorten by combining similar items on the lists and deleting items that are not essential. For example, in Q15 for teachers and Q7 for students: “(k) checking newspapers and other sources on social issues” was combined from the items “check newspapers and other sources on special issues” and “increased my interest in society”. An item “negotiation skills” in my draft, which was similar to “(g) persuasive way of speaking”, was deleted.
- Inappropriate translation (I made drafts in Japanese first, then translated them into English). In Q12 for teachers and Q3 for students, the words “clone” and “homeless” which are examples of “Japanized English words”, were corrected as “cloning” and “homelessness”. “Future career” was originally “occupation” in the first draft, but received a comment that the word “occupation” is not clear in English and does not have the intended meaning in Japanese.

- The meaning of “enjoyable” and “interesting” are vague both in Japanese and English and they do not address students’ learning experience. I corrected, in Q12 for teachers from “I found that the students enjoyed the following topics/contents” to “the students learned something from the following”, and in Q3 for students, corrected from “Have you found that the following topics/contents... were interesting?” to “I think I have learned something from the following”, and in Q4 for students, from “I think the following activities ... are enjoyable” to “the following activities helped me to learn”.

3-4-2-3 Piloting

A Japanese and British couple living in York, England participated in the piloting of the revised draft questionnaires both in English and Japanese, and provided feedback. The Japanese woman filled in the Japanese translated questionnaires for both teachers and students while the British man completed the English ones. They kept track of the time they took to complete them and discussed the results with each other. The followings are extracts from their feedback:

- Some grammatical mistakes were pointed out by the British man.
- The time they took to answer the questionnaires:

The Japanese woman completed the questionnaire for teachers as if she were a teacher and took 41 minutes to complete it. She commented that a real teacher would take much time and that it would be quite long for them. I still felt that all the questions on the questionnaire for teachers were important, thus the number of questions remained unchanged. The husband had no comment on the time because the questions on specific education in Japan were rather difficult for him and that resulted in him leaving some parts blank. Both commented that the students’ versions were adequate, not too short or too long.

3-4-2-4 Administering the questionnaires

Questionnaires were administered in April and May 2013 at the local settings under supervision of the teachers, which lead to 100 percent response rates. They were well detailed except for one by a student in school B which was not completed in enough detail to be included. At school A, 79 students from Year11 (ages 16-17) took questionnaires in an audio-visual room at their school for about 15 minutes. The teacher allocated time for the questionnaire before starting their career guidance class led by two career councilor teachers. I attended the class and responded to some questions

from the students. Then the answered questionnaires were collected. The teacher completed the questionnaire at a later date.

Meanwhile at school B, the situation and condition for the project was different from school A. Niigata is considerably distant from Okinawa and because of the schedule of the school B, only one day was allowed to visit the school. There was not enough time for the questionnaires to be administered to students on the same day; the teacher administered the questionnaires to 79 students in two Year 8 (ages 13-14) classes for about 15 minutes at a later date. The completed questionnaires were mailed to Okinawa including the completed teacher questionnaire by TB.

In Niigata, two other teachers (TC and TD) agreed to participate in the questionnaires. They are both practicing Yononaka-ka at their individual schools. They came to school B to observe and support TB's lessons. I distributed the informed consent forms and questionnaires for teachers so that they could complete them and mail the questionnaires. TC provided time for a less formal interview for about 30 minutes at school B.

3-4-3 Interviews

Interviews were conducted with TA and the group of students at school A, and with TB and TC at school B. The main purpose of interviews in this study was to obtain qualitative data such as opinions, experiences and feelings as expressed in teachers' and students' own words by directly contacting them. Follow-up on the questionnaires was significantly important because some responses turned out to be of particular interest for me after administering the questionnaires; the interview sheets (Appendices 6 & 7) show the points which I found needed to be followed up with face-to-face interviews by allowing teachers and students to talk about the research topics in their own ways. It was also intended to allow unanticipated trends to emerge and be explored during the course of interviews. Utmost efforts were made to avoid leading the respondents, biases and confusion due to unstructured questions and responses.

3-4-3-1 Preparing interview sheet

After the questionnaires with answers were collected, I read them through carefully and picked up on some responses which I felt I needed more in-depth answers. Then interview sheets were created for both teachers and students. These were a list of in-depth questions developed from the questionnaires, because the interviews were expected to be more open-ended to gain wide range of responses. A Japanese friend

checked the sheets and gave me some feedback that pointed out the numbers of questions for students were small, but I did not change the number I expected all students to answer each question.

3-4-3-2 Interview at school A

I conducted two interviews at school A, with TA and a group of students. The teacher interview was carried out in a teacher discussion room allocated for the interview for 45 minutes. The interview was audio-recorded and then transcribed.

A group interview with students was carried out for about 45 minutes in the same discussion room. Since I confirmed that school A did not require consent from parents and students themselves for the interview, I had asked the teacher to select students for the interview. The teacher picked up seven students from Year 11 (ages 16-17), including four girls and three boys. They were all members of the society club – one of the school clubs TA supervises – in which students are involved in activities related to society. The selection of these students – they knew each other well – made the interview active and produced a variety of opinions from the students. It should be noted that they belong to a society club, which indicates that they tend to be more articulate and socially conscious than other students in general, and they do not necessarily represent the average of students in school A. The interview was audio-recorded and TA also attended as an observer.

Cohen et al. (2011) and others point out the advantages of using group interviews for certain groups of people, such as children. There are two reasons to adopt a group style for interviews with students: first, they are still not familiar with face-to-face individual interviews, so a setting with friends may encourage their interaction for more responses; and second, there was not enough time to allocate individual interviews with students at school, because they are all busy with studies and club activities after school.

The group interview generated a wide range of responses from individual students in a relaxed atmosphere. At first, each spoke in turn, starting with an active student who often determined the way the conversation developed, but this student never dominated. There was a sense of cooperation for an equal opportunity for all to peak; they encouraged one student who hesitated to show her opinion. Near the end, in the last question which asked for their comments on the Yononaka-ka initiative, the interview developed into rather a group discussion on Yononaka-ka, or a “focus group” in which participants interacted with each other rather than with the interviewer, although often it is “from the interaction of the group that the data emerge” (Cohen et al., 2011, p.436).

They discussed the pros and cons of Yononaka-ka style lessons and the activities which they continue in their society club. Once a student spoke of the challenges the initiative faces at school A, others began to present some advantages, as well as their worries and dilemmas in their activities, for example, facing the university entrance examination. They concluded the discussion with the agreement that they have had advantages due to the experience of Yononaka-ka lessons and the activities their teacher provided.

3-4-3-3 Interview at school B

Less formal interviews were possible at school B with TB and TC, each in an allocated common room at the school. Interviews with students were not carried out because of the limited research schedule at Niigata. However, the interviews with teachers yielded unexpected information and their thoughts on the Yononaka-ka practices and on the dilemmas they face. The interviews were not audio recorded, but carefully notes were taken. After the interview and the research conducted at school B, I continued an email exchange with TB and I was able to ask him questions which emerged during my research.

3-4-4 Classroom observations

Classroom observations were carried out in both schools A and B, during four lessons at each school. Since Bell (2010) points out that it is “useful in discovering whether people do what they say they do, or behave in the way they claim to behave” (p.191), the observations in this study aimed at gaining a better understanding of the context of the actual practices of Yononaka-ka lessons by watching and recording what happened in the classrooms. They were also used to complement data from the questionnaires and interviews.

Matthews & Ross (2010) refer to Gold’s (1958) four-point style of observation (from complete participant to complete observer) and prefer to think of the roles “as points on a continuum rather than separate positions, giving an infinite variety of variations” (Matthew & Ross, 2010, p.259). In this study, I attended observations as a complete observer, as neutral and unbiased as possible, but occasionally I exercised a little flexibility. Because of the nature of Yononaka-ka lessons, which encourage observers and adults to be involved in the class activities such as students’ discussions, I expressed my comments and joined discussions when asked. This style enabled me to gain more accurate data, such as the students’ discourse during the discussion period, while trying to maintain an objective style during the observation process.

3-4-4-1 Observation sheet

I used an observation sheet (Appendix 8) for my classroom observations at school A and B. The sheet was made using as an example one which I used in a previous research project and found useful. The observation style I adopted was close to unstructured in an open-ended style. In the actual classroom observations, I kept the recording focused on the contents or process, and on instructions and interaction both between teachers and students and between students in a group discussion. Appendix 9 shows my records in a lesson I observed at school B. After a pilot at school A, I tried to put notes on the sheets soon after the observations to avoid forgetting the key points and reflections due to the time blank. This also improved the reliability of my observation records.

3-4-4-2 Attendance in classroom observations

I observed four Yononaka-ka lessons at school A, and one of them was a pilot. All the four lessons were civics taught by TA. Three lessons, except for the pilot, took place in the same Year 9 (ages 14-15) class. The school had not allocated hours for Yononaka-ka lessons in the school curriculum, though it used to do so as part of its Saturday paid lesson hours. Thus, TA had devised the methods and technique of Yononaka-ka initiative for his own civics classes. I stood in the back of the classroom but often walked between the students' desks while taking records. I contributed my opinions and joined students' discussion when asked to.

At school B, there was only one day available for the research project. In spite of the limited and tight schedule, TB arranged his lesson schedule with his colleagues and kindly scheduled his four lessons for my visiting day so that I could observe as many lessons as possible in one day.

His Yononaka-ka lessons were provided in four different Year 7 and 8 (ages 12-14) classes. There were always several teachers present, including the school head, during the lessons for the observation sessions, as he had announced this occasion of Yononaka-ka lessons was open to other teachers at school B. The topics varied: "Becoming a manager of a hamburger shop" to learning about the economy, "Are junior high school students still children? Or adults?" to learning the laws which relate to young people, and so forth. He used the Yononaka-ka worksheets slightly arranged for his class use. The style of the observation was the same at school A, standing back and walking between students' desks while taking notes on the observation sheet.

3-4-5 Documentary materials

Documentary materials were also used in this study both first and throughout the entire process. Official documents such as the MEXT Course of Study and reports on the initiative (e.g. published reports of Yononaka-ka teachers' pedagogical practices, newspapers and magazines on the initiative) were examined for my understanding of the case and the context of citizenship education. School-based materials (e.g. school prospectus, school websites, handouts for lessons and worksheets) which were received by the teachers and schools helped me to obtain a better understanding of their practice and to reinforce the data through questionnaires, interviews and observations. I retained a critical outlook on the credibility of these materials, especially the media reports, considering the nature of journalism for which I cited Cohen et al. (2011) in Chapter 2, context/literature review.

Worksheets for Yononaka-ka lessons became one of the main sources of information and were examined in order to generate questions for the questionnaires, especially the questions on the topics which Yononaka-ka lesson participants underwent or taught, because they are commonly used by Yononaka-ka teachers and are often arranged for their classroom use.

3-5 Process of data analysis/reliability and validity

3-5-1 Process of data analysis

Data analysis in this study roughly proceeded in two ways, quantitative data analysis and qualitative data analysis. Quantitative data was collected from the questionnaires which were semi-structured, and was entered from each case into variables for the analysis. In the process of reading and checking the collected questionnaires, I excluded only one from analysis, as was mentioned earlier.

Qualitative data in this study derived from the interviews, observations and documents, and the open-ended questions during the questionnaires. In analyzing the qualitative data, I followed Miles and Huberman's three processes of qualitative data (1994): 1) reducing data, 2) displaying data and 3) drawing and verifying conclusions. The processes were not always sequential, often happened at the same time, and over and over again.

First of all, I read all the data until I became familiar with the text and I took notes on any interesting points, similar patterns, unexpected features and so forth. In reducing the data, the data were kept together in a similar format and they were coded and categorized into units based on the research questions. Then I counted the frequency of

each code and the number of words in each category. In displaying data, key information gained from the data was displayed in text format. The outline function, for example, to give a heading for each code, also helped me to look at only the display of the codes to simplify the huge amount of data. In drawing and verifying conclusions, I analyzed the relationships and connections between the categories and codes to capture the meanings emerging from the data and to identify key factors and issues. This process enabled me to gain a sense of the bigger picture in order to draw conclusions.

3-5-2 Reliability and validity

I continued my work on ensuring reliability and validity throughout the process of the study. Drafting and piloting were the part of the validation process. There were rare exceptions: for example, at school B, there was not enough time for me to attend the questionnaire administration for students. Therefore, I held a briefing with the teacher to ensure correct procedures, and clarity of the meaning of the words and items in the questions. In the group interview with students at school A, the teacher attended it and helped avoid leading questions. During the observations, I kept a record of key points and of my reflections soon after the event, to avoid their being forgotten because of the time blank, which improved the reliability of my observation records.

The research took place in natural classroom and school settings. In this natural setting, I was able to encourage questions or feedback face-to-face from participants, which also increased the validity of the data and reduced out of focus responses from the participants in questionnaires. For example at school A, I attended the questionnaire administration, and received a few questions from students about the meaning of certain questions and items, which reduced potential misunderstanding of the questions. Furthermore, visiting the schools for questionnaires administration, interviews and classroom observation also increased trust on both sides and my frequent communication between teachers through emails became possible and led to more authentic data.

CHAPTER 4: BACKGROUND AND THE GOALS OF YONONAKA-KA

Chapters 4, 5, 6 and 7 present, analyse and discuss the findings that have emerged from the research questions. In this chapter, I discuss the findings obtained from the following two research questions.

1. Why was the Yononaka-ka initiative introduced in these schools? Were there any contextual factors?
 - a. Students' characteristics (e.g. prior knowledge, learning style, background)
 - b. School characteristics (e.g. type of school, school ethos, timetable, location)
 - c. Other contextual influences (e.g. social, political, economic and educational trends, government policies, geographical factors)
 - d. Teachers' personal backgrounds/experiences

2. What are the goals of the initiative?
 - Does it aim to encourage students to develop their knowledge of society?
 - Does it aim to help students develop the skills to live in contemporary society?
 - Does it aim to help students develop values necessary in society?
 - Does it aim to strengthen school – community partnership?
 - Others?

This chapter presents the background events and factors that led the sample teachers to practice the initiative. It also shows their leaning goals and the practical issues they face. It analyses these findings by comparing them to Fujihara's goals and practice model. The findings revealed that the teachers started their Yononaka-ka lessons at school seeking a solution to their dissatisfaction with the present school curriculum, the gap between school knowledge and real-life knowledge, and their concerns about students' lack of interest in society. However, it also revealed that they face challenges to implementing and continuing their practice, such as gaining understanding and interest from schools and parents, and problems with the current curriculum and educational system.

4-1 Factors behind the introduction of the Yononaka-ka initiative

4-1-1 Participation in workshops

When responding to the question asking teachers' main reasons for getting involved with the Yononaka-ka initiative on the questionnaire, all four teachers indicated that participating in workshops played a determining role in their consideration of practicing the lessons at their schools. They attended the workshops which were described in Chapter 2. However, these have not been available since 2009 due to governmental budget cuts. During the interview, TB talked about his experience in the workshop.

In the workshop, after learning about the initiative itself, we created our own original lesson plans and shared them with each other. After it ended, some teachers met again on a few occasions, but even such private meetings have not occurred recently. In case of Niigata, a number of teachers including myself continue to hold private meetings when Fujihara visits Niigata about twice a year.

In TB's case, although a group of teachers still hold some private gatherings, there are no regular workshops or study meetings by teachers today for exchanging their practices.

4-1-2 Factors behind participation

There were a number of factors which let teachers to participate in the workshops: students' characteristics, including their lack of interest in society; type of schools; and pedagogical matters.

4-1-2-1 Students' characteristics

Three teachers referred to their students' character and learning style.

- “Students have a good basic sense of high-level debate, but I felt that there was no opportunity to develop their talents in the present school curriculum” (TD);
- “There is a sense that the knowledge students learn at schools tends to be useless in real-life situations” (TB);
- “No opportunity for students to develop their thinking and share these ideas with friends in every-day lessons” (TA).

These opinions were related to their students, but they were expressed rather as teachers' concerns about the curriculum and pedagogical practice in school education

today. These overlap with Fujihara's motivation to begin the initiative, to make up for what had fallen out of the national curriculum: the knowledge, skills and attitudes necessary to connect students to real-life situations.

4-1-2-2 Students' lack of interest in society

This is also an aspect of students' characteristics. TA pointed out that his students seemed to be less interested in society especially local issues which should be familiar to them.

Compared with other places, Okinawa has a large number of social issues to be solved, including the US military presence. I understand that such an unusual situation has become a part of their life because they were born and raised here. Although there are many issues to be discussed, students are not interested in the problems they face and they do not have their critical eyes on a society which is full of inconsistencies. If this situation continues, they will simply follow someone else's decision without acting on their self-directed initiative.

4-1-2-3 Type of school

TA pointed out the flexibility of decision-making in private schools. His school, school A, is private and this made starting his practice a more smooth process:

It is extremely difficult for teachers in public schools to, for example, invite GT (Guest Teacher) into a class; after receiving a permission from the principal, then the principal must ask the local board of education for permission, then... but in my school, if a vice head agrees that my proposal is effective for students' learning, things get started sooner.

However, his school has changed its curriculum and has not allocated hours for Yononaka-ka today: therefore, he uses the methods of Yononaka-ka in his social studies lessons.

4-1-2-4 Teachers' personal background/experiences

TA expressed in the interview that he encountered Yononaka-ka when he was thinking about what he could do as a teacher to deal with the problems of school education today:

School education from elementary to high school is a period of preparation for students to participate in society, but I raised awareness that education today has left behind something fundamental, such as teaching them the meaning of work, what they can do in their future.

Other three teachers did not refer to issues facing school education today; however, TA's opinion suggests that it represents most teachers' concerns about the curriculum and pedagogical practice in today's schools.

4-1-2-5 Yononaka-ka to improve their own subject lessons

It has been revealed that because of the difficulties facing the practice of the initiative as a whole school programme, the teachers in this study have chosen to practice it in their integrated study hours and in their own subject lessons. The following comments suggest that they also tend to regard the Yononaka-ka initiative as a pedagogical method for their own lessons.

- “I thought that it would be effective for my social study classes, for career education, law and finance education at school” (TD);
- “When I attended the workshop I found that the initiative has many useful methods I could make use of in my lessons” (TC);
- “I use the Yononaka-ka method in my social studies lessons with a great flexibility and in combination with my own methods. I feel really comfortable with this style. After several years of continuing the Yononaka-ka lessons and activities, I think I have reached a conclusion. Fujihara also likes my style. He says he would like to see the day when Yononaka-ka is no longer necessary and had disappeared after being integrated into every subject lesson in Japan” (TA).

TA's answers during the interview suggest that even Fujihara welcomes this flexibility and does not ask teachers to stick to the learning goals and practice of the Yononaka-ka initiative he proposed in Wada School.

4-2 Learning goals of Yononaka-ka lessons for teachers

In order to address research question 2, the questionnaire asked teachers to identify the top three elements or goals they emphasize in their teaching of the Yononaka-ka initiative.

4-2-1 Values/attitudes

3/4 teachers believe they emphasize values/attitudes to be developed in their lessons as a top priority.

- “Coming into contact with different values and ideas to their own would give students flexibility in their decision-making” (TD);
- “I focus on having students carefully listen to others in my class” (TA).

4-2-2 Knowledge and skills

None of the teachers placed knowledge and skills as their top priority. As TD stated while knowledge and skills are necessary in order to develop students’ values/attitudes, teachers regard knowledge and skills as kinds of tools to develop their students’ values/attitudes.

4-2-3 Partnership with community

TB and TD answered that developing a partnership with the community is necessary. TB answered that there are many interesting adults in his school community so he would like to invite as many as possible people as guest teachers for his students. His comment shows that the teachers’ focus is to bring adults from the community into the classroom; not necessarily a kind of partnership with the community through volunteer work or participation in community events. TB further commented in the interview:

- “Yononaka-ka lessons are given in the classrooms, so the students usually do not go out for community involvement activities” (TB).

On the other hand, TA in the interview reflected that his practice did not target the school’s neighbouring community, because he defines community as rather wider surroundings in which the students work with people from the local government and local companies.

For these teachers, Yononaka-ka does not necessarily aim for a partnership with the community in which students join in with community works or events and work with local people. For TB and TD, it is rather a partnership to supply more community people and adults into the classroom to participate in the students’ learning, while TA regards it as a wider surrounding of people that students can work with.

4-2-4 Transmitting ideas from the classroom to society

TA also demonstrated more active goals. He wants students to understand that society will change if they take action. In the interview, he also commented that he always encourages students to write letters to the newspaper. His civics lessons, I observed, emphasized the importance of expressing their opinion and transmitting it to wider society.

Yononaka-ka lessons and the activities at school A were conducted for three years as a part of the school curriculum. There were a number of projects the students worked on which the next chapter will describe in detail, in the specified lessons and activities part. In general, these projects served to deepen students' understanding of themes in their classroom lessons through repeated group discussion and research, followed by a presentation to the public. Some of these projects were further developed as a collaborative project with the local government. Since these active projects have now become impossible, as the lessons are out of the school curriculum today, a group of students have taken over these projects in their activities with the society club.

4-3 Issues of practice

In relation to the initiative's introduction at schools, there emerged a number of comments from the sample teachers about the difficulty of its implementation at their schools. The following reveals why the majority of Yononaka-ka teachers practice the lessons individually during their class hours and subject lessons rather than as a whole school programme as is the case at Wada School.

4-3-1 Difficulty in obtaining support from schools and parents

Two teachers pointed out that both teachers and head teachers tend to have a negative perception of Yononaka-ka, as something started by a new liberalistic reformer and practiced by his followers. These negative perceptions have had some influence on its implementation, making it difficult for teachers to obtain support from the schools. TB also commented that this is unfortunate because he often receives a positive reaction from many experienced teachers when he shared the lessons with them. Kariya's examples of such criticism against Fujihara's school reform, which was mentioned in Chapter 2, show that there has been significant negative perception of the initiative among teachers and head teachers today, and this makes it difficult to be accepted and implemented at schools.

This study also revealed the difficulty of obtaining support from parents. TA and the students at school A expressed during the interview that the Yononaka-ka lessons were removed from the school curriculum because parents had complained about it. It was already mentioned in the previous section that school A used to have Yononaka-ka lessons as part of its school curriculum for three years during paid Saturday morning lesson hours. However, parents complained that while they paid for it, it has no link to the subject studies the students need for their university entrance examination preparations. One student in the interview complained about the present situation of Yononaka-ka lessons at school A.

When I was in Year 7 we had more lessons but they were gradually reduced. I heard it was because of complaints from the parents. ... I don't sense a spirit of cooperation towards Yononaka-ka in the whole school; there are only two teachers at school who practice Yononaka-ka. We are working very hard [in his club activities] but they show little interest in our activities at school, even in the local media.

The student is clearly not satisfied with the atmosphere at school and the media reaction he perceives, and this shows the lack of interest in the initiative at school and in his society.

4-3-2 Difficulty introducing Yononaka-ka into the school curriculum

Without securing support from other teachers, head teachers and parents, it will be difficult to implement Yononaka-ka in a whole school setting; thus the teachers who do practice it choose to do so during their classroom hours and in their subject lessons. However, young teachers also face another problem. TB commented during the interview:

- “Teachers who would like to give Yononaka-ka lessons are relatively young. But they do not have influential status, and not in a position at their schools to make proposals for the school curriculum” (TB).

4-3-3 Difficulty involving adults in lessons

TD commented “Involving adults in lessons is really difficult, though I understand well that involving adults in the lessons is very effective for students' learning”. TC also admitted the difficulty of inviting GTs in classroom lessons. In case of Wada School, the

school secures willing adults and volunteers in the community from the Local Headquarters and through the head teachers' networking skills.

However, this seems to be difficult for the sample teachers. In the published reports of Yononaka-ka teachers' pedagogical practices, TC wrote on how hard it is to bring GTs into the classroom (National Yononaka-ka Network, 2007). When she planned a lesson on opening a hamburger shop, she called all the nearest hamburger shops to invite the manager as a GT for the lesson, but all were turned down except for one shop, which allowed only a telephone interview. In another lesson, she invited a local policymaker on the topic of "the introduction of the school voucher system in Japan". This time the policymaker was willing to be a lecturer; however, TC had many worries leading up to the lesson day, because there was a sense that inviting a working policymaker into the school classroom to discuss rather delicate issues, which had not passed as laws, is a taboo.

These findings revealed the dilemmas these teachers face: they recognize that involving adults in their lessons work effectively for students' learning, but it is difficult in reality because these activities are time-consuming, and there is a limit to the networking that can be done by a single teacher. Another concern for teachers is that special consideration and care is necessary for the selection of guest teachers and topics.

4-3-4 Difficulty in continuing the initiative

In the interview, TB pointed out the difficulty of continuing the initiative under the present public school system. This is largely due to the fact that public school teachers in Japan are transferred to another school every three to five years, and that means a successful practice at one school will not necessarily be continued or accepted at the next school to which they are assigned. It suggests the difficulty of sustainable practice for these individual Yononaka-ka teachers under the present public school system.

Overall, these findings suggest that these teachers are facing significant difficulties to introducing and continuing the Yononaka-ka initiative at their schools as part of the school curriculum. These include a lack of understanding, support and interest from colleagues, head teachers and parents, and issues with the present public school system. They also revealed the individualized nature of teachers' practice at schools, which makes it difficult to bring adults into classrooms because of the limit of their capacity or networks. Furthermore, it became evident that inviting a GT is a

delicate task when dealing with taboo subjects, so it requires special care in the selection of guests and topics.

CHAPTR 5: TEACHING AND LEARNING

This chapter discusses the findings that emerged from research question 3, “How is the Yononaka-ka initiative taught and learned in these schools to meet the goals?” I discuss the data from the questionnaire on the topics and activities they have taught and learned, and assessment in the Yononaka-ka lessons and its related activities. This discussion explores more specific aspects of the activities students believe they have learned from, and the lessons and activities that the teachers believe are most effective and are most or least often used, by considering the data from the interview and classroom observations. The findings reveal close links between students’ choice of topics and activities, and that the top-ranked topics and activities among both students and teachers were identical to a large degree. Also revealed was a different pattern to the order of students’ choice of activities at each school.

5-1 Topics

Table 1: Levels of strongly agree / agree among students and numbers of teachers who think students have learned something from the topics

<i>Topics</i>	<i>School A (%)</i>	<i>School B (%)</i>	<i>Teachers (n=4)</i>
Economy & finance	43	59	4
Politics	52	32	4
Global society	66	39	3
Law	41	51	2
Future career	90	76	4
Current social issues (e.g. cloning, homelessness, suicide, falling birth rate)	47	35	3
Environment	35	40	1
Local issues (your prefecture/city/town)	50	56	3
Community involvement	39	45	2

In Table 1, the top three topics among students at school A are “career” (90%), “global society” (66%), and “politics” (52%) while they were “career” (76%), “economy & finance”(59%), “local issues” (56%) among the students at school B. Meanwhile, the top items chosen by teachers are “economy & finance” “politics” and

“career”, which shows a congruency with students’ opinion, except for “politics” which is not ranked very highly among the students at school B. These topics have also shown links with the activities, which will be discussed in the next part of this chapter.

5-1-1 Careers

“Career” is the top student choice in both schools (A: 90% B: 76%) as well as for teachers. This reflects the fact that students are interested in the topic, which has a direct link to their future pursuits, and that teachers believe it to be effective for their students. The worksheets for Yononaka-ka include a series of career-related topics. Today, career education has been practiced actively at schools in Japan and the MEXT has encouraged it as an official policy to tackle the problem of high unemployment among youth. As mentioned in Chapter 2, Osaka Prefectural Board of Education (2010) has included Yononaka-ka style lessons as part of the government’s career education for public elementary to junior high schools there. One Yononaka-ka teacher (National Yononaka-ka Network, 2009) refers to his lessons at his school which was integrated in a whole-school career education programme.

Using “career” as a topic seems to be effective for both sides: for students to learn and increase their interests in their future career, and for teachers to secure support from the schools in implementing it.

5-1-2 Other high-scoring topics

5-1-2-1 Economy & finance and law

At school B, the topics “economy & finance” and “law” scored relatively high. They should be linked to the topics on the worksheets “Becoming a manager of a hamburger shop” to learn about the economy, and “Are junior high school students still children? Or adults?” to learn about law as it relates to young people.

5-1-2-2 Local issues

In both school A and B, “local issues” scored relatively high (A: 50%, B: 56%). In the case of school A, it appeared to have a link with a series of lessons in which they worked out original travel plans for tourists and made a presentation in front of the local tourist board (Yomiuri Shimbun, 2011). These lessons might increase the students’ interest in their local culture and natural environment, to which they had not paid much attention before. A few students commented that they discovered some good things about their local area. On the other hand, at school B, TB considers that the students

chose this topic because he sometimes introduced topics such as local issues or invited GTs from the community.

5-1-2-3 Global issues

School A ranks “global issues” as the second highest topic, and this is likely related to a lesson in which a Japanese doctor from an NGO working in Sudan was invited as a GT. After his speech, the school developed a series of projects in which students researched the situation in Sudan and made a presentation at a school festival along with a fund-raising campaign for Sudan (Yomiuri Shimbun, 2011).

These findings overlap with the lessons and activities the students think are most impressive, which will be discussed in the next section on “activities”.

5-2 Activities

Table 2: Levels of strongly agree / agree among students and numbers of teachers who think these activities have helped the students learn

<i>Activities</i>	<i>School A (%)</i>	<i>School B (%)</i>	<i>Teachers (n=4)</i>
Newspaper/journal articles	72	65	4
Worksheets	81	82	4
Textbooks	34	56	3
DVD/ videos	68	50	4
ICT (Information & communications technology)	20	38	3
Individual research project and presentation	63	47	3
Group research project and presentation	97	62	3
Guest teacher (GT)	97	60	4
Simulations	39	55	4
Teacher-led discussion	58	45	3
Student-led discussion	65	44	3
Debate	87	64	4
Public exhibitions	51	38	3
Volunteering / community involvement	43	56	2
Direct action (e.g. letter writing)	42	37	4

5-2-1 Activities for students

It is interesting that in Table 2, the top five choices in both schools are the same, although the order is different.

School A

1. Group research project and presentation (97%), GT (97%)
3. Debate (87%)
4. Worksheets (81%),
5. Newspaper/journal articles (72%)

School B

1. Worksheets (82%)
2. Newspaper/journal articles (65%)
3. Debate (64%)
4. Group research project & presentation (62%)
5. GT (60%)

Furthermore, a comparison of the order among these top activities shows that school A ranks rather interpersonal activities higher (e.g. research, GT, debates) followed by those which are more document-based (e.g. newspaper/journal articles and worksheets), while school B ranks document-based work higher, followed by interpersonal activities. This may be because of their different Yononaka-ka backgrounds and experiences in both schools; students at school A had three years' experience and were involved in some projects outside of school, while school B students only had the lessons for one year and their lessons are more based on the worksheets.

5-2-2 Specified lessons and activities for students

The questionnaire also asked the students to specify any lessons and related activities in Yononaka-ka that they found impressive. The results for this question had a relatively high fill-in rate; 94% at A and 74% at B filled in at least one lesson or activity, and there were quite a number of descriptions provided. This demonstrates the high level of students' interest in the Yononaka-ka lessons and activities. The following are the results for each school.

5-2-2-1 Responses from school A

- **Group research & presentation**

“Dream baton project” (55/79 students)

“Travel plan presentation” (33/79)

- **Lessons inviting GTs**

“Speech by an NGO doctor working in Sudan” (8 /79)

The top activity, “Dream baton project” is an ongoing project by a member of the society club at school A. It originally started in a Yononaka-ka lesson on the topic of Okinawa’s high youth unemployment rate. It developed into a collaborative project with the local government to increase awareness of work among local young people. Students made a presentation in public on their project in which they interviewed adults from a variety of occupations and delivered their messages to local young people. They learned how to interview from a GT from the local newspaper, and took time outside of school to conduct interviews. The interviews were compiled in a booklet published by the Employment Policy Division, Okinawa Prefectural Government (2012) and distributed to schools in Okinawa.

The above three activities involved a continuous learning process and were not finished within a single lesson or activity hour. Students deepened their interests in the topics (e.g. issues of local unemployment rate, local tourism and international aids) within classrooms, repeating the group research and discussions. Then, they gave a presentation (e.g. proposal to the local government to improve the high unemployment rate, a presentation of the package tours in front of people from the tourism industry) and the exhibition on Sudan and fund-raising campaign at the school culture event. The “dream baton project” still continues to run under the members of the society club, and their second booklet was published in Summer 2013 compiling their interviews with adults of a variety of professions to increase career awareness among local young people.

5-2-2-2 Responses from school B

Meanwhile, students at school B have had the Yononaka-ka lessons which are based more on classroom activities, so they chose lessons related to the topics that can be found on the Yononaka-ka worksheets.

- **Lessons which use worksheets**

“Are junior high school students still children? Or adults?” (24/78 students)

“Create a new type of occupation which does not exist in society” (17/78)

“Becoming a manager of a hamburger shop” (10/78)

Students learned about “law”, “career” and “economy” issues in these lessons, and these topics also ranked highly as topics they believe helped them learn. Except for “career”, the topics seem to be difficult for students in general, but the result indicates that they enjoyed learning about such challenging issues linked to familiar topics. I had the opportunity to see their comments and feedback on their worksheets collected by the teacher after each lesson. Though they were not necessarily the same lessons as their answers in the questionnaires, many students who thought the lesson was enjoyable commented that they liked to listen to others’ opinions on the topic.

5-2-3 Worksheets as a popular material for students and teachers

It became evident that using worksheets is popular among both school students (A: 81% [4], B: 82% [1]). As shown in the example of the worksheet (Appendix 1) in Chapter 2, these include both individual and group tasks, and there is space for students to fill in their opinions. This feature seems to help students make a presentation or debate because they can prepare for it by filling out their ideas on the sheets in advance. It is user-friendly, especially for those who are not trained in presentations or discussion. All four teachers also believe these are effective and often use them in their lessons. It also became evident that worksheets are not only very popular among students but are the basic pillar for lessons for the teachers. The lessons at both school A and B I observed used these worksheets, but they did not use the originals: teachers exercised flexibility to change and add more information according to the context.

5-2-4 Activities for teachers

Table 3: Frequency that teachers use the following activities in their lessons (n=4)

<i>Activities</i>	<i>Very often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Almost never</i>	<i>Never</i>
Newspaper/journal articles	3	0	1	0	0
Worksheets	4	0	0	0	0
Textbooks	0	0	1	2	1
DVD/ videos	0	0	2	2	0
ICT (Information & communications technology)	0	1	1	1	1
Individual research project and presentation	0	1	1	1	1
Group research project and presentation	1	1	1	1	0
Guest teacher (GT)	1	3	0	0	0
Simulations	1	2	1	0	0
Teacher-led discussion	1	1	1	1	0
Student-led discussion	3	0	0	1	0
Debate	2	1	0	1	0
Public exhibitions	1	0	0	2	0
Volunteering / community involvement	1	0	0	1	2
Direct action (e.g. letter writing)	1	0	1	1	1

The lessons and activities teachers often practice are well in accordance with the students' results. All four teachers believe "newspaper/journal articles", "worksheets", "GT" and "debates" are effective and often use them in their lessons. However, Table 3 shows that "group research and presentation" which is popular among students, varied among teachers from "very often" to "almost never". They believe it effective for students' learning, but some of them might face difficulty in arranging such activities into their limited lesson hours. Similarly, there were some lessons and activities which teachers believed really effective but were not practiced often; these were "ICT", "public exhibitions" and "direct action" which require support and resources from outside the classroom.

5-2-4-1 Discussion and debate

Two teachers answered that they often use discussion and debate in their lessons. One of the teachers, TA, uses discussion and debate in his civics classes (two hours) which I observed at school A on the theme "What is politics?". He used Yononaka-ka

as a method in his lessons, which aimed for a conceptual understanding of politics and its role by comparing it with the school (society/classrooms, politician/teachers, citizens/classmates, law/school regulations) which is a familiar environment for students.

In the first session, the class discussed the role of politics which is defined in their textbook as the people coordinating the interests of other people in order to maintain social order. The class discussed two questions from the worksheet: “How do you solve the conflict between boys and girls in this class over the destination for the next school trip?” and “Pros and cons of the first-come first-serve seating in this class”. Students discussed the first question in groups and each group presented their solution. In the second question, the class separated into two groups and held a debate. In both questions, students filled in their opinion on the worksheet individually before the discussions and debates. The teacher emphasized three things to the class: participate in group discussion, listen carefully to others, and make an understandable presentation. In the second session, the teacher announced a false school regulation which enforced them unfair rules on uniforms and hair-styles. The class became confused and noisy, but then the teacher announced again that it was false. After this introduction, the class carefully checked and discussed in groups the real regulations of this school and presented the unnecessary items they found. They concluded that if they remain indifferent to politics, laws might be changed before they know it, and cause inconveniences in their life.

The teacher used in his civics the methods such as debates, discussion and group presentations, and taught concepts through familiar topics for students.

5-2-4-2 Adults’ participation

All four teachers answered that using GTs is effective and that they very often / often use this method. However, the eight lessons I observed at both schools did not have GTs or adults learning alongside students except for some teachers for observation, although these teachers, including myself, were asked to comment or answer questions from the teacher and sometimes joined in students’ discussion. This suggests that inviting GTs and other adults does not occur very often in reality because it is difficult to arrange, as TC wrote, and was discussed in Chapter 4, considering the nature of their individual work, and the delicate task of selecting a GT and the topics to be discussed.

5-3 Assessment

All four teachers answered that they use students' writings/compositions to assess students' development and the quality of the lessons for students. There are no other ways for the assessment to proceed, expressed the teachers.

- “Assessment by portfolio: I regularly have students compose a portfolio of what they learned in the lessons so that they can reflect on themselves” (TB);
- “I use students' comments to see how students consider about the themes, and how this differs both before and after the lesson”(TD);
- “Sharing the students' comments and thoughts by introducing some of them in the classroom newsletters so that their parents can also share” (TC).

Typically, students write their impressions and comments in the last section of the worksheets they used in the lesson, then the teachers collect and check these and return them to the students. The TB's case also aims that the exercise will encourage students to express their opinions in written text. Fujihara's practice model shows one method of assessment he introduced at Wada School. It is a 45-minute composition test in which students briefly write their opinion on each topic of a total of 12 topics they learned in the Yononaka-ka lessons for the last year. This requires them to use their critical skills to connect their ideas and demonstrate them in written form (Fujihara, 2008a, 2010). TB's practice of composition as assessment seems to have the same purposes as the founder's model.

CHAPTER 6: STUDENT’S DEVELOPMENTS AS PERCEIVED BY STUDENTS AND TEACHERS

This chapter focuses on the samples’ perceptions of students’ development of knowledge, skills and values/attitudes through Yononaka-ka lessons and related activities, which is based on research question 4, “Do teachers and students think that it develops the necessary knowledge, skills and values, and that it promotes students’ participation in contemporary society?” First, it presents the findings from the questionnaires on their perceptions of students’ development. Second, the discussion focuses on more specific developments they recognize, which emerged from interviews with the students and the teacher at school A. Lastly, it further discusses the Yononaka-ka itself as perceived by both students and teachers, based on their responses to the open-ended questions in the questionnaires and on the interviews with both.

A congruency was found between perceptions of students’ development in both teachers and students. In the interviews they discussed some of the developments and improvements they feel they have made. However, there emerged another view point of Yononaka-ka by students, in that they believe it and their ordinary subject lessons to be polar opposites.

6-1 Developments as perceived by students and teachers

It is interesting that in Table 4, the first and second top items chosen by the students in both schools ranked the same: “attitude to listen to others” (A: 87% B: 81%) and “thinking seriously about my future career” (A: 82% B: 72%). It also revealed that the items from the third to seventh were almost identical.

School A

3. Presentation skills (65%), Working with others (65%)
5. Research skills (63%)
6. Increased interest in related subjects (56%)
7. Discussions with friends and family on social issues (49%)

School B

3. Research skills (60%), Self-evaluation (60%)
5. Increased interest in related subjects (51%), Working with others (51%)
7. Presentation skills (50%)

Table 4: Levels of strongly agree/agree among students and the number of teachers who think students have developed these knowledge, skills and values/attitudes

<i>Knowledge, skills and values/attitudes</i>	<i>School A (%)</i>	<i>School B (%)</i>	<i>Teachers (n=4)</i>
Research skills	63	60	3
Presentation skills	65	50	4
Attitude to listen to others	87	81	4
Self-confidence	33	42	4
ICT(Information & communications technology)	13	36	0
Participation in volunteer activities	14	44	2
Persuasive way of speaking	28	46	4
Increased special knowledge	33	29	2
Self-evaluation	44	60	4
Discussions on social issues with my friends and family members	49	41	4
Checking newspapers and other news sources on social issues	43	45	4
Thinking seriously about my future career	82	72	4
Increased interest in local issues	53	47	4
Working with people in the community	24	32	1
Good results on exams	14	22	1
Increased interest in subjects which relate to the topic of Yononaka-ka	56	51	4
Expressing my opinion to society (e.g. contributing articles in newspapers)	16	29	1
Communication skills	43	47	4
Financial skills	18	33	4
Working with others	65	51	3

6-1-1 “Thinking seriously about my future career”

“Career” was popular again, just as it was the top topic in Chapter 5. It could be argued that the students’ interest in their future path was developed through the research and presentation on the topics of their interests, and the interaction with adults as GTs. A number of students made comments on the questionnaires that the lectures by GTs and the topics they learned and discussed have helped them to imagine their future path and inspired them to determine their direction. A student in the group interview said that she decided to be a cabin attendant after listening to the professional GT during the Yononaka-ka lesson.

6-1-2 “Attitudes to listen to others”

It can be argued that the students believe they have developed the attitude to listen to others through the activities which were already discussed in Chapter 5 such as debates, group research and presentations and the lessons inviting GTs. It is also possible to claim that they have gained presentation skills and the ability to work with others through these activities.

In Chapter 4, teachers emphasized the value of respecting different ways of thinking as the most important goal of Yononaka-ka lessons. The data suggests that this goal has been achieved through their everyday activities in their lessons. In all the lessons I observed at both schools, students had many opportunities to express and share their opinion with their friends through discussions, debates and presentations. The teachers were particularly careful about the students’ presentation style and their attitudes when they listened to other peoples’ presentation. In a lesson I observed at school B, TB corrected a presentation style by a group and stated how to present a group opinion with reasons (see Appendix 9), and after his comments, other groups followed his instruction and the presentation became better and easy to understand for everyone.

6-1-3 Congruency with development as perceived by teachers

The perceptions of the student development differ between students and teachers. The teachers cannot conduct an in-depth assessment of the changes and improvements that each student experienced through the Yononaka-ka lessons and activities. However, it is worthwhile to note that the teachers’ responses were in accordance with the students’ opinion. The teachers’ top two items were identical to the students’ “presentation skills”, “research skills”, “working with others” and “an interest in related subjects”, which were among the top seven for students, were identical in the teachers’ responses. The teachers also picked up “self-evaluation”, “persuasive way of speaking” and “communication skills”, though these were not necessarily ranked highly among students. These findings suggest that the teachers’ goals and the emphasis in their lessons have been worked out along with their students.

6-1-4 Development as perceived by students emerged from further questions

6-1-4-1 Yononaka-ka as beneficial for their future

The questionnaire also asked the following question to the students to examine whether they recognize these developments as beneficial to their future “Do you think that you will benefit from the practices in Yononaka-ka lessons and its related activities when you become adults?”

87% of students at school A and 81% of students at school B strongly agreed / agreed, which shows that the students see Yononaka-ka quite positively. It could be analysed that most students who strongly agreed or agreed recognize that the knowledge, skills and attitudes they learned through it would help them in their future life. The question also asked for the reason they chose their answers. These varied and each of the following was answered by multiple students. They believe that the lessons and activities in Yononaka-ka will benefit them in the future because:

- It has provided knowledge which is necessary to live in society;
- It has helped them acquire tips and hints for their career path;
- It has helped them to develop skills for debate and presentations necessary as adults;
- It has helped them to develop the capacity to work well with others through group research and presentations;
- It has increased their interest in social issues;
- It has widened their views through interacting with people outside the school.

Significantly, some students added comments after these responses that these things cannot be learned in their ordinary subject lessons.

There were no students who answered strongly disagree. However, 2–4% of them disagreed and 8–10% answered neither agree nor disagree. The comments by these small numbers of students showed they felt they could not realize its future potential well at the moment, and were uncertain if these skills would be helpful in the future. Only one student answered that it was meaningless because what they do in the Yononaka-ka lessons and activities will not be on their CV.

Comments from the students at school A tended to be in terms of the skills and knowledge they believe they have gained through the activities while the comments from school B tended to describe the knowledge and information they believe they have

learned in their classroom lessons and the enjoyment of sharing their opinions with others. However, the findings showed that they share a common notion that the Yononaka-ka lessons and activities are something different from ordinary subject lessons, and through them, they could gain a certain level of knowledge, skills and attitudes which would be useful in future life. As discussed in Chapter 5, they also had a positive opinion about the topics they have learned through it and many of them pointed out that these topics were not taught in their ordinary school lessons.

6-1-4-2 Comments from students in open-ended questions

The final part of the questionnaire for students asked them two questions: 1) if there are any other topics and activities they would like to be included in Yononaka-ka lessons and its related activities, and 2) any other comments.

In the first question, more than 30/79 ideas came from school A and 5/78 from school B. These varied from topics such as contemporary/world issues, Japanese economy, medicine, careers and local traditions to activities that develop communication skills, debates, mock trials, volunteering and so on.

In the second question, 20 positive comments came from each school. Most of them were “exciting lessons”, “interesting topics”, “good experience”, and a few of them appreciated the teacher for the lessons. Though the results of school B for the first question is small compared with that of school A, they are relatively high for the responses to open-ended questions by students. The findings also showed the students’ positive view of the Yononaka-ka lessons and its related activities.

6-2 Specific developments from the comments in the interviews

Some comments emerged during the interviews with the students and the teacher at school A that identify more specific developments that students and teachers recognize. The students interviewed were all members of the society club at school.

6-2-1 Comments from the students

Three students provided examples of experiences in which they felt they had developed their skills and attitudes.

6-2-1-1 Total skills

One student talked about the skills he believes he has gained:

When I interviewed adults in our ongoing project (Dream Baton Project), especially when we have to improvise the dialogue, I can make use of what I have learned through the Yononaka-ka lessons such as presentation skills, and a wide range of knowledge about social issues, so I can do it without panic.

6-2-1-2 Increased interest in society

One student has been involved in volunteer work outside of school with a volunteer group organized by local high school students. As TA pointed in Chapter 4, school A did not target the school's neighbours in its Yononaka-ka activities. However, this student has joined the volunteer group because she has increased her interest in her community. Another student talked about her experience of participation in a speech contest:

I participated in a speech contest and had the opportunity to present my thoughts about Okinawa to high school students from other prefectures. When I gathered locals' opinions to prepare for my speech, the attitude to listen to others without a biased view was required. I was able to deliver my opinion about Okinawa to others, which had incubated in my mind for a long time, and received their feedback, which was really meaningful. I think I have increased my interest in society and the attitude to think about it more deeply, through Yononaka-ka lessons.

6-2-2 Comment from the teacher

The teacher emphasized that the best thing about Yononaka-ka style lessons is that sharing opinion through debates during lessons, for example, provides a small but significant opportunity for students to discover different sides to their friends' character:

For example, when you listen to an interesting idea from a boy who you always felt was unfriendly and difficult to talk to, you discover his new talent, or find that a quiet friend becomes very articulate when he debates. These small discoveries would make the classroom more comfortable for students of their age. I know that sharing something in common (e.g. favourite sports and musicians) is so important for teenagers like them, but that they won't accept something different from their standard and they make groups to belong to. So, students who do not have something in common tend to be isolated.

This comment picks up on a small part of daily life in the classroom; however, it demonstrates the effect of the Yononaka-ka initiative in developing students' attitudes to respecting different opinions and values and how this establishes a new relationship in the classroom.

6-3 Perceptions of Yononaka-ka itself

6-3-1 Yononaka-ka for students

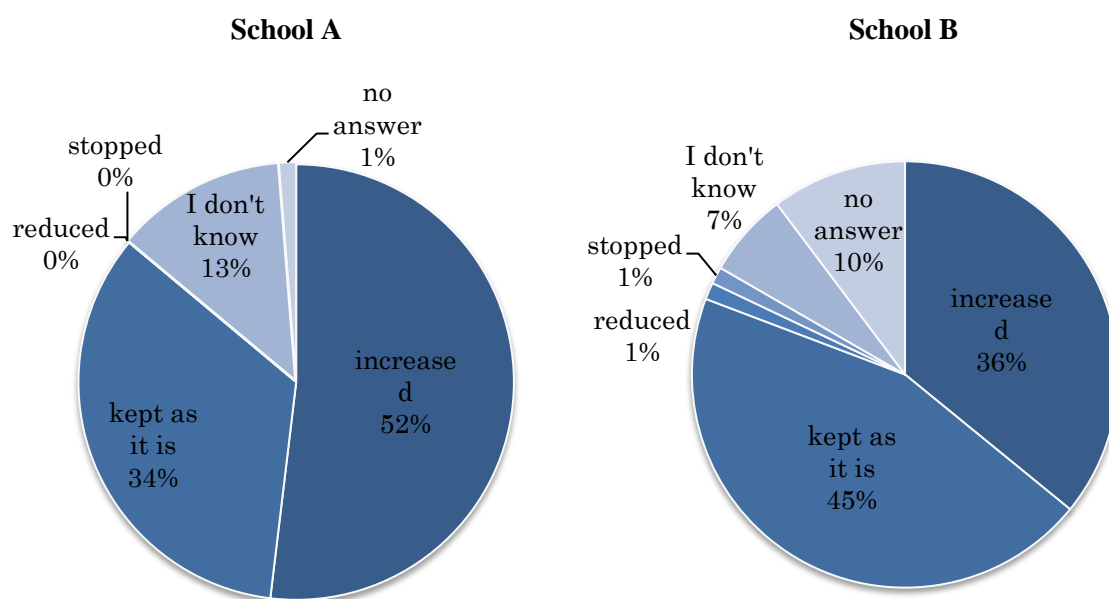


Figure 1: You want the hours of Yononaka-ka lessons and its related activities to be:

Figure 1 shows answers to the question asking students if they would like the hours for Yononaka-ka to be increased or not. Both school A and B students showed a high preference of its being either increased or kept as it is (A: 86%, B: 81%). This reflects that the Yononaka-ka style lessons and activities have been well-received by students, as seen in the previous section of this chapter. On the other hand, another viewpoint has emerged from this question.

6-3-1-1 Anti-entrance exam diversion for students

Some of the students at school A who chose "I don't know" (13%, which is larger than the 7% of school B) commented on their mixed feelings about the lesson hours. They enjoy the lessons but they are anxious about whether increased lesson hours might affect their ordinary lessons. There were similar opinions expressed by the students who chose "kept as it is" at both schools:

- "We should have more lessons (Yononaka-ka) before we become Year15" (Majority of students in Japan [most public schools] take the high school entrance examination in Year 9 and the university entrance examination in Year15);

- “We have many more important things to do”;
- “We can’t spare more time for research as we will be preparing for the entrance examination soon”;
- “Increased lesson hours affect our study for the exam so it should be kept as it is”.

In the students’ group interview, a student defined Yononaka-ka style lessons and activities as “the king of anti-entrance exam things”, which changed the direction of the discussion for this issue, and other students followed:

- “My parents often ask me, ‘Until when are you going to continue the activity?’ My classroom teacher also warns me by saying that ‘I know you are very active in your club but do you think you can use this for your entrance exam?’”;
- “Volunteering, for example, can be a good addition to your report compiled by the class teacher for an admission on recommendation”.

These opinions and comments indicate their mixed feelings; students enjoy Yononaka-ka lessons and activities but they also face reality – high school and university entrance examinations – and their subject lessons aim to prepare for it. Meanwhile, there were also a number of comments among students regardless of their choice on this question. These take it as a kind of refreshment or a diversion from their ordinary lessons at schools:

- “Sometimes we need this type of lessons for fresh air”;
- “I want it sometimes for relaxing”.

6-3-1-2 Polar opposites: Yononaka-ka and subject lessons for exam

Considering these above opinions, a notion of polarity across student perception emerges: they are polar opposites: Yononaka-ka as opposed to ordinary subject lessons. This separates ordinary subject lessons as necessary for exams and as knowledge-centered, and Yononaka-ka as not necessary for exams and activity based. It is possible to say, throughout the findings from students in this study, that they believe the knowledge, skills and attitudes they learn in Yononaka-ka lessons are important and will be useful in their future life; however, they assume that there is no place in their

subject lessons for Yononaka-ka style learning because the ordinary lessons aim only to accumulate knowledge and techniques for the exam.

6-3-2 Yononaka-ka for teachers

Considering the findings discussed in this chapter, the sample teachers have recognized the students' development of knowledge, skills and values/attitudes through the lessons and that their practice prepares their students well for real-life situations by connecting the classrooms with their society.

In the questionnaire for teachers, open-response questions asked them for additional comments on any challenges facing the Yononaka-ka initiative at their schools, as well as their hopes and plans. In response to the challenges, they expressed their concerns about the difficulty to practice it at their school. As discussed in the "Issues of practice" section in Chapter 4, they face challenges of gaining understanding, interests and support from their colleagues, head teachers and parents, as well as difficulties derived from their individual work style and the present public education system. However, they expressed their intentions of continuing their practice.

- "I want to provide students with more hands-on learning experiences in which they can articulate their thoughts and take them into action" (TA);
- "I want to increase the number of Yononaka-ka teachers" (TB);
- "I want to continue my lessons quietly in a low-key way" (TC);
- "Gaining support from parents and the community is my objective for the moment" (TD).

These responses reflect teachers' motivation to continue their lessons despite limited resources and support.

CHAPTER 7: SUMMARY, DISCUSSION AND ANALYSIS

In this chapter I first summarize the key issues discussed in Chapters 4, 5 and 6, focusing on why and how teachers have implemented the Yononaka-ka initiative, and why and how students have reacted to it and perceived it. In Chapter 4, the background and factors leading to teachers' decision to practice the initiative, as well as their learning goals, were discussed. Chapter 5 addressed the topics and activities taught. Both Chapters 4 and 5 revealed the challenges the teachers face. In Chapter 6, the development of students' knowledge, skills and values/attitudes as perceived by both teachers and students was discussed.

Second, I return to the argument made in Chapter 2 – the meaning of the Yononaka-ka. I extend the argument considering the findings that emerged from the research questions: Yononaka-ka as citizenship education in terms of educating people about society, and in terms of managing educational change – a change for reculturing.

7-1 Background factors and learning goals of the Yononaka-ka initiative

The findings discussed in Chapter 4 revealed the motivation of the sample teachers' involvement with the initiative. They expressed an awareness of the curriculum, the knowledge their students learn at schools and their lack of interest in society. It also became evident that developing students' values/attitudes was the most frequently articulated learning goal for teachers.

7-1-1 Background factors

Throughout their professional teaching careers, the sample teachers were dissatisfied with the present school curriculum in which students have less opportunity to share ideas and opinions with others, the gap between the knowledge students learn in classrooms and that which they would use in their real lives, and a concern about students' lack of interest in society. These concerns are shared with Fujihara's motivation to advocate the Yononaka-ka initiative as a means of covering what the Course of Study did not teach at school in Japan. All four teachers participated in the initial workshops to seek ways to improve and/or change this situation and determined to practice it at their schools.

7-1-2 Learning goals

The teachers' most frequently articulated learning goal is developing students' values/attitudes to share and respect different sets of values and ideas, while Fujihara emphasizes to some extent developing the type of skills and knowledge which PISA requires. Most believe that knowledge, skills and community partnership are the tools required to develop students' values and attitudes. For example, they have a different view point regarding community partnership from the concept of community involvements commonly seen in Ikeda (2005), Shimizu (2009) and the official programmes (MEXT, 2011) which encourage students to join in community activities and events to work with adults in the community. The teachers in this study feel it is important to bring in more adults to learn alongside their students in classrooms.

7-2 Teaching and learning: topics and activities

Chapter 5 focused on the topics and activities taught and whether both students and teachers believe these have helped the students learn. It revealed that the top-ranked topics and activities chosen by students at each school showed congruency. The results from the students and teachers were also identical on a large scale. The top topics chosen by the teachers, such as "career", "economy & finance", "law", "local issues" and "global issues", are linked with the top-ranked activities chosen by both students and teachers.

7-2-1 Top-ranked topics and activities among students

The top five activities chosen by students at both school were the same, although the order was different. School A chose interpersonal activities first (e.g. research, GTs, debates) followed by those which use documents (e.g. newspaper/journal articles, worksheets) while school B ranked these in the opposite order. Such a difference may have occurred because of their different Yononaka-ka backgrounds and experiences; students at school A had three years' experience with some long-term projects working with people outside of school, while students at school B had only lessons based on worksheets for one year.

7-2-2 Debate and discussion

Debate and discussions were popular activities among teachers. This was evident from the classroom observations I attended at both schools. The students were engaged in group discussions, debates and presentations on conceptual themes such as politics and economy. These themes may sound rather advanced for students; however, the teachers used familiar topics to make it easier for students to understand them. The teachers' attempts seem to have been received well by the students, with relatively high rankings for topics such as "politics" by school A students and for "economy & finance" by school B students.

7-2-3 Careers

Topics which relate to "careers" were ranked highly for both students and teachers. This shows that career-related topics were well received and practiced by both sides. Students believe that they have learned from career-related topics, as some of them commented in the questionnaire and interview that it helped them to think about their future, or that the topics in the lessons helped them to decide their future jobs. Meanwhile, career-related topics appeared to make it easier for teachers to secure support from schools, because career education is widely accepted and has already been introduced in Japanese schools today.

7-2-4 Worksheets

The findings showed that using worksheets is very popular among students, and that teachers believe it is effective for students' learning and often use them. Students may find these useful because they can use them not only for their understanding of the lessons, but for their preparation for discussion and debates. Worksheets are suitable for students who are not necessarily familiar with debate and discussions. Furthermore, the teachers use worksheets as basic material for their lessons. All the lessons I observed at both schools used worksheets. The teachers altered the original worksheets flexibly to suit their own style according to the context. It was also found that they frequently use worksheets as assessment tool. Worksheets include space at the end for students to fill in their comments and feedback. All four teachers in this study use their students' writing on the worksheets to assess their development and the quality of the lessons.

7-3 Challenges to implementation

In Chapters 4 and 5, the challenges the teachers in this study face were addressed. These seem to have significantly affected teachers' implementation of Yononaka-ka at their schools.

7-3-1 Securing support and interests

Teachers tend to have difficulty in securing support and interest from colleagues, head teachers and parents. As Kariya (Fujihara, 2008a) summarized, behind this lack of understanding lies a negative perception of Yononaka-ka as was pointed out by two teachers, though these were derived from the criticism against Fujihara's educational reform at Wada School. One student also pointed out the lack of interest and understanding of Yononaka-ka in and outside of school.

7-3-2 Public education system

Complicated procedures and the regular transfer of teachers also make it harder to implement the initiative and to keep it on a sustainable level. For example, under the present public education system, it takes longer to invite GTs than it does at private schools. Public school teachers are transferred to another school every three to five years. Young Yononaka-ka teachers seem to face the difficulty of integrating it into the school curriculum as they do not possess sufficient status to suggest such changes.

7-3-3 Limitations to individual practice

Due to the above reasons, the teachers in this study have chosen to practice the initiative personally, in their available class hours such as integrated study hours and their own subject lessons. However, there are limitations to this which derive from their individual work at a school.

First, there are certain activities that require cooperation from the school and outside support, such as "ICT", "public exhibitions" and "direct appeals". Teachers do not often use these methods, though they recognize their value for students' learning.

Second, the teachers all answered that it is effective and often use GTs, but there were no GTs or adults from the community to join students' learning in all the eight lessons I observed. This suggests that involving adults into classroom activities cannot occur often due to the nature of teachers' individual practice. As TC's experience when inviting a local policymaker as a GT showed, it is a time-consuming task for individual teachers and it requires networks and special care for the selection of GT and topics.

There is therefore a dilemma that teachers want to incorporate more activities and invite adults to their lessons, but these have turned out to be difficult due to the nature of their practice.

7-4 Development as perceived by teachers and students

Chapter 6 addressed students' development of knowledge, skills and values/attitudes as perceived by both teachers and students. Just as the top-ranked topics and activities by both students and teachers were similar, perceptions of student development were also in accordance with those of the teachers. The developments the students recognized also varied.

Interestingly, both school students ranked the same two items first: "attitude to listen to others" and "thinking about my future career seriously" which were chosen by nearly 80%. The teachers' articulated learning goal was to develop students' values/attitudes. Therefore, it is possible that their goal was successfully achieved. Observed lessons demonstrated the teachers' special consideration and attention to the attitudes of respecting another's point of view and values. During the lessons, they emphasized listening to other groups' presentations carefully, and gave instructions on how to make a presentation. The attitude to listen to others could be developed through these exchanges of opinion during discussions, debates and presentation. The top two items chosen by teachers were identical to those chosen by students, while some other items were also included in the students' top seven. Perceptions of their development differ between students and teachers, and the teachers are not able to assess individual students' changes and improvement on a deep level. However, the findings showed that teachers' emphasis and the goals in their lessons have generally worked out well for their students.

7-5 Yononaka-ka for teachers and students

Chapter 6 also explored the perceptions of the Yononaka-ka itself by both students and teachers and found that students had generally positive views towards Yononaka-ka lessons as well as some mixed feelings. Teachers' recognition of the Yononaka-ka was also addressed, including the pedagogical methods they can use with flexibility, which is necessary for their students' learning about society. They also demonstrated their will to continue it in spite of their limited resources and support outside their classrooms.

7-5-1 Yononaka-ka for students

7-5-1-1 Positive views towards Yononaka-ka

The findings revealed a positive perception of Yononaka-ka by students. For example, more than 80% of students believe that what they have learned in Yononaka-ka lessons and activities would help them in their future, and more than 80% of them want their lesson hours kept as is and/or increased. Furthermore, throughout the questionnaires for students, there was a high rate of completion, especially to the open-ended questions. This indicates a high level of interest in their Yononaka-ka lessons and activities.

It was also revealed that the students in this study enjoy group activities and sharing their opinion with their friends in general. This picture seems to be quite different from the traditional, quiet classroom image of the Japanese classroom, which is often described that students listen to the teacher's instruction and take note quietly. It is possible to say that Yononaka-ka lessons and activities have positive effects not only on the development of students' knowledge, skills and attitudes, but also to the classroom atmosphere: as TA expressed, this is one of the advantages of Yononaka-ka lessons for students in his classroom.

7-5-1-2 Polar opposites: Yononaka-ka as relief from exam preparation

In the open-ended questions and as the reasons for choosing the answers in the questionnaires, many students commented that in their ordinary subject lessons they do not usually learn and think about the topics which Yononaka-ka lessons often pick up, and they do not often discuss, debate or make presentations in their ordinary subject lessons.

These responses revealed their positive views of Yononaka-ka, because they recognize that they do not have the opportunity for these activities during their ordinary subject lessons. This illuminates the fact that the students in this study distinguish Yononaka-ka from subject lessons, as if the two stand face-to-face with opposite learning qualities. The metaphor for this polarity as described by a student as "the king of anti-entrance examination things" represents it well; they believe the former is the place they learn about the society they live in and develop some of the knowledge, skills and attitudes which they need in their future lives, and the latter as the place they accumulate knowledge and learn techniques for the entrance examination.

This idea of polar opposites may have resulted in some mixed feelings: while they enjoy Yononaka-ka lessons and activities, students are also anxious about if increased

lesson hours might affect the ordinary lessons. Some treat it as a kind of diversion or as fresh air from their ordinary lessons.

These positive but rather mixed feelings towards the initiative illuminate the fundamental issue of the curriculum in Japanese education today, which Fujihara (2008a), Sanuki (2004) and other scholars, as well as the teachers in this study, point out as background factors to their motivation for implementing the Yononaka-ka initiative.

7-5-2 Yononaka-ka for teachers: pedagogical methods with flexibility

All four teachers in this study do not practice Yononaka-ka as a whole school programme because of the challenges they face. They teach it during the hours available to them, such as integrated study hours and in their own subject lessons. They alter the original worksheets for their class use. This flexibility in their practice is welcomed by Fujihara. It should be noted that these teachers use such flexibility, as their learning goals indicate, not simply for their personal pedagogical matters or techniques; they have introduced it to improve the quality of their lessons so that their students have more opportunity to feel connected with society (e.g. adults, topical issues, anything that happens outside of schools) and share different values in classrooms. They have recognized that Yononaka-ka has developed their students' knowledge, skills and values/attitudes and that this would help them in real-life situations. In light of this recognition, they expressed their intention to continue the Yononaka-ka initiative in spite of the challenges they face.

7-6 Meaning of Yononaka-ka

The final part of this chapter goes back to the meaning of the Yononaka-ka initiative as presented in Chapter 2. I would like to explore the definitions of the initiative by taking all the findings that emerged from the research questions into account. First, Yononaka-ka as citizenship education practiced by individual teachers in terms of educating people about society, and second, as reculturing in terms of educational change which includes its meaning as a learning community and professional learning community.

7-6-1 Yononaka-ka as citizenship education

In Chapter 2, citizenship education in the Japanese schools was grouped into three levels: by local educational authorities, by schools, and by individual teachers, which the Yononaka-ka initiative in this study belongs to. Previous studies recognize the Yononaka-ka initiative in Wada School as citizenship education, and Fujihara (2008a) states that the purpose of the initiative is to develop knowledge, skills and attitudes as citizens to live in a mature society. The similarities between citizenship education in England and the Yononaka-ka initiative were also presented, especially in terms of their goals (e.g. Crick's four essential elements for citizenship education and the learning goals of Yononaka-ka) and teaching materials (textbook for citizenship education in England and the Yononaka-ka worksheets). Here, I would like to extend the discussion on Yononaka-ka as citizenship education in terms of educating people about society by adding what has become evident throughout the study.

In addition to the above similarities, other findings emerged which could define Yononaka-ka as citizenship education.

7-6-1-1 Students' overall positive views towards Yononaka-ka

The findings from the questionnaires, interviews and lesson observations revealed that students have overall positive views towards Yononaka-ka. They indicate that they have enjoyed the lessons and learned from the topical, contemporary issues and activities. The teachers taught concepts by using familiar topics and themes to make them easier for students to understand. With regards to the teachers' learning goals, most of the teachers emphasized developing the students' values/attitudes and teaching them to respect different ideas and values. This goal seems to be successfully achieved as the findings showed that more than 80% of the students believe they have developed the attitude to listen to others. This attitude may have been developed through the classroom activities such as discussions, debates, group research and presentations. These perceptions of the initiative on both sides regarding the topics, activities and the development of knowledge, skills and values/attitudes suggest that the nature of Yononaka-ka is one in which they are learning and teaching citizenship education.

7-6-1-2 Active aspects of citizenship

Throughout the interview and interaction with a group of students from the society club at school A, it became evident that they have understood that they can effect change in society. The findings suggest that after working on a variety of projects,

these students learned that they can be catalysts, which is a key element of citizenship education. Yononaka-ka lessons at school A have now been taken over by the society club members as further developed activities and programmes outside of school. TA also emphasizes the importance of transmitting opinions to one's society as a learning goal. Though this condition does not apply to all the students in this study, the case of school A demonstrates that they recognize that they have acquired a sense of active citizenship through Yononaka-ka lessons and activities.

7-6-1-3 A sense of citizenship in classrooms and schools

TA pointed out a positive effect of Yononaka-ka for students. Through activities such as debate and discussions in the lessons, he found that the students discover more about their friends' characters, which helps to establish an inclusive atmosphere. This overlaps with Fujihara (2008a) and Sanuki (2004)'s arguments on the Japanese classroom atmosphere in Chapter 2. It is possible to say that through the Yononaka-ka lessons the classroom has become a place of dynamic citizenship where students can exchange opinions and share different ideas in a democratic manner.

Of course, this study aims to address the perceptions of the initiative by both students and teachers in terms of the findings and the research questions. However, through observations and interaction with the students and teachers in this study, I felt a sense of growing citizenship; students worked on their tasks seriously with cooperation, and greeted guests, while the teachers showed quiet dedication to educating their students to help them to take part in contemporary society.

7-6-2 Aspects which question its nature as citizenship education

However, the following serves to question whether it can really be defined as citizenship education.

7-6-2-1 Yononaka-ka as career education

The aspect of Yononaka-ka as career education is evident. The topics and activities related to "career" were found to be very popular among both students and teachers. Nearly 80% of students at both schools think that they have developed their attitude to taking their future career seriously. For teachers it is easier to use Yononaka-ka as part of career education at schools, since career education is very popular among schools in Japan today. As mentioned in Chapter 5, Osaka prefectural government has introduced Yononaka-ka style lessons into its career/moral education programme. This

aspect of the initiative also indicates the subdivision of education which is commonly seen in schools today. This suggests the possibility of its picking up aspects of the citizenship education, global education, political education, law education and so on.

7-6-2-2 Yononaka-ka as a relief from exams

The findings from the questionnaires and interviews with students have shown that many students treat Yononaka-ka and their ordinary subject lessons as polar opposites. Some even take Yononaka-ka lessons as a kind of relief from their ordinary subject lessons and exam preparation, which do not include the topics, activities and interaction with classmates that they usually have in the Yononaka-ka lessons.

Considering all of the above findings, it is evident that Yononaka-ka's nature is quite like citizenship education. However, some aspects of the initiative lack relevancy as citizenship education.

7-6-3 Yononaka-ka to manage educational change

7-6-3-1 Educational change for reculturing schools and teachers

The Yononaka-ka initiative was advocated for the first time as part of a school renovation, thus it includes elements for educational change aimed at connecting isolated classrooms and students with society. Its founders' reforms received criticism as described in Chapter 2. These criticisms indicate the impact of the reform on teachers and head teachers as it attempted to change their values and norms. Fullan's definition explains Yononaka-ka initiative as reculturing in which they:

- open the classroom, rather than closing it;
- choose a topic and theme which does not have a single answer or solution, rather than having a lesson which ends with a single answer or solution;
- use familiar social topics including controversial issues and taboos;
- use a variety of activities, not textbook centred;
- learn with students, not simply delivering knowledge to students.

The teachers in this study are facing the challenge of reculturing schools and themselves. This could be defined as educational change for reculturing by the Yononaka-ka teachers at their schools and in themselves.

7-6-3-2 Yononaka-ka as a learning community

The possibility of the Yononaka-ka initiative as a learning community was also discussed in Chapter 2. The studies by Ikeda (2005) and Shimizu (2009) and many others have shown the effectiveness of involving adults in students' learning. Community involvement has become a key issue for schools today which is evident in the government's programmes (MEXT, 2011). These encourage students to get out of the classrooms and work with the people in their community projects and events such as volunteering. Meanwhile, Yononaka-ka takes a different approach; it brings adults into classroom lessons where they join the students' learning. They act not only as observers or supporters but they learn with students. This style shares a vision of a learning community in which teachers, adults and students are in the process of continuous learning. Using the ideas of Coffield (1997) and Hargreaves (2003), it can be a life-long learning process, which is one of the characteristics of a knowledge society in the 21st century.

However, the lessons I observed in this study did not include adults learning with the students except for the teachers sitting in observation, and it seems to be quite difficult to involve adults into students' learning in classrooms as per Fujihara's model in Wada School. School A had three years of Yononaka-ka programmes which was full of activities even outside of the schools and provided opportunities for students and adults to learn together. But the school does not allocate hours for Yononaka-ka today.

7-6-3-3 Yononaka-ka as a professional learning community

Another possible definition of Yononaka-ka is as a professional learning community for teachers, once the classes are open to anyone. However, achieving a professional learning community seems to be difficult, as the teachers in this study lack the collegial interaction for a school culture in which teachers foster their collegiality at school as Fullan (2006, June) stipulates. They used to have regular study meetings and workshops, and established a Yononaka-ka network; however, it turns out that the network is now not stronger than before and they do not hold workshops anymore. Hargreaves (2003) points out the possibility of a professional learning community which allows educational change to be a long-term improvement, but he also admits the difficulty in implementing it at schools.

Considering the creation of a learning community and a professional learning community, the cases in this study lack support from the community, and this also derives from the nature of Yononaka-ka teachers' individual work. The creation of these

types of communities at their schools appears to be difficult today. However, it has a clear vision of the necessity of a learning community and a professional learning community in a lifelong learning society for students, teachers and adults in order to lead to the mature knowledge society that requires continued learning by everyone.

Over all, the initiative meets Fullan's definition of reculturing in part; it is reculturing people's individual beliefs but it lacks outside supports and collegiality. Fullan (1993) and Sato (2006, September) suggest that both individual and collective agencies are necessary for the success of educational change. They argue that change begins within, but it requires interdependency of individual and societal factors. Their arguments have implications for its practice.

7-6-3-4 Difficult but impactful

Reculturing deals with more intangible aspects such as changing values and norms, therefore it is very difficult to achieve. As Fullan (2007) points out, "it is more difficult to change in beliefs. They challenge the core values held by individuals regarding the purposes of education" (p.36). However, at the same time, such changes are more impactful (Fullan, 2007; Miller, 2005; Fink & Stoll, 2005; Hargreaves, 2003; Sato, 2006, September, 2012) than more tangible, structural aspects such as the materials and system changes.

This study identified a number of difficulties facing Yononaka-ka and its teachers; however, the findings also revealed the impact of Yononaka-ka lessons and activities on students and the fact it has been well-received by them. Therefore, it is possible to state that the challenge of reculturing is difficult, but has caused some powerful effects on students and on teachers themselves.

7-6-3-5 Educational change on a bottom-up basis

Looking back on Japan's educational history described in Chapter 2, as Barton (2011) points out, it has worked effectively in the past but does not function well today to meet students' needs in a rapidly changing knowledge society. People recognize this fact, and there has been a new movement towards citizenship education in schools, resulting in the Yononaka-ka initiative being advocated and practiced by a number of teachers across Japan. People share the sense of necessity of educational change; however, there is a tendency that they engage in the thorough discussions for a certain period of time before approaching the practical stage of change. The two-decade long debate over the national curriculum and students' achievements in Chapter 2 is a

suitable example of this tendency: during the debate, schools and students as well as the vision for education in the 21st century, were left behind. Yononaka-ka teachers and Fujihara understand the necessity of discussing the curriculum problems, and the education system, including entrance examinations; however, they recognize the importance of their work in dealing with the immediate problems and events of their students at hand. They did not wait for direction or a reform plan from educational authorities, and started the Yononaka-ka initiative without enough resources, support, or understanding.

CHAPTER 8: CONCLUSION

This chapter first reviews the study's main findings and presents an overview of its key issues, such factors as which led to teachers' decisions to practice Yononaka-ka and their learning goals; teaching and learning of the initiative; the challenges facing teachers; perceptions of students' development of knowledge, skills and values/attitudes; perceptions of the initiative itself by both teachers and students; and the meaning of Yononaka-ka as citizenship education and as a form of educational change. Second, it discusses reflections in terms of the nature of the study and its methods. Finally, it presents recommendations for future research on the practice of Yononaka-ka as integrated in a whole school programme to further investigate the nature of Yononaka-ka, which this study was not able to do.

8-1 Summary of the main findings

This study addressed the following research questions:

1. Why was the Yononaka-ka initiative introduced in these schools? Were there any contextual factors?
 - a. Students' characteristics (e.g. prior knowledge, learning style, background)
 - b. School characteristics (e.g. type of school, school ethos, timetable, location)
 - c. Other contextual influences (e.g. social, political, economic and educational trends, government policies, geographical factors)
 - d. Teachers' personal background/experiences
2. What are the goals of the initiative?
 - Does it aim to encourage students to develop their knowledge of society?
 - Does it aim to help students develop the skills necessary to live in contemporary society?
 - Does it aim to help students develop values necessary in society?
 - Does it aim to strengthen school – community partnership?
 - Others?
3. How is it taught and learned in these schools to meet these goals?
4. Do teachers and students think that it develops knowledge, skills and values/attitudes, and that it promotes students' participation in contemporary society?

8-1-1 Background, factors and learning goals

Factors leading to the sample teachers' decision to practice the Yononaka-ka initiative, and their learning goals in the initiative, were revealed. The teachers started the initiative seeking for a solution to their concerns and the dissatisfaction they felt throughout their teaching careers. For example, they were concerned with the present school curriculum, which does not provide opportunities for students to share their ideas and opinions with others. They felt there was a gap between the knowledge they learn at school and that which they need in real-life settings. One teacher expressed concern about students' lack of interest in society. All the teachers in this study participated in the Yononaka-ka workshops and decided to practice it at their schools. With regards to their learning goals, most of them listed developing their students' values/attitudes to respect different ideas and values as the most important goal. They regard knowledge, skills and community partnership as tools to develop students' values/attitudes.

8-1-2 Teaching and learning

There is a close link between the topics and activities in students' choices, and a high congruency between students at both schools, and between teachers and students, of topics and activities they teach and learn in Yononaka-ka lessons. There was also a different pattern to students of both schools' answers, such as school A's preference for more active activities (e.g. research, GTs, debates) and school B's preference for more document-based activities (e.g. newspaper/journal articles, worksheets). However, interestingly, the top five chosen by both school students were the same, though their order was different. "career-related topics", "group research project and presentation", "debates", "GTs" and "worksheets" were ranked higher among the answers chosen by both teachers and students. The classroom observations demonstrated how some of these were used in lessons at both schools.

8-1-3 Challenges to implementation

It was revealed that the sample teachers face challenges to implementing the initiative at their schools. These are: securing support and interest from their colleagues, head teachers and parents on the Yononaka-ka practice; a level of negative perception of it leading to this lack of understanding; the present public school system – particularly the teacher transfer system – which makes it difficult to be integrated and sustained in the school curriculum; limited outside support due to the nature of teachers' individual working style. Most of the teachers note the dilemma that they want to

implement more activities and invite adults as GTs, but these challenges make it difficult to do so.

8-1-4 Perceptions of Yononaka-ka

8-1-4-1 Perceptions of students' development

A congruency between perceptions of students' development by both teachers and students became obvious. Nearly 80% of both school students responded that they think they have developed the "attitude to listen to others" and an ability to "think about their future career seriously". The former links teachers' most articulated learning goal, which is "developing the students' values/attitudes to respect different ideas and values". The latter also links to the career-related topic, which was also highly rated by both teachers and students. It can be claimed that the students have developed the attitude to listen to others through debates, group research and presentation, and lessons which invited GTs. It can also be claimed that they have gained "presentation skills" and the "skills to work with others" through these activities. The open-ended questions and the interviews revealed a variety of situations in which they sensed these developments. A small number of students expressed a less positive view of Yononaka-ka; however, it is possible to say that most students recognize that they have developed some knowledge, skills and attitudes through the topics and activities they work on during Yononaka-ka lessons, and that this would help them in their future lives.

8-1-4-2 Perceptions of Yononaka-ka itself

The data throughout the study showed the students' positive view of the Yononaka-ka lessons and activities. It revealed that most of them believe that the topics and activities in the lessons were helpful for their learning, and that they had developed some of the knowledge, skills and values/attitudes which are necessary for their future lives. The teachers have recognized the students' development of knowledge, skills and values/attitudes through the lessons and that their practices prepare their students well for real-life situations by connecting the classrooms to society. All of the teachers demonstrated their will to continue it, despite limited support and understanding.

However, another viewpoint on Yononaka-ka was expressed by many students. They see it as the polar opposite to their ordinary subject lessons. This idea was expressed by one of the students' view of the Yononaka-ka lessons as a relief from their ordinary subject lessons and exam preparation.

8-1-5 The meaning of Yononaka-ka

8-1-5 -1 Yononaka-ka as citizenship education

It has become evident that Yononaka-ka is a form of citizenship education. Chapter 2 argued for the possibility of Yononaka-ka as citizenship education. For example, many studies have categorized it as a citizenship education programme; Fujihara articulates its aim to develop knowledge, skills and attitudes for citizens to live in a mature society; and there are some similarities between citizenship education in England and Yononaka-ka, such as their learning goals (e.g. Crick's four essential elements for citizenship and the learning goals of Yononaka-ka) and teaching materials (citizenship textbooks in England and Yononaka-ka worksheets).

In addition to these factors, the process of this study yielded findings which could possibly define it as citizenship education. First, the overall findings on what they teach and learn in the lessons and the perceptions of it by both teachers and students demonstrate that they are in fact teaching citizenship education to prepare students for life in contemporary society. The students believe they have developed these skills and attitudes, and the teachers recognize this fact. Second, the case of a group of students from the society club at school A demonstrated their development of active citizenship after a three-year experience of Yononaka-ka lessons and activities. They understand that they can change their society through their actions and this is an important element of citizenship. Third, the interaction with the teachers and students through this study revealed a sense of citizenship in their manners and in the classroom atmosphere.

However, there were some findings which question this characterization: there are aspects of Yononaka-ka which are more like career education, and there is the students' view of it as simply a relief from their ordinary subject lessons and exams.

8-1-5-2 Yononaka-ka as educational change for reculturing

The findings proved that Yononaka-ka meets Fullan's definition of reculturing. The teachers in this study are practicing educational change by reculturing schools and themselves through the Yononaka-ka initiative to change beliefs. However, some findings revealed that it is only educational change in part. Most of the sample teachers lack the outside support needed to establish their classroom as a learning community by bringing adults and GTs into the classroom to learn alongside their students. They also lack the collegiality to make the school a professional learning community. However, it shares the clear vision of the learning community and the professional learning

community necessary for a mature knowledge society in which everyone continues to learn.

8-2 Critique of the study and its methods

8-2-1 What this study has accomplished

There are three things that this study has accomplished. First, it was possibly the first research project to focus on the Yononaka-ka initiative and its perceptions by students and teachers. The Kariya group studied it, but only as a part of their project on reforms at Wada School. Though the scale of this study is small, it has achieved a small contribution to introducing the subject to the educational research field with a different viewpoint to its media coverage, which is the major information source on it today.

Second, it has yielded the new information on the present state of education in Japan from a different perspective. It investigated Yononaka-ka as a type of citizenship education practiced by individual teachers. It is significant because there has been a tendency for studies on citizenship education in Japan to focus on the particular curriculum of a school, or a whole-school programme. It also presented the initiative as a form of educational change for reculturing by the individual teachers on a bottom-up basis, and drew out the fact that it has spread out in Japan's highly centralized and top-down educational system.

Third, it responded to the hope expressed by some of the sample teachers in this study that shedding light on the initiative may be a step towards greater attention and understanding, and bringing it towards further discussion by teachers.

8-2-2 Limitations of the study

The study aimed to investigate perceptions of the Yononaka-ka initiative by students and teachers in the case practiced by individual teachers. The nature of this study also had some limitations, as follows:

- It was limited to the views of teachers and students. This study cannot evaluate the long-term outcome or practical results of students' development of knowledge, skills and values/attitudes through the Yononaka-ka lessons and activities.
- It investigated only a part of the Yononaka-ka initiative: that which has been practiced by individual teachers. There are more aspects to the initiative such as its integration in the school curriculum or as a part of municipal education programmes.

- It was not able to investigate the sample teachers' surrounding agents, such as their colleagues, head teachers, parents or the community. Each of these has a significant influence on the practice in terms of collegiality, which leads to the professional learning community, leadership by the head teachers, and a learning community which involves adults in the community.

There was also a limitation to the methods this study used. The amount of time for research was not equally allocated to both schools. An interview with students at school B was not carried out due to the research schedule, and it spent more time on a group interview with students at school A. It might have yielded rich and more detailed data on students at school B and have contributed to a further development of the arguments.

8-3 Recommendations for future research

This study uncovered the nature of Yononaka-ka as citizenship education and as educational change for reculturing. Teachers and students are practicing and learning citizenship education, and the teachers are reculturing their schools and themselves. However, it also revealed some factors which question these characters. Therefore, further research is necessary to investigate the nature of Yononaka-ka as citizenship education and as educational change for further understanding of the initiative. As a specific example, research on the practice of Yononaka-ka implemented as a whole school programme which integrated it into the school curriculum such as Wada School would provide another picture of the initiative which is different from the individual cases that this study represents. This would also yield further characteristics of Yononaka-ka this study could not find out, for example:

- **How collegiality is shared by teachers?**

The individual cases in this study lack collegiality at their schools. A study on a whole-school programme could possibly find out more about the collegiality shared by teachers, which leads to the establishment of a professional learning community.

- **Head teachers' leadership roles**

Leadership by head teachers is significant for achieving school reform. Fujihara emphasizes this, and that their networking skills are the key to success of the Yononaka-ka initiative. Further research could possibly reveal how they exert their leadership in their practice.

- **Partnership with the community**

Most teachers in this study lack the outside support to achieve a learning community in their classrooms. It would be significant to investigate how the school connects students with the community to achieve a learning community at school. Furthermore, it is also necessary to investigate how they manage the interdependency of individual and societal agencies, which is key for the success of educational change as Fullan (1993) and Sato (2006, September) point out. Though this study does not aim to suggest specific action or activate discussions for national educational policies, the study of a whole-school programme would have implications for the sustainable practice of the Yononaka-ka initiative.

Appendix 1 Worksheet

① Becoming a manager of a hamburger shop!

① Individual work: You want to open a new hamburger shop somewhere on the map on the right. As there is no land left for the shop around Susukake-dai station or Tsukushino station, you have to decide on a location away from the stations. Where would you choose? Mark the place on the map.

② Group work: Where did your friends in your group choose? Discuss the strengths and weaknesses of each idea and show your analysis below.

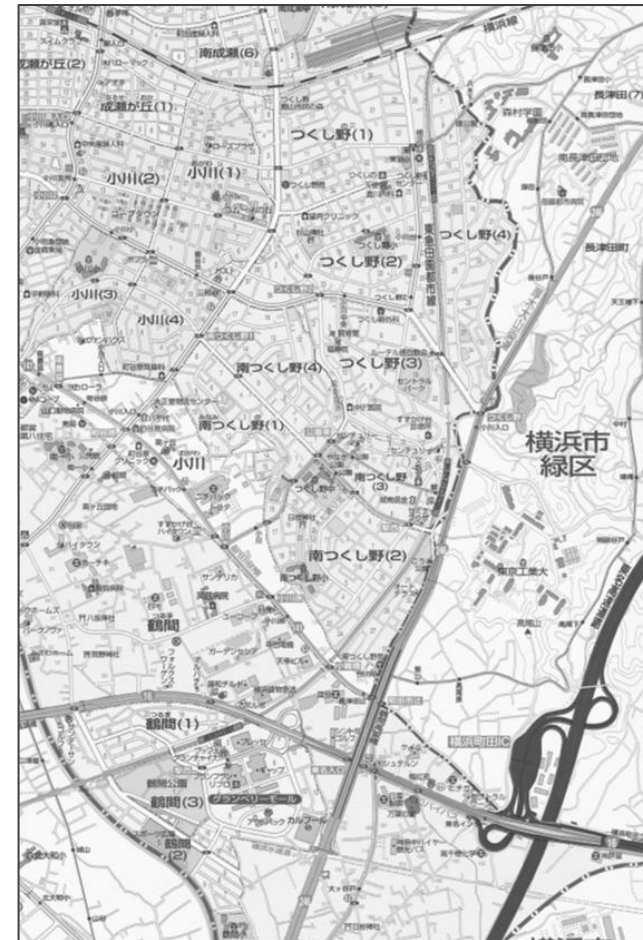
	name	Feature of the place	strength	weakness
1				
2				
3				
4				
5				
6				

The group's final decision: _____

③ Now, you are the manager of a hamburger shop in front of the _____ line _____ station. Let's calculate daily sales of the shop.

- | | |
|---|----------|
| 1) How many commuters at _____ station a day? | 1) _____ |
| 2) How many customers per 100 passersby drop in the shop? | 2) _____ |
| 3) How much does one customer spend? | 3) _____ |
| 4) How much is the shop's daily sales? | 4) _____ |

④ What did you learn in today's lesson? Write your comments, too.



Appendix 2

Head Teacher Letter

Head teacher of

XXXX School

Mr/ Mrs XXXX

Dear XXXX,

I am currently conducting my MA research project in the Department of Education, at the University of York in the UK. I am writing to ask for your support with my research study, to be carried out at your school, on the Yononaka-ka initiative, which your school has already gained a good reputation for its unique practices.

The project title is “How is the “Yononaka-ka” initiative perceived and implemented by teachers and students? A case study in a junior high school in Japan”. I would like to focus on your school for my research project, and explore how the good practice of the teachers and students bring new things to their school. In my research, I take the “Yononaka-ka” initiative as a new form of Citizenship Education in Japan; today, Citizenship Education has been practiced in many parts of the world, so I believe this topic will attract international attention.

I would like your permission for me to come to your school during the period of two months from this April, and conduct an observation of the Yononaka-ka lessons, administer questionnaires to Yononaka-ka teachers and students, and carry out interviews with the teachers and a group of students. Each of the questionnaires and interviews will be carried out once, so it will not be time consuming nor involve any changes to normal practice of the school for the purpose of my research.

I would also like to assure you that information from the study will be kept strictly confidential. All written and audio-recorded information will be destroyed at the end of the project. Neither the students, teachers nor the school will be identifiable in any reports or publications. Their decisions to be included in this study is voluntary, so they do not have to answer any questions they do not want to answer.

If you would like more information about the study please do not hesitate to contact me by email at cm793@york.ac.uk. If you are happy to take part in the project, you are kindly asked to complete and sign the consent form attached to this letter and return it by email.

Yours sincerely,

Chiho Mori
MA in Education (by Research)
Department of Education
University of York
Heslington, York, YO10 5DD UK
<http://www.york.ac.uk/>

DECLARATION OF CONSENT

I have been informed about the aims and procedures involved in this research project and consent to the terms of research, detailed above.

_____	_____	_____
Name	Signature	Date

_____	_____	_____
Name of Researcher	Signature	Date

Appendix 3

Informed Consent Form

Title of Project	How is the “Yononaka-ka” (society class) initiative perceived and implemented by students and teachers? A case study of two Japanese schools
Researcher	Chiho Mori
Purpose of Study	The study investigates the views of teachers and students on the Yononaka-ka initiative as practiced in junior high schools in Japan.
Procedures to be followed	You will be interviewed in person or in a focus group. You will also be asked to complete a questionnaire. Interviews will be audio-recorded and transcribed.
Duration	The interview will take approximately 45 minutes for each teacher, and 40 minutes for a student’ focus group. The questionnaire will take approximately 40 minutes to complete for teachers, and 15 minutes for students.
Statement of Confidentiality	All data will be confidential and the reporting will be anonymous. No quotations will be attributed directly to their source such that individuals can be identified. In the event of any publication or presentation resulting from the research, no personally identifiable information will be shared. None of the data will be shared with a third party. Audio recordings will be destroyed once the research period is over.
Right to Ask Questions	Please contact me on cm793@york.ac.uk with questions, comments or concerns about this study.
Voluntary Participation	Your decision to be included in this research is voluntary. You can stop at any time. You do not have to answer any questions which you do not want to answer.
Name
Signature
Date

Thank you for taking the time to complete this questionnaire. I am Chiho Mori, an MA research student studying Yononaka-ka initiative in the Department of Education at the University of York in the UK. The purpose of this questionnaire is to collect and assess data regarding your views on Yononaka-ka initiative. There are four pages with 10 questions. Your answers will be confidential, and your participation is completely voluntary so you may choose to answer only those questions you are comfortable with.

1. Your grade:

2. Male / Female

3. Please complete the following by circling only the ones which most closely correspond to your own view:

1. strongly agree; 2. agree; 3. disagree;
4. strongly disagree; 5. not applicable/ no view

I think that I have learned something from the following topics/contents (a~j) in Yononaka-ka lessons and its related activities.

	<u>SD</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NA</u>
a) economy & finance	1	2	3	4	5
b) politics	1	2	3	4	5
c) global society	1	2	3	4	5
d) law	1	2	3	4	5
e) future career	1	2	3	4	5
f) current social issues (e.g. cloning, homelessness, suicide, falling birthrate)	1	2	3	4	5
g) environment	1	2	3	4	5
h) local issues (e.g. XXXX, your city/town)	1	2	3	4	5
i) community involvement	1	2	3	4	5
j) others (please specify:)	1	2	3	4	5

4. Please circle only the ones which most closely correspond to your own view:

1. strongly agree; 2. agree; 3. disagree;
4. strongly disagree; 5. not applicable/ no view

I think the following activities (a~n) in Yononaka-ka lessons and its related activities have helped me learn.

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NA</u>
a) newspaper/journal articles	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
b) worksheets	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
c) textbooks	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
d) DVD/ videos	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
e) ICT(Information Communication Technology)	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
f) individual research project and presentation	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
g) group research project and presentation	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
h) guest teacher (GT)	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
i) simulations	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
j) teacher-led discussion	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
k) student-led discussion	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
l) debate	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
m) public exhibitions	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
n) volunteering / community involvement	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
o) direct action (e.g. letter writing)	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
p) others (please specify:)	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

5. Please specify any Yononaka-ka lessons and its related activities that you have found impressive and why?

1) topic & reason:

2) topic & reason:

6. Do you think that you will benefit from the practices in Yononaka-ka lessons and its related activities when you become an adult? Please circle only one and explain the reason.

1. strongly agree; 2. agree; 3. disagree;
4. strongly disagree; 5. neither agree nor disagree

reason:

7. Please circle only one which most closely corresponds to your own view:

- 1 = strongly agree; 2 = agree; 3 = disagree;
4 = strongly disagree; 5 = not applicable/ no view

I think that I have developed the following knowledge, skills and attitudes (a~u) through Yononaka-ka lessons and its related activities;

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NA</u>
a) research skills	1	2	3	4	5
b) presentation skills	1	2	3	4	5
c) attitude to listen to others	1	2	3	4	5
d) self-confidence	1	2	3	4	5
e) ICT (Information and Communication Technology) skills	1	2	3	4	5
f) participation in volunteer activities	1	2	3	4	5
g) persuasive way of speaking	1	2	3	4	5
h) increased special knowledge (please specify:)	1	2	3	4	5
i) self-evaluation	1	2	3	4	5
j) discussions on social issues with my friends and family members	1	2	3	4	5
k) checking newspapers and other news sources on social issues	1	2	3	4	5
l) thinking seriously about my future career	1	2	3	4	5
m) increased interest in local issues (XXXX, your city/town)	1	2	3	4	5

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NA</u>
n) working with people in the community	1	2	3	4	5
o) good results on exams	1	2	3	4	5
p) increased interest in the subjects which relate to the topic of Yononaka-ka	1	2	3	4	5
q) expressing my opinion to society (e.g. contributing articles in newspapers)	1	2	3	4	5
r) communication skills	1	2	3	4	5
s) financial skills	1	2	3	4	5
t) working with others	1	2	3	4	5
u) others (please specify:)	1	2	3	4	5

8. You want the hours of Yononaka-ka and its related activities to be (Please circle only one and explain why):

- 1. increased; 2. kept as it is; 3. reduced;
- 4. stopped; 5. I don't know

reason:

9. Do you have any other topics and activities you would like in Yononaka-ka lessons and its related activities?

10. Any other comments on Yononaka-ka?

-End- Thank you very much for your time in completing this questionnaire.

Thank you for taking the time to complete this questionnaire. The purpose of this questionnaire is to collect and assess data regarding your views on the Yononaka-ka initiative. There are seven pages with 18 questions in three sections asking you about; A: Background, B: Goals, learning and practice, and C: Evaluation. Your answers will be confidential, and your participation is completely voluntary so you may choose to answer only those questions that you are comfortable with.

A: BACKGROUND INFORMATION

1. Highest degree attained, major subject(s) focus

2. Numbers of years to teach

3. Number of years teaching at this school

4. Major subject area(s) taught

5. How, and when did you first hear about the Yononaka-ka initiative?

6. What were your main reasons for getting involved in the Yononaka-ka initiative?

7. What were your primary sources of information about Yononaka-ka initiative?

(e.g. professional reading, professional group, colleagues, attendance at workshop/courses, etc)

8. Do you think the following factors (a~d) influence the adoption of Yononaka-ka initiative in your school? Tick the items if you think so and why?

__ a) students' characteristics (e.g. prior knowledge, learning style, background)

reason:

__ b) school characteristics (e.g. type of school, school ethos, timetable, location)

reason:

__ c) other contextual influences (e.g. social, political, economic and educational trends, government policies, geographical factors)

reason:

__ d) your personal background/experiences

reason:

B: GOALS, TEACHING AND LEARNING PRACTICES

9-1 What are the goals of the Yononaka-ka initiative you emphasise in your teaching of Yononaka-ka initiative? (top three choices in order of importance, number 1 being the highest, 2,3)

- __ encourage students to develop their knowledge of society
- __ help students develop the skills to live in contemporary society
- __ help students develop values/attitudes necessary in society
- __ strengthen school - community partnership
- __ others (please specify: _____)

9-2 For the three elements identified in question 9, indicate teaching and learning practices that you use to meet these goals and why?

Element 1:

Element2:

Element3:

10. Below is a list of teaching and learning practices (a~p). Please circle only the ones which most closely correspond to your own view:

1 = strongly agree; 2 = agree; 3 = disagree;

4 = strongly disagree; 5 = not applicable/ no view

In my Yononaka-ka lessons and its related activities, I think the following are effective for students to develop their knowledge, skills and values?

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NA</u>
a) newspaper/journal articles	1	2	3	4	5
b) worksheets	1	2	3	4	5
c) textbooks	1	2	3	4	5
d) DVD/ videos	1	2	3	4	5
e)ICT(Information Communication Technology)	1	2	3	4	5
f) individual research project and presentation	1	2	3	4	5
g) group research project and presentation	1	2	3	4	5
h) guest teacher (GT)	1	2	3	4	5
i) simulations	1	2	3	4	5
j) teacher-led discussion	1	2	3	4	5
k) student-led discussion	1	2	3	4	5
l) debate	1	2	3	4	5
m) public exhibitions	1	2	3	4	5
n) volunteering / community involvement	1	2	3	4	5
o) direct action (e.g. letter writing)	1	2	3	4	5
p) others (please specify:)	1	2	3	4	5

11. Regarding the same items in Question 10, how much do you use them in your Yononaka-ka lessons and its related activities? Please circle only the ones which most closely correspond to your own view:

1 = very often; 2 = often; 3 = sometimes; 4 = almost never; 5 = never

	<u>VO</u>	<u>O</u>	<u>S</u>	<u>AN</u>	<u>N</u>
a) newspaper/journal articles	1	2	3	4	5
b) worksheets	1	2	3	4	5
c) textbooks	1	2	3	4	5
d) DVD/ videos	1	2	3	4	5
e)ICT(Information Communication Technology)	1	2	3	4	5
f) individual research project and presentation	1	2	3	4	5
g) group research project and presentation	1	2	3	4	5
h) guest teacher (GT)	1	2	3	4	5
i) simulations	1	2	3	4	5
j) teacher-led discussion	1	2	3	4	5
k) student-led discussion	1	2	3	4	5
l) debate	1	2	3	4	5
m) public exhibitions	1	2	3	4	5
n) volunteering / community involvement	1	2	3	4	5
o) direct action (e.g. letter writing)	1	2	3	4	5
p) others (please specify:)	1	2	3	4	5

12. Below is a list of topics/contents (a~j). Please circle only the ones which most closely correspond to your own view:

1 = strongly agree; 2 = agree; 3 = disagree;

4 = strongly disagree; 5 = not applicable/ no view

I have found that the students learned something from the following topics/contents in Yononaka-ka lessons and its related activities.

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NA</u>
a) economy & finance	1	2	3	4	5
b) politics	1	2	3	4	5
c) global society	1	2	3	4	5
d) law	1	2	3	4	5
e) future career	1	2	3	4	5
f) current social issues (Cloning, homelessness, suicide, falling birth rate)	1	2	3	4	5
g) environment	1	2	3	4	5
h) local issues (e.g. XXXX, your city/town)	1	2	3	4	5
i) community involvement	1	2	3	4	5
j) others (please specify:)	1	2	3	4	5

13. Please provide a brief description of your favorite teaching and learning strategy when teaching Yononaka-ka.

main learning aims:

teaching and learning strategy:

course in which it was used:

C: EVALUATION

14-1 How do you assess your lessons? Please identify and explain why. If not, please go to 14-2 and explain why.

assessments	reason
1.	
2.	
3.	

14-2 If you do not use any assessments, please explain why?

15. Below is a list of knowledge, skills and values (a~u). Please circle only the ones which most closely correspond to your own view:

1 = strongly agree; 2 = agree; 3 = disagree;
 4 = strongly disagree; 5 = not applicable/ no view

I think that students have developed the following through Yononaka-ka lessons and its related activities;

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NA</u>
a) research skills	1	2	3	4	5
b) presentation skills	1	2	3	4	5
c) attitude to listen to others	1	2	3	4	5
d) self- confidence	1	2	3	4	5

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NA</u>
e) ICT (Information and Communication Technology) skills	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
f) participation in volunteer activities	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
g) persuasive way of speaking	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
h) increased special knowledge (please specify:)	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
i) self-evaluation	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
j) discussions on social issues with friends and family members	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
k) checking newspapers and other news sources on social issues	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
l) thinking seriously about their future career	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
m) increased interest in local issues (XXXX, your city/town)	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
n) working with people in their community	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
o) good results on exams	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
p) increased interest in the subjects which relate to the topic of Yononaka-ka	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
q) expressing their opinion to society (e.g. contributing articles in newspapers)	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
r) communication skills	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
s) financial skills	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
t) working with others	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
u) others (please specify:)	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

16. Are there any challenges facing Yononaka-ka initiative in your school?

17. Your hopes and plans for the Yononaka-ka initiative

18. Any other comments?

=End= Thank you very much for your time in completing this questionnaire

Questions related to responses on the questionnaire

Q1) On Q5 many students in your school mention the following activities; could you explain each in detail?

- Tour plan project
- Debates
- Speech contest
- Exchange with college students

Q2) On Q7 on knowledge, skills and attitudes, many students in your school chose “attitude to listen to others”, “thinking seriously about my future career” and “presentation skills” etc. Can you think of a situation in which you recognized your development of such knowledge, skills and attitudes?

Q3) On Q9 on any other topics and activities you would like to undertake in Yononaka-ka, some people answered that they would like volunteer activities and community involvement. Have you ever worked with the community through Yononaka-ka lessons and its related activities?

Q4) Do you have any comments on Yononaka-ka? Is there anything you forgot to mention in the questionnaire?

Questions related to responses on the questionnaire

Q1) On Q6 on the main reasons for getting involved with the Yononaka-ka initiative, you answered that when you worked at a university, you strongly felt the gap between what students learn at school and what society requires of them. Could you explain this in more detail? What was the gap you saw, what do you think are the abilities they learned at school and what are those they need in society?

Q2) On Q8 on factors which influence the adoption of the Yononaka-ka in your school, you answered that it is easier to do so at a private school. Why?

Q3) On Q8 referring to a) students' character, you felt that the students had little interest in contemporary issues especially Okinawa and its local issues. You also felt that they did not have enough opportunity to develop their ideas and thinking and present them in the classroom. Could you explain this in more detail? - In what situations do you feel this is so?

Q4) On Q16 on challenges facing the Yononaka-ka initiative in your school, you stated that there is no evaluation system for Yononaka-ka in your school today because you integrate its methods and technique into your social studies lessons. Can you give an example of how you use them in your lessons?

Q5) Following from Q4, the school does not allocate lesson hours for Yononaka-ka today. What happened and why?

Q6) In their responses to Q15, teachers believe that the students have developed some skills in self-evaluation, presentation and a persuasive way of speaking, etc. Can you give an example of any situation in which you found they developed such skills?

Questions not directly related to the questionnaire

Q7) What is the society club you supervise? (motivation, aims, activities, members)

Q8) What do you think is the definition of Yononaka-ka?

Q9) Do you have any comments or anything you forgot to mention on the questionnaire?

Appendix 8

Observation Sheet

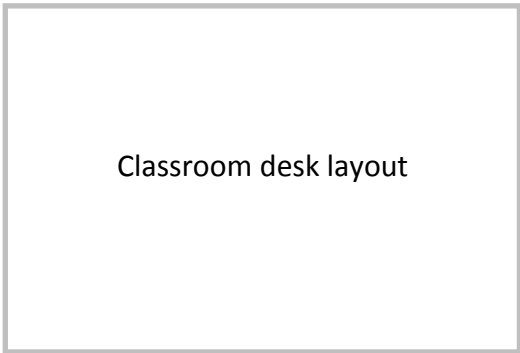
Date:

School:

Teacher:

Class:

Topic:



Lesson procedure

Time	Teacher's instruction, questions, comments on students' answer	Students' statements & activities	Notes
00.00			

Appendix 9

Observation Record at School B

Date: 2 May 2013

School: School B

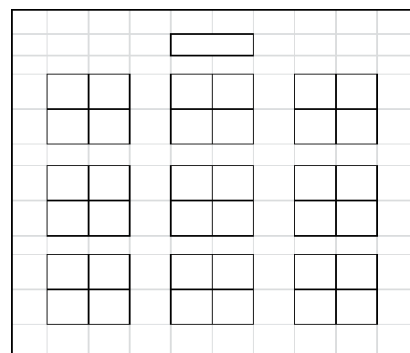
Teacher: Teacher B

Class: Year 7 (ages 12-13) 36 students

Topic: Becoming a manager of a hamburger shop

The first Yononaka-ka lesson for this class

Three teachers of the school observed the class.



Lesson procedure (45 min)

Time	Teacher's instruction, questions, comments on students' answer	Students' statements & activities	Notes
00.00	"Our topic today is 'become a manager of a hamburger shop'." (with a little joke)	Students sit in individual desk arrangements (Lough)	The teacher puts a large city map on the blackboard before the lesson.
04.00	He gives worksheets and asks the class to do the first individual task on the worksheet in 4 minutes. Walks between desks and gives support to some students having difficulty. To class, "The place should be profitable."	Individual work: pinpoint a location on the map which they think the best to open a new shop.	The worksheet has the same map as on the blackboard. Very quiet
08.00	Instruction: form a group of four and decide a location by discussing with your friends in 7 minutes. Walk between the groups, "Be sure to discuss for a group decision, not by majority vote or one student's idea."	Students change the desk arrangement for a group discussion and start discussion. Part of discussion in one group: S "How about near the large hospital? Visitors would use it and buy some for the patients." S "Visitors prefer ordinary meals rather than hamburgers." S "The end of this highway seems good, lots of traffic around here." S "But do they use service area restaurants on highways?"	9 groups Students seem to enjoy the task, some have lively discussions.

<p>18.00</p>	<p>Instruction: "I point out each group so someone from your group mark the place on the large map and present the reason why your group chose the place.</p> <p>"First, group7 please." The teacher encourages the class to applaud the presenter.</p> <p>After a few presentations, he reminds students of the basic of presentation. "We decided here with the following reasons; First, second and third..."</p>	<p>A student from group7 put a mark near the university and explains that the college students might use it.</p> <p>Group presentation continues; they follow the basic style of presentation the teacher showed.</p> <p>G6 presentation: We chose this area. First, it's near the park so people can use it for picnics. Second, it's near the hospital, so visitors would buy hamburgers to for the patients. Third, the area is surrounded by many big streets so we expect many people passing in front of the shop."</p> <p>All the 9 groups finish presentation.</p>	<p>The class applauds each presentation.</p> <p>During the presentation, the class was not very quiet. Still excited.</p> <p>S "It's not healthy for patients!" (class laugh)</p>
<p>30.00</p>	<p>Before showing a real location hidden on the map, "I had a chance to talk to the manager of a famous hamburger shop. He said the key point about the location is utilization ratio or a constant flow of people." "How about university?"</p> <p>Teacher shows the shop in the map. "It's near the traffic signals where drivers can find the shop easily when the cars stop. It's also on the Y junction which has a flow of people."</p>	<p>S "They have long holidays."</p> <p>(Exclamation of surprise)</p>	

<p>42.00</p>	<p>Instruction: “do Q3 on the worksheet. You are a manager of the shop in front of xxx railway station, you calculate the sales/day.” He reads each question.</p> <p>1) How many commuters at xxx station a day? 2) How many customers among 100 passers-by drop in the shop? 3) How much does a customer spend? 4) How much is the daily sales of the shop?</p> <p>“Fist, shout your answer together, then I show you the answer one by one.” After the shout each time, he asked volunteers to show their answers.</p> <p>1) 4676 people 2) 2-3/ 100 customers “Smaller than your answers.” 3) 500 yen</p> <p>4) “Let’s use mathematical function.”</p> <p>He shows the class how to calculate by asking the answers from volunteers.</p> <p>$4676 \times 2 \div 100 \times 500 = 46760\text{y/day}$ $46760 \times 30 = 1402800\text{y /month}$ $1402800 \times 12 = 16833600\text{y/year}$</p> <p>He also shows another bigger city’s case in Niigata prefecture.</p> <p>Instruction: what did you learn in today’s lesson? Fill in your comments and impressions on Q4.</p>	<p>Students fill in the answers.</p> <p>Students shout their answers at once.</p> <p>Volunteers: 1) 200 people 2) 47, 90 people 3) 400, 500, 350 yen</p> <p>Students calculate it individually, but many do it with friends.</p> <p>Students start filling in Q4.</p> <p>Some students collect the worksheets and give them to the teacher.</p>	<p>Simulate the sales</p> <p>Students were very excited to get each answer especially 2).</p> <p>The lesson is close to ending and the class becomes noisy.</p>
<p>45.00</p>	<p>“End of the lesson.”</p>		

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