

Student Presentation Sessions
Education for Sustainable Development

14 December 2018
Conference Room and Meeting Room in Kojima Hall
The University of Tokyo

Timetable

9.00 – 10.30 Presentations I

Room A (Conference Room)

Chair Assoc. Prof. Petros Gougoulakis, SU

1. Learning context towards teachers' continuing professional development
Ikuyo Oda
Graduate School of Education, The University of Tokyo
 2. Education for Sustainable Development and the Future of UK Universities as a Public Good
Ben Lennon
Department of Education, Stockholm University
 3. Toward education for sustainable development in the parent-teacher relationship
Maria Mersini Pananaki
Department of Education, Stockholm University
 4. Data-Driven Teaching Assessment in Inquiry-Based Learning by Topic Modeling
Hiroyuki Kuromiya
Graduate School of Education, The University of Tokyo
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Room B (Meeting Room)

Chair Associate Prof. Misako Nukaga, UTokyo

5. Education Against Racism: the Case of France and Finland
Paju-Anna Hentunen
Department of Education, Stockholm University
6. Diversity of roots among children
Yuki Nagae
Graduate School of Education, The University of Tokyo
7. Choice for asylum-seekers in Sweden's quasi-market school system
Brendan Munhall
Department of Education, Stockholm University
8. How Globala Gymnasiet, Stockholm, Sweden works with education for sustainable development
Kei Duke-Bergman & Moe Duke-Bergman
Globala Gymnasiet, Stockholm

10.30 – 10.45 Break

10.45 – 12.25 Presentations II

Room A (Conference Room)

Chair Assoc. Prof. Petros Gougoulakis, SU

9. Education for Sustainable Development at Katedralskolan, Sweden.
Peter Hammers, Magnus Nyström & Bennie Zetterström
Katedralskolan, Linköping
10. Japan and Russia towards sustainable future
Polina Pevneva
Department of Education, Stockholm University
11. A mapping of Inclusive Education (IE) in Teacher Training Colleges (TTCs) in Tanzania, Kenya, Sudan, South Sudan
Zhima Zhang
Department of Education, Stockholm University
12. A Philosophical Study on Evidence-Based Education and Evaluation of “Subjectification”
Hideaki Kawakami, So Fujieda, Naoki Tanabe, Hiromu Higuchi and Yu Iwase
Graduate School of Education, The University of Tokyo
13. The Role of Socioeconomic Status in Education
Linnea Tillenius
Department of Education, Stockholm University
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Room B (Meeting Room)

Chair Associate Prof. Misako Nukaga, UTokyo

14. Subject content teachers’ perception of language: a comparative study of assessment in CLIL and migrant education
Helena Reierstam
Department of Education, Stockholm University
15. Fostering Cross-Cultural Understandings toward Achieving SDGs: A Lesson Study Project of English as Foreign Language
Rina Akiyama
Graduate School of Education, The University of Tokyo
16. Education for Sustainable Development and Human Rights Education, A theoretical interpretation of human rights lessons about prison
Maggie O’Neill
Department of Education, Stockholm University

17. Practice of Training Peace-Builders as ESD Coordinators in Rwanda

Yuki Tajima
Graduate School of Education, The University of Tokyo

12.25 – 12.40 Break

12.40 – 13.15 Round Up Session
Room A (Conference Room)

- Rapporteurs

Brendan Munhall, Department of Education, Stockholm University
So Fujieda, Graduate School of Education, The University of Tokyo

- Comments and Speeches

Abstracts

1. Learning Context Towards Teachers' Continuing Professional Development

Ikuyo Oda

Graduate School of Education, The University of Tokyo

The aim of this study is to reveal the features of teachers' daily practices which enhance teachers' continuing professional development (CPD). The data was collected through 818 minutes of semi-structured interviews at a public elementary school to see what influences teachers' practices and CPD. Interviews were done with 17 teachers whose teaching experiences ranged from 3 years to 38 years, and the data was qualitatively analyzed by using Modified grounded theory approach (Kinoshita, 2003). Through the analysis, six categories were generated.

Of five categories, two categories below especially influence decision makings and their learning. One is "psychic rewards" from students or colleagues. Students' better learning and encouragements from colleagues become "psychic rewards", and that influences teachers' decision makings, and help teachers try harder. Another one is "peer pressure" which sometimes offer teachers opportunities to think deeply about their teaching beliefs and their practices. For teachers who are working under the conditions full of uncertainty and complex problems, others' supports are inevitable. This influences teachers' decision makings, and teachers prioritized things to keep good relationships with others.

These elements forge teachers' decision makings and their learning, and function both as an accelerator and a controller of their CPD. While psychic rewards from pupils or colleagues motivate teachers and help them try harder, teachers intentionally choose unwanted options or not to behave as they want in order to keep good relationship with others. These elements, including the conflicts and dilemmas can function as a catalyst for reflective practices and help teachers' CPD.

2. Education For Sustainable Development And The Future Of Uk Universities As A Public Good

Ben Lennon
Master's Programme in International and Comparative Education
Stockholm University

This presentation compares the current understanding of the purpose of university in the UK with a possible future understanding of what it could be in order to address the challenges of Education for Sustainable Development (ESD). This is understood here as those laid out by the UNESCO 2018 report on the topic. The suitability of both policies are measured against this in a holistic sense, looking at the social, environmental and economic concerns therein.

The current view of UK university as a private good worth investing in for personal financial gain is not suitable to address the challenges of the present. This is best represented by the 2010 UK government policy known as the Browne Review that dramatically shifted the direction of the university from a public good to a lightly-regulated market of consumer demand focused on employability. The unsuitability of this model will then be discussed.

Instead, as Simon Marginson has argued, we should reconsider the 'public' in higher education as an economic, collective and democratic good both nationally and internationally. This presentation will make the case, following from Marginson, that only if we see university education as a positive-sum relation between public and private goods then can we begin to address the challenges of ESD.

3. Toward Education For Sustainable Development In The Parent-Teacher Relationship

Maria Mersini Pananaki
Department of Education, Stockholm University

According to UNESCO, one aspect of education for sustainable development (ESD) is to encourage individuals to be responsible actors who respect cultural diversity. In the parent-teacher relationship context, parents and teachers who employ practices that show respect for each other's background pass these values on to the students and in a way they all work together toward a more sustainable future. Nevertheless, there is limited research on how parents and teacher actually collaborate and Swedish researchers (Erikson, 2004; Bouakaz, 2007; Swedish Research Council, 2015) emphasise the lack of critical studies on the topic.

This paper takes up on the issue of the parent-teacher relationship in Swedish schools, which constitutes the groundwork for my doctoral research within the field of education. The study's research questions focus on the way parents and teachers create their relationship, the practices they use to accomplish collaboration and whether these practices vary in different parent groups. The last question comprises the international and comparative dimension of the study as it compares the practices that are taking place for parents of diverse socioeconomic and ethnic backgrounds. This also entails indications as to whether and in what way, parents and teachers take into consideration the above-mentioned ESD aspect.

Theoretically, I make use of Pierre Bourdieu's Theory of Practice to examine the nature of this relationship. In terms of method, the study is qualitative and the techniques for data collection are semi-structured interviews with teachers and parents as well as observations in parent-teacher meetings.

4. The Effect Of 31 Years Of Graduation Research At A High School In Tokyo Revealed By Text Mining

Hiroyuki Kuromiya
Graduate School of Education, The University of Tokyo

Current society requires students particular high-level cognitive skills rather than classical knowledge-based skills. Inquiry-based learning is a popular learning style for such skills, where students must learn things voluntarily by the question owned by the students. However, the learning effects are complex and rarely reviewed quantitatively. Here I share the results of my exploratory analysis to 3,380 students learning outcomes over 31 years using text mining. I found that the length of the abstract got longer while its standard deviation got shorter. For topics extracted by Latent Dirichlet Allocation, I found that words related to 'investigation' and 'participation' got popular while words related to 'personal impression' got unpopular. My results demonstrate that inquiry-based learning in the study school encouraged students to research empirically and write uniformly. This is a leading study that showed how students learning outcomes had been changed in inquiry-based learning over thirty years from actual data. Although this study is descriptive, it will contribute to the evidence of inquiry-based learning in education.

5. Education Against Racism: The Case Of France And Finland

Paju-Anna Hentunen

MA International and Comparative Education, Stockholm University

This study examines the United Nations' 10th Sustainable Development Goal to "Reduce inequality within and among countries" from the French and Finnish perspectives respectively. Both countries have set a goal to contend against racism and hate speech through education. There are many fundamental differences, including geographical, historical, political, and demographical ones, between the two European nations. Yet, they are committed to working on the same SDG and achieving a change by 2030.

In 2017, there were "68.5 million forcibly displaced □people□ worldwide as a result of persecution, conflict, violence, or human rights violations" (UNHCR, 2018). According to Eurostat (2018), France granted protection status to 40 600 asylum-seekers in 2017. Meanwhile, Finland accepted 95% of the number of refugees required by the European Union (Eurostat, 2018). The rapid growth of the refugee population has, inevitably, brought on new challenges for the countries, as they work to welcome and integrate a vast number of migrants into the society within a short timeframe. This also provides an unusually interesting framework for comparative international research.

I draw on historical and post-colonial perspectives as I compare the current strategy plans for SDG 10 from both countries. Finland has released a "Meaningful in Finland – Action Plan", which highlights education's role in providing a more inclusive society. France does not fail to mention education's influence in its "Mobilizing France Against Racism and Anti-Semitism – Action Plan". By supporting educators, youth organizations and bringing awareness to multiculturalism amongst many other strategies, these countries attempt to reduce inequality and become more sustainable.

6. Diversity of roots among children

Yuki Nagae

Graduate School of Education, the University of Tokyo

This paper reports on a study in which consider ethnic diversity in a pre-school setting was observed. We discuss how teachers handle with a multiethnic situation. Our research design focuses on one advanced center of attempting multiculturalism, so-called ‘multicultural-coexistence’ in Japan, and relies on ethnographic data. The analysis is based on semi-structured interviews with teachers and observations in classrooms for a half year. In this center, teachers often address parents’ origins as ‘roots’ of immigrant children and respect cultural heritage of parents. For example, teachers encourage parents to use the original form of name of children, instead of Japanese. This practice has been continued since 1970s, when the center’s founder protested against social discrimination to ethnic minority, especially to Korean descents. This shows there still is a strong sense of homogeneity within a Japan society. The roots has a function as which tells teachers there is a diversity of ethnicity among children.

7. Choice For Asylum-Seekers In Sweden's Quasi-Market School System

Brendan Munhall

Department of Education, Stockholm University

This presentation will present the findings of my master's level thesis and explanation of my doctoral studies moving forward. In this study, the perceptions and experiences of asylum-seeking parents were explored in the context of the Swedish school-choice system.

Traditionally, Swedish education has promoted equity through shared experience and by supporting equity creating initiatives. Yet, over the past 50 years its structure has shifted toward a decentralized school-choice model of schools. Marginalized groups, such as asylum-seekers, appear to face a number of barriers to accessing the entirety of choices.

Results of this study suggested that parents had limited information for school choice, few strategies to find new information and faced a number of barriers to accessing the schools. A number of patterns such as a reliance on word of mouth for information and the need to actively search for information showed that motivated parents with formal education had more success enrolling their children into school. Those with little or no formal education had difficulty navigating the new bureaucratic system. Adding to this, financial and locational barriers eliminated a majority of schools from consideration.

The implication of these findings are that these asylum-seekers did not have the support, knowledge or ability to successfully participate in school-choice.

As high levels of forced migration continue to challenge Europe, countries like Sweden are attempting to incorporate asylum-seekers into its education system. A deeper understanding of the challenges faced by asylum seekers would allow Sweden to introduce more inclusive policies and the building of a more equitable and sustainable education system.

8. How Globala Gymnasiet, Stockholm, Sweden Works With Education
For Sustainable Development

Kei Duke-Bergman & Moe Duke-Bergman
Globala Gymnasiet, Stockholm

We are both students of the natural science program at Globala Gymnasiet in Stockholm, which is a senior high school with 700 students. The school's main goal is to teach sustainable development. This is achieved through four interdisciplinary projects annually with sustainability as its main core.

We would like to talk about our projects and the way our school works with sustainability.

9. Education For Sustainable Development At Katedralskolan, Sweden

Peter Hammers, Magnus Nyström & Bennie Zetterström
Katedralskolan, Linköping

Tradition and development is the motto of Katedralskolan. As Linköping's oldest upper secondary school, founded in 1627, we take pride in our history while at the same time offering a modern education for our 1250 students, aged 16-19.

Our goal is to give an education with a humanistic perspective which places the individual in focus. Students are met with openness and tolerance in an environment which fosters creativity, initiative and responsibility.

We strive to develop our students' intercultural awareness and to equip them with the academic and empathic tools they require to work and live in our globalised world.

Together, we work to provide our students with the best possible foundation for their future.

The Swedish curriculum states that education should show appreciation of the inter-dependence between natural and social science over time and especially highlight the role of natural science when it comes to issues concerning sustainable development. It also emphasises the conditions for sustainable development from an environmental, economic and social point of view.

Katedralskolan has a long tradition of working cross-curricular with Education for Sustainable Development (ESD). The aim is for the students to receive a deeper understanding of two of the most critical aspects of our future: the climate and the environment. Our students take on ESD from different perspectives depending on the programme they are attending. Our Economic Programme focuses on ESD from the economic and business angle, the Natural Science Programme focuses on the environmental angle while the social angle is mostly focused on by the Humanistic and Social Science Programmes.

In 2017-2020 Katedralskolan is co-running an Erasmus+ - financed EU-project about students' attitudes towards different environmental issues, together with four other European schools from The Netherlands, France, Greece and Hungary.

10. Japan And Russia Towards Sustainable Future

Polina Pevneva

Department of Education, Stockholm University

Sustainability starts with every single person on earth. Thus, in the era of globalization it is paramount to find ways of raising awareness in all countries of 17 goals set by the UN in 2015.

Unlike Japan where the government took a leading role in approaching 2030 Agenda by having created Cabinet body called the “SDGs Promotion Headquarters”, Russia is on the way to sustainability thanks to activists. This difference is a core one as it leads to many more dissimilarities with Japan having leverage: national strategy towards sustainability, strong partnerships with private sector and NGOs, open ongoing meetings with a plethora of stakeholders, SDGs presented in the school curriculum and others. What unites Japan and Russia is lack of familiarity with Agenda 2030. What lies in so many differences?

Recently Youth has topped the sustainable development agenda as it is regarded as a driving force in implementing goals. Why is it crucial? Enforcing youth with more leadership opportunities will decline the gap between the government and people, therefore leading to more good practices, interlinked actions through social media and educational entities meeting today’s challenges.

Sustainable goals can be regarded as unattainable. However, every single country is trying to pursue new national policies which can be exchanged as well. Consequently, by cooperating we are approaching more informed world where men will reach a compromise easier and measures tackling global problems will be taken as soon as possible.

11. A Mapping Of Inclusive Education (IE) In Teacher Training Colleges (Ttcs) In
Tanzania, Kenya, Sudan, South Sudan

Zhimao Zhang

International and Comparative Education, Stockholm University

Inclusive Education as a core idea in Sustainable Development Goals is a fundamental human right acknowledged by international nongovernmental organizations and governments and tries to make sure that all children have access to compulsory primary education (UNESCO, 2005). In this study, inclusive education is seen as the combination of special needs education (SNE) and mainstream regular education. Teachers take the main responsibility of teaching students and play an important role in the field of inclusive education. For East Africa countries, the development of inclusive education/special needs education is worrying. Teachers lacking of inclusive education awareness and skills is a big problem. Teacher training universities/colleges as the main institutes to train inclusive education /special education teachers should be responsible for that. This study aims at investigating, comparing and analyzing the current situation of inclusive education/special needs education in teacher training universities/colleges in Tanzania, Kenya, Sudan and South Sudan.

The findings of the study show that what difficulties four countries have in common are lack of/ inadequate incentives for teachers, lack of/inadequate budget allocation, lack of/ inadequate teaching and learning materials, negative attitudes, lack of/inadequate policy and regulatory frameworks in addressing diversity and promoting inclusive education. Generally, the situation of IE/SNE in South Sudan is the worst among four countries, followed by Sudan. Few IE/SNE programmes/courses are available in both countries. Tanzania and Kenya are relatively more advanced than Sudan and South Sudan in the field of IE/SNE. Both countries have relatively more comprehensive policies and conventions.

12. A Philosophical Study On Evidence-Based Education And Evaluation Of "Subjectification"

Hideaki Kawakami, So Fujieda, Naoki Tanabe, Hiromu Higuchi and Yu Iwase
Graduate School of Education, The University of Tokyo

The purpose of this presentation is to examine "Evidence-based Education" (EBE) from the viewpoint of legitimacy of evaluating "subjectification" in citizenship education. In Japan, it is said that notion of "subjectivity" in "Education for Sustainable Development (ESD)" is regarded importantly as its fundamental concept. While this notion is quite common and well proliferated among the global educational settings represented dominantly by EBE, a possible issue could be what it means that we become "subject" in the first place. In other words, its measurability could be another issue. In our presentation, therefore, to examine possibility and impossibility of subjectification in the EBE's context, we will here focus on philosophical implication of subjectification argued by educational philosopher Gert Biesta.

Relevantly to this, our presentation consists of three parts. Firstly, we will briefly summarize the conceptual history of subjectivity and place the Biesta's thoughts of subjectification on the related history. Secondly, the Biesta's argument on measurability of subjectification, which includes his implication of subjectification in citizenship education, will be examined and clarified thoroughly. Finally, to consider how the Biesta's conception of subjectification can be practical, we will review and analyze conceptually and practically an on-going American citizenship education developed by Harry Boyte.

13. The Role of Socioeconomic Status in Education

Linnea Tillenius

International and Comparative Education

Department of Education, Stockholm University

During this presentation I will explore socioeconomic status in education and how that in turn plays a part in sustainable development. This will be a comparison between Sweden and Japan, both in regards to some of the issues these countries are facing as well as some of their countermeasures. The purpose of this presentation is to reflect on and analyze the relation between poverty, education, and sustainable development and to also present a comparison between Sweden and Japan and their work with these topics. Inspiration is taken from how Germany in many ways reshaped their education system after the PISA 2000 report showed that the German education system was not as fair and strong as initially thought. I will explore some of the challenges in Sweden and Japan regarding socioeconomic status in education and the relationship to sustainable development and how they affect individuals and societies. The presentation will be supported by reports from PISA, official government documents in Sweden and Japan, as well as some of the organisations set out to address these issues.

The goal of the presentation is to provide some clarification in regards to these topics, and shed some light on a complex issue. Socioeconomic status in education as well as equity in education is an issue talked about in both of these countries, and I will mention some of the ways these issues are addressed. Key areas of study will be comparative education and sustainable development.

14. Subject Content Teachers' Perception Of Language:
A Comparative Study Of Assessment In CLIL And Migrant Education

Helena E C Reierstam
Stockholm University, The Department of Education

In a global world education has become more multilingual, not only in tertiary education where English often is used as a lingua franca (Airey, 2012; Costa, 2009), but also due to school initiatives to promote foreign language learning, such as content and language integrated learning, CLIL, (Dalton-Puffer, 2007; Mehisto et al, 2008), and migration. This paper aims to discuss and compare teachers' assessment practices in two upper secondary school contexts where a foreign language is used as the medium of instruction, CLIL and the instruction of newly arrived immigrants.

In the past three years Sweden has experienced an unprecedented increase of migrant students into the school system at various levels. This becomes especially challenging at upper secondary level where the students' content knowledge is assessed and graded to make them eligible for higher education while the students are still beginner language learners. At the same time, teachers of history and biology in CLIL schools in Sweden claim they cannot assess language, yet they acknowledge that poor test results can be explained by insufficient linguistic resources (Reierstam, 2015).

How do subject content teachers assess students' content knowledge when a foreign language is used as the medium of instruction? What kind of assessment methods, test items and accommodations can be used for fair and valid assessments to be made? My study (in progress) highlights that the sustainable development of multilingual education is dependent on content teachers' assessment literacy and their teaching of disciplinary as well as academic language.

15. Fostering Cross-Cultural Understandings Toward Achieving Sdgs:
A Lesson Study Project Of English As Foreign Language

Rina Akiyama
Graduate School of Education, The University of Tokyo

Purpose:

The purpose of this in-progress paper is to provide a model of English language lesson at an elementary school in Japan which includes cross-cultural activity under English as Foreign Language (EFL) environment. Also to analyze what aspects of the lesson promote students' speaking competence, which will be the base for cultivating cross-cultural understandings.

Design/Methodology/Approach:

In this study, we see an EFL lesson case at a public elementary school in Japan, which has integrated international exchange in its curriculum. We firstly develop the criteria for measuring the depth of speaking competence, especially discourse competence among students. In the lesson, we see the significance of Task-Based Learning Approach with international exchange activity on using an experimental group and a control group. Also, we investigate interaction of whether the international exchange partners are English native speakers or not.

Expected Findings:

We plan to expect how effective it is to construct the lesson with international exchange activity in English language class under EFL environment, with the criteria to find the level of their discourse competence. Also, we hope to find the expanded variety of international exchange partners in English language class in EFL environment.

Originality/Value:

This project shows the effectiveness of international exchange settings of fostering discourse competence in elementary EFL classes, thus it helps EFL teachers in EFL societies to develop lessons which incorporate "genuine" cultural experiences in classrooms. Also, this study possibly gives an opportunity to unite educators and students all over the world to understand their cultures one another.

16. Education For Sustainable Development And Human Rights Education,
A theoretical interpretation of human rights lessons about prison

Maggie O'Neill

Department of Education, Stockholm University

My presentation discusses the relationship between Education for Sustainable Development (ESD) and Human Rights Education (HRE) by comparing two different human rights education lessons. Specifically, I consider lessons that focus on teaching about human rights through stories about prison, as it relates to SDG 16, Peace Justice and Strong Institutions. I compare material from Amnesty International, titled *Locked Up*, and Project NIA, titled *Attica Prison Uprising 101: A Short Primer*, to explore elements of power in the lessons by considering what, whose, and how stories are told.

Amnesty International is a large non-governmental organization with offices all over the world, while Project NIA is a small non-profit organization based in Chicago, IL, USA.

I compare an organization with a global presence to an organization with a more local focus to see how their conceptualizations of human rights might vary. I use critiques within HRE to inform my theoretical interpretation of the lessons to further question power dynamics and discuss how they lead to different notions of rights, peace, justice, innocence and criminality. The lessons offer important insights into how discussions of human rights differ within HRE. Subsequently, I suggest a critical HRE is needed in order to make connections to other human rights violations taking place in other manifestations of prisons globally. Lastly, I raise implications for Education for Sustainable Development in relation to HRE.

17. Practice Of Training Peace-Builders As ESD Coordinators In Rwanda

Yuki Tajima

Graduate School of Education, The University of Tokyo

Education for Sustainable Development (ESD) empowers learners to change their way of thinking and to work towards a sustainable future. Peace is essential to achieve a sustainable future (UNESCO, 2017). Especially, Africa is more required sustainability. However, few works examine practices of ESD in Africa. Rwanda, which experienced genocide in 1994, is also pursuing sustainability.

This study offers a case study of ESD by using the example of a curriculum and lecture for fostering student's skills of peacebuilding taken from a university in Rwanda.

This study shows the curriculum of the Department of Peace and Conflict Studies at the university in Rwanda. No other university in Rwanda has such departments. Students take modules in development, international politics, and peace and conflict studies. This course provides students with a way of thinking about peace, conflict, and development from the perspectives of politics, economics and sociology in global, regional, and local contexts. Second, the study also delivers an analysis of a lesson practice created through my experience of attending the course as a student. Moreover, this study assesses the effectiveness of the lecture using students' comments from the lecture. This course contributes to spreading ESD by fostering peacebuilders as supporters of ESD.