

Miyazaki International College
Spring 2018

Course Title (Credits)	SSI 203: Issues in Education (4 credits)
Course Designation for TC	Teacher certification-related course
Content Teacher	
Instructor(s)	Anne Howard
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Office hours	M/W 3:00 – 5:00
Language Teacher	
Instructor(s)	
E-mail address	
Office/Ext	
Office hours	

Course Description:

Using experiential and interdisciplinary approaches, students will be introduced to the basic philosophies, theories and history of education. Students will explore the origin and development of educational thought and institutions in Japan and selected countries in the world. They will also investigate the relationship between education and the changing socio-cultural trends in Japan.

Course Goals/Objectives:

COURSE OBJECTIVES:

Content Goals

- Students will be able to explain and use basic terminology and concepts in the study of education.
- Students will be able to explain Communicative Language Teaching, and state its advantages and disadvantages.
- Students will be able to make some activities and a lesson plan, using the MEXT course of study and the ideas of Communicative Language Teaching.
- Students will be able to teach two lessons according to the lesson plans they have made.

The lessons will reflect the ideas of Communicative Language Teaching and active learning that we have studied in class.

- Students will be able to present, discuss and write about the history and philosophy of English language teaching in Japan, English in elementary school, and some social, systemic, and managerial issues of education in Japan.

Critical thinking goals

- Students will be able to look at social issues in education from a number of different viewpoints
- Students will be able to find alternative solutions for educational problems or issues.

Language goals

- Students will be able to present information in front of the class in a clear and professional manner.
- Students will be able to research various issues and explain the research to their classmates through speaking or writing.
- Students will be able to write a short paper expressing an opinion.

Course Schedule

Day	Topic	Content
1	Introduction	Discussion: Goals for the class, what is microteaching, Accuracy and fluency
2	History and philosophy of English language teaching in Japan	Discussion: Why is English taught in Japan?
3	History of English language teaching in Japan	Read and prepare micro-teaching on the history of English language teaching in Japan
4	History of English language teaching in Japan	Watch micro-teaching, peer review
5	English language teaching outside Japan	Discussion of emphases on accuracy and/or fluency through Japanese history
6	English language teaching	Brainstorm and discussion of how to

	outside Japan	compare English language education
7	English language teaching outside Japan	Research and prepare micro-teaching on English language education in another country
8	English language teaching outside Japan	Micro-teaching and discussion
9	English language teaching in Japan	Lecture and discussion: Communicative Language Teaching
10	English language teaching in Japan	Lecture and discussion: The MEXT course of study and CLT
11	Practice teaching	Discussion and practice: making goals, making a lesson plan
12	Practice teaching	Watch model activities and discuss; Active Learning
13	Practice teaching	Make own goals and lesson plan
14	Practice teaching	Revise lesson plan
15	Practice teaching	Two groups teach
16	Practice teaching	Two groups teach
17	Practice teaching	Two groups teach
(EXTRA)	Practice teaching	Two groups teach
18	Teaching issue: The Course of Study	Reading and discussion: difficulties of complying with the MEXT Course of Study
19	Teaching issue: The Course of Study	Research and prepare micro-teaching
20	Teaching issue: The Course of Study	Micro-teaching and discussion
21	Teaching issue: The Course of Study	Prepare microteaching on the MEXT Course of Study
22	Teaching issues: The Course of Study	Microteaching on the MEXT Course of Study
23	Social, systematic, and managerial issues in Japanese education	Select a topic and begin to research an educational or social issue
24	Social, systemic, and managerial issues	Practice teaching: preliminary lesson plan
25	Social, systemic, and managerial issues	Practice teaching: revise lesson plan
26	Social, systemic, and	Practice teaching: second revision if

	managerial issues	necessary
27	Social, systemic, and managerial issues	Practice teaching: second revision if necessary
28	Social, systemic, and managerial issues	Teach lesson to classmates about a social or educational issue in Japan
29	Social, systemic, and managerial issues	Continue lesson, discussion
30	Social, systemic, and managerial issues	Continue lessons, discussion
EXTRA	Social, systemic, and managerial issues	Continue lesson, discussion

Required Materials:

Readings will be provided by instructors. Students will be required to find some material.

Course Policies (Attendance, etc.)

As a student in this course, you have the following responsibilities:

1. To attend all classes and arrive on time
2. To participate actively as a member of the class
3. To complete and hand in all assigned work on time. Late assignments will be accepted with a reduction in points earned.
4. To organize class handouts in a binder
5. Six unexcused absences will lead to our recommendation for your withdrawal from the course.
6. Coming to class late three times will be counted as one unexcused absence.
7. **Please tell us in advance if you have to miss a class, and make sure that you check Moodle for missed assignments. If you do not understand, please come to see one of us before the next scheduled class.**

Preparation and Review

Students are expected to spend on hour on preparation and one hour on review for each class period.

Go over your notes and restate them in your own words. Mark any vocabulary you don't know and make a list, if that helps you. Note any questions you have and ask us in the next class period.

Grades and Grading

GRADING

Participation	10%
First practice teaching and reflection paper	20%
Class exercises and activities; quizzes, essays, micro-teaching	35%
Second practice teaching and reflection paper	<u>35%</u>
Total	100%

Methods of Feedback:

Written feedback on micro-teaching and model lessons will, in principle, be given within one week. In principle, written work will be returned within one week of submission.

Diploma Policy Objectives:

Work completed in this course helps students achieve the following Diploma Policy objective(s):

1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations
3. The ability to identify and solve problems
4. Advanced communicative proficiency in both Japanese and English

Note:**Critical thinking**

Advanced	Student is able to apply the concepts taught in class to actual educational situations, question her or his previous ideas about education, look at educational issues from more than one perspective, contribute insightfully to class discussion, and display creativity in lesson plans and microteaching.
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Proficient	Student is able to understand the concepts taught in class and sometimes apply them to actual educational situations. Student contributes to class discussion.
Developing	Student is able to understand the concepts taught in class.
Emerging	Student does not understand the concepts taught in class.

Teaching

Exemplary	Student is able to apply the concepts learned in class to make a creative and engaging lesson using original ideas. Student demonstrates a deep understanding of the content they are to teach. All materials are well-made and proofread and the lesson seems to be well-rehearsed.
Good	Student is able to apply the concepts learned in class to make a lesson. Student demonstrates understanding of the content. All materials are well-made and the lesson seems to be well-rehearsed.
Acceptable	Student demonstrates understanding of the content and is adequately prepared for the lesson.
Unacceptable	Student does not understand the content OR lesson is very short OR lesson seems inadequately prepared.

English

Exemplary	Student's oral and written English shows signs of risk-taking and is relatively free of careless errors.
Good	Student's oral and written English is relatively free of careless errors.
Acceptable	Student makes many errors in writing OR minimal contributions to class discussion.
Unacceptable	Student makes many errors in writing AND minimal contributions to class discussion.