

Private University Okinawa International University

University Name: Private University Okinawa International University

Name of the Program: Systematic guidance for teaching practice based on subject-based courses in teaching methodology:

-A systematic and gradual curriculum design for the teacher-training course with a central focus on demonstration classes.

Engagement Level : University-wide

Director of Teacher-training : Kazunori Mimura, Professor, OIU College of Global and Regional Culture, Dean of Academic Affairs

Key Phrases:

1. Careful-selection system for applicants
2. Demonstration classes
3. Pre- / Mid- / Post-guidance for teaching practice
4. Subject-based courses in teaching methodology
5. Teacher-training course

1. The outline of the university

Okinawa International University was established with the Ministry of Education assistance by a government ordinance based on the Okinawa Reversion Special Measures Law in 1972.

OIU now comprises four colleges: Law, Economics and Environmental Policy, Industry and Information Science, and Global and Regional Culture. Furthermore, there are three graduate courses: Regional Culture, Regional Business and Economics, and Law. There are about 5,700 undergraduates and about 100 graduate students.

We applied to the Japan University Accreditation Association for Evaluation and Accreditation and were officially accredited as one of the 32 universities conforming to the Association's University Standards in March, 2005.

The university is firmly rooted in the historical, cultural life of Japan's southernmost prefecture, Okinawa, which is located on a beautiful island chain at a major crossroads in East Asia. There are not many higher education institutions. Therefore, the university has made an effort to maintain its roots in the local community, specializing in liberal arts.

At the same time, the university has developed exchange programs with China, Taiwan, Korea, Thailand and the United Kingdom.

We aim to be a university that is community-based but open to the world and as a result strive to promote education and research reflecting both local and international concerns.

The university values the traditions, culture, and environment of Okinawa and strives to create scholarship and culture that lead to the peaceful coexistence of humankind. We aim to cultivate broad-minded and unique individuals, promote local autonomy, and contribute to the development of international society.

Our teacher-training course, which is designed to enable students to gain teaching certificate, was established at the university's foundation. Several kinds of certificates are available at this university. For junior high school, courses are offered for certificates in social studies, Japanese, and English. High school teaching certificates are also offered in the fields of geography and history, civics, commerce, Japanese, English, welfare, and information.

More than 90% of the teacher-training course students at the university are from Okinawa and most aspire to teach in Okinawa. We produce 30-50 successful candidates for the Okinawa Screening Exam for Candidate Teachers every year, which accounts for 30-40% of all the successful candidates.

Since the foundation of the university, approximately 900 graduates have succeeded in passing this examination.

As a result, the university has become the premier institution for training junior high school and high school teachers in Okinawa.

2. Outline of the curriculum

The requisite subjects for the teacher-training course for teaching certificates are situated in the core curriculum of subject-based courses in teaching methodology, and organized systematically, so students are able to take them gradually. In other words, teaching and educational theory-oriented courses are taken as foundation subjects: This is the premise underpinning the teacher-training. The challenging nature of these classes ensures that only the most resourceful and ambitious students are selected to proceed to teaching practice.

Subject-based courses in teaching methodology consist of small classes centered around demonstration classes. Each teacher-training student is required to have full fifty-minute class at least once in Subject-based courses in teaching methodology practice. Each student carry out their demonstration classes as a teacher, and the other teacher-training students take that class as junior or high school students.

Following this, “subject-based courses in teaching methodology” supervisors are responsible for sending student teachers out to each school. Teaching practice also requires students to become involved in extracurricular activities, guidance for demonstration class management.

Shortly before teaching practice, OIU organizes an internal workshop to allow students to discuss such issues as classroom management. We also hold mid- and post-meetings with student teachers and teaching practice schools during and after the teaching practice period. This ensures that we are able to offer carefully targeted and systematic support to our student teachers.

The system that OIU has developed involves a close liaison between the teacher-training course supervisors and “subject-based courses in teaching methodology” supervisors.

3. The curriculum in practice

(1) Operating framework

(i) The curriculum system of 【The requisite subjects for the teacher-training course】

Operating within the framework of the Teaching License Law, OIU has developed a unique curriculum. (See figure one). Tailored to the individual demands of each subject, the curriculum features a gradualist approach comprised of foundation, educational theory and practical courses. Each class in these areas is a prerequisite for the next.

4th year first semester 【Teaching Practice B】
(Only for Junior High School Teacher's Certificate
Field Practice for one – two weeks)

4th year first semester 【Teaching Practice A】
(Field Practice for two weeks)

- 4th year first semester **【Guidance for Teaching Practice】**
(Pre- and Post- guidance for teaching practice)
- 4th year first semester **【Seminar in Method of Japanese II】**
(Demonstration class II)
- 4th year first semester **【Seminar in Method of English II】**
(Demonstration class II)
- 4th year first semester **【Seminar in Method of Social Studies II】**
(Demonstration class II)

- 3rd year second semester **【Seminar in Method of Japanese I】**
(Demonstration class I)
- 3rd year second semester **【Seminar in Method of English I】**
(Demonstration class I)
- 3rd year second semester **【Method of Social Studies II】**
- 3rd year second semester **【Seminar in Method of Welfare】**
(Demonstration class)
- 3rd year second semester **【Seminar in Method of Commerce】**
(Demonstration class)
- 3rd year second semester **【Seminar in Method of Information】**
(Demonstration class)
- 3rd year second semester **【Seminar in Method of Civics】**
(Demonstration class)
- 3rd year second semester **【Seminar in Method of Geography and History】**
(Demonstration class)
- 3rd year second semester **【Seminar in Extra Curricular Activities】**
(Demonstration class management)

メイン資料

3rd year first / second semester

【Comprehensive Seminar for Teaching Profession】

3rd year first / second semester 【Studies on Teaching Profession Ⅱ】

3rd year first / second semester 【School Counseling】

3rd year first semester 【Method of Japanese Ⅱ】

3rd year second semester 【Method of English Ⅱ】

3rd year first semester 【Seminar in Method of Social Studies I】
(Demonstration class I)

3rd year first semester 【Method of Welfare】

3rd year first semester 【Method of Commerce】

3rd year first semester 【Method of Information】

3rd year first semester 【Method of Civics】
(For Civics students only)

3rd year first semester 【Method of Geography and History】
(For Geography and History students only)

3rd year 【Nursing Care Experience】

(Only for Junior High School Teacher's Certificate)

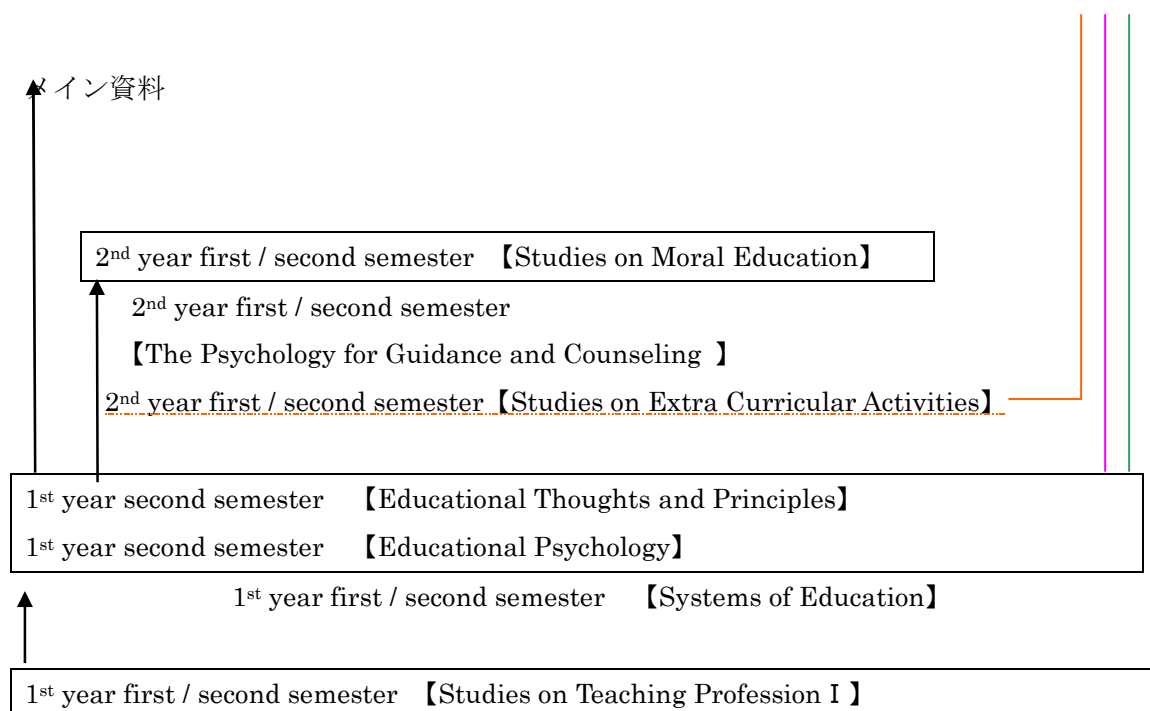
Not required for Geography and History, Civics, Commerce,
Welfare, and Information Technology departments.

2nd year second semester 【Method of Japanese I】

3rd year first semester 【Method of English I】

2nd year second semester 【Method of Social Studies I】

2nd year first / second semester 【Educational Method and Curriculum】



- * 【1 first / second semester】 means that the class can be taken at first year or later and both first and second semesters have the class.
- * Solid directional lines indicate the required order of classes on the undergraduate teacher-training course. Dotted directional lines show the preferable order of registration.
- * Partial requirements may be modified for transfer students to allow them to complete the course by their graduate year.
- * 【Nursing care experience】 is included here as an example of extracurricular activities which are also required for certification in some areas.

Figure1: Overview of the teacher-training course

University regulations require students to pass classes before proceeding in the direction indicated by the arrows.

(ii) Integration of subject-based courses in teaching methodology and education classes within the framework of the curriculum

The gradual and systematic curriculum design allows for careful selection of students (Approximately 600 initial participants will be eventually reduced to approximately 200). This in turn allows for small subject-based courses in teaching methodology classes.

A major characteristic of the OIU curriculum to the teacher-training and curriculum design is that subject skills and pedagogy, general educational theory and teaching practice are integrated into a single whole.

Two “subject-based courses in teaching methodology” supervisors co-ordinate the program in each subject, guiding a small group of students through “a subject-based courses in teaching methodology” class, followed by a course enabling students to put theory into practice. This allows “subject-based courses in teaching methodology” supervisors to offer guidance to students consistently throughout the year.

This arrangement has enabled the formation of an organic connection between class formation, subject formation and teacher placement.

In addition, “subject-based courses in teaching methodology” supervisors are responsible for ensuring that student teachers meet their various requirements prior to their placement in schools for teaching practice. This ensures that students receive the maximum amount of guidance and support across the curriculum.

(iii)Conducting demonstration classes

This system gives teacher-training students the opportunity to carry out demonstration classes as study through actual experience.

Each teacher-training student is required to have full fifty-minute class at least once in subject-based courses in teaching methodology practice. It is not the same style as five-minute mini-class. Each student carry out their demonstration classes as a teacher, and the other teacher-training students take that class as junior or high school students.

It is the first time to carry out a demonstration class for students. They spend about a month for preparation to study teaching materials, make a teaching plan, and prepare teaching aids. They must have opportunities to look back their demonstration classes after they carried out demonstration classes.

Students get the attitude, qualities, and abilities for teaching practice from this process. They can deepen the requisite subjects for the teacher-training course and subject skills, because they can get feedback about these two learning and relate them from this process.

In addition, students also learn to cooperate with other students by making groups and studying together. They get some good effects by carrying out the demonstrated classes.

Our guidance of demonstration classes are in the spotlight in Japan. In 2001, we demonstrated them on the Research Liaison Council of Nationwide Private University Teacher Training Courses.

(iv) Demonstration class management (extracurricular activities)

In the teaching practice year, we specially have Practice for Class Management (one credit) for two days in February. This class is focused on classroom activities such as meeting a class for the first time, conducting assemblies, class events and so on. We invite working teachers and ex-teachers as lecturers and each class is made up of 30 to 40 students.

(v) The massive Pre- / Mid- / Post-guidance for teaching practice.

We have a workshop for study through actual experience as pre-guidance. We invite junior high school teachers as the lecturers and they teach practical skills that are how to do group games, recreation games and so on, to students who are going to go to the teaching practice next year. The purpose of this pre-guidance is to make “body” that can contact with children as a student teacher in an actual school.

We have a meeting with student teachers as mid-guidance. Student teachers and teacher-training course supervisors talk with each other about the practice condition and student teachers' individual problems in each school. The meetings are held on Saturday that is a middle day of teaching practice and we have this meeting area by area, which includes the northern, midland and southern Okinawa and each isolated island. Then we exchange information, opinions and advice in the meetings.

We have a meeting with teaching practice schools as post-guidance. We have this meeting area by area as well. We invite one teacher, who is a principal or a vice-principal or a teacher who guided the student teacher in the school, from each teaching practice school and then we hear about their requests or something for us. The purpose of this meeting is to make the guidance of teaching practice next year better and more massive. Moreover we urge each student teacher to review their teaching practice as their individual post-guidance by hearing about each student teacher's condition concretely.

Thus we have this original curriculum that other universities seldom have.

(vi) Pre- / Mid- / Post-guidance for the teaching practice.

We have the requisite subject for the teacher-training course as a pre-guidance of practice teaching. Student teachers have to attend the guidance through the teaching practice. The details of this are as follows:

A. Pre-guidance

1. Prerequisites of Method of subject

[Studies on Teaching Profession I (1 credit, 15 hours), Educational Thoughts and

Principles (2 credits, 30 hours), Educational Psychology (2 credits, 30 hours)]

2. Method of Subject

[2 credits, 30 hours. Student teachers who are applicants for a lower secondary teacher's certificate have to take 2 more credits and 30 hours.]

3. In October of the junior year:

We have an orientation for teaching practice. Student teachers learn how to select their teaching practice school. It does not have a credit. We also have orientations for the whole of the teacher-training courses (two hours) and each department (more than an hour). They have guidance for students who want to become a teacher. The guidance is about preparation for their teaching practice and how to select a teaching practice school.

4. Seminar in Method of Subject [2 credits, 30 hours, student teachers who are applicants for lower secondary teacher's certificate have to take 2 more credits and 30 hours.]

Demonstration classes in each department

5. Seminar in Extra Curricular Activities [1 credit, 15 hours]: Juniors have an intensive course for two days toward the end of February.

Demonstration class management (Extracurricular activities)

6. Pre-Orientation for Teaching Practice ["Guidance for Teaching Practice" 1 credit, 18 / 30 hours]

① Seniors have the first orientation for the teaching practice in the first ten days of May on Sunday.

This orientation has two lectures and one workshop.

Lecture: "Important things for people who want to be a teacher"

"The school field and education law—The day of a teacher and education law—"

Workshop: "The way how to manage class—To have good relationships with children—"

② Seniors have the second orientation for the teaching practice in the first ten days of May on Friday.

This orientation has two parts. In the first part, the students have an understanding of teaching practice. In the second part, they make sure of the content of the first part in each department.

[We have an orientation for the teaching practice with student teachers in July. It is

for student teachers in September.]

B. Mid-guidance for teaching practice

Midterm meeting with student teachers

["Guidance for Teaching Practice" 1 credit, 4 / 30 hours]

C. Post-guidance for teaching practice

1. Evaluation meeting with student teachers in each department

["Guidance for Teaching Practice" 1 credit, 6 / 30 hours]

Through this meeting, students think about what they have to learn more as future teachers. Students who are going to go to the teaching practice in the next year, also participate in this meeting to prepare the teaching practice.

2. Meeting with teachers in the teaching practice schools.

3. Returning student teachers' training records/ notes to student teachers and telling the student teachers about their grade of the teaching practice.

["Guidance for Teaching Practice" 1 credit, 2 / 30 hours]

(2) About the reasons and background of the program

(i) The reasons why the requisite subjects for the teacher-training course are organized in a gradual and systematic way.

There are many applicants for a teaching certificate in OIU. However, the number of the students who can take subject-based courses in teaching methodology and practice-teaching schools is limited. In order to solve the contradiction between these two situations, this curriculum was built.

A lot of Okinawan young people hope to get a job in their homeland Okinawa. However, there are not so many large companies or stable jobs in Okinawa. Therefore, a lot of students intend to become public employees. As a result, there are a number of students who want to become teachers. Actually, some applicants for a teaching certificate do not think seriously about the teaching profession. Those students are unacceptable for teaching practice in schools, even if they have satisfied requirements in the teacher-training course. There are two reasons. One of the reasons is that it is against the will of the educational world in Okinawa which is promoting the progress of Okinawan children's scholastic ability. The other is that accepting all the applicants for a teaching certificate makes it difficult to carry out demonstration classes, which should be characteristically small and organized. This is one of the important classes regarded as a pre-guidance for teaching practice.

For that reasons, it is necessary to have prerequisites to select better members of the teacher-training course.

(ii) The background for introduction of demonstration classes

Most students had no qualities or abilities to be a teacher when they entered a university. It was hard for them to make human relations, speak in the public and solve problems by themselves.

In order to cultivate students' qualities and abilities they were lacking in, Demonstration classes were introduced.

(iii) The reason why we introduced guidance for demonstration class management (extracurricular activities.)

When we had a meeting with teaching practice school teachers, we realized that student teachers need to have knowledge about demonstration class management (extracurricular activities) in order to conduct it properly. That is why we introduced guidance for demonstration class management.

(iv) The background for introducing midterm meeting for student teachers in training

The teacher-training course in Okinawa set up local liaison council in 1979. The establishment of this council was carried out under the direction of the Japanese Ministry of Education. The council was reorganized as Instructional Skills Improvement Council in 1988.

OIU learned about the efforts of other local universities in Okinawa in this regard and we also chose to take part in this midterm meeting. We then exchanged pertinent information with the Instructional Skills Improvement Council of Kyushu and also with other related councils throughout Japan. These other related councils are connected nationwide in a network of concerned organizations. Included in these various associations are the Research Liaison Council of University Teacher Training Courses in Kyushu and also the Research Liaison Council of Nationwide Private University Teacher Training Courses. Currently, there are 57 various universities and junior colleges belonging to the Kyushu association. On the other hand, there are 324 various universities and junior colleges belonging to this nationwide private association. We joined the Kyushu association in 1986. In the same year, we joined the nationwide private association. It is clear that the mutual gathering and exchange of pedagogical information throughout the national network for orientation purposes has been very meaningful for all participating members in the greater Kyushu area. We have acted as the sub-chairman school for two years from 2000 to 2001 at the Research Liaison Council of Nationwide Private University Teaching Training Courses.

(3) Our curriculum and relationship between ideas and purpose of OIU

OIU has emerged from Okinawa's historic and geographical characteristics. Therefore we value the traditions, culture, and environment of Okinawa and strive to create scholarship and culture that leads to the peaceful coexistence of humankind. We aim to cultivate broad-minded and unique individuals, promote local autonomy, and contribute to the development of international society. That is "a community-based university open to the world".

More than 90% of students at the university are from Okinawa. Almost all students who take teacher-training course are also from Okinawa. One of the purposes of teacher training at the non-department of education is to contribute results of higher education to the nation through turning out many teachers.

Our curriculums have had an impressive record of achievement.

(4) Problems which happened in our curriculum.

We faced three problems in the process.

- ① It is difficult for students to manage both classes, subject-based courses teaching methodology and other classes.
- ② More students who retake the same subject.
- ③ There is a complaint from students' parents.

The first problem is that students might neglect subject skills because students must spend much time on studying subject-based course in teaching methodology, which focus on teaching technique.

However, both subject skills and subject-based courses in teaching methodology affect each other. Reaching agreement on the point solved the first problem.

The second problem is about students who take the requisite subjects for the teacher-training course again and again. According to OIU's system, students have to take prerequisites. If students fail them, they have to take the same subjects again next year.

However, this problem isn't a big one. Some students say, "It is good because I finally understand the class by taking the course again." They don't have any dissatisfaction. Moreover all the students who fail the class do not always take the class again, because they realize that the class is not interesting for them and reconsider what they want to do in the future.

On our management, the existence of students who take the course again is not a big load for us because students must pay 1000 yen to take per credit on the requisite subjects for the teacher-training course, which are not requisite credits for graduation.

The third problem is complaints from students' parents. They think that students cannot get teacher's certificates until their graduation.

However, it's also not a big problem for us because we explain about states of each teacher employment in detail. By showing our results of the Okinawa Screening Exam for Candidate Teachers, we then convince them that it would be a shorter way to be a teacher, if the way to reach for teacher's certificate is strict.

4. Features of this curriculum

There are five features in this curriculum.

(1) The systematic curriculum design: prerequisite arrangement

All requisite subjects for the teacher-training course are arranged gradually and systematically. It is based on meeting prerequisite, rather than taking courses in any given academic year.

Many other universities have requisites for teaching practice. For example, some universities require students to take particular classes, achieve a certain grade point average, and/or pass an interview. OIU is almost unique, however, in systematically linking prerequisite courses.

(2) Small Subject-based courses in teaching methodology and year-long teaching

Subject-based courses in teaching methodology classes are characteristically small and organized so that teachers can offer students guidance throughout the year.

OIU posts more than two subject-based courses in teaching methodology supervisors in each subject.

OIU's curriculum is exceptional in terms of small classes, curriculum design and the placement of supervisors. Since there are many universities that still conduct subject-based courses in teaching methodology in a lecture format, and there are few universities where the experts are in subject-based courses in teaching methodology. In addition, there are many universities where large numbers of students are sent on teaching practice under the supervision and guidance of a small number of teacher-training course supervisors.

(3) Wide range of teacher training activities

We have a variety of activities — not only demonstration class in each department but also the guidance of demonstration classes. There are guidance for demonstration class management such as instruction for group games and recreation. Thus we offer practical guidance by doing these activities.

(4) Our unique Mid / Post-guidance of teaching practice

During teaching practice, OIU holds midterm meetings with student teachers to provide guidance and support. At the end of the teaching practice, we also hold a final meeting with teachers in the teaching practice schools. Most universities don't have this level of guidance.

(5) Systematic structure of Pre- / Mid- / Post-guidance during practice teaching

Our unique curriculum mentioned above are related to each other. Also, they are systematically organized for pre- / mid- / post-guidance of teaching.

5 Organization of the curriculum

(1) The way to share the meaning or value of the curriculum

Students have to take the requisite subjects for the teacher-training course profession gradually and systematically. They can see the summary in "The guide for taking subjects".

We decide the guidance program for the year about teaching practice in the steering committee of the teacher-training course. Teachers of our university learn about the program in the faculty meeting of each subject.

All OIU members can share the meaning or value of the curriculum in this way.

(2) Curriculum Support System

The steering committee of the teacher-training course is university-wide, and it practices this curriculum.

The committee consists of the following members:

Dean of Academic Affairs

Dean of College of Global and Regional Culture

Deputy Manager of Academic Affairs

Chief of Academic Affairs Section

Head of the teacher-training course

Teachers who hold the requisite subjects for the teacher-training course

Elected committees of each department

A head of the teacher-training course is elected in the faculty meeting of college of Global and Regional Culture so far, and its term is one year. Also, the head is elected from teacher-training course supervisors. Its duty and treatment match a departmental dean's.

The steering committee of the teacher-training course discusses topics on teaching

practice. Also, it discusses curriculum issues and personnel management. However, the faculty meeting of College of Global and Regional Culture decides personnel management finally.

The following meetings have an important role:

- ・ the Research Liaison Council of University Teacher training Courses in Kyushu
(mentioned above)
- ・ the Research Liaison Council of Nationwide Private University Teacher Training Courses.
(mentioned above)

From these meetings, we can get information to develop the teacher-training course. As a result, we pay travel expenses to attend these regular meetings and research meetings.

*Approximately forty percent of freshmen are taking the teacher-training course.

	Students in the Studies on Teaching Profession I	Freshmen	The percentage of freshmen
2003	562	1394	40.3%
2004	557	1432	38.9%

Table1 the number of students who took Studies on Teaching Profession I on the teacher-training course

(It is a requisite subject for freshmen in the teacher-training course.)

This table includes information only from the first semester from students.
Survey conducted by OIU Education Department.

* Only one third students of freshmen who are on the teaching-training course succeed in going to the teaching practice. This is the result of careful-selection for applicants based on gradual and systematic.

Department	2000	2001	2002	2003	2004
Law	31 (4)	17 (1)	10 (0)	19 (0)	20 (2)
Economics	27 (2)	32 (6)	27 (1)	25 (2)	28 (6)

Business	48 (10)	31 (9)	27 (3)	21 (5)	29 (4)
Japanese Language and Culture	41 (5)	51 (5)	52 (3)	42 (1)	42 (3)
British and American Language and Culture	51 (21)	53 (17)	53 (13)	49 (11)	34 (10)
Society and Regional Culture	41 (3)	43 (2)	43 (4)	40 (3)	34 (4)
Human Welfare					23 (0)
The sum total	239(45)	227(40)	212 (24)	196 (22)	210 (29)

Table 2 Changes in the number of student teachers of each college.

(This table contains figures for the last five years. () mean the number of part-time students. They are seeking credits for a teacher's certificate.

Survey conducted by OIU Education Department.)

* OIU has the best confidence in the training and skills of student teachers.

Q Can you explain the main of the lesson simply and clearly to all the students in the class?

①Yes, for the whole class (for 50min). ②Yes, if I work harder.

Percentage of students answering either ① or ②.	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
	100%	97.8%	97.6%	98.3%	97.4%	97.4%	96.0%	99.1%	100%	99.1%

Q Can you act on the advice given to you by your teacher-training course supervisors or teachers of teaching practice school? Moreover can you work in cooperation with others?

① Yes, very much so. ② Yes, if I work harder.

Percentage of students answering either ① or ②.	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
	98.7%	100%	97.6%	99.4%	97.4%	99.6%	99.1%	100%	99.5%	100%

Q Do you appreciate and keep polite/respectful relationships with teachers in your teaching practice school?

① Yes, very much so. ② Yes, usually.

Percentage of students answering either ① or ②.	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
	100%	97.8%	97.6%	98.3%	97.4%	97.4%	96.0%	99.1%	100%	99.1%

Q Do you decided to become a teacher after you graduate?

① Yes, very much so. ② Yes, to some extent.

Percentage of students answering either ① or ②.	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
	96.0%	95.1%	96.8%	97.7%	92.0%	95.6%	86.9%	85.4%	88.0%	87.4%

Q Do you have the appropriate passion and degree of responsibility to be a teacher?

① Yes, definitely. ② Yes, I think so.

Percentage of students answering either ① or ②.	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
	99.3%	100%	100%	100%	98.1%	98.3%	98.7%	97.6%	99.0%	98.1%

Above information from a questionnaire completed by students who are going to carry out teaching practice.

Respondents: Students who are going to go to the teaching practice.

Date: April or May of the teaching practice year.

Questionnaire administered by the steering committee of the teacher-training course.

Source: handout distributed to students in the teacher-training course, The First Practice Teaching Orientation, May 14th, 2004.

6. Effectiveness of the program

Effectiveness of the curriculum is as follows :

(1) Careful selection of applicants for a teaching certificate

Applicants for the teacher's certificate are carefully selected; Approximately 600 initial participants will be reduced eventually to approximately 200.

The purpose of prerequisites is to build a good teacher-training course and gain an effect on education. And students think about their aptitude or career choice independently and they are able to learn as they choose to take subjects. Students need to have real eagerness to be a teacher and the curriculum encourages students who have suitable qualities and abilities to be a teacher.

The curriculum affects a national university program that is not designed to get a teacher's certificate.

(2) Active and independent extracurricular education

There are an education camp, a seminar learning, and a sports day throughout guidance by a subject-based courses in teaching methodology. These are held by a few students with the same teacher in the whole year. Students and teachers join this extracurricular education. These activities are related to form good leaderships, qualities for education, and great humanities as a teacher.

(3) High evaluation of our practice teacher

OIU students can get high evaluation as student teachers at the teaching practice school, compared with other university students, because our student teachers have good attitudes, high abilities of teaching and student guidance.

As our practice teachers have excellent teaching abilities, they can help student teachers that are from other schools with making teaching plans. For that reason, many high school teachers recommend their students go to our university. We can get many excellent students who aim to be a teacher. Those excellent students will take the teacher-training course, and they will improve their human qualities for a teacher. It makes a virtuous circle.

メイン資料

* Our university becomes the major university for sending junior high school and high school teachers in Okinawa.

Employment Year	1995	1996	1997	1998	1999
Social studies	5	11(19)	16(26)	11(29)	9(20)
Geography and History	5	4(7)	1(8)	2(6)	2(8)
Civics	3	1(7)	2(9)	1(7)	2(5)
Japanese (junior high)	13	7(15)	15(24)	7(20)	10(24)
Japanese (senior high)	2	1(15)	4(25)	2(19)	6(23)
English (junior high)	6	5(21)	2(15)	10(27)	3(14)
English (senior high)	4	5(21)	5(31)	3(19)	7(33)
Commerce	4	7(16)	12(24)	6(14)	3(5)
Total	42	41(121)	57(162)	42(141)	42(132)
Percentage (%)		33.9	35.2	29.8	31.8

Employment year	2000	2001	2002	2003	2004
Social Studies	4(7)	4(17)	4(14)	9(16)	3(8)
Geography and History	2(13)	2(8)	1(8)	2(8)	5(8)
Civics	3(8)	1(3)	2(6)	1(7)	4(6)
Japanese (junior high)	8(14)	11(20)	7(11)	5(10)	7(11)
Japanese (senior high)	5(16)	3(16)	8(19)	3(19)	4(13)
English (junior high)	3(13)	3(14)	4(14)	10(28)	8(19)
English (Senior high)	5(16)	7(24)	9(23)	4(25)	3(21)
Commerce	4(13)	4(11)	2(11)	2(10)	3(7)
Total	34(100)	35(113)	37(106)	36(123)	37(93)
Percentage (%)	34.0	31.0	34.9	29.3	39.8

Table4 : A change the number of successful candidates from OIU in the Okinawa Screening Exam for Candidate Teachers and the rate of those candidates.

(Past ten years. The number in parentheses shows successful candidates for each subject in the whole of Okinawa. The percentage shows the rate of successful candidates from OIU in the whole of Okinawa.)

(FROM: OIU 2005 “The guide for taking subjects” Survey conducted by OIU placement office)

(4) Student satisfaction

We can learn about student satisfaction from teaching practice reports and questionnaires in “An evaluation meeting with student teachers.” Students have gained confidence in their own development for four years in OIU by getting high evaluation from the teaching practice schools as compared with other university students. The careful selection system for applicants and demonstration classes are hard. However, most of the students say they were also very effective. Due to strong human relations in subject-based course in teaching methodology seminar, there are a lot of students who can feel development not only as a teaching profession applicant but also as a human being.

(5) More than 30% of successful candidates in Okinawa Screening Exam for Candidate Teachers from OIU

Successful candidates from OIU constantly account for 30-40% of all candidates for the Okinawa Screening Exam for Candidate Teachers.

(6) Producing of the teacher who can offer student guidance and life guidance

About 900 graduates from OIU have worked as a teacher until now. The principals say that teachers from OIU are flexible. Also they can give student guidance and life guidance. Most of them take care of children who are not independent. They take charge of “student guidance”, “student consultation” or “measures to stop leaving school halfway”. For example, they talk with children and give children some advice.

(7) High evaluation by teachers of our university

The curriculum has come to be understood by academic teachers, staff members and students of our university, because it has two meanings. The first one is importance of responsibility of our teacher-training course toward the Okinawa educational world. The second one is securing the enrollment in our university. So the curriculum has come to be supported by the whole of university.

7. Looking towards the future

OIU will redesign and furnish some classrooms to look like those in junior and senior high schools in order to make demonstration classes more realistic. These classrooms can also be used to accommodate multi-media classes. (Completed in November, 2005)

Following the changing educational paradigm, we would like to encourage students to be creative teachers who can develop new teaching ideas and teaching methods based on internet technology, student participation, problem solving, and counseling.

For these reasons, OIU will develop classrooms for demonstration classes based on the following considerations:

①New teaching method development and acquisition: We support students in acquiring the ability to use PowerPoint in class, developing e-Learning skills, adapting project methods, and acquiring team-teaching skills.

②Demonstration classes review: We help students to develop teaching by reviewing video recordings of their demonstration classes with fellow teaching practice students.

③Guidance for demonstration classes management: We support students by making the classrooms truly a place of learning for class management (extracurricular activities).

④Development of a new classroom environment: We focus attention on the importance of an authentic classroom environment providing.

The reason for the adoption

Based on Okinawa International University philosophy and goal: to be “a community-based university open to the world”, this teacher-training course aims to produce teachers for the community, and has proved outstanding in achieving this goal. We produce 30-50 successful candidates for the Okinawa Screening Exam for Candidate Teachers every year, which accounts for 30-40% of all the successful candidates.

The feature of the program is its systemized structure. All subjects in the teacher-training course are placed as prerequisites for teaching practice, and are arranged as successive steps towards teacher's certificate acquisition. In this system, all students must plan and carry out demonstration classes. We also hold two meetings for teaching practice; one with the student teachers during the teaching practice term as mid-guidance, and the other with the teachers of teaching practice schools for post-guidance.

In the process of our careful selective system, students may discover alternative career options, and those who are not dedicated to becoming teachers rarely proceed to

the teaching practice stage. Due to this system, we have successfully fostered enthusiastic students with qualities and abilities suitable for the teaching profession.