

## Okinawa International University

(Key phrases)

Peace and Coexistence / Individuality and Creativity / Autonomy and Development

---

Adopted by MEXT\*, as

**FY2005 “Support Program for Distinctive University Education — Tokushoku Good Practice—”**

(adoption rate of 11%)

(\*MEXT :Ministry of Education, Culture, Sports, Science and Technology)

(Seal of University Accreditation)

---

**Theme 3:** Concerning development and improvement in  
pedagogical practice

---

Systematic Guidance for Teaching Practice Based on Subject-based Courses in Teaching  
Methodology

—Systematic and Gradual Curriculum Design for the Teacher - training Course with a Central  
Focus on Demonstration Classes—

### **Proof of solid performance and preeminent educational processes**

“Support Program for Distinctive University Education (Tokusyoku GP=Good Practice)” is a MEXT project designed to improve higher education. This program, started in 2003, selects some universities that have been identified as centers of excellence and disseminates information about them.

In 2005, OIU’s teacher-training course was selected for adoption. From 410 applications from around the country 47 schools, including OIU, were selected –the adoption ratio of 11%. 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. Due to this, OIU’s patient efforts led to its being the first accredited university for the teacher-training in Okinawa.

The teacher-training course is based on the course of study; consequently the adoption was proof of solid and preeminent educational process.

### **Engaged Level / University-wide**

#### 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

## **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.

## **1. Profile of OIU**

Okinawa International University (OIU) was established with Ministry of Education, Culture, Sports, Science and Technology by a government ordinance based on the Okinawa Reversion Special Measures Law in 1972. The university was established through the integration of the former International University with Okinawa University.

OIU now comprises 4 colleges; Law, Economics and Environmental Policy, Industrial and Information Science, and Global and Regional Culture. Three of these also offer graduate courses; Global and Regional Culture, Regional Business and Economics, and Law. There are approximately 5,700 undergraduate and 100 graduate students.

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.

The university applied to the Japan University Accreditation Association for evaluation and accreditation, and was officially accredited as one of 32 universities conforming to the Associations University Standards in March 2005.

Our teacher-training course, which is designed to enable students to gain teaching certification, was established at the university's foundation. The university has several kinds of certifications. For junior high school, courses are offered for certification in social studies, Japanese, and English. High school teaching certifications 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. Existing and former students comprise 30%~40% of successful candidates for the Okinawa Screening Exam for Candidate Teachers every year. 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. The contents of our program**

### **(1) The systematic curriculum design: Prerequisites arrangement**

All requisite subjects for the teacher-training course are arranged in a gradualist and systematic way grounded in subject-based courses in teaching methodology. In brief, OIU has established a rigorous system of the teacher-training selection.

It is based on meeting prerequisites, rather than taking courses in any given academic year.

Many other universities have requirements 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.

As a result, applicants for a teaching certificate are carefully selected; Approximately 600 initial participants will be eventually reduced to approximately 200. However, students can challenge attempt to gain credits on several occasions in order to proceed to the following stage.

### **(2) Small classes of subject-based courses in teaching methodology and year-long teaching**

Classes of subject-based course in teaching methodology 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 class 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.

### **☆Integration of subject-based courses in teaching methodology**

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

### **(3) Conducting 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. 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.

### **(4) Wide range of teacher training activities**

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

It is that an appropriate response for general school life that has not only subjects but also those activities. That's why student teachers have to take various activities in the Practice for Class Management.

This is the aim that all of those activities are to be able to have communication with the junior-high students as a student teacher. So we offer student teachers the Practice for Class Management before teaching practice.

### **(5) The unique Mid- / Post-guidance for teaching practice.**

We have meetings with student teachers as mid-guidance and with teaching practice schools as post-guidance.

In a meeting 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.

In a meeting as post-guidance, 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. We have this meeting area by area as well. 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.

### ★ 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

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.

### 3. Effectiveness of the program

Effectiveness of the curriculum is as follows:

#### (1) Careful selection of applicants for a teaching certificate

The purpose of prerequisites is not just for reducing the membership of teacher-training course but also, building a good teacher-training course and improving an effect on education.

This system also enables students to 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.

#### (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 in teaching practice schools**

OIU students are highly evaluated in the field of teaching practice as compared with other university students. This is not just for the attitudes as a practice teacher, but also the abilities of leadership and student guidance.

Therefore, many high school teachers recommend their students go to our university, so that we can get many excellent students who aim to be a teacher. They will take the teacher-training course and they will become excellent student teachers in the future. It makes a virtuous circle.

### **(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 courses 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.

## **4. Looking towards the future**

We will develop the curriculum based on the following considerations:

### **(1) Multimedia-ready classes for demonstration classes**

We 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)

We will use the 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 class review:

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

#### ③Guidance for demonstration class management:

We support students by making the classrooms truly a place of learning for class management (extra curricular activities).

#### ④Development of a new classroom environment:

We focus attention on the importance of an authentic classroom environment providing.

### **(2) Sharing our good practices with Japan and the World**

Based on pre-, mid-, post-guidance and video recorded demonstration classes with subtitles in English, OIU is communicating the curriculum called “OIU system” of the teacher-training inside and outside the country to develop contacts and encourage feedback on the curriculum.

### **(3) Holding various kinds of forums and symposiums**

We have established some forums for demonstration classes and to share good practices with other universities and school officials. Also, we hold symposiums with students and teachers who graduated from OIU to share the wisdom of experience.

### **The curriculum system of the requisite subjects for the teacher-training course**

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

4<sup>th</sup> year first semester 【Teaching Practice B】

(Only for Junior High School Teacher's Certificate Field Practice for one – two weeks )



パンフレット

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

4<sup>th</sup> year first semester 【Guidance for Teaching Practice】  
(Pre and Post guidance for teaching practice)

4<sup>th</sup> year first semester 【Seminar in Method of Japanese II】  
(Demonstration class II)

4<sup>th</sup> year first semester 【Seminar in Method of English II】  
(Demonstration class II)

4<sup>th</sup> year first semester 【Seminar in Method of Social Studies II】  
(Demonstration class II For Sociology students only)

3<sup>rd</sup> year second semester 【Seminar in Method of Japanese I】  
(Demonstration class I)

3<sup>rd</sup> year second semester 【Seminar in Method of English I】  
(Demonstration class I)

3<sup>rd</sup> year second semester 【Method of Social Studies II】  
(For Sociology students only)

3<sup>rd</sup> year second semester 【Seminar in Method of Welfare】  
(Demonstration class)

3<sup>rd</sup> year second semester 【Seminar in Method of Commerce】  
(Demonstration class)

3<sup>rd</sup> year second semester 【Seminar in Method of Information】  
(Demonstration class)

3<sup>rd</sup> year second semester 【Seminar in Social Studies / Civics Education Practice】  
(Demonstration class for Sociology students only)

3<sup>rd</sup> year second semester 【Seminar in Method of Civics】  
(Demonstration class)

3<sup>rd</sup> year second semester 【Seminar in Extra Curricular Activities】  
(Demonstration classroom management)

3<sup>rd</sup> year first / second semester  
【Comprehensive Seminar for Teaching Profession】

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



year first semester 【Method of Japanese II】

3<sup>rd</sup> year second semester **【Method of English II】**3<sup>rd</sup> year first semester **【Method of Social Studies I】**3<sup>rd</sup> year first semester    **【Method of Welfare】**3<sup>rd</sup> year first semester **【Method of Information】**3<sup>rd</sup> year first semester      **【Method of Geography and History】**

(Only for Junior High School Teacher's Certificate)

---

ar second semester   【Method of Japanese I】

2<sup>nd</sup> year second semester 【Method of Social Studies I】

2<sup>nd</sup> year first / second semester **【Studies on Moral Education】**

2<sup>nd</sup> year first / second semester **【Studies on Extra Curricular Activities】**

1<sup>st</sup> year second semester **【Educational Psychology】**

1<sup>st</sup> year first / second semester **【Studies on Teaching Profession I】**

## **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. (3<sup>rd</sup> year Tamamiya Teppei)

### 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 learn 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

パンフレット

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

The purpose of this meeting: We talk about students' individual problems in their teaching practice and teacher-training course supervisors give some advice on students' problems.

### **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

The purpose of this meeting: To improve our curriculum, we listen to the opinion from the teachers of 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]