



East Asia Forum on
Secondary and Higher Education Study
in Nagoya

東アジア中等・高等教育研究フォーラム in 名古屋

Abstract Book

Date: 9:00-17:20, June 25 (Sun), 2023

Venue: Higashiyama Campus, Nagoya University, Japan

Hosted by:

Faculty Unit of Higher Education Program, Graduate School of Education and Human Development, Nagoya University, Japan (名古屋大学大学院教育発達科学研究科高等教育学講座)

Center for the Studies of Higher Education, Nagoya University, Japan (名古屋大学高等教育研究センター)

Master Program of Educational Administration and Policy Development, Department of Education, National Chiayi University, Taiwan (國立嘉義大學教育學系教育行政與政策發展碩士班)

Program

9:00-9:05 Welcome Remark by Professor Maki Kato

9:05-10:50 Session I (Chair: Miyuki Matsumoto)

- 1a The impacts of preschool educator's acknowledgement of inclusive education on the implementation of collaborative consultation (Chen Rou Chien)
- 1b Motivations and Learning Outcomes of Elementary School Students: The Case of Taichung City (Lin Ting Yuan)
- 1c The effectiveness of teacher professional development activities perceived by elementary school teachers in Taiwan (Chan Chun Chun)
- 1d Factors affecting Parents' decisions for their children to participate in extracurricular learning activities (Lin Yuan Hou)

Discussion [25 min.]

===COFFEE BREAK===

11:00-12:20 Session II (Chair: Yukiko Abe)

- 2a High School Students' Perspectives on Familiarity, Usage, and Expectations of the Counselors Office in Chiayi of Taiwan (Huang Li Wen)
- 2b The impacts of physical education pedagogy on students' learning effectiveness perceived by Junior high school students (Lo Pei Tzu)
- 2c A Study on Teachers' Professional Competency of Rural Schools (Liu Yun Ju)

Discussion [20 min.]

=== LUNCH ===

13:40-15:00 Session III (Chair: Nami Jinda)

- 3a Factors of Selecting Universities Perceived by Elite High Schools Students: The Case of Chiayi City (Huang Yu Ting)
- 3b What are the important Professional Abilities of Physical Education Professors? The Case of Taiwan (Li Chia Wen)
- 3c What impact does student life have on sexual identity formation of lesbian/gay male youth? Case study in Japan (Kairi Shimabukuro)

Discussion [20 min.]

===COFFEE BREAK===

15:15-17:00 Session IV (Chair: Kumi Matsuzaki)

- 4a Current Situation and Issues of Career Support for International Students at University A - From the Perspective of a Career Consultant at University A (Yukiyo Sato)
- 4b Community College faculty and staff's recognition for acceptance of international students in USA; Beyond the others (Nami Jinda)
- 4c Rationale for Students' Choice of EMI Study Abroad as a Destination: From a Case Study in Thailand (Kumi Matsuzaki)
- 4d Prospects and Challenges of English-medium Instruction of Higher Education: Perspectives from Professors in Taiwan (Cheng-Cheng Yang and Naphatta-orn Phromratsarana)

Discussion [25 min.]

17:00-17:15 Commentary by Professor Hsuan-Fu Ho

17:15-17:20 Closing Remark by Professor Cheng-Cheng Yang

The Impacts of Preschool Educator's Acknowledgement of Inclusive Education on the Implementation of Collaborative Consultation

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Abstract

With the rise of inclusive education in recent years, many children with special needs have been placed in ordinary preschool classes. The government has thus established many itinerant resource classes to help preschool educators guide children with special needs in the class, and ensure children with special needs having a decent learning experience in ordinary preschool classes.

This study takes preschool educators as the sample, and aims to understand the influence of acknowledgement of inclusive education on the implementation of collaborative consultation. The questionnaire survey method is used to investigate preschool educators for their acknowledgement degree toward inclusive education, and to examine whether their acknowledgement towards inclusive education affect the implementation of their cooperative consultation. A self-developed questionnaire was administered to 100 preschool teachers, and the results of this study are as follows:

1. Preschool educators indicated that the greatest benefits of inclusive education for children with special needs are the development of appropriate social skills and more learning stimulation.
2. Preschool educators pointed out that the biggest benefits of inclusive education for ordinary students are that they can enable ordinary students to learn to help others and get along with student with different characteristics from themselves.

Keywords: preschool educator, inclusive education, collaborative consultation

Motivations and Learning Outcomes of Elementary School Students: The Case of Taichung City

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Abstract

The promotion of Chinese orchestra education in primary school music education is a common phenomenon, and schools usually promote it by establishing Chinese orchestras. The annual Chinese orchestra competitions attract a significant number of participants, demonstrating the far-reaching impact of Chinese orchestra education in primary schools.

This study aims to investigate the current status and related factors of the participation motivation and learning outcomes of Chinese orchestra students in grades 3 to 6 in public primary schools in Taichung City. The research method used was a questionnaire survey, and a total of 88 valid questionnaires were collected for analysis. Based on the results and findings of this study, recommendations are provided for relevant school Chinese orchestra administrators, parents, teachers, and future researchers. Future researchers may consider strengthening the investigation of students' motivation and learning outcomes in Chinese orchestras to further explore the impact of these factors on students' learning outcomes.

Keywords: Motivations, Learning Outcomes, Elementary School

The Effectiveness of Teacher Professional Development Activities Perceived by Elementary School Teachers in Taiwan

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Abstract

Teaching quality is the most important factor in maximizing students' learning outcomes, and since teacher professional development is designed to improve teachers' teaching competences and to keep teachers up-to-date on new professional knowledge and skills, governments in the world have endeavored to build high-standard teacher professional development systems. Taiwan is no exception, and the Taiwan government has fostered a variety of teacher development programs in the last decades to ensure teachers are possessing competences necessary to execute their tasks effectively and efficiently.

However, the results were not all as expected. Many teachers lamented that although they learned much from some teacher development programs, but the results were modest from the others. This research is thus aimed to investigate what professional competences are most needed by teachers, and what kind of teacher professional development activities can best answer their needs. A self-developed questionnaire was administered to 120 contemporary elementary school teachers in Taiwan.

The results indicated that student counseling and pedagogy knowledge and skills are the competences requested by teachers. Moreover, teacher professional development community, professional observation, reading professional literature and informal dialogue are efficient activities for answering teachers' professional development requests. Regrettably, we also found that none of the current teacher professional development activities practiced in Taiwan can effectively build teachers' collaboration and leadership competences.

Based on the research results, practical recommendations are established for school stakeholders to improve teacher professional development programs in Taiwan.

Keywords: teacher competence, teacher professional development

Factors Affecting Parents' Decisions for Their Children to Participate in Extracurricular Learning Activities.

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Abstract

Extracurricular activities are crucial in assisting students to apply what they learned in the class to the real life context, and providing opportunities for students to realize their aptitude and live up to their potentials. As a result, the Taiwanese Government has put tremendous emphasis on broadening K-12 students' extra-curricular activities. According to Ministry of Health and Welfare, 93 % of the Taiwanese parents have select at least one extracurricular activity club for their children in 2019. Despite its prevalence, due to a dramatic decrease of the birth rate in Taiwan, a lot of extracurricular activity clubs in schools are encountering difficulties in recruiting enough students. This research is thus aimed to determine the major factors affecting parents' selection of extracurricular activities clubs for their children. A self-developed Likert's five-point scale questionnaire was adopted as the major instrument for this research, and the questionnaire was delivered to 130 elementary school parents. The results indicated that sport clubs were the most popular extracurricular choice. In addition, "customer needs" is the most important factor impacting parents' decisions, followed by "convenience" and "costs". Multiple regression was utilized to examine their predicting power among different types of extra-curricular activities. The results demonstrated that cost and convenience were significant in predicting parents' selection of academic related activities, and customer need was significant in predicting parents' selections of sport clubs.

Finally, the author recommended that school administrators should allocate more resources to promote non-academic oriented extracurricular activities, with a special focus on sport-related clubs.

Keywords: extracurricular, parental decisions, school marketing

High School Students' Perspectives on Familiarity, Usage, and Expectations of the Counselors Office in Chiayi of Taiwan

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Abstract

The goal of this study is to investigate the familiarity, usage, and expectations of high school students on the functions of the Counselors' Office. The study will explain the pressures that students face in achieving diverse learning outcomes, the role of Counselors' Office in high school curricula, and the willingness of high school students to use these services. This research uses questionnaire survey methods. Subjects are 150 high school students from 2 high schools in Chiayi County. The researcher will utilize semi-structural interview method to 1-2 counseling directors and counseling teachers in high schools to understand the various functions of Counselors' Office. Afterwards, the content of the interviews will be integrated and designed into a structured questionnaire which will be filled out by high school students from 2 high schools. Through the results, we can understand the familiarity and usage of Counselors' Office among high school students, as well as their expectations and other needs for Counselors' Office in planning activities and curricula, and to use the findings as a reference for promoting school counseling work.

Keywords: Functions of Counselors' Office, Usage of Counselors' Office, Counseling Activities and Course Arrangement

The Impacts of Physical Education Pedagogy on Students' Learning Effectiveness Perceived by Junior High School Students

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Abstract

School physical education is aimed to provide students with adequate motor skills, knowledge, and attitude for physical activity and fitness, which in turn helps them to release stress, enhance social skills, lift well-beings and promote healthy lifestyle. However, scholars lamented that students' achievement in physical education is modest in many schools, and failed to adopt most efficient pedagogy is one of the crucial factors leading to this result. This research thus aimed to investigate what instructional methods were adopted by physical teachers in junior high schools, and how instructional methods might impact students' learning results. A self-developed questionnaire was administered to 100 junior high school students, with which 95 were retrieved and valid for statistical analyses. The research results indicated that "teacher demonstrate" was mostly used in physical education classes, followed by "student practice", "teacher lecture", and "play games". Moreover, students indicated that they progressed mostly in "attitude about physical activities", and least in "sports skills". Finally, a class devoting more times in "games" tend to result in a higher student progress in "sports knowledge" and "sports skills". We provided reasons for this phenomena and recommended that physical teachers in Taiwan should consider devoting more times in providing students with physical games.

Keywords: physical education, pedagogy, student achievement

A Study on Competence Required for Rural School Teachers

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Abstract

Rural education has always been a topic of national development concern. It is not only a part of national education, but also a manifestation of equal educational opportunities. Taiwan has many mountains, few plains, and a small area. The number of schools in rural areas exceeds 30% of the total number of schools in the country. In addition, most rural schools have inconvenient transportation, which is not conducive to the recruitment of teachers and the allocation of resources. In addition, most schools are short of manpower, and teachers have to take on multiple roles. Besides, the heterogeneity of students in rural schools is high, and teachers need to spend more effort on teaching. However, teachers are the good ones that determine the quality of education. Therefore, it is important for rural school teachers to choose appropriate and necessary ability training in consideration of limited training time and effective resource investment. Based on literature review, the study summarized three main aspects, nine criteria and eighteen detailed criteria, to measure the teachers' professional competency of rural schools. In this study, attempts to construct the critical factors in evaluating all aspects of the teachers' professional competency in rural schools, employs AHP method, and to establish a set of overall evaluation model.

Keywords: Rural School, Teachers' Professional Competency, AHP

Factors of Selecting Universities Perceived by Elite High Schools Students: The Case of Chiayi City

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Abstract

In recent years, many universities in Taiwan have been facing declining enrollment and have been implementing various teaching innovations and programs, such as international exchange, dual degrees, direct admission to master's programs, and scholarships, in order to provide students with diverse learning options. This study aims to understand the factors that high school students from prestigious schools consider when choosing a university. The study focuses on students from two prestigious high schools in Chiayi City and analyzes their career planning for the future, identifying factors they consider when choosing a university. Through a questionnaire survey, the study provides suggestions and references for university management in terms of planning and system development, to better understand the key factors that attract high school students to enroll in universities in a diverse teaching environment.

The study collected 158 valid questionnaires and conducted data analysis using descriptive statistics, independent sample t-test, one-way ANOVA, and post-hoc comparisons with the Scheffé method. The results of the study are summarized as follows. First, “campus facilities” were the most important aspect for students, while “international exchange” was not highly valued. Second, in different background variables, “future plans to study abroad” showed significant differences in the importance of “international exchange”, indicating that these students still value international exchange. Third, social studies major students valued “interdisciplinary aspects” more than science studies major students and life science major students.

Keywords: Taiwan, Elite High School, Factors of Selecting Universities

What are the important Professional Abilities of Physical Education Professors? The Case of Taiwan

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Abstract

The purpose of this research is to explore the important Professional Abilities of teachers in college sports-related departments. A more in-depth understanding of the abilities of teachers in sports-related departments is an important Professional Abilities. Data collection and analysis were conducted using expert questionnaires. This study sampled 100 teachers. Data analysis was performed through SPSS package statistical software. The distribution of teachers' background variables is presented as a percentage of the frequency distribution table of descriptive statistics. Descriptive statistics were used to analyze the mean and standard deviation of the sample for the items. Research results reveal the followings: (1 Among the general teaching ability indicators, the three more important indicators are the ability to have professional ethics in teaching, the ability to respect the differences in students' abilities, and the ability to grasp the trend of physical education and integrate it into teaching. (2 Among the special teaching ability indicators, two more important indicators are the ability to demonstrate special technology and the ability to observe and correct special courses (3 Among the indicators of service ability, the three more important indicators are the ability to manage fund requisition, the ability to compete in school sports activities, and the ability to communicate and cooperate with teachers, peers and administrators. (4 Two of the more important research ability indicators are the ability to guide students on special topics and the ability to regularly publish international journal papers. (5 In the four aspects, the special teaching ability index is the most important selection index in the four aspects.

Keywords: Professional Abilities, Physical Education

What impact does student life have on sexual identity formation of lesbian/gay male youth? Case study in Japan

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Abstract

This study was the qualitative research on the sexual identity formation process of lesbian and gay youth in Japan. Previous studies focusing on homosexual issues in Japan have attempted to clarify the oppression that lesbian and gay youth face in school. This study featured how lesbian and gay youth realize their sexual orientation toward same-sex and how they implicate it through their student life. This study conducted semi-structured interviews to three research participants about their life story (age 23/23/25, all Japanese cisgender, two women, one man) and analyzed interview data by feminist poststructuralist approach. Results showed that lesbian and gay youth was not aware of their sexual orientation toward same sex for a long time because of the heteronormative school environment. When they fell in love with same sex friend, their “heterosexual” sexual identity would be shaken. And by being exposed to the discourse of sexuality through the interactions with students, homosexual youth interpreted their feelings toward same sex friend as “romantic feelings” and realize their sexual identity is different from surroundings. These findings demonstrated the ambivalence of the school environment for lesbian and gay youth. School is not only a place where lesbian and gay youth experience heteronormative and homophobic oppression, but also a place where they realize their sexual orientation toward same sex and form their sexual identities through interactions with other students.

Keywords: sexual identity formation, feminist poststructuralist approach, school experience

Current Situation and Issues of Career Support for International Students at University A - From the Perspective of a Career Consultant at University A

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Abstract

This practical report describes the current situation and issues of career support for international students at University A, from the perspectives of a career consultant who supports approximately 200 international students annually.

The purpose of acceptance of international students in Japan has changed from “international contribution” to "national strategy" that strategically acquire excellent international students around the time of the announcement of the "300,000 International Students Plan" in 2008. Accordingly, residence status and related system were developed with the aim of promoting international students' employment in Japan. In 2016, as part of the Prime Minister's Office-led Strategy for the Revitalization of Japan, the goal was set to increase the percentage of international students employed in Japan. And the following year, 12 bases nationwide, including University A, were allocated competitive acquisition funds. In response to this policy trend, University A has been also actively practicing career support for international students.

However, the employment rate of international students at University A remains at around 65%, which is below than 5 years ago and far below that of Japanese students, which exceeds 95%. In this report, the reasons why it is so difficult for international students to find employment in Japan is presented then how University A supports their difficult job search is described. Finally, the issues of career support for international students will be discussed. These issues are expected to contribute to the expansion of the support system at University A, which plans to accept more international students in the near future.

Keywords: Career Support for international students, Employment in Japan, Higher Education

Community College faculty and staff's recognition for acceptance of international students in USA; Beyond the others

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Abstract

In prior studies (Brennan & Dellow, 2013; Hagedorn & Zhang, 2013; Opp & Gosetti, 2014; Raby & Valeau, 2007), community colleges (hereafter CCs) do not accept international students with low SES. They point out that they accept international students to CCs as a resource to help domestic students grow (Tiffany 2018). Why are international students in CCs solely viewed as a resource? Why does they treat international students as the others? Therefore, this study seeks to determine how faculty and staff at CCs perceive international students.

A qualitative survey using a semi-structured approach was conducted with departments closely involved with international students at four U.S. CCs. The survey asked about perceptions of open access, perceptions of the CC's' acceptance of international students, educational methods for international students, and perceptions of impediments to internationalization.

Three major findings emerged from the data analysis. First, open access is defined as "acceptance strategies to include those marginalized by higher education."

Second, in prior research, community college faculty and staff were not supposed to assume that international students would not arrive at their colleges at an academic or economic disadvantage. However, this study revealed that they do accept academically disadvantaged international students. Third, in this study, faculty and staff identified not only academic issues, but also the lack of support groups for international students, underdeveloped internationalization of the curriculum, and the mindset of the faculty, and identified that these efforts are lagging.

Keywords: community colleges, acceptance of international students, open access

Rationale for Students' Choice of EMI Study Abroad as a Destination: From a Case Study in Thailand

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Abstract

In Japan, based on the perception of "inward-looking" myths, the government has implemented a policy to increase the number of students sent abroad. Universities have set numerical targets and developed and implemented many short-term programs to achieve them. The increasing number of destinations are Asian universities that have adopted English-medium instruction (EMI) courses rather than traditional English-speaking programs. EMI has become a worldwide educational phenomenon, creating a new paradigm for student mobility. In Japanese higher education, EMI study abroad plays a role in achieving numerical targets, but the reality of EMI study abroad has not been fully examined because traditional English-speaking study abroad is still the mainstream for mid- to long-term study abroad for Japanese students. In this study, I conducted an interview survey of students who are studying in Thailand for mid- to long-term study regarding their motivations for EMI study abroad and the actual conditions of their study abroad. Then attempted to experimentally elucidate the individual motivations and macro- and meso-level factors that promote EMI study abroad.

Keywords: English-medium Instruction, Higher Education, Study Abroad, Japan

Prospects and Challenges of English-medium Instruction of Higher Education: Perspectives from Professors in Taiwan

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Abstract

To attract more international students and faculty and to enhance local students' international outlooks, many universities in Asia currently encourage faculty to offer English-medium instruction (EMI) courses. The Ministry of Education in Taiwan started the "Bilingual Learning Project for University Students in Taiwan" from the year of 2021. This policy differentiated participating universities into three levels: core EMI university, semi-core EMI university, and general EMI university. The main goal of this policy is to encourage participating universities to increase their EMI courses, to enhance students' English ability, and to strengthen the macro internationalization. This research conducted survey to professors who are currently doing EMI at universities in Taiwan to collect their perspectives on benefits and obstacles of EMI project at their universities. Now 121 professors responded to our questionnaire. To compare their views for understanding the impacts of different policy supports and institutional contexts. The structure of questionnaire is based on literatures, the potential benefits of EMI teaching for students are English ability enhancement, to gain latest international knowledge, to have international outlooks, and to obtain a better employability. The potential benefits for professors could be to have a higher status, to have a promotion, and to internationalize teaching contents. The potential benefits for institution could be to attract more international students, to achieve a higher international ranking, and to construct more international collaborations. The potential obstacles could be the lack of funding, students' resistance, and the shortage of EMI faculty. The comparison of professors' perspectives on benefits and obstacles will be discussed for higher education policy implications.

Keywords: English-medium Instruction, Higher Education, Taiwan

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