Powerful Knowledge/GeoCapabilities theory in Educational Research Circles in Japan

Dr. Takashi Shimura
Joetsu University of Education, JAPAN

GTE(Geography Teacher Educators') Conferences 2020
UCL(University College London)
IoE(Institute of Education)
London UK
Sunday 26, January 2020
I : Introduction  1) Background

- 2016 GTE conference in Manchester
- I reported followings

- What are abilities of geographical thinking in Social Studies education in Japan?

- Especially in relation to the proposed structure of Qualities/abilities by NIER (National Institute for Educational Policy research)
  - Force to practice (Create the future)
  - Thinking ability (Force to think deeply)
  - Basic skills (Use tools and body)
    - Based on the revised Bloom taxonomy

- Next slide was conclusion.
A paper summarizing the presentation

I : Introduction 2) Aims of this presentation

• Background of my conclusion and our Japanese research project in Japan, there are ideas from Geo-capabilities and Powerful Knowledge theory in Japanese research context.

• So, Aims of this presentation is reports followings
  – Introduction and development of Geo-capabilities in geography education research circle in Japan
  – Introduction and development of Powerful Knowledge in sociology of education research circle in Japan.
  – Encounter of both circles and beginning of collaborative research
II Introduction and deployment of Geo-capabilities

1) Introduction

  - *Journal of Educational Research on Social Studies*, 79, pp.11-20
  - “Curriculum making” & ”capabilities” were mentioned *first* in Japanese subject education research circle
Ⅱ Introduction and deployment of Geo-capabilities

1) Introduction

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- 2012 Nov: **Invitation of David to Japan** and Lecture published as

- **Lambert (2014)**: Curriculum thinking, ‘Capabilities’ and the place of geographical knowledge in schools.
  - *Journal of Educational Research on Social Studies*, 81, pp.1-11

Issue with Lambert’s article(2014)

Lambert, Ito & Shimura in Tokyo 2012
Introduction and deployment of Geo-capabilities

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• In those days: one of my presentation
  - **Shimura (2013)**: A reason and significance of “Geo-capabilities” proposing on Euro-USA geography education research: From a context of “capability approach” development in English geography education.
    - *Proceedings of the General Meeting of the Association of Japanese Geographers (AJG)* . 84,p.85
    - Geo-capabilities Project was mentioned first in our circle

Lambert, Ito & Shimura in Tokyo 2012
Ⅱ Introduction and deployment of Geo-capabilities

2) Development of Vignettes

- 2016: **Japanese Geo-capabilities Work – Shop** was held at JUEN
  – Co-organized M. Solem (AAG) & T. Shimura (JUEN)

[Image: Workshop participants and presentations, with titles in Japanese]
Ⅱ Introduction and deployment of Geo-capabilities

2) Development of Vignettes

- 2016: Japanese Geo-capabilities Work – Shop was held at JUEN
  - Co-organized M. Solem (AAG) & T. Shimura (JUEN)
- 2017: Outcomes (Vignettes) of WS were published on Japanese geography educational magazine
  - Co-writing: Shimura, Ito, Kim etc.

Vignette: International comparison of energy self-sufficiency

Nagata, Kim et al. (2017): Geography ESD class on energy theme. *Geography*, 62(9), pp.100-105. (4th of 7 times series on the magazine)
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- 2018: Part of Japanese project was reported at AAG annual meeting (New Orleans) & IGU conference (Quebec)
  - Co-presentations: H. Kim, R. Yamamoto, T. Shimura etc.

Presentation poster at AAG 2017 Conference
Ⅱ Introduction and deployment of Geo-capabilities

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- 2019: vignettes for civic/citizenship education making

Vignette on fake news on Fictional Newspaper
Ⅱ Introduction and deployment of Geo-capabilities

2) Development of Vignettes

Read the following newspaper article and write your thoughts

Title: Government Considering Introduces of “Non-Drinkers Tax” :Cause of Tax revenue decline due to youth drinking away

- Plans to get tax from those who never drink alcohol once a month.

The content of this article is problematic due to the "tax fairness/equity principle".

However, students who did not learn this principle were less critical than those who learned, and tended to believe this fake news.

- The purpose of this vignette is to be aware of the legal principles (=PDK: Powerful Disciplinary knowledge)

Ⅱ Introduction and deployment of Geo-capabilities

2) Development of theoretical studies

● 2017-2020: JSPS grant project start: ‘International research for pre/in-service teacher education resources/program development’ start (chair: T. Shimura)
  - Main program: invitation lectures from England

Introduction and deployment of Geo-capabilities

2) Development of theoretical studies

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  — Japanese version was published on E-journal GEO, 14(2), pp.404-412. (with T. Shimura)

Mary’s lecture article on the web-open-access academic journal in Japan (2019)
Ⅱ Introduction and deployment of Geo-capabilities

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  - Main program: **invitation lecture** from England

- **2017:** D. Lambert: Who thinks in geography classrooms? : Powerful disciplinary knowledge and curriculum futures

- **2018:** M. Biddulph: Teacher education reform in England and its impact on learning to teach geography.
  - Japanese version was published on *E-journal GEO*, 14(2), pp. 404-412. (with T. Shimura)

- **2019 (Nov., lecture): A. Kitson:** Teaching history: challenge, opportunities and debates.
In addition to studies of capabilities, studies of powerful knowledge has begun.


— First mention of powerful knowledge in subject education research circle in Japan


<table>
<thead>
<tr>
<th>Year</th>
<th>Knowledge</th>
<th>Ability</th>
<th>Core Competency</th>
<th>Curriculum Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>◎</td>
<td>○</td>
<td>◎</td>
<td>方法・評価の統一化</td>
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<tr>
<td>1995</td>
<td>○ △</td>
<td>◎ △ △</td>
<td>(学習内容の削減)</td>
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<tr>
<td>2000</td>
<td>○ ○ ○</td>
<td>○ ○ ○</td>
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<td>2006</td>
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<td>2014</td>
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</tr>
</tbody>
</table>

Presentation slide
Changes in the position of knowledge in NC
Ⅲ Introduction and deployment of powerful Knowledge

1) Introduction: form my view

• M. Young is a very famous educational sociologist in Japanese SoE research circle.

• The reason is the editor of “Knowledge and Control” (1971). (Japanese translation was not published)

• However, research developments after 90’s had rarely been introduced in Japan.

• But, after 2010s, in the Japanese SoE circle, some researches focusing on Young's knowledge turn.
Introduction and deployment of powerful Knowledge

1) Introduction: from my view

  — A bulletin of the liberal arts staff, Meijo University, 47(3), pp. 1-13

- M. Yanagida (2015): What is the significance of proposing a "knowledge-based curriculum" today? : From the recent considerations of "sociologist of curriculum" Michael F.D. Young. (translation by Shimura)
  — Aoyama Gakuin University Teaching Profession Study, 1, pp. 115-124
Introduction and deployment of powerful Knowledge

1) Development: from my view

- In national academic association for curriculum studies: *Japanese Society for Curriculum Studies (JSfCS)*

- At 27th (2016) annual conference of JSfCS, A presentation was
  

- Publication of Young’s papers (Japanese and English versions)
  
  - M. Young (2018). Can ‘powerful knowledge’ be the basis of a school curriculum for all the pupils.
    
IV Encounter of both circles and beginning of collaborative research  1) Encounter

28th (2017) annual conference of JSfCS

- The session “Today's Curriculum Reform and Public Education: comparative study” was organized.
  - And Shimura was requested to report on UK. (Other presenter were general curriculum researchers of USA/Germany, not subject education researchers)

- My presentation title: Curriculum Reform in England under the Conservative Coalition: Return to “Knowledge”.

Presentation slide knowledge category in OECD, Young & GA
Ⅳ Encounter of both circles and beginning of collaborative research  2) Collaboration in progress

● 29th (2018) annual conference of JSfCS presentation
  -Collaboration of researchers of Sociology of education, Educational methods, Subject education

● Implementation of a research program at Aoyama Gakuin University (2019-)
  Chair: Professor M.Yanagida
  Program title: Is disciplinary/systematic knowledge an indispensable educational content for everyone? From the formation of basic theory and its practical development
V Concluding remarks: Private past, present,

- 1992, August: I met David for the first time at the IGU / CGE conference in Boulder, Colorado USA
  - A journey to UK geography education research has began as a high school teacher (Passing points were move to a university researcher in 2002, doctoral dissertation in 2008)
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- “Education then can have no ends beyond itself. Its values from principles and standards implicit in it. To be educated is not to have arrived at a destination, it is to travel with different views”.

- Thank you!
  - Our journey in Japan will continue with cross-disciplinary teachers/researchers.
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