

# Teacher Education based on Role Action Learning Methodology

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# **1 .Foster the social practical abilities of students through transformation of teacher education.**

Recently, “Active Learning(AL) ” is being promoted in school education in Japan, according to the policy of the Ministry of Education, Culture, Sports, Science and Technology(MEXT).

**▶ The purpose of AL is to train the comprehensive abilities including cognitive, ethical and social abilities, education, knowledge and experiences of the students.**  
**AL is a concept that encompasses various educational methods such as discovery learning, problem solving learning, experience learning, survey learning, group discussion, debate, group work, etc.**



**▶ Based on the above trends, our university education, especially teacher education has to promote class reform by ourselves.**  
**At the same time, teacher education is responsible for spreading its methods from primary to secondary education.**

## 2.Necessity of AL practices with “Role Action Learning Methodology(RALM)”

Up to now, a methodology of **AL** has not been constructed. Therefore, I propose “**RALM**” as a methodology of **AL**. By using **RALM** as a methodology of **AL**, we can train social practical abilities that students can truly utilize in our society.

**What is at the heart of this methodology is “Role Action Learning(RAL)”.**

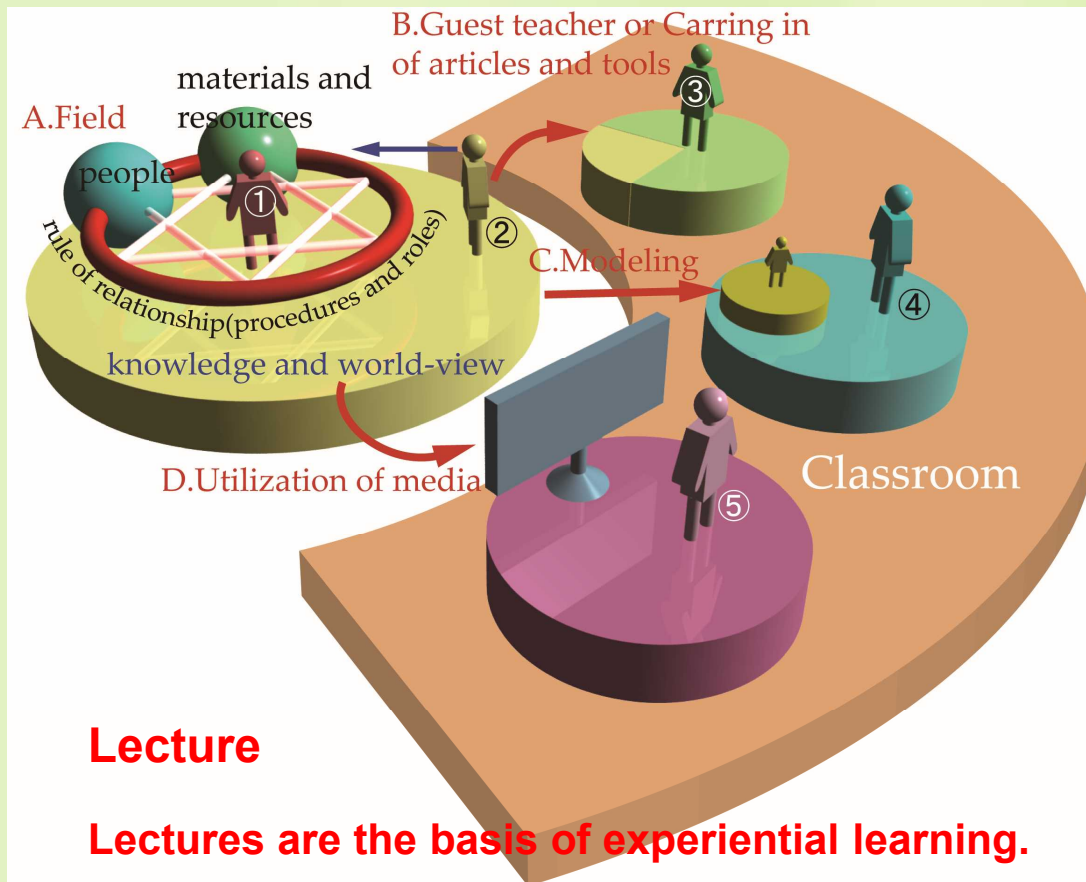
**Role Action Learning(RAL)** is a learning method to solve consideration subjects and problems by students experiencing some social roles.

Through learners leverage knowledge and skills and cooperate with other people, they will develop self-realization and cultivate social practical skills to build a better society.

### 3. Two stages of systematization in RALM.

#### (1) First stage of systematization

- Systematization of experiential / active learning -



I classified various educational methods included in AL from A type to D type from the viewpoint of learning place and learning method.

In the first theoretical stage, systematize discovery learning, problem solving learning, experience learning, survey learning, group discussion, debate, group work, etc.

## A: in the field

Actual experience

Experience in the field

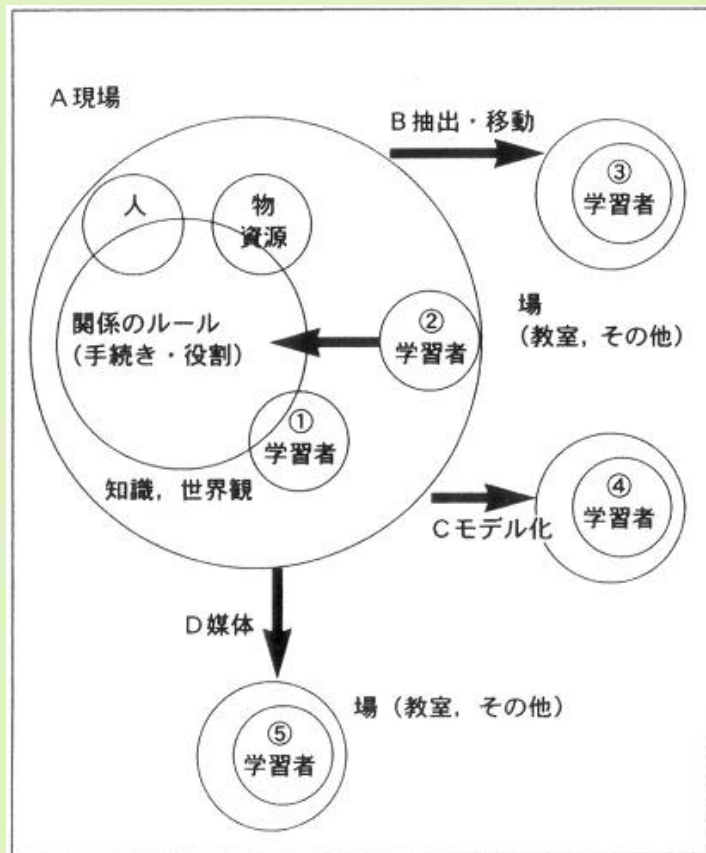
Interaction with people

Field practice

Field survey

On-site interview

etc.



## B: Guest teacher or caring in of articles and tools

Guest teacher

Expert, Specialist

Real thing presentation

etc.

## C: Modeling

Imitation

Pretend

Drama

Dramatic play

Role play

Simulation

Gaming

Experiment

etc.

## D: Utilization of media

Video game

Internet

E-learning

Learning using Edtec

etc.

## ① The type of A Field

### A case1: Teaching Practice at Elementary School



**This student gave practical training at the elementary school And did class of social studies class of the sixth grade.**

### A case2: Study learning at public prosecutor's office



**Students visited the public prosecutors office and heard criminal cases from prosecutors.**

## ②The type of B Guest Teachers\* and Carrying of Articles and Tools

\*The invitation of the specialists

### A case: Law education (practices in Akita Univ. 2006)



A judge

In Japan, the citizen judge trial began in 2009. Our law education practices were carried out in 2006 before the system started.

I invited three legal specialists to my lectures of Akita Univ. Students asked questions them , and specialists responded from their position.



A public prosecutor



A lawyer

### ③The type of C Modeling(model making)

#### 1)Object understanding type

A case: A chocolate volcano



It carries away chocolate from the top of the three-dimensional model of a volcano and experiments on the flows of the lava.

#### 2)Problem solving type

A case: Civic education classroom



A newspaper article

A class scene of the GS“The Merger of Municipalities”

**The roles that the students played**  
Mayors, Town managers, Village headmen  
Members of NPO, Inhabitants etc.

Students learned about their roles and the issues they took charge in advance. On top of that, they held various roles on the problem and discussed.



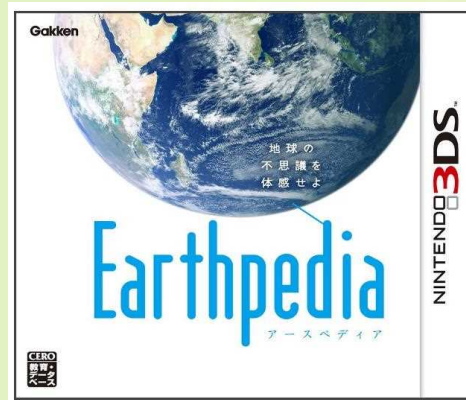
## ④ The type of D Utilization of Media

### A case 1: Video conference system



Hokkaido University of Education teaching graduate school has taught classes by connecting four schools in Sapporo, Asahikawa, Kushiro and Hakodate on a video conference system.

### A case 2: Video game



Excerpt from the Amazon site learners can learn marvels and wonders on the earth through experiences of this game.

### A case 3: Web site learning



<http://www.akita-university-gaming-simulation.jp/mogisaiban/>

We have created a website where learners can do a simulated citizen judge trial system.

**(2)Second theoretical stage⇒Four types of social roles practices.**

## **Four types of social roles practices**

**I made “four types of social roles practices” from the viewpoint of the learner and the place of learning and from the dimensions of reality and virtual(or simulated).**

	<b>Place · Real</b>	<b>Place · Virtual</b>
<b>Lerner · Real</b>	<b>①The first type</b> <b>Teaching Practice training</b> <b>Agricultural practical training</b> etc.	<b>②The second type</b> <b>Simulator</b> <b>Emergency training</b> <b>Security training</b> etc.
<b>Lerner · Virtual</b>	<b>③ The third type</b> <b>Wheelchair experience</b> <b>Eye mask experience</b> <b>Elderly experiences</b> etc.	<b>④ The fourth type</b> <b>Role play</b> <b>Gaming</b> <b>Simulation</b>



## Significance of the four types of social roles practices

The aims of four types of social role practice is systematization of learning by social experiences which has been individually practiced separately.

- 1) A role mediates learner (individual) and society
- 2) The roles unify knowledge, skills, attitudes, acts of learners.
- 3) The roles viewpoints promotes learner's understanding of social relations and social phenomena in many ways.
- 4) The roles setting clarifies, the social systems to be learned. Therefore, it clarify the contents of experience learning.
- 5) The roles connects direct experiences and virtual (or simulated) experiences.

## ① First type of social roles practices

Field survey Field practices On-site training

The learners can practices genuine experiences on the field. However, the learners failures are not permitted. Practices that learners can do are often limited by their knowledge and skills, and the tolerance of the organization where they will practices.

A case: Experiential learning in career education



### Social Roles

Hairdresser

Farmer

Patissier

Supermarket clerk

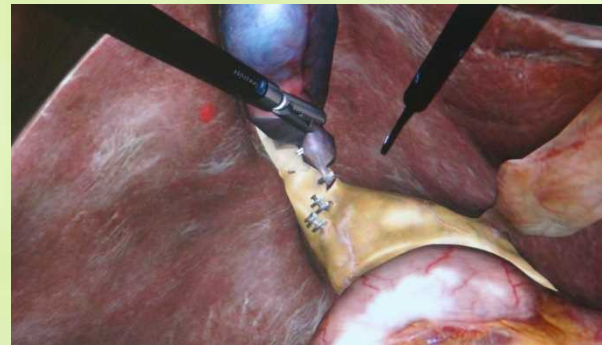
## ② Second type of social roles practices

Simulator Training in a temporary situation

Although the place of practices virtual (or simulated), learners can experience close to genuine. Also, even if they make some mistakes, they can acquire knowledge and skills by taking advantage of the failure.

### Medical simulator

(Akita University Hospital Medical Simulation Center)



In this simulator, medical students train the surgical operation to remove the affected part and suture by manipulating while looking at the screen.

\*The person in the photo, is a medical professor

### ③ Third type of social roles practices    disguise masquerade

In this type, learners do some simulated experiences of people with different positions and social roles.

For example, if a healthy person simulates a person with a disability or a young person simulates an elderly person.



Eye mask experience

**Students recapture  
the environment  
from the standpoint  
of the blind person**

**Students discover  
environmental problems  
from the standpoint of  
disabled people.**



Wheelchair experience

#### ④Forth type of social roles practices

Simulation, Role play, Gaming.

Learners experience social roles different from everyday life in virtual(simulated,) situations. In other words, learners can rethink everyday life from different positions and social roles, and discover new problems.



Elderly experiences



Dementia experiences

<http://home.tokyogas.co.jp/showroom/tss/program/details.html>

## 4. Practices of "bullying problem" in teacher education (teacher training)

### Practices based on the theoretical stage 1 and the theoretical stage 2

**Lecture** on teacher's bullying problems



**Survey and presentation** on bullying problems by students



**Interactive learning** by guest teacher and students



The guest teacher is Mr. Goro Hashimoto, special editor of the Yomiuri Shimbun.

**Simulated experiences** by role playing







## **(2)Gaming-Simulation“School” -Challenge to bullying problems -**

**Let students aiming at teachers simulate to invisible parts of school.**

**In television reports, if a bullying problem occurs first, only the principal or superintendent's apology scene will be aired. However, the audience can not see the state of the school meeting by staff or parents at all. So, we developed “Gaming-simulation SCHOOL” for students aiming for teachers to simulate invisible parts of school before they become teachers.**

**Students will play teachers at the simulated school 'Momogaoka Junior High School'. And they discuss bullying problems suddenly occurring at this school and discuss countermeasures and solutions.**

**Through this simulated experience, students think about the meeting procedure and appropriate response. They acquire the professional knowledge and skills necessary for teaching, and they cultivate teaching skills.**

## ① “ Bullying case scenario ”

**In the GS school scenario, There are three stages.**

### **1) First stage - Extended 3<sup>rd</sup> grade meeting -**

A bullying problem occurred at Momogaoka Junior High School in A city in A prefecture. A student of third grade who is considered to be a victim have been told that she was pushed down and got scratches on her forehead. The perpetrators are said to be four students in The same grade of the school. After, the homeroom teacher and grade leader went to the victim's house. And the other teachers also contacted their homes of four students who are regarded as perpetrators. The next day, Some interviews with four students by teachers ended and the 3rd grade meeting started again.

### **2) Second stage - Emergency all teachers conference -**

The perpetrators' parents did not apologize to the victim. Besides the victim became PTSD. The victim's father appealed the city's board of education and the school for the trial, based on the fact that the problem was stalemate, that the daughter became sick and could not attend school, and that this problem was in a stalemate. To that end, at this school, an emergency all teachers meeting was held.

### **3) Third stage - Civil trial -**

Finally, The father of the victim sued A city and the school for civil trial. The trial will start from now. Judges, plaintiffs, defendants, agents (lawyers), witnesses, etc. are gathered in the courtroom.

## ② Introduction of 39 members of roles (roles) set at the GS school

### 1) Roles of teachers at Momogaoka junior high school

「模擬学年会議・職員会議・民事裁判」役柄及び担当一覧

番号	役柄名	役どころ	関係ステージ	担当者
1	東雲浩一郎	桃ヶ丘中学校校長 音楽 58歳	学年・職員・裁判	田島俊己
2	君塚多平	教頭 保体 教務 53歳	学年・職員	館岡修人
3	西崎映介	教務主任 社会 教務 陸上 50歳	学年・職員	小山竜
4	三村菜々子	事務主任 教務 36歳	職員	*出張
5	高階美佐子	養護教諭 保健衛生 保健安全 25歳	職員	高橋美咲
6	三沢信子	学校カウンセラー 30歳	職員	岩佐祐作
7	熊谷浩二	1年学年主任 国語 生徒指導 バスケット 50歳	学年・職員	高橋拓匡
8	工藤靖	1組担任 美術 キャリア 柔道部 42歳	職員	泉大地
9	上原雅子	2組担任 社会 保健安全 吹奏楽 23歳	職員	大森果歩
10	佐海誠	3組担任 数学 教務 美術 37歳	職員	武藤貞史
11	菅原明美	4組担任・副主任 英語 研究 48歳	職員	佐々木弘平
12	浅野百合子	1年副担任 技家 文化 生活 30歳	職員	譲矢有紀
13	神坂博子	2年学年主任 英語 保安 英会話 50歳	職員	権谷浩子
14	赤坂和子	1組担任 保体 教務 バスケット 29歳	職員	伊藤千瑛 1
15	八巻望	2組担任 国語 文化 卓球 31歳	職員	菊池遼太郎
16	今村肇	3組担任・副主任 技家 生指 情報 40歳	学年・職員	刈田瑛斗
17	中嶋和則	4組担任・副主任 数学 キャリア 野球 45歳	職員	中嶋俊平
18	宮島幸太	2年副担任 理科 保安 サッカー 29歳	職員	鈴木雅翔
19	渡部忍	2年副担任 英語 キャリア 水泳 23歳	職員	*年休
20	井上誠一	3年学年主任 社会 研究 野球 44歳	学年・職員	佐藤琢真
21	田中星子	1組担任・副主任 国語 キャリア 卓球 40歳	学年・職員	橋瑚津絵
22	井ノ頭五郎	2組担任 保体 保安 テニス 35歳	学年・職員・裁判	宇佐美貴章
23	阿辺瑞穂	3組担任 英語 文化 テニス 32歳	学年・職員	小室早弥花
24	近藤清吾	4組担任 数学 生指 卓球 28歳	学年・職員	菊地達八
25	鈴木庄市	3年副担任 理科 放送 科学 55歳	学年・職員	齊藤健将
26	白石直	3年副担任 国語 特別支援 26歳	学年・職員	伊藤佳祐

## 2) Roles of Civil trial - bullying PTSD incident -

27	佐伯原由香	被害者 14歳	裁判 (videolink)	伊藤千瑛 2
28	佐伯原平三	被害者父 52歳	裁判 (原告)	武田隼人
29	佐伯原京子	被害者母 51歳	×	
30	中川詩織	加害者D子 14歳	×	
31	中川廣務	加害者父 41歳	裁判 (証人)	鮎川晃博
32	菊池幸恵	加害者B子 14歳	×	
33	小川奈津子	加害者C子 15歳	×	
34	川原ケ一太	E男 15歳	×	
35	牧丘剛	加害者F男 14歳	×	
36	裁判長		裁判	高橋重剛
37	書記官		裁判	佐賀寛生
38	弁護士 1		裁判 (原告)	三浦広久
39	弁護士 2		裁判 (被告)	山本尚子

### Responsibility of the perpetrators' parents

→ Article 709, 710, and 719 paragraph1 of the Civil Code


### Responsibility of the municipality that establishes and manages schools

→ Article 1 paragraph 1 of the State Redress Law

### **3)First stage - Extended 3rd grade teachers conference -**

**On the morning of September 10, 2011, at Momogaoka Junior High School in A city of A prefecture, there was a phone call from a parent of one student that there was a bullying incident at the school yesterday. The telephone news was from Yuka Saekibara's father, and Yuka belongs to third grade of the school. Yuka's fathers said that she was assaulted from four students of the same grade as her at the back of gymnasium, and told that she got a two week wound on her forehead .**

**The principal was absent. For this reason, the vice principal who received the call from Saekibara convened teachers of third grade in a hurry, and further added a curriculum coordinator and a chief of the student guidance meeting and held a meeting. And the teachers discussed how to deal with this bullying problem. After the meeting, a homeroom teacher and chief of 3rd grade visited Saekibara's home and the other teachers soon contacted of homes of the four students. They were confirmed to be absent. In Saekibara 's home, the two teachers could not meet Yuka who was said to have been injured. They were able to hear the situation of the incident from their parents.**



However, at this time, her parents criticized Inogashira of her homeroom teacher, saying that he had not adequately responded to Yuka's bullying consultation many times. Inogashira acknowledged her parents' criticisms and apologized. The 3<sup>rd</sup> grade leader Inoue who knew about this, was unable to hide surprises.

Until the morning of 11th, investigation on the incident to four students was over. It was confirmed that the story of Saekibara's parents roughly agreed with the talks of the four students. However, the teachers were ambiguous whether Yuka was pushed down by four students, or did Yuka crush herself.

On this day, the 2nd expansion 3<sup>rd</sup> grade meeting was held based on the survey results . . . .

## Introduction of main roles of 1<sup>st</sup> stage

Students perform this grade meeting by role playing.

Principal	Kohichiro Sinonome
Vice Principal	Tahei Kimizuka
Curriculum Coordinator	Eisuke Nishizaki
Chief of grade 1	Kohji Kumagai
Chief of grade 2	Hiroko Kamisaka
Chief of grade 3	Seiichi Inoue
Vice Chief of grade 3	Hajime Imamura
Homeroom Teacher of 3-2	Goro Inogashira

There are 32 other characters in addition to these

**The Extended 3<sup>rd</sup> Grade Meeting at Momogaoka Junior High School  
-2nd Time-**





## **Second stage - emergency meeting by all teachers-**



**The school may be sued for a civil trial. Therefore, the teachers at the school opened an urgent meeting and decided to discuss countermeasures against Mr. Saekibara.**

## **Third stage – Civic Trial-**

**Finally, this bullying case was appealed to civil trial by Mr. Saekibara.**

**The picture on the right is a scene where the principal is being interrogated by Mr. Saekibaras' lawyer.**





**I also offer training for Incumbent teachers  
using this “GS SCHOOL”.**



## **6. Conclusion**

**By doing educational practices based on Role Action Learning Methodology, we can nurture the comprehensive power (including knowledge and skills etc.) necessary for the teachers of the students and teachers.**

**Thank you for your attention!!**

If you have any inquiries, please contact the following my e-mail or my laboratory's homepage.

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