Teacher Education based on Role Action Learning Methodology

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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.
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 -

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

Lectures are the basis of experiential learning.

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

- Actual experience
- Experience in the field
- Interaction with people
- Field practice
- Field survey
- On-site interview

B: Guest teacher or caring in of articles and tools

- Guest teacher
- Expert, Specialist
- Real thing presentation

C: Modeling

- Imitation
- Pretend
- Drama
- Dramatic play
- Role play
- Simulation
- Gaming
- Experiment

D: Utilization of media

- Video game
- Internet
- E-learning
- Learning using Edtec

etc.
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.
The 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)

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.
③ The 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 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.
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

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

http://www.akita-university-gaming-simulation.jp/mogi_saiban/
(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).

<table>
<thead>
<tr>
<th></th>
<th>Place • Real</th>
<th>Place • Virtual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lerner • Real</strong></td>
<td>① The first type Teaching Practice training Agricultural practical training etc.</td>
<td>② The second type Simulator Emergency training Security training etc.</td>
</tr>
<tr>
<td><strong>Lerner • Virtual</strong></td>
<td>③ The third type Wheelchair experience Eye mask experience Elderly experiences etc.</td>
<td>④ The fourth type Role play Gaming Simulation</td>
</tr>
</tbody>
</table>
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.
First type of social roles practices

Field survey Field practices On-site training

The learners can practice 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 practice.

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
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
④ Forth 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.tokogas.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

**Simulated experiences** by role playing

The guest teacher is Mr. Goro Hashimoto, special editor of the Yomiuri Shimbun.
(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 3rd 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

<table>
<thead>
<tr>
<th>番号</th>
<th>役柄</th>
<th>役どころ</th>
<th>関係ステージ</th>
<th>担当者</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>東雲浩一郎</td>
<td>校長</td>
<td>学年・職員</td>
<td>田島俊己</td>
</tr>
<tr>
<td>2</td>
<td>吾塚多平</td>
<td>教頭</td>
<td>学年</td>
<td>輪岡修人</td>
</tr>
<tr>
<td>3</td>
<td>西崎映介</td>
<td>教務主任</td>
<td>学年・職員</td>
<td>小山竜</td>
</tr>
<tr>
<td>4</td>
<td>三村薫々子</td>
<td>教務</td>
<td>職員</td>
<td>宮崎薫</td>
</tr>
<tr>
<td>5</td>
<td>高階美佐子</td>
<td>看護教諭</td>
<td>職員</td>
<td>高橋美冴</td>
</tr>
<tr>
<td>6</td>
<td>三沢信子</td>
<td>学校カウンセラー</td>
<td>職員</td>
<td>岩佐拓作</td>
</tr>
<tr>
<td>7</td>
<td>熊谷浩二</td>
<td>一年生主任</td>
<td>学年・職員</td>
<td>高橋拓匡</td>
</tr>
<tr>
<td>8</td>
<td>矢野浩一</td>
<td>美術</td>
<td>職員</td>
<td>沼田大</td>
</tr>
<tr>
<td>9</td>
<td>上原雅子</td>
<td>社会</td>
<td>職員</td>
<td>大森昇歩</td>
</tr>
<tr>
<td>10</td>
<td>佐海誠</td>
<td>教務</td>
<td>職員</td>
<td>武藤貫史</td>
</tr>
<tr>
<td>11</td>
<td>菅原明美</td>
<td>英語</td>
<td>職員</td>
<td>佐々木弘平</td>
</tr>
<tr>
<td>12</td>
<td>淺野百合子</td>
<td>文化</td>
<td>職員</td>
<td>藤井泰有</td>
</tr>
<tr>
<td>13</td>
<td>神坂博子</td>
<td>英語</td>
<td>職員</td>
<td>稲谷浩子</td>
</tr>
<tr>
<td>14</td>
<td>赤坂和子</td>
<td>教務</td>
<td>職員</td>
<td>伊藤千瑛</td>
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<tr>
<td>15</td>
<td>八巻望</td>
<td>笠原・文化</td>
<td>職員</td>
<td>菅池達太郎</td>
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<tr>
<td>16</td>
<td>今村聡</td>
<td>英会話</td>
<td>職員</td>
<td>前田瑛斗</td>
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<tr>
<td>17</td>
<td>中嶋和則</td>
<td>数学</td>
<td>職員</td>
<td>中嶋俊平</td>
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<tr>
<td>18</td>
<td>宮島善太</td>
<td>理科</td>
<td>職員</td>
<td>鈴木雅翔</td>
</tr>
<tr>
<td>19</td>
<td>濱部 pesos</td>
<td>英語・文化</td>
<td>職員</td>
<td>永田三郎</td>
</tr>
<tr>
<td>20</td>
<td>井上誠一</td>
<td>社会</td>
<td>学年・職員</td>
<td>佐藤宏樹</td>
</tr>
<tr>
<td>21</td>
<td>田中聰子</td>
<td>国語・文化</td>
<td>学年・職員</td>
<td>高崎淳</td>
</tr>
<tr>
<td>22</td>
<td>井ノ頭義人</td>
<td>保育</td>
<td>学年・職員</td>
<td>宇佐美貴秀</td>
</tr>
<tr>
<td>23</td>
<td>阿部瑞穂</td>
<td>英語・文化</td>
<td>学年・職員</td>
<td>小室真弥花</td>
</tr>
<tr>
<td>24</td>
<td>近藤清香</td>
<td>数学</td>
<td>学年・職員</td>
<td>菅地達也</td>
</tr>
<tr>
<td>25</td>
<td>鈴木庄市</td>
<td>理科</td>
<td>学年・職員</td>
<td>齊藤健将</td>
</tr>
<tr>
<td>26</td>
<td>白石直</td>
<td>国語</td>
<td>学年・職員</td>
<td>伊藤佳祐</td>
</tr>
</tbody>
</table>
### Roles of Civil trial - bullying PTSD incident -

<table>
<thead>
<tr>
<th>2 7</th>
<th>佐伯原由香</th>
<th>被害者</th>
<th>14 歳</th>
<th>裁判（videolink）</th>
<th>伊藤千瑛</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 8</td>
<td>佐伯原平三</td>
<td>被害者父</td>
<td>52 歳</td>
<td>裁判（原告）</td>
<td>武田隼人</td>
</tr>
<tr>
<td>2 9</td>
<td>佐伯原京子</td>
<td>被害者母</td>
<td>51 歳</td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>3 0</td>
<td>中川詩織</td>
<td>加害者 D 子</td>
<td>14 歳</td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>3 1</td>
<td>中川慶歩</td>
<td>加害者 B 子</td>
<td>14 歳</td>
<td>×</td>
<td>鯖川晃博</td>
</tr>
<tr>
<td>3 2</td>
<td>菊池幸恵</td>
<td>加害者 B 子</td>
<td>14 歳</td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>3 3</td>
<td>小川奈津子</td>
<td>加害者 C 子</td>
<td>15 歳</td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>3 4</td>
<td>川原ケー太</td>
<td>E 男</td>
<td>15 歳</td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>3 5</td>
<td>牧丘剛</td>
<td>加害者 F 男</td>
<td>14 歳</td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>3 6</td>
<td>裁判長</td>
<td>裁判</td>
<td></td>
<td>高橋重剛</td>
<td></td>
</tr>
<tr>
<td>3 7</td>
<td>書記官</td>
<td>裁判</td>
<td></td>
<td>佐賀寛生</td>
<td></td>
</tr>
<tr>
<td>3 8</td>
<td>弁護人 1</td>
<td>裁判（原告）</td>
<td></td>
<td>三浦広久</td>
<td></td>
</tr>
<tr>
<td>3 9</td>
<td>弁護人 2</td>
<td>裁判（被告）</td>
<td></td>
<td>山本尚子</td>
<td></td>
</tr>
</tbody>
</table>

**Responsibility of the perpetrators’ parents**

→ Article 709, 710, and 719 paragraph 1 of the Civil Code

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

→ Article 1 paragraph 1 of the State Redress Law
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 3rd 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 3rd grade meeting was held based on the survey results · · · ·
### Introduction of main roles of 1st stage

Students perform this grade meeting by role playing.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Kohichiro Sinonome</td>
</tr>
<tr>
<td>Vice Principal</td>
<td>Tahei Kimizuka</td>
</tr>
<tr>
<td>Curriculum Coordinator</td>
<td>Eisuke Nishizaki</td>
</tr>
<tr>
<td>Chief of grade 1</td>
<td>Kohji Kumagai</td>
</tr>
<tr>
<td>Chief of grade 2</td>
<td>Hiroko Kamisaka</td>
</tr>
<tr>
<td>Chief of grade 3</td>
<td>Seiichi Inoue</td>
</tr>
<tr>
<td>Vice Chief of grade 3</td>
<td>Hajime Imamura</td>
</tr>
<tr>
<td>Homeroom Teacher of 3-2</td>
<td>Goro Inogashira</td>
</tr>
</tbody>
</table>

There are 32 other characters in addition to these.
The Extended 3rd 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. Saekibara’s lawyer.
I also offer training for Incumbent teachers using this “GS SCHOOL”.
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.

e-mail  
ido.masami@s.hokkyodai.ac.jp

IDO laboratory's homepage  
http://www.ido-labo.com/