



IOEAE2017 *SPRING*

# 3<sup>rd</sup> International Conference on The Social Development and Education Reform in East Asia

TOKYO, JAPAN

MARCH 30-APRIL 2, 2017

第3回国際会議 東アジアの社会発展と教育改革  
第三屆教育國際會議 東亞的社會發展與教育改革  
제3회 국제 회의 동아시아 사회 발전과 교육 개혁

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3-1 Higashi-Ikebukuro, Sunshine City -6F, Toshima-ku, Tokyo, Japan 170-8630

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## Meeting at a Glance

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### **Tuesday, 30 March**

09.30-10.00 Registration  
10.00-15.30 Workshop 1: FD and IR in Japanese University

### **Friday, 31 March**

09.30-10.00 Registration

### **Saturday, 1 April**

09.30-10.00 Registration  
10.00-15.30 Workshop 2: Visting The University of Tokyo

### **Sunday, 2 April**

08.30-09.00 Registration  
09.00-09.10 Opening Remark  
09.10-09.40 Invited Address  
09.40-12.35 Session 1 • Session 2  
12.35-13.35 Lunch  
13.35-15.30 Session 3 • Session 4  
15.30-17.00 Session 5 • Session 6  
17.00-17.20 General Review  
17.20-17.40 Closing Remark  
18.00-20.00 IOEAE Conference2017spring Dinner (reservation/prepaid)

## Program at a Glance

	Acad Hall 1	Acad Hall 2
08.30-09.00	<b>Registration</b>	<b>Registration</b>
09.00-09.10	Opening Remark <b>IOEAE President's Address :</b> <b>Ueno Masamichi, 上野正道</b> Daito Bunka University ( <i>Japan</i> )	
09.10- 09.40	Invited Address:Ojima Maya 尾島満矢( <i>Japan</i> ) Child development and Japanese nursery school 日本の子どもの育ちと保育園	
	<b>Session .1</b> <b>Higher Education of East Asia</b>  <b>Chairperson : Ueno Masamichi 上野正道</b> Daito Bunka University ( <i>Japan</i> )	<b>Session. 2</b> <b>Research and Development in philosophy and psychology of Education: East Asian Perspectives</b> <b>Chairperson : Tomoko Higurashi 日暮 トモ子</b> Mejiro University( <i>Japan</i> )
09.40-09.55	●1.1 Keynote Address① : Yao Cong-Li 姚聰莉 ( <i>China</i> ) Evaluation on the Competitiveness of Higher Education in Western China and Its Influencing Factors 中国西部地区高等教育竞争力评价及影响因素分析	●2.1 Keynote Address① : Tong YueHua( <i>China</i> ) 佟月華 Studies on Students with Learning Disabilities in Mainland China
09.55-10.10	●1.2 Keynote Address② : Higeta Takeshi 日下田岳史( <i>Japan</i> ) Japan's Higher Education Policy and Research Problems on Female Enrollment Expansion 日本の高等教育政策と、女性の大学進学拡大を巡る課題について	●2.2Keynote Address② : Ming-Lieh Wu 吳明烈 ( <i>Taiwan</i> ) The Development of Learning Cities in Taiwan
10.10-10.25	●1.3 Keynote Address③ : Cheng-Cheng Yang 楊正誠( <i>Taiwan</i> ) An Analysis of Changing Vocational and Technological Higher Education Policies in Taiwan	●2.3 Keynote Address③Keqi Liu · Bing Zuo 劉克奇·左兵( <i>China</i> ) The cross cultural communication between Confucianism and care ethics — An interview with Professor Nel Noddings
10.25-10.40	●1.4Zhang Xiao-Xia 張曉霞 ( <i>China</i> ) The Research of Faculty Development in China	●2.4Yueh-Chun Huang · Cheng-Cheng Yang 黃月君·楊正誠( <i>Taiwan</i> ) Practical Strategies to Solve the Kindergarten Director Shortage in Taiwan
10.40-10.55	●1.5Shuai Wang 王帥( <i>Japan</i> ) The University of Tokyo The Effects of Financial Aid on Students' College Choice in China	●2.5 Yu-Chen Chen, Shan-Hua Chen 陳宥禎·陳珊華( <i>Taiwan</i> ) The Implementation of Readers' Theater in Elementary Schools in Taiwan
10.55-11.10	●1.6Wu yi 吳翊 ( <i>China</i> ) Reflections on Financial Management of Local Colleges and Universities under the Background of Connotative Development	●2.6 Yen-Cheng Su 蘇衍丞( <i>Taiwan</i> ) A Research on Knowledge Leadership and Learning Organization of Primary Schools in Taiwan
11.10-11.25	●1.7 Wang Tao 汪濤 ( <i>China</i> )	●2.7Pei-Yuan Hsieh,Hsuan-Fu Ho

11.25-11.35	Higher Education Policy Study in East Asia  ●Q&A	謝沛原・何宣甫( <i>Taiwan</i> ) Promoting Maker Education in Elementary Schools in Taiwan ●Q&A
	<b>Acd Hall 1</b>	<b>Acd Hall 2</b>
	<b>Session .3</b> <b>Internatiol education in East Asia:</b> <b>policy, process, and impact</b> <b>Chairperson : Higeta Takeshi 日下田岳史</b> Taisho University ( <i>Japan</i> )	<b>Session. 4</b> <b>The education and society in East Asia</b>  <b>Chairperson : Tong YueHua 佟月華</b> University of Jinan( <i>China</i> )
13.35-13.50	●3.1 Keynote Address① : Ru-Jer Wang 王如哲 ( <i>Taiwan</i> ) A Comparative study of Principal Professional Standards between the USA and Canada	●4.1 Keynote Address① : Yusuke Suzumura 鈴木裕輔 Hosei University (法政大学) ( <i>Japan</i> ) High School Student as a Voter: Lowering the Voting Age in Japan and Reactions at a Classroom 有権者としての高校生——日本における選挙権年齢の引き下げと教育現場の対応を中心に
13.50-14.05	●3.2 Keynote Address③ Tomoko Higurashi ( <i>Japan</i> ) 日暮 トモ子 (目白大学) Ariake College of Education and Arts, Japan School attendance rights for children with roots in foreign countries 日本における外国にルーツのある子どもの就学保障	●4.2 Keynote Address② : Hsuan-Fu Ho 何宣甫 ( <i>Taiwan</i> ) Augmenting the Donation to Schools in Taiwan
14.05-14.20	●3.3 Kun-Ming Tsai, Cheng-Cheng Yang 蔡焜明・楊正誠( <i>Taiwan</i> ) Motivation and Obstacles of Participating in the Instructional Materials Development Competition: Perception of Elementary Special Education Teachers in Taiwan.	●4.3 Keynote Address③ : Wu Minghai 吴明海 ( <i>China</i> ) One-core with Diversities, Justice and Harmony: On Multi-cultural Education with Chinese Characteristics
14.20-14.35	●3.4 Shih-Chang Lee, Tien-Ling, Hu Hsuan-Fu Ho 李世昌・胡甜菱・何宣甫( <i>Taiwan</i> ) Promoting the International Exchange Programs in Junior High Schools in Taiwan	●4.4 I-Ling Shih Hsuan-Fu Ho 施怡鈴・何宣甫( <i>Taiwan</i> ) Merits and Demerits of the Health Promotion School Project: Perceptions of the Section Chief of Hygiene in Junior High Schools in Taiwan
14.35-14.50	●3.5 Tien-Ling Hu・Huan-Hung Wu 胡甜菱・吳煥烘( <i>Taiwan</i> ) Part-Time Job Commitment by Full-Time University Students in Taiwan	●4.5 Pei-Yin Shih・Hsuan-Fu Ho 施嫻吟・何宣甫( <i>Taiwan</i> ) Developing Practical Resolutions for Successful Recruitments of Junior High School Administrators in Taiwan
14.50-15.05	●3.6 Mei-I Wang・Lian-Chyi Yeh 王美怡・葉連祺( <i>Taiwan</i> ) Are the thesis written by elite university graduate better? Evidence from the database	●4.6 Yu-Hsuan Yeh・Cheng-Cheng Yang 葉又嫻・楊正誠( <i>Taiwan</i> ) A Research on Benefits of Hosting Musical Club in Elementary School
15.05-15.20	●3.7 WuLiJiCang Bao 包烏力吉倉 ( <i>China</i> ) The Culture and Education of Mongolian within Multi-cultural Society in China	●4.7 Guan-Yi Wu・Shan-Hua Chen 吳冠逸・陳珊華( <i>Taiwan</i> ) A Study of School Library Services to Teachers in Taiwan
15.20-15.30	●Q&A	●Q&A

	Acd Hall 1	Acd Hall 2
	<b>Session .5</b> <b>Education reforms in East Asia</b> <b>Chairperson : Yusuke Suzumura 鈴木裕輔</b> Hosei University ( <i>Japan</i> )	<b>Session. 6</b> <b>Comparative education in East Asia: development and contributions</b> <b>Chairperson : Niu Zhi-kui 牛志奎</b> Sendai University ( <i>China</i> )
15.30-15.45	●5.1 Keynote Address : Tomoyuki Morita 森田 智幸( <i>Japan</i> ) The Process of School Reform toward School as Learning Community: Focusing on narrative of teachers in a sustaining school reform	●6.1 Keynote Address : Yueh-Chun Huang 黃月純( <i>Taiwan</i> ) A Comparison of Lifelong Learning Policies between Taiwan and South Korea
15.45-16.00	●5.2 Jian-Hao Lin · Yueh-Chun Huang 林建豪 · 黃月純( <i>Taiwan</i> ) A Research on Benefits of Student Learning Aid Project: Exploring the Differences between Senior High School and Vocational High School Students	●6.2 Emely D. Dicolon ( <i>Philippines</i> ) Teacher Education in Korea: Context and Implications to K-12 Teachers in the Philippines
16.00-16.15	●5.3 Wen-Hui Lee · Cheng-Cheng Yang 李文慧 · 楊正誠( <i>Taiwan</i> ) Is the School Safe in Taiwan? From the Analysis of Statistical Data	●6.3 Jin-Ling Zhu /朱金玲 ( <i>China</i> ) On the current situation and strategy of bilingual education for Korean Middle School in China 朝鮮族中学双语教育实施现状与策略
16.15-16.30	●5.4 Mei Yuan 袁梅 ( <i>China</i> ) Balanced Development of Compulsory Education in Minority Areas in China 中国少数民族地区义务教育均衡发展研究	●6.4 Fu-Chi Chuang, Yu-Liang Chang 莊富琪 · 張宇樑( <i>Taiwan</i> ) Revamping the In-service Teacher Training Program in Taiwan
16.30-16.45	●5.5 Evelie P. Serrano ( <i>Philippines</i> ) Co-optation of Indigenous and Modern Farming Practices Among Tagbanua Farmers in Calaut, Palawan, Philippines: Implications to Extension Education	●6.5 Chien-Fang Chiang Cheng-Cheng Yang 江建芳 · 楊正誠( <i>Taiwan</i> ) The Relationship between Teaching Leadership and Related Variables: A Synthesized Analysis of Thesis in Taiwan
16.45-17.00	●A&Q	●A&Q
	<b>General Review/総括講演</b>	
17.00-17.20	●Kojima Isamu/小島 勇 Tokyo Denki University( <i>Japan</i> ) Why It is a possible way for international exchange?The practice and signification of Sharing lesson study : based on the practice of students for half year to one year <分ちあい>授業研究が、なぜ国際交流ができる方法なのか、実践と意義について—学生たちの半年間、一年間の実践と成長の実際から—	
	<b>Closing Remark/閉会のご挨拶</b>	
17.20-17.30	●Ono Masahiro 大野真宏( <i>Japan</i> ) Institute of East Asia Education	
17.30-17.40	●Noyuri Endo 遠藤 野ゆり ( <i>Japan</i> ) Hosei University (法政大学・日本)	

## ABSTRACTS

### ●1.1 Keynote Address

Yao Cong-Li 姚聰莉 (*China*)

#### **Evaluation on the Competitiveness of Higher Education in Western China and Its Influencing Factors**

In this paper, the development of higher education in 12 provinces (cities, districts) in the Western China is taken as the research object. Using the factor analysis method and the interregional data, the Western China is divided into four levels. This paper evaluates the competitiveness of higher education, points out the current situation and development trend of the competitiveness of higher education in Western China. Finally, the article analyzes the main factors that restrict the competitiveness of higher education from the aspects of economy, policy, culture and geography.

**Key Words: Western China, Competitiveness of Higher Education, The level of development**

#### **中国西部地区高等教育竞争力评价及影响因素分析**

摘要：本文以西部地区12省(市、区)的高等教育发展为研究对象，利用因子分析方法和区际间数据的对比分析，将西部地区划分为4个层次的区域，对西部高等教育竞争力进行了评价；分析并指出西部高等教育竞争力的现状和发展趋势；最后通过从经济、政策、文化、地理等方面，分析了制约西部高等教育竞争力提升的主要因素。

**关键词：西部 高等教育竞争力 发展水平**

(Northwest University, China/中国 西北大学)

### ●1.2 Keynote Address

Higeta Takeshi 日下田岳史(*Japan*)

#### **Japan's Higher Education Policy and Research Problems on Female Enrollment Expansion**

In sociology of education in Japan, research on increasing the number of people who pursue university education seems to lack novelty. Many studies have been conducted on this subject in the form of career-choice studies or studies on educational backgrounds. Furthermore, current social and policy interests related to university education are all directed toward enhancing its quality. Research on expanding university enrollment even seems to go against the flow of the times. However, sometimes it is precisely because something is overlooked that an important theme can be found.

We briefly review policy discussions on the expansion of university enrollment, and, based on transitions in policy, aim to explore the phenomenon of the increase in women's enrollment in universities. We discuss two approaches to the research topic.

The first approach considers candidates selecting a career path and examines how they choose a course they believe maximizes expected utility; this method demonstrates the explanatory power of the "rational choice theory based on expected utility." However, at the time of choosing a path, a candidate's sense of expected utility is influenced by a presupposition of an uncertain future. With this premise, expected utility can be considered ambiguous for those choosing their career paths. In particular, the life course of women is more complicated than that of men. For this reason, it can be assumed that the expected utility at the time of making the decision involves a more uncertain future for women than for men. If there exists some explanation from the "rational choice theory based on expected utility," wherein women select a career path based on expected utility involving an uncertain future, there must be some mechanism that makes selecting a career path seem realistically beneficial. In other words, the second approach is essentially the question "what makes a 'rational choice based on expected utility' realistic?"

#### **日本の高等教育政策と、女性の大学進学拡大を巡る課題について**

日本の教育社会学では、大学進学拡大に関する研究は新鮮味に欠けるという感覚があるかもしれない。そのような研究は、進路選択研究、あるいは学歴研究といった形で多数行われてきたため、今となっては特段の目新しさはないように見える。さらには、現在、大学教育に対する社会的な、あるいは政策的な関心が、大学教育の質的充実に向けられている。大学進学拡大に関する研究は、時代の流れに逆行している感さえある。しかし、見落とされた課題にこそ重要なテーマが見出されることもある。

そこで、ここでは大学進学拡大を巡る政策的な議論について簡潔に振り返り、その政策の変遷の中から、女性の大学進学拡大現象という研究課題を取り出す。そして、その研究課題に対するアプローチは二つあることについて、議論する。

第一のアプローチは、進路選択主体が、進路選択時点において、期待効用を最大化すると信じることができ、進路を選択するという、「期待効用に基づく合理的選択理論」の説明力を実証するという方法である。ただし、進路選択時点において進路選択主体が捉える期待効用は、不確定な未来を前提としている。そのような前提があるがために、期待効用は、進路選択主体にとって、曖昧なものだとも言える。特に女性は、男性と比べてライフコースが複雑である。このため、進路選択時点における女性にとっての期待効用は、男性に比べて、いっそう不確定な未来を前提としていると、考えることができる。「期待効用に基づく合理的選択理論」がある程度の説明力を持つとすれば、不確定な未来を前提とした期待効用に基づく女性の進路選択を、進路選択主体にとって現実的な選択だと思わせるメカニズムの存在が、示唆される。つまり第二のアプローチは、「『期待効用に基づく合理的選択』にリアリティを与えるものは何か」を問うことに、他ならない。

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### ●1.3 Keynote Address

Cheng-Cheng Yang 楊正誠(Taiwan)

#### **An Analysis of Changing Vocational and Technological Higher Education Policies in Taiwan**

Higher education in Taiwan can be divided into two tracks: general higher education and vocational and technological higher education. Vocational education development has high correlation with economic development in Taiwan. In 1940s, the economic system of Taiwan relied heavily on agriculture and labor-intensive industry, vocational high school was a focus in that time. In the 1960s, technical intensive industry is the major economy. Vocational junior colleges were largely established. In the latest two decades, the success of high-tech industry and the emphasis of knowledge-based economy, universities with the titles of vocation and technology universities were an important focus of Taiwanese higher education and economic policies. The new trends of declining domestic students and the emergent concept of linking industries and universities and empowering employability of university graduates all urge policy makers in Taiwan to rethink the role of higher vocational and technological education. This research collects data from Ministry of Education in Taiwan and Executive Yuan of Taiwan to trace the changes of higher vocational and technological education. An important analysis is about the current role of higher education in the vocational sector and to analyze the impacts of latest policies of cultivating potential talent and knowledge economy market in Southeast Asia and seeking cooperation between industry and university.

Keywords: Technological and vocational higher education, Taiwan, policy

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### ●1.4Zhang Xiao-Xia 張曉霞 (China)

#### **The Research of Faculty Development in China**

##### **高校青年教師教學能力綜合發展體系的構建研究**

教師的教學能力和教學水準是高校保證教學品質、培養高素質人才的關鍵，青年教師是高校教師隊伍的主要力量，也是影響教學品質的重要因素。本報告在分析當前青年教師教學能力和培訓培養工作存在的一些共性問題基礎上，分析了教學能力形成的影響因素和評價標準，借鑒美英等國家的先進經驗，提出了構建青年教師教學能力綜合發展體系的建議。報告共分為五部分，第一部分是對教學能力的內涵進行探討，在綜合文獻資料的基礎上，報告認為教學能力應該包含教學認知能力、教學設計能力、教學實施能力、教學監控能力和教學研究能力等五種能力。第二部分對青年教師教學能力現狀和目前的教學能力發展工作現狀做出分析。認為高校青年教師在教學認知、教學設計、教學實施、教學監控、教學研究等幾方面都有不足之處。目前的培養制度不健全、培訓內容缺乏針對性、實踐平臺未構建、教學驅動機制未形成。第三部分對青年教師教學能力的影響因素進行分析，認為教師教學能力的影響因素包括三個方面，即個人因素，學校因素和社會因素。第四部分對美英等的青年教師教學能力發展經驗進行介紹，即重視職前培養模式、導師制培養模式、校本培訓模式、在職進修與繼續教育模式。第五部分提出構建青年教師教學能力綜合發展體系的建議。政府應該加強政策引導、制度保障、經費支持；學校應該創新青年教師教學能力提升的有效機制；青年教師個人應該樹立職業理想、加強教學實踐與反思、自主提升教學能力。舉例介紹濟南大學“2+X”青年教師教學能力發展體系的實施與效果。

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### ●1.5Shuai Wang 王帥(Japan)

#### **The Effects of Financial Aid on Students' College**

The scholarship program is one of the policy challenges in China higher education. It has played an important role, but at the same time it has had some problems and disadvantages. This paper attempts to analyze the effects of financial aid on students' college choice through questionnaire to senior high school students in China.

#### 中国经济资助对学生升学的影响分析

中国的高等教育自 1999 年以来实现了跨越式发展，取得了举世瞩目的成绩。为了促进教育公平，国家制定了全面的经济资助体系。但同时教育成本的增加让学生的升学选择增加了不确定性。经济资助政策对学生升学的影响如何，本发表针对这一问题通过实证分析进行考察。

#### 中国における進学選択への経済支援の効果分析

中国の高等教育は 1999 年から授業料の徴収に伴って高等教育全体の規模が急速に拡大してきた。高等教育の機会が増えた一方、進学にかかる私的負担も重くなっている。教育機会の均等を保つために経済支援政策が充実しつつあるが、経済支援が学生の進学選択にどのような効果を与えているのかが決して明らかになっていない。本発表では実証データを用いて進学選択への経済支援の効果を明らかにすることを目的とする。(Institute of Social Science, The University of Tokyo/ 日本东京大学/社会科学研究所)

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#### ●1.6 Wu yi 吴翊 (*China*)

Reflections on Financial Management of Local Colleges and Universities under the Background of Connotative Development

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#### ●1.7 Wang Tao 汪涛 (*China*)

Higher Education Policy Study in East Asia

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#### ●2.1 Keynote Address

#### Tong YueHua 佟月華(*China*)

#### Studies on Students with Learning Disabilities in Mainland China Studies on Students with Learning Disabilities in Mainland China

As a concept originated in western countries, learning disability (LD) has been translated into different terms in Chinese research context. However, the definition remains the same. Students with LDs are an important group of population in the field of school psychology and special education. Current research is mainly focused on cognitive and social aspects in students with LDs. Others research issues include definition and classification, etiology, evaluation and diagnosis, and intervention and remediation. Results indicated that studies on students with writing disability are limited, comparing with reading disability and math disability. In Mainland China, students with LDs are not included in special education category. Future research should address such topics as operational definition, evaluation and diagnosis, appropriate educational placement, and effective intervention. How to improve inclusive practice for students with LDs is a big challenge in Mainland China.

#### 中國大陸學習障礙研究

學習障礙的英文表述是 learning disabilities。雖然中國大陸研究者對這個專業術語的翻譯存在差異（如學習障礙、學習困難或者學習不良），但是研究者對學習障礙的界定與國外基本相同。學習障礙學生是中國學校心理學和特殊教育的重要研究物件，圍繞學習障礙問題形成了一個相對集中的研究領域，積累了一些研究成果。研究者主要從認知發展與社會性發展兩方面對學習障礙學生的心理特點進行研究。概念界定與類型、成因、診斷與評估和教育干預也是研究者關心的問題。與國外的研究相比，中國關於學習障礙研究集中於揭示學習障礙學生的心理特點方面，而在學習障礙分類與診斷、教育安置與干預等方面的研究有待加強。此外，研究者比較關注漢語閱讀障礙和數學障礙兩種類型，對寫作障礙的研究較少。在中國的教育體系中，學習障礙學生還沒有被歸類為特殊教育需要學生，如何有效地進行評估與診斷、如何進行教育安置與干預、如何為他們設計個別化教育計畫等問題是中國學校心理學與特殊教育研究面臨的挑戰。

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●2.2 Keynote Address

Ming-Lieh Wu 吳明烈 (*Taiwan*)

**The Development of Learning Cities in Taiwan**

In Taiwan, Lifelong Learning is not only concept, but a real actions which has practically involved into the life of local population, it even became a way of people's life and their attitude. From 1990 thus far, each and every international organizations and countries are all promoting lifelong learning conceptions actively into each society and furthermore making the development of learning society as its significant meaning and their social movement in this very era. Taiwan, as part of the team has also committed itself to the development of lifelong learning society, playing the role of making each and every policy substantively forwarding and effectively achieving.

This article tries to explore from international development trend of lifelong learning to discuss about the three major work streams of lifelong learning at current situation in Taiwan; besides, from the perspective of Deficiency Analyse, to make through of inquiry to the major problems and challenges of the development of lifelong learning which was faced in Taiwan, to be summarized as:

1. A comprehensive development of all types of Learning Organization.
2. Activating Learning Cities.
3. Promoting relevant Institutions to effectively forwarding the approaches of Lifelong Learning.
4. Enhancing Quality and Profession in people and lifelong learning industry.
5. Fostering lifelong learners and developing capabilities of people in lifelong learning.
6. Proposing the future vision of Taiwan lifelong learning.

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●2.3 Keynote Address

Keqi Liu · Bing Zuo 劉克奇·左兵 (*China*)

**The cross cultural communication between Confucianism and care ethics**

— **An interview with Professor Nel Noddings**

This paper is the transcription of an interview with Nel Noddings, an original thinker of care ethics and now an Emeritus Professor of Stanford University. The interview was initiated by the interviewer's avid concern of the world peace and eagerness of knowing the internal relations between Confucianism and care ethics. It shows a dialogical knowing process of identifying a number of important commonalities and differences between Confucianism and caring ethics. Specifically, while human feeling, social relations, and reciprocity are conspicuous commonalities, the importance of dialogue, the understanding of the development of moral virtue and the ethical ideal (the vision of the best self) are remarkable differences. The cross-cultural communication of this kind deepens our understanding of a number of key elements on both Confucianism and care ethics, and it will eventually promote moral education at an international level, which is a demand more urgent than ever.

Key words: cross cultural communication; Confucianism; Ren; care ethics; caring relations

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●2.4 Yueh-Chun Huang · Cheng-Cheng Yang 黃月君 · 楊正誠 (*Taiwan*)

### **Practical Strategies to Solve the Kindergarten Director Shortage in Taiwan**

Early childhood is a crucial stage of life in terms of physical, intellectual and emotional development, and children learn most actively and/or efficiently during their early developmental years. Accordingly, the policy of integrating public kindergartens and nursery schools was introduced by the Taiwan Ministry of Education in 2012 to ensure that high quality early childhood education is available for all children, which mandated that each kindergarten attached to elementary schools should establish a director position to oversee the administrative work. Although the kindergarten director should be recruited from kindergarten teachers, the complexity and changing of demands fostered by different kindergarten stakeholders have deterred teachers from assuming the position. To enhance the willingness of teachers to consider the director position, it is important to have a deeper analysis of the pros and cons. This research thus endeavors to identify the major motivations and obstacles of kindergarten director recruitment. A self-developed questionnaire is administered to 100 kindergarten teachers, and based on the research results, practical recommendations are presented to improve the kindergarten director recruitment system in Taiwan.

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#### **●2.5 Yu-Chen Chen, Shan-Hua Chen 陳宥禎 · 陳珊華(Taiwan)**

##### **The Implementation of Readers' Theater in Elementary Schools in Taiwan**

English has become the most popular language in current world society, and it is crucial for people to learn if their aim is to survive the global market competitions. Since international trading has been the most crucial activity for the economic development of Taiwan, the Taiwan Government in 2005 enforced that English lessons should begin in the third grade of elementary school, and Reader's Theater (RT) was introduced as one of the best approaches to enhance students' English competences. Reader's Theater is a dramatic presentation of a written work, and by involving students in drama performing activities, it has been promoted by scholars as the most effective method for enhancing students' English reading, writing, listening, and speaking competences. However, obstacles and incidents occurred during the process of implementation, which has significantly deterred school teachers from using it. This research is thus aimed to identify the major obstacles of implementing Reader's Theater, as well as to specify the best resolutions. A self-developed questionnaire was administered to 100 elementary school teachers, and based on the research result, practical strategies for revamping the RT implementation were discussed.

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#### **●2.6 Yen-Cheng Su 蘇衍丞(Taiwan)**

##### **A Research on Knowledge Leadership and Learning Organization of Primary Schools in Taiwan**

Knowledge management is an emergent issue in the context of changing global economy. Economic advanced countries in the world pursue a knowledge-based economy system. Taiwan is no exception of this trend. The educational reform in Taiwan urges schools to apply knowledge management and leadership to enhance school performance and autonomy. The meaning of knowledge leadership is that organizational leader can construct an environment and culture that can help organization to build knowledge and to share knowledge. The meaning of learning organization is that the organization becomes a learning unit that workers in that organization will refresh their knowledge and thus can maintain organizational innovation. This research develops a questionnaire of school knowledge leadership and school as a learning organization. This research administered questionnaires to ten primary schools in Taiwan and collected 200 questionnaires wrote by teachers to explore current condition of knowledge leadership and learning organization in primary schools of Taiwan. Theories of knowledge leadership and learning organization will be discussed in the literature review section. Will teachers perceived knowledge leadership and learning organization be different amongst background variables? Does a statistical significant correlation between knowledge leadership and learning organization exist in primary schools of Taiwan? These questions will be explored in this study. Suggestions for school administration and policy and future studies will be offered in the last section of this research.

Keywords: primary school, knowledge leadership, learning organization, Taiwan

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#### **●2.7Pei-Yuan Hsieh,Hsuan-Fu Ho 謝沛原 · 何宣甫(Taiwan)**

##### **Promoting Maker Education in Elementary Schools in Taiwan**

Maker education is an extension of the maker movement, which emphasizes student-driven and hands-on learning. The maker education spearheads believe that by engaging students as initiative makers, they are able to develop real-world skills such as creativity, problem-solving, self-expression, and group collaboration, and therefore, governments in the

world has enthusiastically promoted this new educational approach. Taiwan is no exception, the government of Taiwan proposed to enforce the “maker five-year plan” in 2017, including cultivating maker education teachers and developing maker education curricula and materials at the elementary school level. This research is thus endeavoring to explore the motivations for becoming a maker education teacher, to identify the major obstacles of implementing maker education, and to specify the possible resolutions for the aforementioned obstacles. A self-developed questionnaire was adopted as the major instrument for data collection, which was delivered to 100 school maker education teachers. Suggestions are given to government officials, school administrators, and school teachers for developing an appropriate practical plan in promoting maker education.

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### ●3.1 Keynote Address

*Ru-Jer Wang 王如哲(Taiwan)*

#### **A Comparative study of Principal Professional Standards between the USA and Canada**

Research background: Due to lack of principal standards in Taiwan, it is essential to review and understand those countries where the principal standards have been well-established, so as to enhance professionalization of principals in Taiwan. Research purpose: The purpose of this study is to examine and compare principal standards between the USA and Canada. Documentary analysis and comparative study was employed for the purpose of the study. Research question: The questions to be answered in this study are the following: 1) What is the current state of principal standard and factors behind it in the USA? 2) What is the current state of principal standard and factors behind it in Canada? 3) Are there any differences of principal standards between the USA and Canada? 4) Are there any similarities of principal standards between the USA and Canada? 5) What are lessons from the comparison of the USA and Canada for Taiwan? 6) What are implications from the comparison the USA and Canada for Taiwan? Conclusion: Based on the comparison, three conclusions are made in the final part of this presentation.

**Keywords: principal standard; the USA; Canada**

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### ●3.2 Keynote Address

*Tomoko Higurashi 日暮 トモ子(Japan)*

*Ariake College of Education and Arts,Japan*

*School attendance rights for children with roots in foreign countries*

*日本における外国にルーツのある子どもの就学保障*

*(目白大学)*

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### ●3.3 Kun-Ming Tsai, Cheng-Cheng Yang 蔡焜明・楊正誠(Taiwan)

#### **Motivation and Obstacles of Participating in the Instructional Materials Development Competition: Perception of Elementary Special Education Teachers in Taiwan.**

Instructional Materials serve as media between teacher and students in the teaching-learning process, and proper instructional materials not only assist teachers to better engage students in their instructional activities, but also facilitate learners' attainment of knowledge, abilities and skills. There are important factors to be considered in developing instructional materials, and a proper instructional material should comply with functional, economic, safety and interesting requirements. The Annual Competition of Instructional Materials and Aids Development run by the Taiwan Government aimed to promote the concept of self-created instructional materials and aids, as well as to accelerate the progress of instructional materials and aids at the elementary school level. However, the result is far from expectations. This research thus endeavors to identify teachers' motivations of participating in the competition, to explore the major obstacles hindering teachers from participation, and to seek solutions for eliminating the obstacles. A self-developed questionnaire was administered to 100 elementary special education teachers, and the results may be employed for

revamping the competition in the future.

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●3.4 Shih-Chang Lee, Tien-Ling, Hu Hsuan-Fu Ho 李世昌 · 胡甜菱 · 何宣甫 (*Taiwan*)

**Promoting the International Exchange Programs in Junior High Schools in Taiwan**

To succeed in the fierce worldwide competitions initiated by globalization, the Taiwan Government has encouraged schools at every level to implement internationalization of education. The introduction of “A White Paper on International Education for Primary and Secondary Schools” in 2011 apparently confirmed the determination of the Taiwan Government in promoting the international collaborations at the primary and secondary school levels, including enhancing teachers’ international competences, developing latest international curriculum and teaching materials, constructing adequate international learning environment, and strengthening international exchange programs. This research is endeavors to portray the implementation of the internationalization of education in Taiwan, with a special focus on the international exchange programs such as forming sister school relations, building international teacher exchange programs, promoting short-term interschool visiting, and so forth. A self-developed questionnaire is administered to 100 junior high school teachers across Taiwan to determine the implementation efficiency of the international exchange programs. Practical recommendations based on the research results are provided for schools and the government to revamp their international education policies.

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●3.5 Tien-Ling Hu · Huan-Hung Wu 胡甜菱 · 吳煥烘 (*Taiwan*)

**Part-Time Job Commitment by Full-Time University Students in Taiwan**

The dramatic increase of education costs and the decrease of the family income in Taiwan have forced many university students to hold part-time jobs. Obtaining part-time job is not only lucrative financially, but also beneficial in enhancing students’ competences of time management, independent decision making, career market acquaintance, and responsibility building, to name just a few. However, there are drawbacks of obtaining part-time jobs such as less time for studying, risk involvement, and increasing stress, etc. Accordingly, how schools can help students to gain most while alleviate drawbacks from part-time job participations has become one of the major missions assigned to the consulting service in universities. This research thus endeavored to identify the major benefits and drawbacks of students’ part-time job commitment, to compare the advantages and disadvantages of a variety of job types, and to determine the major assists that should be provided by student consulting services. Analytic Hierarchy Process (AHP) and Correspondence Analysis (CA) are adopted as the major statistical methods in this research, and a self-developed questionnaire was administered to 200 university students from different academic fields. Practical recommendations are provided for students as a guide of part-time job obtaining, and for university administrators to improve their student consulting services.

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●3.6 Mei-I Wang · Lian-Chyi Yeh 王美怡 · 葉連祺 (*Taiwan*)

**Are the thesis written by elite university graduate better? Evidence from the database**

The definition of elite university may vary by people. It is more objective to set up a school that is chosen as an elite university through the implementation of the “Towards a Top University Program” by the Ministry of Education. The purpose of this study is to explore the relationship between downloading, referencing and citation by university graduate students through the use of secondary analysis as the main research method. This study used the data collected from the database of knowledge and value-added systems in Taiwan. In addition, it also discusses the situation of open and authorized thesis paper by graduate students. In order to fully understand the question “Is the thesis written by elite university graduate better written?”, we have to explore the relevance of downloading, referencing, disclosing and authorization of the thesis by graduate students. The results of this study found: 1. There is a high ratio of usage from downloads, citations, and quotations. It can be speculated that the thesis written by prestigious university students have good research value and worth further study. 2. The ratio of the number of full-text papers to full-text authorizations is higher. 3. There is a high degree of correlation between the download, the click, the citation, the disclosure and the authorization.

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●3.7 WuLiJiCang Bao 包烏力吉倉 (China)

**The Culture and Education of Mongolian within Multi-cultural Society in China**

**中国多文化社会におけるモンゴル民族の文化と教育**

本論文では、中国の1978年の改革開放及び1990年代の市場経済の移行に伴って、経済発展、都市化、学歴社会の形成などの社会構造の転換、経済・社会のグローバル化が教育にも大きな影響を及ぼした。この現状に対応するために、素質教育の全面的実施、基礎教育の課程改革、高等教育の大衆化、教育の法制化の展開などの教育改革も取り上げられてきた。これにともなって、漢語の普及と英語の導入のため、モンゴル民族の言語・文字使用範囲が狭小化と喪失しつつ、学校教育での民族的 content が薄れが大きな問題に直面しているし、伝統文化の授業事例が内モンゴルでは不足して、伝統文化が徐々に失われている。また民族教育の意識が低下し、モンゴル民族学校に通う人々が減少し、モンゴル民族学校の数も減少する一方の諸課題となっていることに対して中国におけるモンゴル民族教育の現状と課題、モンゴル民族文化の保護・伝承・発展の制度や政策と在り方について取り上げられた。

(School of Education, Inner Mongolia University for Nationalities/内蒙古民族大学)

●4.1 Keynote Address

Yusuke Suzumura 鈴村裕輔 (Japan)

**High School Student as a Voter:**

**Lowering the Voting Age in Japan and Reactions at a Classroom**

In Japan, the voting age was lowered from 20 years old to 18 years old by the enforcement of the Revised Public Officers Elections Law in June 2016. Revision of the Public Officers Elections Laws aimed to correspond to a global tendency to regulate 18 years old as the voting age and promote young generations' participation in politics. It was the 10th July 2016 when the first national election, the 24th Election of House of Councilors, was conducted since the law was revised. They paid their attention carefully to this election, however there are unavoidable and fundamental problems for us: in 18 is an age which is equal to the 3rd grade of a high school in Japan and it is required to each school to conduct a political citizenship education; how can we teach political issues or keep political neutrality in the daily class. After the war period, it was avoided to deal political issues in school education in Japan. Thus contents of education often are not adequate for a situation surrounding students, though the voting age lowered. In this speech we examine efforts of high schools, especially focusing on in the case of public schools, for lowering of the voting age with practical examples.

**有権者としての高校生——日本における選挙権年齢の引き下げと教育現場の対応を中心に**

日本では2016年6月に改正公職選挙法が施行され、選挙権年齢が従来の20歳以上から18歳以上に引き下げられた。公職選挙法の改正は、世界的に18歳以上を選挙権年齢とする傾向があることに対応し、さらに若年層の政治への参画を促すことを目指した措置であった。2016年7月10日に行われた参議院議員選挙は選挙権年齢が引き下げられてから最初の国政選挙であったため、人々の注目を集めることになった。一方、教育の側面から選挙権年齢の引き下げを考える場合、具体的な課題の解決を避けることは出来ない。すなわち、18歳は高校3年生に相当する年齢のため、有権者となった高校生が投票権をいかに行使するのかという「主権者教育」が必要とされるとともに、日々の授業の中で政治的な問題に対してどのように取り組むのか、あるいは教育の中で政治的な中立性をどのように確保するのかという点が問題となる。戦後の日本においては、長らく学校教育の中で政治的な話題を取り扱うことが避けられてきた。そのため、選挙権年齢が引き下げられたにもかかわらず教育の内容が生徒を取り巻く状況に対応しきれていない場面が散見されている。今回の講演では、日本の高等学校、とりわけ公立学校に焦点を当て、選挙権年齢の引き下げに対してどのような取り組みを行っているかを実例とともに検討する。

(Hosei University/法政大学)

●4.2 Keynote Address

Hsuan-Fu Ho 何宣甫 (Taiwan)

**Augmenting the Donation to Schools in Taiwan**

Adequate funding is prerequisite for the success of any educational activities, while a decrease of governmental financial supports to the educational sector in the past few years has forced schools in Taiwan to devastatingly search for replacement resources. Among all the fundraising plans, donations turn out to be an essential revenue source for many educational institutions in Western countries, and schools in Taiwan have thus tried to also benefit from this financial measure, but the results are far from expectation. This research is thus endeavored to target the major donors for schools, to identify the key problems in collecting donations, to develop possible strategies for solving the aforementioned

problems, and to analyze the perception variations among different participant groups. Quantitative approach is adopted to identify the major problems, and questionnaires are administered to 100 school principals across Taiwan area. Thereafter, focus group interviews are applied to developing fundraising strategies for schools at different levels in Taiwan.

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#### ●4.3 Keynote Address

Wu Minghai 吴明海 (*China*)

##### **One-core with Diversities, Justice and Harmony: On Multi-cultural Education with Chinese Characteristics**

##### **一核多元、中和位育：中国特色多元文化观及教育观的哲学思考**

The diverse relations among multicultures lead to diverse structures of multi-cultures and diverse views on both multi-cultures and multi-cultural education. In the research of the Chinese ethnic relationship, the idea of the pluralistic and organic-whole pattern is firstly proposed by Fei Xiaotong. He suggest that an organic whole is refers to the entities of Chinese nation, and pluralistic cultures is refers to 56 ethnic groups in China. Moreover, there is a dialectical and unified relationship among them. Likewise, the writer concerned about in what means can the organic whole pattern operate the interconnected system and allocate cultural resources appropriately. This paper is a further study on the basis of Fei Xiaotong's theory. The writer uses a series of history and sociology knowledge to clarify the function of one-core in the system. He holds that one-core plays a significant role in the pattern, and multi-cultures are centered on one-core in a mutually and inexhaustibly generation.

多元文化的“元”与“元”之间的关系是多种多样的，这就决定了多元文化的结构是多种多样的，决定了多元文化观及其教育观是多种多样的。笔者以中国中庸哲学为理论依据，在费孝通先生的“多元一体”观以及潘光旦先生的“位育”观的基础上，提出“一核多元、中和位育”的文化观，其具体要点是：多元一体，体中有核；一核多元，多元一核，相互生成，永不枯竭；多元互动，中和位育，相互尊重，相互制约，美美与共，良性和谐。其文化结构模式就如太阳系，“一核”如太阳居于中央，“多元”如行星环绕太阳，各自有各自的位置、运行轨道及亚系统。“一核多元、中和位育”的教育观是按照既讲社会正义又讲社会包容的原则，既突出重点，又兼及一般，恰如其分地配置各种文化资源，培养新时代具有正确文化理念和开阔文化视野的良好国家公民与世界公民。“一核多元、中和位育”观点有利于我们分析与处理民族问题以及民族教育问题。加强以儒家文化为核心的传统文化的修复，可以促进整个中华民族的文化生态系统的改善。中国的民族教育，核心与终极目的都是培养国家公民，其他具体目标是多元；在课程体系建设中，国家课程是核心，地方课程、校本课程是多元；在多语教育中，国家通用语言文字是核心，各民族语言文字、各地方言以及外国语言文字是多元；在校园文化中，中华民族整体文化观是核心，族群、地域乃至国际等文化特色是多元。

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#### ●4.4 I-Ling Shih Hsuan-Fu Ho 施怡铃·何宣甫 (*Taiwan*)

##### **Merits and Demerits of the Health Promotion School Project: Perceptions of the Section Chief of Hygiene in Junior High Schools in Taiwan**

The concept of health promotion has quickly gained worldwide acknowledgement since it was introduced by the Lalonde report in 1974, and the key concept of this milestone activity was that prevention is better than cure. Thereafter, the World Health Organization (WHO) illustrated that schools are the most important institutes in promoting health promotion, and the “Global School Health Initiative” was thus launched in 1995 to strengthen health promotion concepts. In response to the aforementioned WHO's initiative, the Taiwan government issued the “Health Promotion School Project (HPSP)” in 1996, seeking to bolster health promotion at the local level. This article reviews the implementation process of the HPSP, identifies the major achievements and obstacles of the HPSP, and provides recommendations for revamping the HPSP. A self-developed questionnaire was used as the major instrument for data gathering, which was then administered to 100 junior high school section chiefs of hygiene across Taiwan. We highly suggest that an increase of resources and personality is crucial if the aim is to further improve the HPSP achievements.

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#### ●4.5 Pei-Yin Shih · Hsuan-Fu Ho 施佩吟·何宣甫 (*Taiwan*)

##### **Developing Practical Resolutions for Successful Recruitments of Junior High School Administrators in Taiwan**

School administrators at the junior high school level serve as professionals assisting school principals to ensure schools

function smoothly, and their major career duties include coordinating curricula, developing school budget, and helping students with a variety of problems, etc. Although it is impossible to run a school without administrators, a shortage of administrators has getting worse over time in Taiwan. This research is thus aimed to identify the main obstacles that hindering school teachers to become school administrators, as well as to attain strategies that might be employed to enhance school teachers' willingness of taking the administrative positions. A self-developed questionnaire is employed as the main instrument for data collection, which is delivered to 200 school teachers in 20 junior high schools across Taiwan area. Based on the research results, several practical suggestions are provided to school principals and government officials to revamp their school administrator recruitment policies.

**Key words:** school administrator, junior high school, recruitment

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●4.6 Yu-Hsuan Yeh • Cheng-Cheng Yang 葉又嫻 • 楊正誠 (Taiwan)

**A Research on Benefits of Hosting Musical Club in Elementary School**

Recently, the educational reform in Taiwan emphasized on variety of learning abilities. With the belief of multiple learning, there are raising rate of schools holding the extra-curricular club-after-school, which are with more and more developing directions for those clubs. With that, students have more motivations on participating in club-after-school. This research aims at discussing the benefit of joining the club-after-school amongst elementary school students. This research develops factors of benefits of school develop musical clubs into three factors: the benefit for students, the benefit for schools, and the benefit of the community.

The researcher self-develops "Questionnaire of benefits of school develop musical club". This research administers questionnaires to primary school teachers. This research plans to send to 200 teachers serve at Chiayi, with balanced gender, serve area, and the scale of school.

It aims to discuss the benefit of developing musical clubs in school from teachers' views and compare those views with different background variables.

The result will provide some advices for school future planning and future researches.

**Keyword:** elementary school, extra-curricular club, benefits of hosting musical club

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●4.7 Guan-Yi Wu • Shan-Hua Chen 吳冠逸 • 陳珊華 (Taiwan)

**A Study of School Library Services to Teachers in Taiwan**

A school library provides teachers and students with convenient access to books and reading, information and digital technology, and a wide range of variable learning activities. The government of Taiwan mandated that every elementary and secondary school in Taiwan should have a school library, aiming to educate students with advanced information capabilities for meeting the new challenges of the knowledge-based society. However, merely establishing a school library entity does not guarantee that library resources can be adequately applied to facilitate school teaching and learning success, rather, suitable implementation and management supports is required. This research is thus aimed to explore major benefits of a school library perceived by teachers, as well as to identify major obstacles of applying library resources to facilitate school instructional activities. A self-developed questionnaire is administered to 100 school teachers at the junior high school level, and based on the research results, policy recommendations are made for government officials and school administrators to further improve the school library performances.

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●5.1 Keynote Address : Tomoyuki Morita 森田 智幸 (Japan)

The Process of School Reform toward School as Learning Community: Focusing on narrative of teachers in a sustaining school reform

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●5.2 Jian-Hao Lin • Yueh-Chun Huang 林建豪 • 黃月純 (Taiwan)

**A Research on Benefits of Student Learning Aid Project: Exploring the Differences between Senior High School and Vocational High School Students**

This study aims exploring the practice of Student Learning Aid Project in Taiwan. The Student Learning Aid Project is an educational policy that for strengthening high school students' learning motivation and enhancing student quality and shorten learning outcome divide amongst high school students to show educational justice. This policy is called the basis of Twelve Year Compulsory Citizen Basic Education in Taiwan. Researcher is currently a school teacher in Taiwan thus

I am interested in understanding the effect and implementation of Student Learning Aid Project in Taiwan. The research method is questionnaire survey. This research self-develops a questionnaire to ask school teachers to survey school teachers' views of this policy's effects on high school students' learning outcomes between different social economic backgrounds and school types.

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●5.3 Wen-Hui Lee • Cheng-Cheng Yang 李文慧 • 楊正誠(Taiwan)

#### **Is the School Safe in Taiwan? From the Analysis of Statistical Data**

Campus security is an important work of school management, there has been lots of official publication, work manuals, books, journal articles, and thesis discussing this issue. Thus, we can say there are lots of theory and practical results on this issue. However, campus safety issues and accidents still can be seen in many schools in recent years, it needs to examine this problem again from a macro perspective. This research aims at exploring safety accidents in the whole Taiwan and different educational level schools in Taiwan. The statistical data for the past five years come from the Department of Statistics, Ministry of Education, and are analyzed for eight types of campus safety events. The results show that each type of campus safety events worsens year by year, among which the number of illness events increases most, following by incident of adolescent & child protection act as well as accident event. Also, the highest number of safety events falls into the elementary schools, following by high schools and kindergartens, while the highest ratio of illness event happens in kindergartens and next in the elementary schools. Furthermore, there are significantly high correlation between accident and safety maintenance, safety maintenance and violence & misbehavior, accident and incident of adolescent & child protection, safety maintenance and others, violence & misbehavior and others. There is also significantly high correlation among campus safety events in universities, high schools, elementary schools and kindergartens. All these information indicates the current focus that needs to be improved on campus.

**Keywords: Campus Safety, School Management, Campus Safety Events, Crisis Handling**

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●5.4 Mei Yuan 袁梅 (China)

#### **Balanced Development of Compulsory Education in Minority Areas in China**

##### **中国少数民族地区义务教育均衡发展研究**

China is a united multi-ethnic country. After the founding of the People's Republic of China in 1949, the government identified 56 ethnic minority groups. The Han Chinese is the largest population. The other 55, representing a population of 1.1379 billion and accounting for 8.49% of the national total, is relatively small when compared to the Han, but in the aggregate or in each group they are referred to as 'the minority'. The Zhuang is considered largest ethnic minority and the Lhoba the smallest with only more than 2900 people.

The distribution of ethnic minority groups in China is either in mixed settlements or compact communities. Within the Han territory, ethnic minorities live in compact communities and, in minority areas, Han Chinese co-exist. The distribution of living patterns reflect the interaction and migration of different ethnic groups during the long-term process of China's historical development. The ethnic minorities are widely distributed despite their small population. The largest settlements of ethnic minorities are mainly found in Inner Mongolia, Xinjiang, Ningxia, Guangxi, Tibet, Yunnan, Guizhou, Qinghai, Sichuan, Gansu, Liaoning, Jilin, Hunan, Hubei, Hainan, and Taiwan. Yunnan is home to 26 ethnic minority groups, which holds the title of China's most diverse province.

Minority education is an important part of our nation's education .It has a wide range of vital significance to develop the minority education and improve the quality of our nation. Since the founding of New China , esp. the adoption of reform and opening policies, our national education has developed rapidly and achieved remarkable achievements ,There are the essential requirements of socialist society and the objective requirements to build a harmonious society and to practice the scientific concept of development , through further speeding up the development of minority education, reducing the gap between the ethnic minority areas and other areas in the development of education, and promoting the education fairness.

The equal development mode in compulsory education is the generalization of method and approach to realize the goals of the balanced development in compulsory education, especially in minority areas. The present situation of compulsory education development in minority areas is far behind its goals.

The problem of equal development of compulsory education in minority areas have their particularities despite of the commonality shared with other areas. Based on my previous fieldwork in Inner Mongolia, Qinghai Province, specifically, according to the research objective, we selected 3 schools( one primary school and two middle schools) respectively from three counties in the two provinces as the research sites, with the help of Department of Education of Inner Mongolia and

Qinghai Province, we managed to contact with the local bureau of education to finish our information collection table of compulsory education in minority areas. And we adopted questionnaire survey to the teachers and students of the research site schools as well as the public satisfaction questionnaire to the public. Besides, we participated in observing the teaching class and campus and their recess and especially conducted formal and informal interviews to the educational official, and teachers and students and parents, we found that the current development mode focused too much on some external material educational resources allocation.

Actually, in minority areas, how to improve the quality of compulsory education and simultaneously give consideration to its particularities due to its unique history, culture, language and economic and social development of minority people when we pursue equal development of compulsory education in minority areas is the crucial goals. In other words, high quality and the particularities of the minorities are the anticipated ends of equal development of compulsory education in minority areas compared to other areas.

My research tries to explore some theories on equal development of compulsory education in minority areas and analyses the current situation on equal development of compulsory education in minority areas including the achievements and problems & difficulties, and tries to put forward suggestion and countermeasures.

*(Minzu University of China)*

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#### ●5.5 Evelie P. Serrano *(Philippines)*

##### **Co-optation of Indigenous and Modern Farming Practices Among Tagbanua Farmers in Calautit, Palawan, Philippines: Implications to Extension Education**

This paper aims to discuss the co-optation of indigenous and modern farming practices among Tagbanua farmers in Calautit, Palawan, Philippines and its implications to extension education. As the Philippine agriculture sector modernizes its mechanisms in response to globalization, indigenous peoples (IPs) who often have limited financial resources could be marginalized. Hence, this paper seeks to examine how the co-optation of indigenous and modern farming practices could be used to strengthen agricultural extension service delivery in indigenous communities.

Case study research design was used to collect pertinent data needed to analyze the co-optation process and draw out its implications to extension education. Data were collected primarily from Tagbaua farmers, community and tribal leaders, and extension workers in Calautit, Palawan, Philippines. Key informant interviews, personal communications, focus group discussions, and field observations were conducted. Thematic analysis was used to analyze data.

The co-optation process shows that IP farmers, particularly the Tagbanua, have the capacity to improve agriculture by merging indigenous and modern farming practices. Extension service providers should thus implement efforts to maximize the process of co-optation as this produces more effective and sustainable results. Accordingly, the co-optation process could be used as a basis in developing an extension framework that is more suitable for indigenous communities.

**Key words: Indigenous peoples, extension education, agricultural extension**

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#### ●6.1 Keynote Address

*Yueh-Chun Huang 黃月純(Taiwan)*

##### **A Comparison of Lifelong Learning Policies between Taiwan and South Korea**

“Lifelong Learning Act” was enacted and released in 2000 and has become a policy framework for implementing lifelong learning in South Korea. Since then every five years a Basic Developmental Plan for Lifelong Education was planned by the Park Geun-hye's government. The third Basic Developmental Plan for Lifelong Education from 2013 to 2017 was released by the Government. A call for a 100 years old era of the national lifelong learning system became the new vision and target for developing next 5 years lifelong learning. National Institute for Lifelong Learning as a government agency was established, according to the Lifelong Learning Act. In comparison, “Lifelong Learning Act” was released in 18 June, 2014 and the Committee for Implementing Lifelong Learning was founded by the Government in Taiwan for initiating, coordinating and executing the relevant works. The purposes of this study are: 1) to examine policy contents of lifelong learning, current state and their developments in South Korea; 2) to look at policy contents of lifelong learning, current state and their developments in Taiwan; 3) to compare differences and similarities of lifelong learning policies between Taiwan and South Korea; 4) to provide the relevant comparative implications and policy suggestions for the Governments both in Taiwan and South Korea. For the purposes of this proposal, research methods including documentary analysis, and comparative study were employed in this study. Based on the comparative analysis of lifelong learning policies

between Taiwan and South Korea conclusions and suggestions are made for both Taiwan and South Korea in implementing lifelong learning policies so as to enhance the future development of lifelong learning.

**Keywords: lifelong learning, lifelong education, South Korea, Taiwan**

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●6.2 Emely D. Dicolen (*Philippines*)

**Teacher Education in Korea: Context and Implications to K-12 Teachers in the Philippines**

This paper entitled “Teacher Education in Korea: Context and Implications to K12 Teachers in the Philippines” aims to describe the recent developments and innovations undertaken in Korea’s Teacher Education Institutions (TEIs) in the areas of teacher education curriculum, teacher certification and development, teacher recruitment, selection and retention, and teacher assignment or workload. It also aims to know the impact of these innovations to teachers and administrators of TEIs.

Furthermore, it wants to explore possible programs and areas of Korean Teacher Education that are useful in the training of Filipino teachers for an effective implementation of the K12 curriculum.

Results shall be gathered from Korean teachers and administrators of TEIs through interviews and survey questions. Secondary data and reading materials about K12 curriculum in the Philippines, particularly on the skills and competencies required of K12 teachers shall be reviewed and analyzed in the light of the interview and survey results from Korea.

The results and findings shall focus on the lessons that the Philippines can learn from the pre-service and in-service trainings of teachers in South Korea to better equip them with the skills and competencies necessary to successfully implement the K to 12 curriculum.

Recommendations shall be drawn and forwarded to the different agencies in charge of teacher training and school personnel whose task is to implement faculty development programs for their teachers.

Keywords: teacher education, K12 teachers, teacher training, in-service training, pre-service training

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●6.3 Jin-Ling Zhu /朱金玲 (*China*)

**On the current situation and strategy of bilingual education for Korean Middle School in China**

**朝鮮族中學雙語教育實施現狀與策略**

China is a unified socialist country, with multi-ethnic and multicultural society. There are 56 ethnic groups coexisting in a ‘family’, forming the diversified & unified society with the co-existence of the various ethnic groups. There are 55 ethnic minority groups, except of Man & Hui, there are more than 80 languages and 29 kinds of characters among the remaining 53 groups. Besides, there are 5 autonomous regions and 30 autonomous prefectures and 120 autonomous counties in China, and the total population is of The Minorities accounts for 8.49 percent of the whole population, nearly 1.13 million. Education for ethnic minorities(EFEM) is an important part of the whole education of our country as well as an important content of the ethnic work, and its development is a critical signal of harmonious society. The so-called bilingual teaching refers that give priority to teaching by mother-tough as well as the Chinese course is taught in school or giving priority to teaching by the Chinese as well as their mother-tough is taught in school, like Mongolian-Chinese, Korean-Chinese, Uygur-Chinese, Tibetan-Chinese, Kazak-Chinese in School.

In the process of vigorously promoting bilingual education, due to the complexity of ethnic minority areas in China,

which makes the development of bilingual education in imbalance. In the complex and unbalanced development of bilingual education in the status, trying to find some typical bilingual education development and practice, combs its context, clarify the facts, explore the law, to provide the basis for other minority bilingual education development is the direct appeal to the state of bilingual education and theory and practice.

It is well known that Korean bilingual education does quite well in China, which form a complete bilingual education system, from kindergarten and primary school, middle school and high school as well as colleges and universities including vocational school.

This research did the fieldwork in Yanbian, through a case study, using "anatomy sparrow" methods to explore and answer the history and the present situation of Yanbian Korean bilingual education, analyze success experience and reason of Yanbian Korean middle school bilingual education. However, in the new period, there are special problems and difficulties in Yanbian Korean School Bilingual teaching. Thus the paper also try to find the solutions to deal with them and improve the quality of bilingual education in Yanbian as well as offer the reference for the other parts in China in term of bilingual education.

*(Minzu University of China)*

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●6.4 Fu-Chi Chuang, Yu-Liang Chang 莊富琪・張宇樑(Taiwan)

**Revamping the In-service Teacher Training Program in Taiwan**

Teacher quality is vital to student achievement, and therefore, governments in the world have endeavored to establish programs and policies to guarantee sound teacher quality. Although the teacher education system in Taiwan has long been recognized as an effective system in equipping prospective teaches with knowledge, attitude, and skills required in their school jobs, the introduction of many new educational theories and technologies has forced teachers to learn new skills that were not taught in their teacher preparation programs, and therefore, in-service teacher training has perceived by the government as an efficient and inevitable approach to help teachers to survive the ever changing educational environment. This research is thus aimed to identify the major motivations and obstacles for teachers to participate in in-service training programs, as well as to evaluate the major accomplishments of participating in these programs. A self-developed questionnaire is delivered to 100 teachers who are participating in in-service training programs. Practical suggestions are provided for policy makers to revamp the current in-service teacher training system in Taiwan.

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●6.5 Chien-Fang Chiang Cheng-Cheng Yang 江建芳・楊正誠(Taiwan)

**The Relationship between Teaching Leadership and Related Variables: A Synthesized Analysis of Thesis in Taiwan**

This paper studies the relationship between teaching leadership and related variables in Taiwan. This research collected data from "Taiwan Master's Thesis Knowledge Appreciation System" in the National Library. This research aims at exploring statistical relationship between teaching leadership and related variables in Taiwan. This research collected 166 related thesis while 102 valid thesis were able to be analyzed. The available rate of collected thesis was 61.45%. This research covers variables can be categorized into three dimensions: Teacher, Student, and School. These three dimensions include eight sub-categories: teachers' professional development, teachers' work pressure, teachers' class performance, teachers' team cohesion, students' learning achievement, students' learning pressure, and school effectiveness. This research applies descriptive statistics and visual graphing as two major analytical methods. The results were as follows:

1. In terms of relating variables of teaching leadership in Taiwan, "teacher's teaching effectiveness" is the variable that being highest influenced by teaching leadership, while teaching leadership has lowest influence on "student learning stress".

2. In terms of relating variables of teaching leadership in Taiwan, most studies focus the level of teaching leadership in primary education. The second largest group is secondary education, kindergarten stage, and special education.

Keyword : Teaching Leadership 、 Teacher Efficacy 、 Teachers' Professional Growth 、 Students' Learning Achievement 、 School Effectiveness

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●General Review

Kojima Isamu/小島勇(Japan)

Tokyo Denki University,/東京電機大学

Why It is a possible way for international exchange?The practice and signification of Sharing lesson study : based on the

practice of students for half year to one year

<分ちあい>授業研究が、なぜ国際交流ができる方法なのか、実践と意義について—学生たちの半年間、一年間の実践と成長の実際から—

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# MEMORY

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