

The 11th International Conference of School as Learning Community

Further Inquiry and More Collaboration:
Reimagining Learning Innovation in School as Learning
Communities

PROGRAM.

March 1st-3rd, 2024

Gakushuin University, Tokyo, Japan

The conference is held face to face and online.

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Welcome Greetings



MANABU SATO

President, International Network for School as Learning Community

It is with great pleasure that we get together at the 11th International Conference of School as Learning Community 2024. The conference is held both by face-to-face meeting and by virtual meeting with Zoom

The theme of the conference is “Further Inquiry and More Collaboration: Reimagining Learning Innovation in School as Learning Communities”. During three years and more, the COVID-19 had drastically changed the world politics, economy, society and education. Despite that the worst conditions of education, school as learning communities have been active and impacted school reform and learning innovation. We, people who are concerned about human right of learning for all, are keen to know what this means to democratize schooling in this hard age. SLC has proclaimed a robust cannon that both are inter-supportive and inter-dependent of each other through enhanced inquiry and collaboration based on listening pedagogy. Indeed, in the last year, we held the 10th international conference with 2,000 colleagues from 31 countries and areas.

In this conference, we invite the leading professors from The United Kingdom, China, Korea, Singapore, Indonesia, Vietnam, Thailand, Mexico and Japan as keynote and plenary speakers.

You are cordially welcome to take part in this exciting international event, and to share your innovations, experiences, cutting-edge theories, distinguished practice and visions for further education reforms.

Chair: The Organizing Committee of the 11th International Conference of School as Learning Community

Overview of the Conference

March 1st: School Visit

Fujimi Elementary School and Namiyanagi Elementary School, Hanno-City, Saitama Prefecture

10:00am – 5:00pm (Two busses depart at 8:00am from Main Gate of Gakushuin University.)

March 2nd: Opening Remarks and Keynote Speeches

West 2 Building Room 201, Gakushuin University:

9:00am – 5:30pm

9:00am- 9:30am	Opening Remarks
9:30am-10:00am	Keynote 1 Manabu Sato The University of Tokyo, Japan
10:00am-10:30am	Keynote 2 Peter Dudley University of Cambridge, U.K.
10:30am-11:00am	Break
11:00am-11:30am	Keynote 3 Christine Kim-Eng Lee National Institute of Education, Singapore
11:30am-12:00am	Keynote 4 Kiyomi Akita Gakushuin University, Japan
12:00am-12:30am	Keynote 5 Zhu Xudong, China Beijing Normal University, China
12:30am- 2:00pm	Lunch
2:00pm- 2:30pm	Keynote 6 Sumar Hendayana Indonesia University of Education, Indonesia
2:30pm- 3:00pm	Keynote 7 Siripaarn Suwanmonkha Chulalongkorn University, Thailand
3:00pm- 3:30pm	Keynote 8 Woojung Son, South Korea Korean Institute of Learning Community, South Korea
3:30pm- 4:00pm	Keynote 9 Luz Maria Stella Moreno Medrano Ibero-American University, Mexico
4:00pm- 4:30pm	Break
4:30pm- 5:30pm	Discussion
6:00pm- 8:00pm	Reception Party (5,000 yen) TRAD Mejiro 2F RACINES ORGANIC (1 minute walk from the university and the Mejiro Station)

March 3rd: Plenary Symposiums, Sessions and Closing Remarks

Plenary and Closing Remarks: West 2 Building Room 201, Gakushuin University

Sessions: West 2 Building Room 203, 204, 205, 304, 305, 306

9:00am-10:30	<p>Plenary Symposium A</p> <p>Yoshiko Kitada Saitama University, Japan</p> <p>Yu Lili Beijing Normal University, China</p> <p>Athapol Anunthavorasakul (On-line) Chulalongkorn University, Thailand</p> <p>Yuta Suzuki Tokyo Institute of Technology, Japan</p>
10:30am-10:40am	Break
10:40am-12:10am	<p>Plenary Symposium B</p> <p>Tomoyuki Morita Yamagata University, Japan</p> <p>Khong Thi Diem Hang Monash University, Vietnam</p> <p>Chun-Yi Lin National Taiwan Normal University, Chinese Taipei</p> <p>Arif Hidayat (On-line) Indonesia University of Education, Indonesia</p>
12:10am-1:10pm	Lunch
1:10pm-3:00pm	<p>Sessions</p> <p><u>Sessions Face to Face</u></p> <p>Session 1, 2: Practical Case and Its Interpretation</p> <p>Session 3: Collaborative Learning of SLC</p> <p>Session 4, 5, 6: Professional Development and School Reform</p> <p><u>Sessions Online</u></p> <p>Session 7</p> <p>Session 8</p>
3:00pm-4:00pm	Closing Remarks

School Visit

March 1st Observation of Lessons and Lesson Study

Location

Fujimi Elementary School and Namiyanagi Elementary School

Fujimi Elementary School: 1-1 Namiyanagi, Hanno-City, Saitama Prefecture

Namiyanagi Elementary School: 1194 Namiyanagi, Hanno-City, Saitama Prefecture

Brief Introduction

The Fujimi and the Namiyanagi Elementary Schools are medium-sized primary schools located in the First Junior High School District of Hanno City. The Fujimi School was a ground-breaking success in promoting school reform through the SLC approach nine years ago, and the SLC approach has since been promoted in all schools in Hanno City. The Namiyanagi School introduced SLC approach five years ago, and now four schools, including the First Junior High School and the other Seimei Elementary School, are working together to promote SLC reforms.

Time Table

10:00	Arrival to the Fujimi Elementary School
10:00	Opening and Introduction of the school by Principal Kazumi Ono
10:15	Observation of All the Classrooms of the Fujimi School
11:00	Transit to the Namiyanagi Elementary School
11:25	Introduction of the Namiyanagi School by Principal Maki Tomiyama
11:30	Observation of All the Classrooms of the Namiyanagi School
12:15-1:30	(Lunch Break)
1:30-2:15	Focused lesson
2:15-2:30	(Short Break)
2:30-3:00	Interview to 4 principals (adding Isao Hirano and Hiroshi Suda) of the school district
3:00-3:30	Lesson study by all the teachers of the Namiyanagi school
3:30-3:50	Commentaries by Tomoyuki Morita and Yuta Suzuki
3:50-4:30	Exchange of commentaries by SLC global colleagues
4:30	Closing

Transport

At 8 AM. Two busses pick up the foreign visitors at the main gate of Gakushuin University

At 8:30 PM The busses come back to the main gate of Gakushuin University

Dinner

After the school visit, we will go to Marroad Inn Hanno Restaurant to take a dinner.

And then the busses will take the foreign visitors to Gakushuin University;

Fujimi Elementary School



Namiyanagi Elementary School



Restaurant Marroad Hanno Inn



Moomin Valley Park in Hanno City



Keynote Speakers



MANABU SATO: The University of Tokyo, Japan

Professor Manabu Sato – Professor Emeritus of The University of Tokyo and a Visiting Professor of Beijing Normal University, He was the past Director of the Humanities and Social Sciences Division of Japan Council of Sciences (Japanese Academy of Sciences). He served as dean of the Graduate School of Education of The University of Tokyo from 2004 to 2006. He was also visiting professors to the Harvard University and New York University, and invited professors of El Colegio de Mexico, Berlin Free University and the past president of the Japanese Educational Research Association. Professor Sato has published more than 20 books, about 100 editorial books and nearly 200 academic papers. Many of his books have been translated into English, French, German, Spanish, Chinese, Taiwanese, Korean, Indonesian, Vietnamese and Thai. Professor Sato's multiple contributions have been recognized in the world. For instance, he was elected to be a member of National Academy of Education in the United States in 2001, and he was appointed the Inaugural Fellow of American Educational Research Association in 2009. In addition, he was a runners-up winner of Asian Publishing Award 2012 and got Mingyuan Education Award (China) in 2019.



PETER DUDLEY: Cambridge University, UK

Peter Dudley is an education leader, writer and researcher, Pete taught primary and secondary in London and abroad and has held education leadership posts locally, nationally and internationally. He directed the UK Government's Primary National strategy from 2006-11 and has pioneered the development of local, self-improving 'networked learning community' school systems - most recently leading the creation of London's schools-led, not-for-profit 'Camden Learning' where he was Director of Education from 2013-19.

Pete introduced Lesson Study into the UK and has led its development through Research Lesson Study (RLS). His research on teacher learning in RLS was shortlisted for BERA's 2013 Doctoral Research award. His RLS Handbook, first published in 2005, (now in its fifth edition), is freely downloadable in seven languages from www.lessonstudy.co.uk. 'Lesson Study: professional learning for our time,' was published by Routledge in 2015. Other publications are listed at: <https://www.educ.cam.ac.uk/people/staff/dudley/>. Pete was President of the World Association of Lesson Studies from 2016-21 and is now immediate past president.

Pete is now Associate Professor in educational leadership and learning at the University of Cambridge Faculty of Education. He develops and researches collaborative educational improvement in schools and works to bring about reform in school systems. He is a Hughes Hall Fellow, a member of 'Oracy

Cambridge' and CEO of Camtree, a global platform that supports and publishes teacher research。
<https://www.deficambridge.org/cambridge-teacher-research-exchange> .



CHRISTINE KIM-ENG LEE:
National Institute of Education, Singapore

Christine Kim-Eng Lee is currently Emeritus Associate Professor in Policy, Curriculum and Leadership Academic Group at the National Institute of Education, Nanyang Technological University, Singapore. Prior to this appointment, Christine was Head of Curriculum, Teaching & Learning (2006-2015), Head of Humanities and Social Studies Education (2000-2006) Academic Groups and Vice-Dean of the School of Arts (1997-2000). Her contributions to education have been recognized through various awards notably the Distinguished Alumni Award from Teachers College, Columbia University, New York and the Government of Singapore's Public Administration Medal and Long Service Award. Christine's research interests are in the areas of teacher development and learning, lesson study, listening pedagogy, cooperative and collaborative learning, curriculum development, implementation and change, curriculum and teacher leadership, and curriculum and school reforms. Christine plays an active role in the international Lesson Study community as President of the World Association of Lesson Studies (WALS) (2011-2016) and Immediate Past President (2017-2021) and continues to serve as an Executive Member of WALS Council. She is lead editor of the WALS-Routledge Lesson Study Series. She is a well sought after keynote speaker and has been invited to give keynotes and seminars at international conferences and academic symposiums in various countries.



KIYOMI AKITA: Gakushuin University, Japan

Professor Kiyomi Akita majors in teacher education and educational psychology, especially focusing on teacher's professional learning and on discourse analysis in the classroom from preschool to senior high school, she has engaged in lesson studies at many schools as a supervisor. She is Emeritus professor, The University of Tokyo. She has over 30 years of experience in lesson study in Japan, ranging from early childhood education to elementary, junior high, and high school. She has been the 9th president of Japanese Association of Early Childhood Education and care and she has been the 9th president of Japanese Association of Developmental Psychology. She has been the chair of the teacher education division, and vice-chair of the national curriculum division, the Central Education Council of Ministry of Education in Japan. She has also been the president of National Children and Families Agency.



ZHU XUDONG: Beijing Normal University, China

Professor Zhu Xudong, as the doctoral advisor, is the director of the Faculty of Education of Beijing Normal University. He also serves as the director of Center for Teacher Education Research of Beijing Normal University (Key Research Base of Humanities and Social Sciences for Universities, Ministry of Education) and a distinguished professor of the Yangtze River Scholar Program by the Ministry of Education. As a member and secretary-general of the National Advisory Expert Committee on Teacher Education, Ministry of Education, Professor Zhu is also the secretary-general of Teacher Education Branch of China Association of Higher Education, and a guest researcher of the Central Committee of the China Association for Promoting Democracy.



SUMAR HENDAYANA:
Indonesian University of Education, Indonesia

Sumar Hendayana has been actively leading Lesson Study activities in various schools and universities in Indonesia since 2006. He was Dean of Faculty of Mathematics and Science Education, Indonesia University of Education from 2005 to 2009. He was Visiting Research Scholar for CICE (Center for the study of International Cooperation in Education), Hiroshima University, Japan (December 2009 to March 2010). He was Visiting Professor, Nagoya University, Japan (10th June – 13th July 2019). He was lesson study committee of Ministry of Education and Culture for School-University Partnership through lesson study across the country. He collaborated with JICA in lesson study training for Asian and Ethiopian fellows. He chaired 2014 WALs conference in Bandung, Indonesia. He has been working closely with Sumedang Regency Office of Education for promoting school as learning community. In 2015, he received JICA Award. Currently, he is former council member of WALs and former President of Indonesia Association of Lesson Study.



SIRIPAARN SUWANMONKHA:
Chulalongkorn University, Thailand

Siripaarn Suwanmonkha, Ph.D. works as Advisory Committee of Centre for the Advancement of Learning and Professional Development (since 2016-) and a lecturer at Department of Educational Research and Psychology, Faculty of Education, Chulalongkorn University. She had been an Director of Centre for the Advancement of Learning and Professional Development

(2011-2016), Associate Dean in special affairs (2009-2011), Associate Dean in academic and research (1997-2001) and Associate Dean for research (1900-1992) and Director of Professional Experience Training Unit, Faculty of Education, Chulalongkorn University (1984-1986).

Her main research interest areas are Teachers' Learning, Professional Development and Action-Research Designs and Practices, for example; Basic Education for Career Development (2010), Research and Development of Action Research Program on Environmental Education Experience for Reflective Practitioner Development (2003-2004) and Research and Development the Training Program for Leaders in Instructional Integration for Energy and Environmental Conservation in School Curriculums: Dawn Project (1998).

She leads Professional Development Programs such as "Core Team Development through Coaching and Mentoring Collaborative Systems" (2015-) and "Teachers, Principals and Supervisors Development through Coaching and Mentoring Collaborative Systems" (2013). She serves as an academic adviser in "Teachers as Learners: Digital Media for Professional Development" (2014-) and the Thailand Principal Forum (TPF) (2015-).



WOOJUNG SON:
Korean Institute of School as Learning Community,
South Korea

Dr. Son majored in pedagogy and wrote a thesis on the start of Korean colonial education in the context of curriculum history under the theme of exemplary education in the Korean Empire era.

She gave lectures on curriculum, teaching and learning, and learning theory at universities in Busan, and Korea Teachers' University.

Currently, instructional consulting and teacher education-related lectures are mainly conducted at school sites across the country.

Since 2010, she has been the President of the Korean Institute of School as Learning Community, a clinical research group for teachers.

The Korean Institute of School as Learning Community is a research group of former and current teachers who agree with Professor Manabu Sato's philosophy of a learning community and is organized into 60 research groups nationwide. Sixty research groups conduct lesson studies once a month, and she also supports them.



LUZ MARIA STELLA MORENO MEDRANO:
Ibero-American University, Mexico

Dr. Moreno is the Director of the Research Institute for the Development of Education (INIDE) at the Universidad Iberoamericana in Mexico City. Her line of research is intercultural and gender education. She holds a Master's degree in Educational Policy from Harvard University and a PhD in Education from the University of Cambridge. She teaches in the Doctorate in Critical Gender Studies, the Interinstitutional Doctorate in Education and the Masters in Research for the Development of Education. Her most recent research is related to the search for educational alternatives from the movements for the rights of indigenous peoples in urban contexts. She has extensive experience in professional development of

teachers from collaborative perspectives and communities of learning rooted in the diversity of educational needs. She is part of the international association of “Schools as Learning Communities” led by Dr. Manabu Sato of the University of Tokyo and a network of teachers in various countries in Southeast Asia who seek to create reflective communities that focus on the learning of their students.

Plenary Speakers



YOSHIKO KITADA: Saitama University, Japan

Yoshiko Kitada is a professor of the Faculty of Education at Saitama University, Japan. Kitada has been actively involved in a number of school reforms based on the philosophy of School as Learning Community. Her research focuses on the following issues: how students learn in collaborative group work, how teachers develop their professional expertise in school-based lesson study, and how principal's leadership affects school reform as Learning Community.



YU LILI: Beijing Normal University, China

Yu Lili is a research fellow in at Center for Teacher Education Research in Beijing Normal (Key Research Base of Humanities and Social Sciences for Universities, Ministry of Education), executive director of International research center of CTER in BNU. Her current research interests include teacher professional development and school as learning community project.



ATHAPOL ANUNTHAVORASAKUL:
Chulalongkorn University, Thailand

Assistant Professor Athapol Anunthavorasakul is a Head of Teaching Social Studies Division and a Director for Research and Development Center on Education for Sustainable Development (ESD Center), Faculty of Education, Chulalongkorn University in Thailand. His ESD Center has been selected by Asia-Pacific Center of Education for International Understanding (APCEIU) to be Global Citizenship Education Co-operation Center (GCC) since 2021. In Thailand, he has played significant roles to promote policies and innovations in education such as Global Citizenship Education, Democratic Citizenship Education,

Media, Information and Digital Literacy through Basic Education, and Teacher Education. He has involved in School As Learning Community (SLC) movement for seven years. Until now, he and his colleagues support many schools' transformation with SLC philosophies via the concept of teacher learning together to escalate quality learning for all students.



Yuta Suzuki: Tokyo Institute of Technology, Japan

Yuta Suzuki is an associate professor in the Institute for Liberal Arts (ILA) at Tokyo Institute of Technology. He holds a bachelor's degree in Education from the University of Tokyo and a master's degree in Education from the University of Tokyo. He received his PhD in Education from the University of Tokyo. He was a Research Fellow of Japan Society for the Promotion of Science (JSPS), a project lecturer at the University of Tokyo and Visiting Scholar at the University of California, Berkeley. His previous books include *Formation and Development of Teachers' Professional Community: A Genealogy of Research on School Reform in the United States* (in Japanese) (Keiso Shobo, 2018) (Japanese Association of School Education Award 2019), *School Reform Theory: A Challenge of American Educational Research* (in Japanese) (Keiso Shobo, 2022) (Japan Association of American Educational Studies Award 2022), *Reforming Lesson Study in Japan: Theories of Action for Schools as Learning Communities*, (Routledge, 2022) (Japan School Improvement Research Association Award 2022 and Seiichi Tejima Research Awards for FY 2023), and *Reggio Children's Wonder of Learning: Early Childhood Education at Reggio Emilia*, (Japanese joint translation) (Access Publishing, 2011). His research interests include lesson study, school reform, action research, teachers' professionalism, professional learning, and professional community.



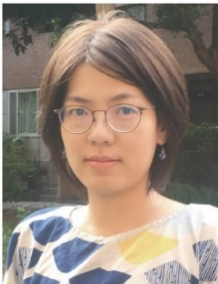
TOMOYUKI MORITA: Yamagata University, Japan

Tomoyuki Morita is an associate professor of Yamagata University, Japan. He has been involved in a number of school reforms based on the philosophy of "learning community" in Tohoku district, especially in Yamagata. His research interests cover the history of education in a local community in Japan and action research on building "learning community"; how children and teachers build listening relations, how principals and teachers realize professional autonomy in the process of school reform. Recently his research focuses on the making of a local network of teachers and the growth of early career teachers.



KHONG THI DIEM HANG:
Monash University (Australia), Vietnam

Khong Thi Diem Hang is currently working at Monash University. She earned her Ph.D. in teacher professional development at the University of Queensland in 2020. She served as a co-investigator for a teacher capacity building project in Indonesia funded by the Head Foundation from 2017 to 2018 and as a coordinator and local participant analyst for a 2-year Toyota research project on school reform in Vietnamese schools from 2012 to 2014. She has supported the promotion of Lesson Study for Learning Community (LSLC) in Vietnam since 2006 by connecting leading Japanese scholars and practitioners with Vietnamese teachers, local educational authorities at all levels and non-governmental organizations and is the co-founder of Vietnam Lesson Study for Learning Community Network. Her research interests include teacher learning and professional development, initial teacher education, classroom talk, school reform, LSLC, education policy, and education in Vietnam. She has jointly published 13 papers in internationally renowned education journals such as *Higher Education*, *Educational Review*, *Cambridge Journal of Education*, *Professional Development in Education*, *Education and Information Technologies*, and three book chapters under Routledge, Springer and ABC-CLIO. One of the papers was awarded *Educational Review*'s Most Read Article in 'Literacy, Languages and Performing Arts' stream in 2014.



CHUN-YI-LIN:
National Taiwan Normal University, Chinese Taipei

Chun-Yi Lin is an Associate Professor in Department of Education and Graduate Institute of Curriculum and Instruction at National Taiwan Normal University, Taiwan. She earned her Ph.D. in Instructional Systems Technology and M.S. in Educational Psychology at Indiana University Bloomington, USA. By working closely with elementary and junior high school teachers, her recent research focuses on instructional design and practice to support student agency in collaborative learning settings.



ARIF HIDAYAT:
Indonesian University of Education, Indonesia

Dr Arif Hidayat is an Associate Professor at the Department of Physics, Universitas Pendidikan Indonesia. Earned PhD in Education from Hiroshima University, Arif has been a UNESCO Fellow at Illinois State

University, an Expert of SEAMEO QITEP in Science, and is currently as Indonesia Coordinator of STEM Leadership Education Program (2021-2024), a national wide program introducing STEM lesson through learning community at schools; He is serving as School Director of NURA School, Cimahi-Indonesia and elected as President of Indonesia Association of Lesson Study (IALS) and Indonesia Association of STEM Education (IA-STEM Ed). He has been working extensively with schoolteachers for teacher professional development since 2008. He led Centre for Excellence of Lesson and Learning Studies (CELLS) of Universitas Pendidikan Indonesia

Keynote Speeches

March 2nd

Keynote 1 Manabu Sato

Further Inquiry and More Collaboration: Reimagining Learning Innovation in School as Learning Communities

Keynote 2 Peter Dudley

21st century skills', Life-competencies', 'Cross-curricular pathways' and many others: how can these enhance learning in our community and not just 'add-to' an already crowded school curriculum?

Keynote 3 Christine Kim-Eng Lee

Listening Pedagogy & Collaborative Learning in SLC schools: Two Peas in a Pod

Keynote 4 Kiyomi Akita

Slow Pedagogy for Deep Learning

Keynote 5 Zhu Xudong

Teachers as Learning Experts: Values, Connotation, and Practice Approaches

Keynote 6 Sumar Hendayana

School as Learning Community: Prospects and its challenges

Keynote 7 Siripaarn Suwanmonkha

Awakening the Wisdom of Gratitude for Self-Sufficiency: Internal Growth as the Flow of Thai Journey

Keynote 8 Woojung Son

Reconstruction of SLC in Korea by Recovering the Learning Community of Teachers

Keynote 9 Luz María Moreno Medrano

Mexican Schools as Communities for Learning: Critical Interculturality and Inclusion in Action

Plenary Symposia

March 3rd

Plenary A

Yoshiko Kitada

Teacher Agency in School as Learning Community

Yu Lili

Promoting Teachers Professional Development through Lesson Study

Athapol Anunthavorasakul

Facilitating and building mechanisms for change between and within Schools with SLC

Yuta Suzuki

Organizational Learning of Lesson Study: School Reform for School as Learning Community in Japan

Plenary B

Tomoyuki Morita

Teachers Learning in SLC network- Focusing on a Teachers Experience since His first Transfer

Khong Thi Diem Hang

Levelling the playing field through equitable pedagogies

Chun-Yi Lin

Schools as better learning communities for all, including slow learners: Teachers' strategies and practices

Arif Hidayat

Empowering Learning Community for STEM Learning Leadership

SESSIONS

March 3rd: 1:10pm-3:00pm

Sessions Face to Face West 2 Building

Session 1, Room 203

Chair: Sumar Hendayana

Creation and Development of a Digital Game for Use of Gamification as a Teaching-Learning Approach in Mathematics.

Avijit Sarkar, India

Developing Innovative Board Games for Social Engineers Using the Phenomenon as a Base for Youth.

Sirirat Chengseng, Wilasinee Saenwang, Karanphon Wiwanthamongkon, Patee Kesthanakorn, Thailand

Integration of History, Malay Language and Physical & Health Education Subjects In Strengthening Higher Order Thinking Skills Through Lesson Study

Noel Jimbai Balang, Dancy Agan, Catherine Singgal Nawoh, Mickey Peter Langan, Malaysia

BCG Project – Based Learning through the GPAS 5 Steps process for Sustainability in Rajinibon, Thailand

Pitchayada Bunnag, Somrutai Plangsri, Thailand

Session 2, Room 204

Chair: Christine Lee

A Study of Factors Affecting the Competency of English Teaching to Develop a Training Curriculum for Teachers in Schools under the Kanchanaburi Primary Educational Service Area Office 1.

Punyanuch Thongsree, Wassana Iamjing, Thailand

Report on Collaborative Learning and Teacher Education Practice in Cambodia Based on the Idea of Learning Community

Kenta AOKI, Nanako SUDO, Manami Goto, Cambodia

A Study of Factors Affecting the Organization of Project Approach Learning Experiences According to STEM Education for the Design of Learning Activities to Develop Early Childhood Teachers in Schools under the Phetchaburi Primary Educational Service Area Office, District 1.

Banpot Pongrod, Nontwarit Kiatsarutsakuln, Karanphon Wiwanthamongkon and Patee Kesthanakorn, Thailand

Learning Community in Embodied Teachers' Moral Learning Activities: Characteristics, Elements and Formation Mechanism

PEI Miao, WANG Hongyao, China

Session 3, Room 205

Chair: Yuta Suzuki

Cooperative Learning trends: Japan vs the Rest of Asia
Joël Laurier, Japan

Exploring the Role of Peers and Strategies Implemented in a Lesson among Native Speakers in a Mathematics Lesson
Aini Haziha Amirullah, Malaysia

The Development of BCG New Normal Competency for Sustainability through New Normal Learning Community in Rajinibon School, Thailand
Piroon Sirisakdi, Thailand

A Case Study of Challenges in Teaching with Realistic Mathematics Education Approach: A School-University Partnership Mediated by Lesson Study' Perspective
Fitriati Fitriati, Roslinda Rosli, Arif Hidayat, Indonesia

Session 4, Room 304

Chair: Peter Dudley

The Power of Teaching and Learning Beyond the Classroom Walls.
Kogila Ramakrishnan, Aiza binti Zainudin, Malaysia

Development of the Ability to Deliver Active Learning Instruction of Elementary School Student Teachers Through Coaching
Poranat Kitroongrueng, Wilaphan Urabunnualchat, Thailand

Development of Information Systems for Managing the Teacher Rakthin Project Muban Chom Bueng Rajabhat University
Praphat Wiwathamongkon, Kriangwut Nilacupt, Thailand

Teacher Professional Development Toward the Growth of Life
Zhang Huajun, China

Session 5, Room 305

Chair: Atsushi Tsukui

Combining Individual Support with Whole-class Instruction - A case Study in the Classroom for Students with Special Needs
Nguyen Thi-Cam-Huong, Aoki Sho, Vietnam and Japan

Creating a Learning School for Young Innovators in Disruptive Era: Recommendations for School Principals
Wanwisa Suebnusorn Klaijumlang, Thailand

Intercultural Sensitivity and Interaction of Thai Students at an Internationally Institutional

Campus: The Influence of Religious Beliefs
Yossiri Yossatorn, Thailand

Lesson Study Implementation in School: Looking into Teachers Self-leadership and Leaders Leadership
Suzalin binti Zaini Sooria, Ruzihan binti Abdullah, Norazidah binti Ali, Malaysia

Session 6, Room 306

Chair: Tomoyuki Morita

How to Promote Chinese Language Teachers' SLC Reform by Establishing Teacher-Researcher Cooperation
Chen Jingjing, China

Needs Analysis for Kanchanaburi Province's Area-Based Teacher Development
Pannaphat Aphinatkunakorn, Karanphon Wiwanthamongkon, Phatsakorn Wiwanthamongkon, Thailand

Development of Critical Thinking Skills of Student's Teachers Using Case-based Learning through Professional Learning Community Process.
Poranat Kitroongrueng, Sirodom Juypiam, Thailand

Sessions Online

Session 7

Chair: Kanako Kusanagi, Nagoya University, Japan

Improving Students' Problem Solving Skills Through Applying Scenarios in the English language Class
Karlygash Tulegenova, Viktoriya Buzmakova and Marat Telgoziev, Kazakhstan

Analysis of the Causes Affecting the Necessities for Positive Psychology Classroom
Phurithat Chaiwattanakun and Suwimon Wongwanich, Thailand

Transformative Practices for Inclusive Education in Indian Schools during COVID-19: Culture-Aware Collaborative Learning
Lalita Karship, India

Integrating Mindfulness Techniques for Inquiry and Collaboration in School Environments: A Theoretical Exploration
Deepti Kashyap. India

Session 8

Chair: Takayo Ogisu, Sophia University, Japan

Development of Students Functional Literacy

Kuandykov Alibek, Sulekeshova Fatima and Maketaeva Aktoty, Kazakhstan

Integrating Lessons from the Past to Shape Future-ready Classrooms: School as Learning Communities: the Story of Ancient Indian Education

Arti Bhatnagar, India

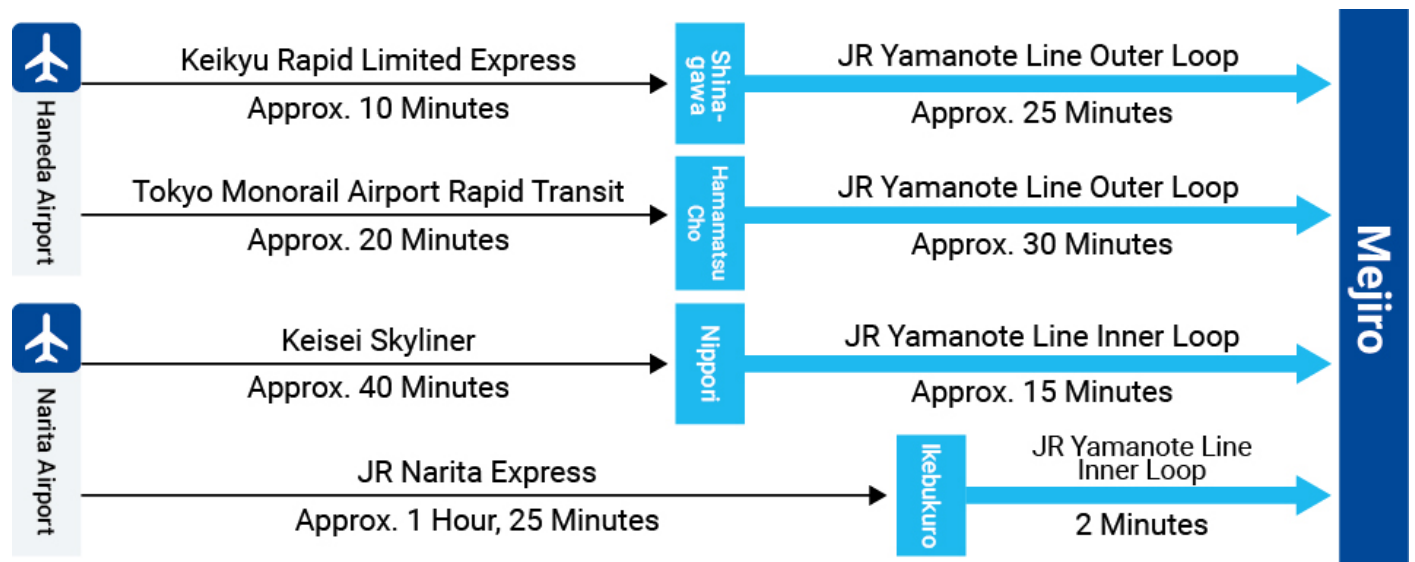
Exploring Early Childhood Educator Perception On Curriculum Merdeka Belajar

Suharni Suharni, Suziyani Mohamed and Kamariah Abu Baka, Malaysia

The Model of Professional Learning Communities to Improve the Competency of Learning Management of Teacher Who Promote the Critical Thinking Feature

Tavin Wangkum, Thailand

Access from the airport



Gakushuin University is located very close to the Mejiro Station. Just 1-minute walk.

Venue of the conference: West 2 Building, Room 201
Gakushuin University



Campus Map of Gakushuin University



③ is the venue of the conference on March 2 and 3, West 2 Building.

March 1. 7:30am to 8:00am

The busses will wait for you, foreign visitors only, at **the main gate (★), near ⑰ building**, to depart for school visit. The main gate is located about 5-minute walk from the Mejiro Station.

Online Information

March 1: School Visit

<https://us02web.zoom.us/j/85242159845?pwd=MmQ2TGpCZ2ZJV1EyOHF1Q2RTWHpQdz09>

March 2: Opening Remarks and Keynote Speeches

<https://us02web.zoom.us/j/88213694833?pwd=RGpSQXkrTnZlSk5DSzF6T0JySVp3Zz09>

March 3: Plenary Symposia and Closing Remarks

<https://us02web.zoom.us/j/83326516655?pwd=MTIUUVRBTDg0c1FEN25DMkNKZzcrQT09>

March 3: Sessions : Face to face

Session 1: <https://us02web.zoom.us/j/81339007593?pwd=S2c3Wjc0dXA2N0Q3N2x5MjhGQVd1UT09>

Session 2: <https://us02web.zoom.us/j/81921857810?pwd=V1hhZlI5NmRtQWd6K1pWWTIRa2VNQT09>

Session 3: <https://us02web.zoom.us/j/82113487129?pwd=ZS9YbG5RNjVNRjNxeDZvbTdRcHlXdz09>

Session 4: <https://us02web.zoom.us/j/86172021772?pwd=L0NqK2t5ZjZoQlJWdIRHZlo4ZEhSdz09>

Session 5: <https://us02web.zoom.us/j/89431697572?pwd=ai85QzVXalhWNUt3dTITWkNUV2Nwdz09>

Session 6: <https://us02web.zoom.us/j/83412117138?pwd=WVFfSFJvQ29Fdmhud0tUWGU2My9rZz09>

Sessions: Online

Session 7: <https://us02web.zoom.us/j/89077477682?pwd=dzJKZEpBbG95REJ2SjJDeXZSMnJvQT09>

Session 8: <https://us02web.zoom.us/j/86482109149?pwd=TVh2azJxUysyVldwcTBOY1hMWHl4dz09>

日本語・日本語同時通訳

3月1日 学校訪問

<https://us02web.zoom.us/j/86714292660?pwd=TGVvb01OK2MzN3JEKzBuem1TUXFIQT09>

3月2日 開幕式と基調講演

<https://us02web.zoom.us/j/86450182164?pwd=MDloa2lzMFAyNXVTdk40NjI1RW5Xdz09>

3月3日 全体シンポ

<https://us02web.zoom.us/j/81510098383?pwd=czNZNjB0ODVtVVRVktVSHdGS01xdz09>

(3月3日午後の分科会と閉会式は、日本語同時通訳はありません。)

