



Education And Examination In Modern Japan

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Japanese Education Roberta E. Pike,2007 Presents a large representative sample of the literature on Japanese education with an emphasis on its psychosocial aspects Many discussions compare the Japanese educational system with that of the United States and other countries The citations cover most of the 1990s including a few earlier and later references Includes extensive discussions about Japanese educational reform movements and their consequences Also cites published and unpublished dissertations and theses Updates the last comprehensive English language bibliography on Japanese education published by Ulrich Teichler in 1974 The citations were taken from many online databases Suitable for students teachers scholars and the general public

Education and Training in Japan Thomas P. Rohlen,Christopher Bjork,1998 This collection written by Japanese and foreign scholars represents an inclusive cross section of the most important work in key areas of this field Topics include the impact of Japanese education and training on Japan s economy and culture the Japanese influence on the East Asian approach to education in comparison with the educational systems of Korea Taiwan Singapore and Hong Kong Japan s promotion of learning organizations and Knowledge workers for the Information Age

Education Policy and Equal Opportunity in Japan Akito Okada,2011-12-01 In many societies today educational aims or goals are commonly characterized in terms of equality equal opportunity equal access or equal rights the underlying assumption being that equality in some form is an intelligible and sensible educational ideal Yet there are different views and lively debates about what sort of equality should be pursued in particular the issue of equality of educational opportunity has served as justification for much of the postwar restructuring of educational systems around the world The author explores different interpretations of the concept of equality of educational opportunity in Japan especially as applied to post World War II educational policies By focusing on the positions taken by key actors such as the major political parties central administrative bodies teachers unions and scholars he describes how their concepts have developed over time and in what way they relate to the making of educational policy especially in light of Japan s falling birthrate and aging society

Modern Japan Louis G. Perez,R. W. Purdy,2024-05-30 Organized by theme this comprehensive encyclopedia examines all aspects of life in Japan from geography and government to food and etiquette and much more Japan or the Land of the Rising Sun is home to more than 126 million people nearly 10 million of whom live in Tokyo alone How did this tiny island nation become such a powerhouse in the 21st century and where will it go from here Modern Japan examines history and contemporary life through thematic entries organized into chapters covering such topics as geography history government and politics economy religion and thought social classes and ethnicity gender marriage and sexuality education language etiquette literature and drama art and architecture music and dance food leisure and sports and media and popular culture Each chapter contains an overview of the topic and alphabetized entries on examples of each theme A chronology covers

from prehistoric times to the present and special appendices offer profiles of a typical day in the life of representative members of Japanese society key facts and figures about Japan and a holiday chart This volume is ideal for students researching Japan as well as general readers interested in learning more about the country Teachers' Unions and the Politics of Education in Japan Robert W. Aspinall, 2001-08-09 Providing an overview of the history of postwar teachers unions in Japan this book analyses the causes and effects of the 1989 schism of the largest union the Japan Teachers Union Nikkyoso Formed in 1947 during a period of great change for both the Japanese educational and political systems this union has been closely linked with developments in both of these areas The 1989 schism occurred at the start of another period of great change for politics and education Author Robert W Aspinall uses several theoretical models to discuss the schism and then offers modifications of the theoretical models to account for political changes that have occurred since they were created He also places the fortunes of the union in the wider context of Japanese unionism and party politics examines the role of teachers unions at all levels of the education hierarchy and describes the role of unions in the current wave of educational reform The Political Economy of Educational Reforms and Capacity Development in Southeast Asia Yasushi Hirosato, Yuto Kitamura, 2009-02-07 Yasushi Hirosato and Yuto Kitamura Developing countries including Southeast Asian countries face an enormous challenge in ensuring equitable access to quality education in the context of deepening globalization and increasing international competition They must simultaneously meet the goals of Education for All EFA at the basic education level and of developing a more sophisticated workforce required by the knowledge based economy at the post basic especially tertiary education level To meet this challenge developing countries need to reform renovate their education systems and service deliveries as an integral part of national development However most of them have not yet fully developed the individual institutional and system capacities in undertaking necessary education reforms especially under decentralization and privatization requiring new roles at various central and local or public and private levels of administration and stakeholders Provided that an ultimate vision of educational development and cooperation in the twenty first century would be to develop indigenous capacity in engineering education reforms this book analyzes the overall education reform context and capacity including the status of sector program support using the sector wide approach SWAp program based approach PBA in developing countries We also address how different stakeholders have been interacting in order to promote equitable access to quality education particularly from the perspectives of capacity development under the system of decentralization **Education in Contemporary Japan** Kaori Okano, Motonori Tsuchiya, 1999-04-08 A balanced introduction to and examination of contemporary Japanese education While the postwar system of schooling has provided valuable ingredients for economic success it has been accompanied by unfavourable developments such as excessively competitive exams stifling uniformity bullying and an undervaluing of non Japanese ethnicity This book offers up to date information and new perspectives on schooling in contemporary Japanese society and uses detailed ethnographic studies and

interviews with students and teachers It examines the main developments of modern schooling in Japan from the beginning of the Meiji era up to the present and includes analysis of the most recent reforms It develops a new picture of the role that schooling plays for individuals and the wider society Essential reading for students and educators alike Japanese Education in a Global Age Akiyoshi Yonezawa,Yuto Kitamura,Beverley Yamamoto,Tomoko Tokunaga,2018-08-01 This book highlights recent education research on Japan based on sociological and other related approaches to historical developments and accomplishments Written primarily by members of the Japan Society of Educational Sociology it brings to light concerns and viewpoints that have grown out of the Japanese educational context By focusing on uniquely Japanese educational research phenomena the book offers international readers new insights and contributes to the international debate on education It may help sociologists and social scientists outside Japan gain a deeper understanding of ongoing changes in education in Japan as well as its historical and structural contexts **Handbook of Asian Education** Yong Zhao,Jing Lei,Guofang Li,Ming Fang He,Kaori Okano,Nagwa Megahed,David Gamage,Hema Ramanathan,2010-11-30 Comprehensive and authoritative this Handbook provides a nuanced description and analysis of educational systems practices and policies in Asian countries and explains and interprets these practices from cultural social historical and economic perspectives Using a culture based framework the volume is organized in five sections each devoted to educational practices in one civilization in Asia Sinic Japanese Islamic Buddhist and Hindu Culture and culture identities essentially are civilization identities the major differences among civilizations are rooted in their different cultures This framework offers a novel approach to capturing the essence of the diverse educational systems and practices in Asia Uniquely combining description and interpretation of educational practices in Asia this Handbook is a must have resource for education researchers and graduate students in international and comparative education globalization and education multicultural education sociocultural foundations of education and Asian studies and for educational administrators and education policy makers *Japanese Higher Education as Myth* Brian J. McVeigh,2015-03-04 In this dismantling of the myth of Japanese quality education McVeigh investigates the consequences of what happens when statistical and corporatist forces monopolize the purpose of schooling and the boundary between education and employment is blurred **Lessons of Cross-national Comparison in Education** David Phillips,1992-01-01 This collection of articles is a contribution to the debate about two important questions in the study of comparative education What lessons can be learned from cross national studies of issues in education and What problems of comparative method do such studies have to address **The Cross-cultural Transfer of Educational Concepts and Practices** Masahiro Tanaka,2005-05-16 This book analyses comparatively the creation of American and Japanese universities on the model of German universities largely in the late nineteenth century and the reform of German and Japanese universities on the model of American universities after the end of the Second World War The argument is that transferring educational concepts and practices from one cultural context to another involves not merely a transfer but a transformation

How and why this transformation occurs is what this book is about More precisely it is suggested that transformation of educational concepts and practices during their cross cultural movement can be understood within a theoretical perspective that is proposed and developed in the book This book is divided into six chapters Chapter One as the introduction analyses several scholars approaches to the aspects of educational transfer then attempts to construct a theoretical perspective for the book on the processes of change in educational concepts and practices during their movement across cultures Chapters Two and Three offer two narratives to investigate how German university concepts and practices were transmuted as a consequence of local actors efforts to import these concepts and practices into Japan and the United States Chapters Four and Five provide another two narratives to examine how American university concepts and practices were altered as a result of American actors attempts to export these concepts and practices to Japan and Germany Chapter Six as the conclusion through reflecting on the four narratives given in the main chapters re examines the ways in which the theoretical perspective of this book is useful to understand the processes of transformation of educational concepts and practices during their movement from one culture to another

Public Examinations Examined Thomas Kellaghan,Vincent Greaney,2019-11-19 High stakes public examinations exert a dominant influence in most education systems They affect both teacher and student behavior especially at the middle and upper levels of secondary education The content of past examinations tends to dictate what is taught and how it is taught and more important what is learned and how it is learned By changing aspects of these examinations especially their content and format education systems can have a strong positive impact on teacher behavior and student learning help raise student achievement levels and better prepare students for tertiary level education and for employment Examination agencies many of which have followed the same procedures over decades can learn from the successes and failures of other systems This book addresses current issues related to the development administration scoring and usage of these high stakes public examinations identifying key issues and problems related to examinations in many emerging market economies as well as in advanced economies The book s primary audience consists of public examination officials on national regional and state examination boards but the book should also be of interest to senior education policy makers concerned with certification and learning achievement standards to academics and researchers interested in educational assessment to governmental and education agencies responsible for student selection and to professionals at development organizations This extremely well written and comprehensive book offers a timely review of the diversity of public examination practices worldwide of the tensions between examinations and learning and of the technical expertise involved in the creation of valid reliable and fair assessments It reminds us that as the diploma disease takes hold with an ever greater intensity at every stage of education worldwide and the commercial business of testing flourishes those concerned with educational quality and meaningful learning must be on guard to prevent the assessment tail wagging the educational dog Angela W Little Professor Emerita Institute of Education University College London This book is

very well structured and written and draws on the authors remarkable global knowledge across countries and histories It will be a great asset both to administrators responsible for examinations and to academics and other professionals who seek to understand the nature and impact of examinations of different types and in different settings Mark Bray UNESCO Chair Professor of Comparative Education University of Hong Kong and former Director UNESCO International Institute for Educational Planning I am sure that *Public Examinations Examined* which thoroughly analyzes the practice of public examinations in different countries and makes profound and well grounded conclusions will arouse very great interest and will serve to further improve public examinations Victor Bolotov Distinguished Professor Higher School of Economics National Research University Moscow member Russian Academy of Education and former Deputy Minister of Education Russian Federation *Comparative Sociology of Examinations* Fumiya Onaka,2019-03-28 Contemporary societies are constructed constricted and constrained by various series of examinations Governments of both Western and non Western countries tend to conduct detailed multi layered and continuous systems of tests or examinations International tests such as PISA and TIMSS have also been introduced to compare the relative performances of learners within diverse educational institutions across different countries Examinations therefore provide a methodological pivot for comparing a range of societies They enable us to contrast the West and the East the North and the South tribal and mass society ancient and postmodern civilization and so on Comparing parallel societies from across Asia the Middle East Europe and North America this book proposes fundamental transitions in sociological research from system to process and from communication to composition through intensive studies on examinations It uses ethnographies interviews questionnaires documents statistics and big data analyses to make comparisons on broad scales of time and space In so doing it suggests hypotheses encompassing different kinds of societies in human history including those in the Axial Age and the Modern Ages **A Cultural History of Civil Examinations in Late Imperial China** Benjamin A. Elman,2000-03-22 A very important study of one of the most important institutions in Chinese history one without which the China we have today would certainly be a vastly different place Peter Bol author of *This Culture of Ours Intellectual Transitions in T'ang and Sung China* *Contemporary Issues in Teaching and Learning* Peter Woods,2013-11-05 Since the 1988 Education Reform Act our education system has undergone dramatic changes and this in turn has raised a number of controversial issues and questions This reader brings together key articles both recently published and specially commissioned which address these issues and place them in context Issues covered include the curriculum teaching and learning assessment school effectiveness and improvement Various themes run throughout the book include the quest for quality within a social context the application of theory and research to practice and the positive roles played by both teachers and students in adapting to recent change *Private Academies of Chinese Learning in Meiji Japan* Margaret Mehl,2004-06-02 The establishment of a national education system soon after the Meiji Restoration of 1868 is recognized as a significant factor in Japan's modernization

hence research on education is concentrated on the state system. However, this development did not mean the disappearance of the *juku*, the private academies which were so much a feature of the Tokugawa period. Indeed, these played a far greater role than has been appreciated so far, and this book aims to rectify the omission. This comprehensive study of a little known but significant area not only contributes to a better understanding of education in the Meiji period but is also relevant to the reform of Japan's public education system today. Education was once viewed and organised very differently from today, and the modern state-controlled system we take for granted is just as much a product of historical circumstances as the *juku* was; it too must therefore be open to challenge.

Globalisation and Tertiary Education in the Asia-Pacific Christopher Charles Findlay, William G. Tierney, 2010. The rapid development and adoption of technology along with open economies has created an integrated global economy. The globalisation process has brought with it significant changes in all areas of life, including tertiary education. This book outlines the features of the new wave of globalisation and draws out specific trends and challenges associated with this new wave for universities and policy makers.

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