



Ochanomizu University Global COE Program Science of Human Development for Restructuring the “Gap-Widening Society”

Newsletter No.2

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Greetings from the Program Leader

Ochanomizu University's Global COE (G-COE) Program, Science of Human Development for Restructuring the “Gap-Widening Society,” has already entered its second year. We have finished the screening process for hiring younger researchers partly through international open recruitment. In addition to program promotion staff, we will have 1 G-COE invited associate professor, 1 G-COE invited lecturer and 1 G-COE invited assistant professor in September 2008. We now have a total of 8 invited research fellows and invited associate fellows engaging in their research activities and related tasks.

We have several programs for fostering younger researchers, such as open-type research projects, and invited instructor's lectures and seminars. Inequality-related research projects that focus on the 3 topics (childrearing

environment gap; educational/social gap; and international gap) are now on the right track. At the same time, our interdisciplinary comprehensive survey research projects have also started. I think these activities will yield results in the form of various research reports, symposium/seminar reports as well as research outcomes or research activities by postgraduate students or younger researchers.

Based on the suggestions provided by the 1st external evaluation committee of the last year, we will all make further efforts to establish a unique and international G-COE. I would appreciate your support and useful instructions.

Professor MIMIZUKA Hiroaki

Outline of Support Programs for Younger Researchers (Postgraduate Students)

The education program committee is in charge of our support programs for younger researchers.

We hire RAs in order to provide livelihood support for postgraduate students. RAs translate their own plans into action and receive ¥100,000 a month for their twice-weekly services in principle. If an applicant postgraduate student stays at the university for a longer period of time, the education program committee will pay more attention to the number and quality of her past research projects in the screening process. The university hired 39 RAs in FY2008.

The open-type research program aims at providing support to the research activities of postgraduate students. The university provides a maximum of ¥500,000 to a research project that is expected to yield excellent results. The university approved 19 projects in FY2008. Postgraduate students engaging in an open-type research project will disclose their research outcomes through giving an oral presentation at the debriefing session (held at the beginning of the next fiscal year) and contributing their article to the “Journal of Open-type Research Project Outcomes” or the journal of an academic society to which they belong.

The collaborative research program is a research platform that provides collaborative research projects between the academic world and real society, while assuming the existence of gaps and tension between these two. This program covers on-site visits/observations, compensatory education projects and educational instructions, such as school/welfare, childrearing and assistance to developing nations. Postgraduate students engaging in these research projects will receive a maximum of ¥100,000 (or a maximum of ¥200,000 in the case of an overseas project) per on-site visit. (An applicant may submit an application form anytime.)

The research presentation support program grants traveling expenses for a postgraduate student's presentations at an academic society. When the university accepted application forms for the first time, six postgraduate students submitted their application forms. Then, the university granted the traveling expenses for five postgraduate students.

Here are reports from three postgraduate students who engaged in open-type research projects last year.

● Ms. Noriko Matsuda

I am working on a research project about the working patterns of temporary workers, with the focus on working patterns of female temporary workers engaging in clerical tasks. In the open-type research projects, I conducted a questionnaire survey on temporary workers to identify the job structure of female temporary workers and to what degree they are satisfied with their jobs. With many temporary workers wishing to become full-time workers but reluctantly working as temp staff, my survey results have revealed the possibility of temporary workers being promoted to full-time staff as well as the things they are dissatisfied with. And I also analyzed the relationship with their actual tasks. Since there is only a small amount of data available in terms of temporary workers, I am able to understand their actual circumstances from the survey in my open-type research project.

● Ms. Noriko Miyata

I am working on my research project about the relationship between politics and education, drawing on Germany's political education philosophies in the postwar era. The open-type research program was helpful because it has encouraged me to write my doctoral thesis. I collected related materials in Germany after a long interval with help from G-COE. In addition to the materials I searched for on the internet in advance, I also obtained many documents that will be helpful in continuing my research activities even after the open-type research project. In addition, I am able to understand the latest trends in political education research activities in Germany. Giving a presentation at the G-COE debriefing session and writing my research outcome report have provided me with a very good opportunity to look back at my own research activities so far and have revealed a future possible direction of my research activities. Thank you very much.

● Ms. Akiko Watanabe

In my research project, I first planned a questionnaire survey and interview of child welfare facility staff in Tokyo. Since this is a relatively large-scale survey, I faced difficulty in financing the survey costs. In this open-type research project, the research aid was very helpful because I could spend it on printing/sending documents and hiring part-timers necessary for data entry tasks. Fortunately, as I could obtain cooperation from a greater number of respondents than I expected, I was able to submit the interim research outcome in the form of a research report (I am still working on data analysis, though). I would like to express my sincere thanks and appreciation for being given such a great opportunity.

Activities in FY2008 First Half

International Symposium

EAST ASIA EXCHANGE PROGRAM OF CHILD STUDY **Theme: CHILDREARING ENVIRONMENTS IN CHINA AND JAPAN**

Time: April 19, 2008 (Sat), April 20, 2008 (Sun)

Venue: Ochanomizu University

The aim of the exchange program is to examine the overall effects of childrearing environments on child growth and development from an integrated medical, psychological, educational and social viewpoint. While all the world's children share numerous similarities, they live and grow in different social environments. In learning about the current situations of Chinese children, we will seek measures to overcome not only the specific problems of Japanese children but also common problems shared among children in both China and Japan.

A total of more than 400 participants spent two days of heated discussions on children in China and Japan at the East Asia International Child Science Symposium. Experts on developmental psychology, pediatric medicine, neuropsychology, pedagogy, child cultural studies and child sociology gave various lectures. The symposium aimed to deepen our understanding of Chinese and Japanese children through its provocative lectures. The plenary lecture made by Prof. Xue focused on the reactions of kindergarten and school

teachers in China to the TV program “NHK Special: The Tears of Small Emperors”, broadcasted in March 2007. Prof. Xue (Ho-ton Teaching University) spoke about the “Realities of Small Emperors”, in which Chinese school children are praised solely for their academic achievements. There are great differences between China and Japan when evaluating what are praiseworthy actions for Chinese children. We extracted Chinese and Japanese views on children and child education through the two-day symposium. It was concluded that education should be based upon the psychological and physiological development of individual children and that the essence of education is co-learning.



Open Symposium

SECURITY AND EASINESS OF CHILDREN'S LIFE-TOWARDS THE EDUCATION OF LIFE

Time: May 25, 2008 (Sun)

Venue: Ochanomizu University

The open symposium on “Security and Easiness of Children's Life-Towards the Education of Life” was held with the sponsorship of Global COE, “Gap-Sensitive Human Development Science”. The symposium was composed of two parts. In the first part, the three-year results of The Survey on Safe Environments of Children (Prof. Emeritus Takako Sodei and Associate Professor Tokomo Takagi, Kohoku College) and The Development of Avoidance Abilities in Children (Vice President, Nobuko Uchida and Associate Professor, Yuki Shimizu, Saitama University) were reported. After the reports, proposals were made as to who should and how to secure the safety and ease of children's lives and how to provide preschoolers with safe education.

In the second part, Dr. Shigeaki Hinohara, the President Emeritus of St-Likes Hospital who has been advocating the special importance of children's lives, made the plenary lecture entitled “Life Education for

Children”, followed by active discussions with 200 participants concerning the security and easiness of children's lives. At the end of the symposium, Satoru Sakuraba, who as a third grade student at a junior high school affiliated with Ochanomizu University attended Dr. Hinohara's lecture on Life Education six years ago, said, “Dr. Hinohara made me think deeply about how to use the time we have. Now I am seeking how to make the best use of my time on Earth. Doctor, thank you for your wonderful talk”, and handed a bouquet to Dr. Hinohara. The symposium was closed with great applause.



Dr. Shigeaki Hinohara



Global COE held its open lectures on “What is inequality?”

June 14 (Sat), June 21 (Sat) and June 28 (Sat), 2008

Researchers in charge of the three disparity topics ((1) International Disparity, (2) Educational Disparity, and (3) Family Environment Disparity) delivered lectures. 272 participants attended the open lectures. (Coordinator: associate professor Masami Ikeda)

The First Lectures:

Area of International Disparity

Moderator: Nobuko Uchida

(1) Yoichi Sakakibara

“Applying What We Have Learned in Japan to Developing Countries”

By reviewing the lecturer’s personal experiences in international medical cooperation in Asia and Africa, the basic viewpoint necessary for a donor country was addressed. The principles of international support, such as appropriate and self-sustainable technology transfers, and the unique position of Japan once being a recipient country were emphasized.

(2) Mika Omori

“Health and Inequalities—An Approach from Health Psychology”

The major focus of the talk was placed on relationships between socioeconomic status and health outcomes. In order to provide effective intervention programs, health behavior theories must be translated into action, which will require integrating multiple academic disciplines.



The Second Lectures:

Area of Family Environment Disparity

Moderator: Masumi Sugawara

(1) Tomoko Takamura

“Education and Nurturing for Children with Developmental Disabilities”

Disability is a great factor in creating disparity. Minimizing the disparity in educational provision and proper nurturing are necessary for children with developmental disabilities such as intellectual and learning disabilities and autistic and attention deficit hyperactivity disorders. In the lecture, the conception of these disabilities and Special Needs Education in Japan were outlined, and the longitudinal follow-up study on very-low-birth-weight-infants was introduced. We plan to conduct a comparative survey among collaborative countries on social cognition, medical and health care, education for children with developmental disabilities as well as nurturing conditions and quality of life of caregivers.

(2) Konishi Yukuo

“Are the Children with Developmental Disorders a Product of Society?”

I speculate that the rapid increase in the number of developmentally disabled children is attributable to the recent achievement-, efficiency-oriented climate combined with a new type of laissez-faire approach in Japan. The increase is the result of changes in Japanese society, in which exclusionary practices are becoming common, rather than parenting and environmental change. There is a marked difference between the incidence of developmental disabilities in the U.S. and U.K. and that in Sweden. This strongly suggests that developmentally disabled children are a product of society. It is essential to establish a scientifically based diagnostic method for developmental disorders.



The Third Lectures:

Area of Education and Social Disparity

Moderator: Hiroaki Mimizuka

(1) Hiroaki Mimizuka

“Approaches to Academic Ability Disparity: Thinking from Questions”

Who acquires academic abilities? It is a didactic question as well as a social science question that is of vital importance to identify the process of running up the social ladder and understanding the present conditions of social stratification. In this lecture, researchers discussed social science problems related with this topic and also conducted empirical analysis by employing JELS (Japan Education Longitudinal Study).

(2) Shigeo Kodama

“Gap-Widening Society and Meritocracy: From the Viewpoint of Educational Philosophy”

In this lecture, I focused on the relationship between gap-widening society and meritocracy. From the viewpoint of educational philosophy, two points are stressed. First, the specificity of gap-widening society should be considered in the context of postindustrial society, which Gilles Deleuze conceptualized as the passage from a disciplinary society to the society of control. And second, in this gap-widening society meritocracy brings social exclusion, but does not work enough as a device for social inclusion.



Seminar of multivariate analysis for development tracking study 01: Regression analysis and some related methods

We held a three-day seminar on multivariate analysis dealing with “Multivariate regression analysis and variable selection”, “How to check the validity of the regression analysis” and “Logistic regression analysis” on June 16, 23 and 30, 2008.

[Lecturers]

Hiroto MUROHASHI (Associate Fellow, Research Center for Human Development and Education, Ochanomizu University)

Satoko MATSUMOTO (Research Fellow, Research Center for Human Development and Education, Ochanomizu University)

The main topic of this seminar was the regression analysis, which is a basic technique in multivariate analysis and is widely applied in many areas. We focused on how to use computer software to analyze and what to pay attention to during analysis. Moreover, we explained the methodology of the development tracking study, which is an important and essential tool to study change. There were a total of 113 participants.



New Publications: Ochanomizu University Global COE Program

1. Ochanomizu University Global COE Program: Science of Human Development for Restructuring the "Gap-Widening Society", *PROCEEDINGS 01 SELECTED PAPERS*, March 2008, pp. 151.
2. Ochanomizu University Global COE Program: Science of Human Development for Restructuring the "Gap-Widening Society", *PROCEEDINGS 02 SEMINARS & SYMPOSIA*, March 2008, pp. 134.
3. Ochanomizu University Global COE Program: Science of Human Development for Restructuring the "Gap-Widening Society", *PROCEEDINGS 03 Grant-In-Aid Research Awards*, August 2008, pp. 112.
4. Ochanomizu University Global COE

Program: Science of Human Development for Restructuring the "Gap-Widening Society", Takashi Hamano (ed.), *Early Childhood Care and Development in Cambodia*, February 2008, pp. 84.



5. Ochanomizu University Global COE Program: Science of Human Development for Restructuring the "Gap-Widening Society", Hiroaki Mimizuka (ed.), *Japan Education Longitudinal Study (JELS) Vol 11: A-area Wave 2 Report*, March 2008, pp. 243.
6. Ochanomizu University Global COE Program: Science of Human Development for Restructuring the "Gap-Widening Society", Kenji Miwa (ed.), "Report about Learning Needs of Woman Graduate Students-toward an Inventory Survey" March 2008, pp. 127.
7. Ochanomizu University 21st. Century COE Program: Studies of Human Development from Birth to Death, Vol. 1-6, 2006-2008, Kaneko Shobou: Tokyo.

Future Symposium

Ochanomizu University Global COE Program International Symposium

Title: "Achievement Gaps in East Asian Countries: Current Status and Policy Issues."

Venue: Ochanomizu University, Faculty of Science Building 3, Rm 701

Date: December 14, 2008 (Sun)

Speakers:

China: DU, Yuhong (Professor, College of Education Administration, Beijing Normal University)

Korea: KIM, Kyung-Keum (Professor, Department of Education, Korea University)

Japan: TARUMI, Yuko (Global COE Assistant Professor, Ochanomizu University)

Coordinator: MIMIZUKA, Hiroaki (Professor, Program Leader of Ochanomizu University Global COE)

This year's theme is the academic achievement gap in East Asia. In China, the Basic Education Qualitative/Quantitative Observation Center, which directly reports to the Ministry of Education, was established in Beijing Normal University to prepare for a nationwide survey, inclusive of measuring local gaps in academic achievements. In South Korea, the nationwide achievement test, once abolished, has been revived with the advent of the new government. We will invite guest speakers from China and South Korea in order to explore the trends and background of academic achievement gaps and seek appropriate policy actions. We are looking forward to seeing you at the event!

The 17th Annual Meeting of JSPP

The Japanese Society of Personality Psychology (JSPP) will hold the 17th Annual Meeting (a two-day-long meeting) on November 15 (Sat) and 16 (Sun), 2008 at Ochanomizu University. In this annual meeting, JSPP plans to hold poster-based/oral research presentations, symposiums, and seminars, as well as lectures on three topics by invited speakers. Among these lectures, the lecture on "Media Violence and the Development of Aggressive Personality" by Dr. Craig A. Anderson, Professor of Iowa State University, will be co-hosted by our global COE program, Science of

Human Development for Restructuring the "Gap-Widening Society." Professor Anderson is a world-class leading expert in media violence analysis. In his lecture, he will discuss the "General Aggression Model," which comprehensively explains how repeated exposure to media violence will have an impact on aggressive behaviors or aggressive personalities.

For more information on the JSPP annual meeting, please refer to the website (<http://www.jspp17ocha.org/>). Attendance at the open symposium is free.

EDITORIAL BOARD

This is now our second newsletter in Japanese and in English. It contains details of our research activities, including symposium reports, introductions of publications, etc. There is also some information about upcoming projects, such as "Issues of Scholastic Ability in East Asian Countries". I hope you enjoy looking through it.

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