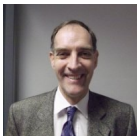


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PROFESSOR DAVID HAWKER, CONFERENCE CHAIR



David Hawker is Honorary Professor at Durham University UK, a former Professor of the College of Teachers and former Visiting Professorial Fellow at the University College London Institute of Education. He is an experienced educational administrator, serving as director in both local and national government in the UK between 1999 and 2011. From 1992-9 he was Assistant Chief Executive at the UK Qualifications and Curriculum Authority, where for several years he was responsible for managing the national pupil assessment system and support for the school curriculum. Between 2010 and 2016 he ran his own international education consultancy specialising in providing advice on the development of effective educational systems in a number of countries.

Professor Hawker has advised several international organisations, including the OECD, the Open Society Institute and the World Bank, and is a Trustee of three educational charities in the UK. Now semi-retired, he enjoys keeping in touch with what is going on in education and educational assessment across the world.

PROFESSOR MASAHIRO ARIMOTO



Formerly principal researcher of National Institute of Educational Policy Research of Japan (NIER) affiliated with Ministry of Education (MEXT). Visiting scholar of Cambridge University (Dr. Mary James as a link tutor) and Harvard Graduate School of Education (1995). He visited Hanoi, Vietnam (1999) and lectured to delegates from Africa and South America (1997-2003) as a JICA expert. His research draws mainly on curriculum, assessment, and pedagogy, and school-based lesson-study initiatives. He uses a mixed methods research design for a "whole-school approach." Outstanding Author Contribution in the 2015 Emerald Literati Network Awards for Excellence for International Teacher Education: Promising Pedagogies (Part A) Advances in Research on Teaching (Volume 22). Regarding assessment, Japanese trans version of OECD (2005) Formative Assessment Improving Learning in Secondary Classrooms. Interactive Assessment: Cultural Perspectives and Practices in the Nexus of "Heart or Mind" (Book chapter forthcoming). Assessment for learning practices in Japan: three steps forward, two steps back (Journal article forthcoming). Co-founders of JAfLN (Japanese Assessment for Learning Network) with Ian Clark in 2014.

Keynote Session on 7 September 2017

Using Classroom Assessment to Improve Pedagogy – the Japanese Experience

This is the narrative from one high-school student; a positive response to the Tohoku/Fukushima tragedy of 2011. There exists a cultural foundation for this student's resilient disposition towards severe environmental challenge, introducing three closely-related and fundamental aspects of Japanese society: (a) inseparability of body/mind; (b) cultural unity from geographical circumstances; and, (c) "selflessness after emptying the ego" behind the scene of "quite dignity", which refers to the deference of individual needs to those of the local (and, by extension the national) community.

Due to the personal and social processes related to the collective consciousness, the points

of departure for Japanese people differ from those of their 'western' counterparts.

That said, the assessment system has a great deal of internal accountability. Students are accountable to their peers, teachers and parents. Teachers are accountable to each other in a system in which all the teachers in the school know just how good or bad the other teachers' performance is because of the Lesson-Study initiatives. These local, school-level development initiatives saw (beginning in the 1980's) the emergence of innovative school-wide teacher-developed assessment tools influenced by affective domains of Bloom's taxonomy.

In 2000s PISA results propelled a national survey of scholastic assessment. The survey revealed top-scoring schools at the prefectural level. The survey generated evidence from an inter-school collective of mathematics teachers in Akita prefecture, who developed an integrated learning unit entitled, "Relearning the Edo Story from the Perspective of Mathematics". The grade-6 study team attempted to teach children how to use mathematics to "appreciate" the "knowledge" learned in social studies classes. As a result, they could not only understand people's lives in Edo more realistically, but also realize the power of mathematical concepts.

Authentic task or assessment can support students in reaching their full potential to understand issues of environmental sustainability, biodiversity, robotics, and other issues of twenty-first century relevance.

In my lecture, I will discuss education as the purpose of human life, and I try to make 'inside the black box' into glass box using video recording of classroom and teachers/ principals interview as well as students with telop in English.

DR YURI BELFALI



of the is a success, the role of assessment in personal learning catalog/24697/supporting-students



