

How Do Social Studies Pre-Service Teachers' Learn Lesson Planning Skills? : Factors that Heighten Abilities Following University Enrollment and Support Measures

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To have students in university teacher education courses independently explore what a “good lesson” is, there is a need to first eliminate the gap between university courses and courses students have taken up through high school and disentangle the formalities unconsciously shaped during their K-12 experiences. Keeping this in mind, this study focuses on students who, after enrolling in university classes, have accepted a theory of teaching different from that which they had supported up until then. These students were able to create high-quality lesson plans, and this study investigates and analyzes why they were able to heighten their lesson planning skills. Based on analyses of the lesson plans of three students and interviews with them, the following three points were identified: (1) students tried to reflect upon and refine their own lesson plans by being enlightened by others' purpose-rational lesson plans, (2) their own views of social studies and theories of teaching were relativized by learning about multiple theories of teaching with different goals, and (3) they had little formality with regard to the subjects and fields (geography) that they had not taken during high school. Rather, they were able to independently envision educational content in a purpose-rational fashion. Furthermore, our findings suggest the potential of guidance for supporting the improvement of social studies lesson planning skills that (1) draws from within students criteria and conflicts with regard to their own latently-held ideas of a “good lesson” through the experience of evaluating exceptional classes taught by others and creating their own lessons (rather than forcing upon them good lessons from the outside through university classes), and (2) makes them understand the importance of engaging in teaching materials study and content construction in accordance with subject objectives, using as material subjects and fields that students have not fully understood the importance of.

Key Words: Teacher Education, Lesson Planning Skills, K-12 Experiences, Gap, Views of Social Studies

I. The Issues at Hand

1. Returning to Traditional Lessons

In recent teacher education reforms, connections between learning at the university and actual educational settings as well as the training of novice teachers with practical competence is being sought both in research and policy. For example, there are policy-based demands dictating the direction of teacher education reform from Japan's Ministry of Education, Culture, Sports, Science and Technology (2012) to "establish a model of teachers as those who continually learn," have a "mutually influential relationship between theory and practice, which considers the basics and fundamentals regarding subjects and the teaching profession" to "cultivate practical competence at the stage of training teachers-to-be," and so on. In response, at teacher education universities and faculties in Japan, the competencies sought in new teachers have been academically defined, teacher-training standards that systematically form these capacities in teacher education have been actively developed, and survey research for this purpose has flourished. The Curriculum Center for Teachers at Tokyo Gakugei University (2006) led this research, and other efforts followed, such as Naruto Kyouiku Daigaku Tokushoku GP Project (2010) and the Bessou and Watanabe (2012) and Nasukawa and Watanabe (2014) .

In the field of subject education, research on and implementation of "good lessons" and "desirable lessons" for various subjects has progressed, and it has become possible to return these findings to the benefit of education in actual school settings. Here, methods for lesson planning are the product of research based on theories from the field of subject education

studies. These results have come together in, for example, Umeno et al. (2010) , which proposes methods for teacher development and training based on the practical competencies required for specific subjects.

On the other hand, in many middle schools and high schools, even today, teachers carry out so-called "chalk and talk" lessons in a didactic manner. Issues with this approach have continually been pointed out.¹⁾ This tendency is the same amongst both veteran as well as new teachers who have just learnt the latest educational theories at their alma maters. Van Hover & Yeager, 2004 discuss how three new teachers surveyed in the study returned to a traditional teaching style due to the environment that surrounded them. Kawakami (2012) and Slekar (1998) found that not only new teachers but teachers-in-training are also hesitant to use the new educational theories they learnt at university.

2. Gaps and Formalities

As discussed above, the results of research and theories in the field of subject education studies are not always incorporated by teachers-in-training and current teachers, and bridges are not always built between theory and practice. Previous studies have suggested two factors relating to K-12 experiences of teachers themselves as a background to this issue.

First, there is a gap between classes taken at university and those taken up in high school. Pointing to a factor that renders the reforms of K-12 history education ineffective, VanSledright (1996) notes the gap between the perspective of the field of history at universities (which doubts objectivity) and the traditional philosophical rationale of history

education at the K-12 level (represented by the understanding and memorization of objective facts) . When students feel a large gap between the history and other classes they have taken up through high school and those at university, university education needs to find an effective method for overcoming it. If not, as Zeichner & Tabachnick (1981) point out, the many ways of thinking and educational concepts developed while training to be a teacher will be “washed out” as students accumulate experience, and the students will again return to traditional lesson styles.

Second, there is the unconsciously created formality during students' K-12 experience. Lortie (1975) points out that students aiming to become teachers do not undergo teacher training education with a blank slate; they should be seen as having engaged in innumerable classroom observations during their K-12 experience. According to McGuire (1996) , pre-service teachers' primary models for education and instruction have already been formed through their own K-12 experience. Zeichner & Liston (1987) clarify that at a certain US university, students could not be made to reflect upon their past experiences and beliefs just by being taught subject instruction methods in classes.

All these studies show the danger of training teachers-to-be in a way that ignores their K-12 experiences. Regardless of how enthusiastically one teaches the newest educational theories, if they do not match the formalities derived from students' K-12 experiences, students will either reject them or forget them afterwards. Furthermore, upon finding employment as teachers, the theories learnt in the past will be “washed out” by the situation in actual school settings, and as a

result, they will return to reproducing the classes that they took up through high school. To overcome this cycle, it is necessary to disentangle, in university teacher training, the formalities (views of specific subjects) formed in students' K-12 experiences, and lay the groundwork that helps them accept up-to-date theories and create new teaching practices.

3. Accomplishments and Issues in Social Studies Education

The influence of the K-12 experience comes to the surface when students are made to create lesson plans. Specifically, there are students who can create high-quality lessons utilizing the theories which university professors or affiliated schools' supervising teachers would like them to adopt, and students who either are unable to do so despite theoretical understanding, or who remain theoretically unconvinced. This can be seen at the stage when students are in the introductory portion of the teaching education course as sophomores.

Tanahashi et al. (2014) focuses on students who, in a social studies instruction methods class for sophomores, are able to, from the beginning stages of learning, create high-quality lesson plans that university teachers expect and survey the reasons they were able to do so. The results of the study show that these students all took high-quality classes (ones with little gap between practice and teaching theory) from elementary school to high school that resemble the teaching theories they were assigned. In addition, the concretization of these theories was encouraged through the new knowledge obtained and the learning assignments given at university. Tanahashi et al.'s survey shows again that (at least at the

time of sophomore year) whether students can produce high-quality lesson plans is influenced by their K-12 experiences. It also shows that their education experience at university may encourage them to restructure their own views of social studies and make adjustments between these views and the theories they are taught.

In the case of students beginning a teacher education course who do not have such “fortunate” K-12 experience and who, due to the gap between high school and university, stumble due to an inability to create lessons that their teachers expect, how lesson planning skills²⁾ can be improved by university learning is an open question. To approach it, it is necessary to focus on students who grew considerably thanks to their classes, or in other words, those who came to be able to create such lesson plans. This paper builds upon Tanahashi et al. (2014) and seeks to answer the following research question:

Why were the lesson planning skills of students who learnt to create appropriate lesson plans able to be improved upon?

In answering this question, we hope to find ideas for effective teacher education to improve students’ social studies instructional abilities.

II. Method

To answer the above question, we conducted a qualitative survey research on the students of the class surveyed in Tanahashi et al. (2014) as follows.

First, to gauge the improvement of pre-service teachers’ lesson planning skills in introductory level teacher education course, we conducted a survey of ninety students enrolled in the 2014 “Social Studies Education Theory” course, held primarily for sophomores.³⁾ Since

this course is required to obtain a middle school social studies teaching license, those taking the course came from the Faculty of Letters, the university’s graduate schools, and other places besides Faculty of Education students.

Second, comprising basic data gauging the improvement of students’ lesson planning skills, two lesson plans Kusahara assigned to students were selected. The eight-class course which Kusahara, one of the authors of this study, led had two portions. In the course’s first half, Kusahara provided an overview of “understanding” and “scientific explanation”-based lesson planning, and as a final assignment, instructed students to create lesson plans in the latter style. In the second half of the course, Kusahara compared and provided an overview of problem-solving and social participation-based lesson planning, and in closing, had students create lesson plans in the latter style.⁴⁾

The lesson plan for the course’s first half was on the middle school social studies history subject concerning the Mongol invasions of Japan. Instructor Kusahara sought from students’ lesson plans that went beyond an elementary school history level (“the Mongol’s Army invasion was repelled twice due to the hard work of Kamakura warriors like Takezaki Suenaga and rainstorms ... ”) and sparked children’s intellectual curiosity. In other words, Kusahara asked students to develop classes that would cultivate children’s historical awareness, allowing them to interpret the cause and effects of historical phenomena in a multifaceted way that gets to their essence.

For the lesson plan in the second half of the course, the social studies geography subject “lives and culture in the United States” was used. Specifically, using US societal norms

regarding consumption and multi-cultural co-existence as well as related points of debate, Kusahara sought lesson plans from students that would heighten the children's interest in society. In other words, students were asked to develop lesson plans that consider societal issues that arise from conflicts in values and have children make judgments through discussion and decision making about the way the state and society should be.

Students' assessment points and scores for the above two assignments are listed in Table 1.

Third, we extracted, as "students whose lesson planning skills improved through the class," the nine students who either reached a B level in the first "Mongol invasions of Japan" assignment (those with average lesson planning skills) and those who reached A level in the second "lives and culture in the United States" assignment (in other words, those with lesson planning skills that exceeded expectations) . Below, we refer to them as the "improved group."

Fourth, from this nine-person improved group we selected a six-person group with a representative range of characteristics in terms of affiliation within the university and gender and asked for their cooperation in providing the lesson plans they created for the two assignments and in participating in an additional interview survey. The three students shown in Table 2 agreed to do so.

Fifth, we carried out a semi-structured interview with these students using question items that asked about five points: their attributes; intention behind and the background to the creation of their "lives and culture in the United States" lesson plan; their learning after enrolling in university; the classes they took in

elementary, middle, and high school; and their image of social studies classes.⁵⁾

Sixth, after creating a transcript of their statements from the interview survey, we summarized them while ensuring not to change their meaning. Taking into account students' privacy, we organized the content of their statements in Reference Material B. We used this and the slides students created for their lesson plans (some are presented as Reference Material A) as basic data for our study.

III. Discussion of Results (1) : How Did Their Abilities Improve?

In this section, by analyzing the changes in the lesson plans these three students created for the "Mongol invasions of Japan" (hereafter "Mongol") and "lives and culture in the United States" (hereafter "United States") , we confirm the improvements in students' lesson planning skills.

For both assignments, students were required to create and submit slides made with the presentation software Microsoft PowerPoint®. Additionally, the assignments stipulated in detail and in advance the number of slides as well as their content and format. Students were instructed to include "lesson objectives (this class hour's aim) ," "lesson development (composition) ," and "lesson sketch (model diagram, blackboard plan, worksheets, etc.) ." Therefore, while the spheres and themes of the two assignments differed, it is possible to compare students' achievement levels for each.

After comparing each individuals' two lesson plans, we included aspects that showed a particularly salient improvement in lesson planning skills in Reference Material A. Below, while referring to Reference Material A, we

Table 1: Assessment Points and Students' Scores in Two Lesson Plan Assignments⁶⁾

Score/Level (Up to 15 Points)	Assessment Points	First Assignment (Mongol)	Second Assignment (United States)
15 points	(Perfect score not given out of educational considerations; students at the beginner level)	0	0
13–14 points [A Level]	(1) Social studies objectives appropriate for the respective theory of teaching were clearly set in accordance with the topic dealt with in the lesson. (2) The student engaged in teaching materials study while consulting specialized works. Also, the presented educational content was structured, and a framework was presented to a certain degree. (3) The lesson had a flow. Key questions (KQ) were established, and an introduction, development, and conclusion were shaped into an exploratory process in which the children engaged. The lesson included aspects that jolted the children, encouraging changes in perspective.	18	13
10–12 points [B Level]	(1) Objectives described were somewhat vague, and the type of awareness children were supposed to form was articulated, yet done so inadequately. (2) While specialized works were not used, the student provided teaching materials based on the textbook by reading between the lines and understanding its intent. (3) While the lesson developed in a linear line and did not jolt the children or include changes in perspective, KQ was established and the student tried to run these consistently throughout class.	64	65
5–9 points [C Level]	Students did not meet the criteria (1) through (3) .	4	9
0–4 points [Not Reached]	Students below C level (those who did not hand in their assignments)	4	3

(Created by authors based on anonymous data)

Table 2. Basic Information Regarding the Three Students⁷⁾

Name	Faculty & Major	Year	“Mongol” Score	“United States” Score
Masuda	Faculty of Education/Elementary School Education	Sophomore	12 points	13 points
Takayama	Faculty of Education/Educational Studies	Sophomore	12 points	14 points
Kagawa	Faculty of Education/Middle School Social Studies Education	Sophomore	12 points	14 points

*Students have been given pseudonyms
(Created by authors)

describe the characteristics of and changes in students' lesson plans, focusing in particular on the extent to which they met the assessment points in their geography lesson plan after their lesson plans had changed.

1. Students' Lesson Plans

(1) Pre-Change: “Mongol” (History)

The objectives and development seen in the first, in other words pre-change, “Mongol” lesson plans were basically the same for all three students.

All students took as their objective having children explain the reason behind the downfall of the Kamakura Shogunate from the perspective of the Mongolian Army's two invasions, and their influence on warrior society while focusing on changes in the relationship between the Kamakura Shogunate and gokenin (vassals). The key question (hereafter KQ) of Masuda and Kagawa's lesson plans was “What led to the downfall of the Kamakura Shogunate?” While Takayama did not clearly indicate a KQ, it can be surmised from his lesson development that his was the same.

While there were some differences in terms of the order in which topics were covered and content, all three students' lessons developed in a didactic manner. They described

historical phenomena in terms of their chronological progression using genetic explanation;⁸⁾ i.e., the situation surrounding the two Mongol invasions of Japan → the reaction of the Kamakura Shogunate at the time of the invasions → the influence of the invasions on the downfall of the Kamakura Shogunate.

Furthermore, as a learning aid, they used worksheets in which children could fill in the items they were taught. However, there was some difference in the forms these worksheets took. For example, Kagawa organized in a chronological fashion the set of events relating to the invasions; Takayama categorized and organized the similarities and differences between the two invasions in terms of dates, military composition, battlefield, strategies, and results; and Masuda incorporated into chronologically presented information the invasions' influence on the relationship between the Kamakura Shogunate and gokenin. In other words, there was diversity in the students' choice of phenomena to cover as well as the meaning imported to them.

(2) Post-Change: “United States” (Geography)

On the other hand, the teaching materials used in the development of the students' second “lives and culture in the United States” lessons were different. Here, we explain this by

focusing on their worksheets and blackboard plans, which highlight these differences.

First, Masuda centered in on the problem of racism in the multi-ethnic United States, taking as the lesson's objective enabling students to articulate and defend a way for multiple ethnic groups to co-exist. While Masuda did not clearly present any KQs, the worksheet he created included a blank map for children to indicate by coloring the distribution of African-Americans as well as a pie chart showing the racial makeup of the United States, and a question asking about the cultural composition of the country. Furthermore, based on these facts, Masuda presented what could be seen as the lesson's KQ: "What kind of policies should the government adopt to alleviate discrimination against black people?" As reference works, a book by an activist engaged in the anti-racism movement, an article from an economics magazine discussing racial issues, the Embassy of the United States' website, and so on were listed, indicating that Masuda composed the lesson's educational content the lesson plan was based on independent teaching materials study.

Takayama's plan zeroed in on the issue of language in the multi-ethnic United States and took as its object the cultivation of students who could make decisions while taking into account diverse cultural backgrounds. A lesson KQ was not presented. However, judging from the passage in the lesson development section "examining bilingual education that forces Hispanic people to speak English," it can be surmised that the KQ was, "Should Hispanic people also be made to learn English?" Takayama consulted area studies works on the United States, and assuming a situation in which there is a group that supports doing so

for the purpose of a unified national consciousness and a group against doing so on the grounds that cultural backgrounds within the country should be respected, created time for discussion and decision making in groups and in class. In accordance with this, the worksheet was laid out so that children could first summarize the opinions of their groups, then describe differences of opinion in the class as a whole and finally, articulate their own individual opinions.

Kagawa's plan considered the issue of high-volume, large-scale agriculture, taking as its objective the cultivation of children who could hold and assert opinions regarding Japan's future agricultural policies while drawing clues from the issues facing the industry in the US. This objective was turned into a concrete lesson KQ: "What should the path of Japan's agriculture in the future be?" The lesson plan included having children discuss as a class four possibilities for Japanese agriculture after having learned its characteristics in the US. At the end of the lesson, Kagawa included time called "Let's Act" to allow children to create posters proposing agricultural policies and post to the public comment section of the Ministry of Agriculture, Forestry and Fisheries' website. Kagawa envisioned using not a worksheet but a blackboard plan as a teaching aid, designed such that the lesson's development and flow of the discussion could be grasped at a glance. Furthermore, as groundwork for organizing important points of contention related to the subject, Kagawa consulted a report focusing on the issue of poverty in the United States.

(3) Post-Change Characteristics

Comparing the three students, it can be seen that Masuda and Takayama planned their

lessons as so-called issue-centered education, taking the intention behind the assignment straightforwardly. However, the former emphasized teaching how to argue based on facts, and the latter gave precedence to clarifying differences in opinion. These differences in the abilities that the two students wanted children to acquire were reflected in their worksheet designs.

Kagawa turned into a means learning about the United States, and the composition of his lesson sought to apply the results of this learning to where children live (Japan, their region within the country, etc.) . Anticipating differences in opinion and not turning them into a simple A vs. B binary opposition, a more profound issue-centered education was envisioned that understood these differences as a horizontal-vertical four-part matrix.

2. Improvements in Lesson Planning Skills

Broadly speaking, all three students' lesson planning skills improved in two ways.

First, they became able to envision objectives and learning activities backed by the theory of teaching that their instructor taught.

Their first lesson plan (Mongol) comprised standard objectives and instruction methods as well as a possibly excessive reliance on textbook passages. While there were some differences in the historical phenomena they covered and the way in which their lessons' learning unfolded, they all saw the historical event of the Mongol invasions of Japan as a factor in Kamakura Shogunate's downfall, trying to help children understand it from the perspective of the change in the relationship between the Shogunate and gokenin. Furthermore, they also all created and used fill-in-the-blank worksheets. These

followed the content of the textbook-spread copies that had been handed out in class, a reflection of their approach that sought to construct lessons so that the facts and interpretations written in them would be transmitted to children as-is. While not covered in this paper, amongst the students who received an A-level evaluation, there was one who, focusing on how these invasions (collectively referred to as the "Genkou") were depicted on the one-yen bill during the Meiji period (1868–1912) , conceived of a bold and fresh lesson plan, trying to use a metahistorical approach that would help children realize that historical phenomena are given diverse meanings from the perspectives of later generations. Compared with this plan, those of the three students were of the sort that is seen relatively frequently, in that they refrained from deviating from the textbook's framework.

Their second lesson plans (United States) differed both in goals and content. While the themes focused on varied (race, language, agriculture, etc.) , they all presented some sort of point of discussion or debate and were able to conceive of a lesson development that required that children construct judgment standards through participation in discussions and decision making. This shows that they deeply understood the essence of the social participation theory of teaching presented by Kusahara and that they were able to use it in their lesson planning. Furthermore, they all engaged in considerable teaching materials study that made full use of specialized works, the Internet, and so on, not being limited by textbooks and independently choosing educational content. This led them to select stimulating themes that would bring children's

attention to norms that cut to the core of lives and culture in the US as well as to related debates.

Second, in creating their second lesson plans, they tried to structure and elaborate upon worksheets and blackboard plans.

For the first worksheet, all three students only thought to have children enumerate terms and fill in blanks, despite them having been instructed to use a scientific-explanation theory of teaching. Worksheets that aimed to organize knowledge in this way are, as is well known, frequently used in high school classes that aim to instruct students in university entrance examination preparation. In the second assignment, worksheets' compositions were changed in a purposefully rational fashion while taking into account the aim of the social participation-based theory of teaching so that they could support children in engaging in discussions and making judgments.

This three-person improved group grew over the course of one month. Students went from a level at which they were only able to envision a lesson plan that was restricted by textbook content (in a sense, "safe") and not grounded in a theory of teaching to a level at which they were able to conceive of a lesson plan backed up by one.

IV. Discussion of Results (2) : Why Were Students Able to Improve Their Lesson Planning Skills?

Why were these students able to so dramatically improve their lesson planning skills in a short period of time? We will discuss this while referring to the results of our interview survey (Reference Material B) .

1. Imitating Others, Self-Reflection, and Ignorance

In our interview survey, we identified three factors governing the improvement of lesson planning skills.

First, students were stimulated by the lesson plans of others and found hints in them for making their own.⁹⁾ For example, Takayama both realized that she had designed a safe lesson plan and tried to absorb another person's lesson planning idea to which she was sympathetic: "In the eleventh class, I saw the 'Mongol' presentations, which really drew me in. Conversely, I thought that my own was boring. I particularly liked K's approach (of exploring the meaning of the Mongol invasions of Japan in terms of intellectual history) and decided to be a little more inventive."

Second, students reflected upon the low assessments they received for the first assignment. They prepared themselves to try to create a lesson that overcame issues in their first presentation by coolly examining them: "For the 'Mongol' lesson, I wrote down everything that I wanted to say; there was no flexibility. Consequently, I didn't know what I wanted to explain and wasn't able to bring everything together" (Takayama) , "(Basically) it was just reading the boldface text in the textbook. I felt that if I was being taught this lesson it would probably be boring; so, I thought that I would change (my approach) ," (Kagawa) etc.

Third, students saw the second assignment lesson as easier and more worthwhile to create. They were of the opinion that a geography-related field was easier because, although they had not studied it in high school, there was more room to choose content: "As for learning about history

(Mongol) , there are various interpretations, and I didn't know which one was correct to teach. For geography (United States) , there were various kinds of data and facts; so, it was easier to teach" (Masuda) .

An opinion was also expressed that teaching materials study with children's learning in mind is enjoyable: "There are many points at which I imagined the actual (lesson) flow, that is, the kinds of opinions that would come from (students) . The process of choosing things from teaching materials that I could use was interesting. I thought that if I were a teacher, creating teaching materials would really be rewarding work." (Kagawa) It can be seen that these factors made flexible lesson planning possible.

In this way, by (1) finding out about others' novel lesson plans, the three students in this improved group (2) realized the poor nature of their own lesson plans, thereby making the problems therein clear. Furthermore, (3) while they were not certain as to what should be taught in geography lessons, since all were considerably flexible, they were able to actively engage in creating their second lesson plans. We can surmise that this was the process and logic of their improvement.

2. Reconsidering the K-12 Experience

From our interview surveys, we saw that students reflected upon and reconstructed, throughout each of their post-university enrollment learning experiences, views of social studies that had been established in their K-12 experiences.

Masuda, who majors in Elementary Education, was considerably influenced by his extra-curricular activity experience in a child

support project run by the Faculty of Education as well as by subject-specific teaching method courses. The image of blackboard-centric social studies lessons that Masuda had absorbed from classes in the past were changed by courses on math and social studies teaching methods. It can be surmised that this led him to seek a deep understanding of the educational content that forms the background to lessons and aspire to have children's learning develop in a way that follows their thinking and interests: "While things like the logic behind problems are not taught to children, it is necessary for teachers to understand them." Masuda also stated, "Teachers (should) not say the answers but draw answers out of children; children (should) be able to think by themselves based on discussions." This was a case of involvement with children and knowledge acquisition supporting the deepening of lesson planning abilities.

Takayama, whose major is Educational Studies, was greatly influenced by a course on instructional methods for a specific subject as well as one-on-one instructional methods common to all subjects: "In Professor F's Study of Educational Methods seminar ... (I learned) about the importance of establishing goals in a lesson." Takayama also stated, "By having taken Professor T's Assessment of Geography & History Education, I found out that social studies takes various forms besides explaining the content of the textbook." Furthermore, in her statement that "by trying two different types of lesson planning in the Social Studies Education class, my originally vague image of social studies lessons" took a clearer form. We can see here the background to Takayama having become able to connect the universal way of thinking about lesson

creation based on goals with a methodology for creating lessons in accordance with social studies. One of the characteristics of the growth of Takayama's views of social studies was that she became able to reflect and articulate by herself at a meta-level, albeit in an inexperienced way. We could say that her construction and awareness of philosophical rationales of education, emerging through courses, as well as a simultaneous deepening of an understanding of the subject of social studies, supported the heightening of her lesson planning abilities.

Kagawa, who majors in Secondary Social Studies Education, was considerably influenced by social studies education courses, including "Social Studies Curriculum Design Theory." Kagawa's attitude in favor of actively absorbing specialized knowledge regarding subject-specific education is shown in his statement, "While my first year was primarily liberal arts education, this year there are more opportunities to think about subject-specific education." The reference works Kagawa used in his teaching materials study were the ones introduced in such courses. Furthermore, in other courses, Kagawa had already looked over articles on social studies curriculum and instructional methods, and he assimilated theories from all of these sources. Consequently, while originally, Kagawa "had only known the way my teachers at my old school did things, and thought that these (teachers' lessons) equal social studies lessons," through his studies following enrolment at university (particularly the specialized education he received in his sophomore year) , he came to learn various methodologies. This is so to the extent that he thought, "I didn't know there were so many

various ways of making lessons." Kagawa also stated that his "image of social studies changed." Kagawa is strongly aware of social studies' unique characteristics. It appears that his integration and use of the various theories learned in other social studies education courses and the lesson creation theories from this course, led to the heightening of his planning abilities.

V. Conclusion

Why were the lesson planning skills of students who came to be able to create appropriate lesson plans able to be improved? This was this study's research question.

Here, based on our discussion in section IV, we will present, by logical reconstruction, the factors and structures common to the students who were the subject of our study. These are presented below.

(1) The lesson plans presented by fellow students. Students tried to reflect upon and refine their own lesson plans as a result of being enlightened by others' purpose-rational class plans. (2) Theories presented by the teacher. Students' own views of social studies and theories of teaching were relativized by learning about multiple theories of teaching with different goals as to what social studies should represent. (3) Knowledge "I" lacked regarding subjects' content. Students had little formality with regards to what they should teach for subjects and fields that they had not taken during high school; thus, they were able to independently choose and compose content in a purpose-rational fashion.

In closing, we will summarize the lessons these findings can offer to improvements in social studies teacher education.

This study once again confirmed that, as is pointed out in Lortie (1975), Kawakami (2012), and Slekar (1998), that lesson planning beliefs backed by students' learning experiences through high school are firm, and it is difficult to loosen them. To overcome this, it is not enough to just awaken students from the outside to the views of social studies and good lesson standards that they first learn at university and find uncomfortable. As has been attempted in Tanahashi et al. (2014) and Kusahara (2015), the views of social studies and good lesson standards (as well as conflicts surrounding them) latent within students must be drawn out. The parallel process of having students reveal, adjust, and overcome that which is within them through the experience of evaluating others' lessons and creating their own is especially necessary.

It was also clarified that, in social studies teacher education, students not having studied certain subjects in high school is not necessarily a negative. Rather, it can be perceived as a positive, providing a suitable opportunity for instructing them on a fundamental level about the process of lesson planning. In other words, teachers can help students understand the importance of engaging in teaching materials study and content creation that is in accordance with subject aims. An effective method for doing so is having students plan lessons that can justify the study of subjects and fields that few of them have taken (such as geography and ethics) and have not yet grasped for themselves.

This study suggests that to educate social studies teachers-in-training, it is important to consider whether they have studied certain subjects in high school, incorporate the "aim talk" proposed by Stephen J. Thornton (2004),

and guide them in developing lesson planning skills.

Notes

- 1) For example, the Benesse Educational Research and Development Institute (2014) survey of approximately 4,800 middle-school social studies teachers across Japan shows that many teachers on the ground have still not freed themselves from traditional lesson styles. Almost all of them only spend a few hours per year on "theme-exploration style" learning such as research, report creation, and fieldwork; over half of them do not use ICT instruments such as electronic blackboards and electronic teaching materials.
- 2) The concept of "lesson planning skills" used in this paper incorporates that of "lesson construction" as defined in Moriwake (1988). Moriwake defines "(social studies) lesson construction" as the process of independently establishing the educational aims (the understandings and capacities) that one wants to be formed in a lesson, choosing appropriate educational content and methods for this formation, and creating a lesson (plan). For this reason, Moriwake holds that this ability is, to an extent, objectively measurable based on the composition of a student-created lesson and that it is appropriate to adopt as an aim and ensure its formation when educating teachers.
- 3) The course is held yearly by Kusahara (one of this paper's authors) and Professor Tomoyuki Kobara (Graduate School of Education, Hiroshima University's). Osaka and Watanabe were involved as TAs in the latter eight classes that Kusahara is in charge of. They developed teaching materials for class and provided guidance and suggestions

to students. Kim was involved as an observer. For details regarding the course, see Tanahashi et al. (2014) .

4) Terms used in this paper such as “scientific explanation” and “social participation” were defined by Kusahara in the “Social Studies Education Course” while taking into account the findings of research in the field of social studies education. For details regarding each of these theories of teaching, see Shakai Ninshiki Kyouiku Gakkai (2012) .

5) The survey interviews with the three students were as follows.

<Time>

Masuda: 08/21/2014. 10:00~/approx. 35 min.

Takayama: 09/01/2014. 13:00~/approx. 30 min.

Kagawa: 08/24/2014. 18:00~/approx. 35 min.

<Format/Place>

All interviews were carried out in room A401 of the Hiroshima University Faculty of Education. Two interviewers (Osaka and Watanabe) met with each student.

6) The assessment indicators and assessment point-based evaluations used in the two class assignments were implemented by Kusahara, who was in charge of the classes. For this study, the aims of the class were described in advance for the students, to acquire their approval, and then, Osaka and Watanabe analyzed anonymized data and decided who to use as the participants of this survey.

7) Osaka analyzed changes in scores based on the results of Kusahara’s evaluations and decided upon the three students that would be the participants of the survey.

8) A “genetic explanation” is, according to Moriwake (1978) , “An explanation in which phenomena that are factors and conditions precede concluding phenomena; it is an

something that explains circumstances by describing the factors that made phenomena exist, that is, their process by which they came into being” (p. 97) .

9) For class 11, Kusahara chose four high-quality model lesson plans from the “Mongol Invasions of Japan” ones handed in by students, and had their creators present an overview of them.

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Kazuhiro Kusahara (Graduate School of Education, Hiroshima University)

Reference Material A: Parts of the Lesson Plans Created by Survey Subject Students

	1st Assignment (Mongol Invasions)	2nd Assignment (Lives and Culture in the United States)																	
Masuda	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">1</p> <p>月 日 () 年 組 番 名前 () <small>社会科学歴史ワークシート 「モンゴルの襲来と日本」</small></p> <p>蒙古襲来絵詞を見てみよう</p> <p>1、日本と戦っているのはどこの国の軍隊か？ () 御家人は鎌倉で何を要求しているのか？ ()</p> <p>2、「蒙古襲来絵詞」に描かれた戦いの後、鎌倉幕府と御家人の御恩と奉公の関係はどのように変化していくのだろうか。予想してみよう。</p> <hr/> <p>モンゴルの2度の襲来</p> <p>1274年 () 元・高麗軍 集団戦法、毒矢や火薬を使った武器一暴風雨により敗退</p> <p>1281年 () モンゴル軍の人数は前回の約5倍一暴風雨により敗退</p> <p>鎌倉幕府の対応</p> <p>() →御家人の土地の売買や買入れの禁止、売った土地を無償で取り戻させるなど</p> <p>◎なぜ幕府は徳政令を出したか？</p> <hr/> <p>まとめ</p> <ul style="list-style-type: none"> ・() の繰り返しやモンゴルの襲来による() の増大で落ちぶれる御家人が増えた。 ・御家人救済のために幕府は() を出したが、あまり効果は上がらなかった。 <p style="text-align: center;">↓</p> <p>御家人の幕府への反感が強まる中、倒幕への動きが強まり→幕府滅亡へ</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">2</p> <p>月 日 () 年 組 番 名前 () <small>社会科学歴史ワークシート 「アメリカの生活と文化」</small></p> <p>1、アメリカについて知っていることを自由に書いてみよう。</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> <p>2、地図帳を見て、円グラフの空いているところに書き込んでみよう。また、下の白地図のうち、黒人人口の割合が20%以上の地域に色を塗ってみよう。</p> <div style="display: flex; align-items: center;"> </div> <p>3、黒人差別を緩和させるために、どのような政策を行うことが考えられるだろうか。班で話し合ってみよう。</p> </div>																	
Takayama	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">3</p> <p style="text-align: center;">ワークシート例</p> <p style="text-align: center;">元の二度の襲来</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <td>日本名</td> <td>文永の役</td> <td>弘安の役</td> </tr> <tr> <td>年代</td> <td>1274(文永11)年</td> <td>1281(弘安4)年</td> </tr> <tr> <td>軍</td> <td>高麗軍</td> <td>高麗・南宋軍</td> </tr> <tr> <td>共通点</td> <td colspan="2"> ・元軍が博多湾に襲来したこと ・元軍が暴風雨の被害を受けたこと </td> </tr> <tr> <td>相違点</td> <td> ・元軍の集団戦法・火器→日本軍を苦しめる </td> <td> ・海岸に石塁を築くなどの防備→元軍は上陸できず </td> </tr> </table> <p style="text-align: center;">この二つの戦い→合わせて「元寇」とよぶ ☆「寇」には敵が攻めてくるという意味がある</p> </div>	日本名	文永の役	弘安の役	年代	1274(文永11)年	1281(弘安4)年	軍	高麗軍	高麗・南宋軍	共通点	・元軍が博多湾に襲来したこと ・元軍が暴風雨の被害を受けたこと		相違点	・元軍の集団戦法・火器→日本軍を苦しめる	・海岸に石塁を築くなどの防備→元軍は上陸できず	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">4</p> <p style="text-align: center;">ワークシート</p> <p style="text-align: center;">ヒスパニックへのバイリンガル教育</p> <p style="text-align: center;">氏名() ()班 立場()</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 班の意見 </div> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 50%;">①</td> <td style="width: 50%;">②</td> </tr> </table> <p style="text-align: center;">自分の意見 ()</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> </div>	①	②
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Kagawa	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">5</p> <p style="text-align: center;">ワークシート例</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>1. ☆(モンゴル帝国)の成立</p> <ul style="list-style-type: none"> ○1206 (チンギス=ハン) が建国 ○1268 (フバイ=ハン) が首都を大都【今の北京】に移す ⇒ ☆(元)を建国 <p>2. ☆(元寇)</p> <p>(1) 原因</p> <p>○フバイ、日本支配のため特使派遣</p> <p style="padding-left: 20px;">+ 執権(北条時宗)が拒否</p> <p>(2) 経過</p> <ul style="list-style-type: none"> ○1274 (文永の役) 幕府、元軍の集団戦法や「つはう」に苦戦する。 ○1281 (弘安の役) 幕府、日本海岸に(石塁)をつくり防戦する。 </div> <div style="width: 45%;"> <p>(3) 結果</p> <ul style="list-style-type: none"> ①元軍が撤退。 ②幕府軍、多額の出費、恩賞不足 <p>→御家人、勝っても恩賞もらえず、生活苦に。 ⇒幕府への不満高まる。</p> <p>3. 鎌倉幕府の滅亡</p> <ul style="list-style-type: none"> ○1297 ☆(永仁の徳政令) →失敗 ○倒幕勢力が結集... (足利尊氏)、新田義貞 + (後醍醐天皇)、(悪党(楠木正成)) ○1333 鎌倉幕府滅亡 </div> </div> </div>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">6</p> <p style="text-align: center;">◎日本の農業は今後どうしていくべきか</p> <p>～アメリカの農業の特徴～</p> <ul style="list-style-type: none"> ・効率を重視した大量生産型大規模農業 ・大企業が運営する企業的農業 ・多国籍企業が経営する海外市場向け農業 <p><特長></p> <ul style="list-style-type: none"> ・安く食品を購入できる ・季節を問わず購入できる <p><問題点></p> <ul style="list-style-type: none"> ・中小農家との低賃金契約 ・安全性の問題 <ul style="list-style-type: none"> 家畜農場の衛生環境 家畜動物への抗生物質やホルモンの投与 遺伝子組み換え作物 甘い食品安全審査 <p>日本でも農業経営の大規模化がみられる ⇒今後の日本の農業はどうしていくべきか</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 50%;"> <p>A班</p> <p>食の安全性が失われる危険性があるため、大規模農業は取り入れない</p> </td> <td style="width: 50%;"> <p>B班</p> <p>消費者にとっては安くおいしい食品が豊富であるため、大規模農業を推進すべき</p> </td> </tr> <tr> <td> <p>C班</p> <p>大規模農業を取り入れたら、世界で一番おいしい日本の食文化が失われるのではないかと</p> </td> <td> <p>D班</p> <p>食品の安全管理を徹底し、たうえて、安く食品が手に入る大規模農業を取り入れるべき</p> </td> </tr> </table> <ul style="list-style-type: none"> ・大企業と契約した家族農家は生活が苦しくなる ・食の安全が第一 ・日本で農業を大規模化しても、アメリカなどの国には勝てない <p>⇒日本の農業は大規模化すべきではない</p> <p style="text-align: center;">— 板書計画 —</p> </div>	<p>A班</p> <p>食の安全性が失われる危険性があるため、大規模農業は取り入れない</p>	<p>B班</p> <p>消費者にとっては安くおいしい食品が豊富であるため、大規模農業を推進すべき</p>	<p>C班</p> <p>大規模農業を取り入れたら、世界で一番おいしい日本の食文化が失われるのではないかと</p>	<p>D班</p> <p>食品の安全管理を徹底し、たうえて、安く食品が手に入る大規模農業を取り入れるべき</p>													
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* For both assignments, we have included slide number 7 of Masuda and Takayama, and slide number 8 of Kagawa (about the translation of their slides, refer the support documentation) . (To create this reference document, study authors processed some of the slides survey subject students handed in for the course.)

*Support Documentation: Translation of the Slides Created by Survey Subject Students

1 Masuda Slide Mongol

Date: _____ Grade: _____ Homeroom Class: No.: _____ Name: _____
Social Studies History Worksheet "The Mongol Invasion and Japan"

Mongol Invasion Handscrolls

1. Which country's army is fighting with Japan?→ ()
What are the vassals (gokenin) seeking in Kamakura?→ ()
2. After the battles shown in the handscrolls, how do you think the relationship between the vassals' rewards (goon) and services (hoko) changed?

The Two Mongol Invasions

1274: () The Yuan and Goryeo armies. Group battle tactics, poison arrows, and weapons that used gunpowder. Lost due to rainstorms.

1281: () Mongolian Army: Five times as many soldiers as before. Beaten due to rainstorms.

• Response of the Kamakura Shogunate...

() Buying, leasing, and selling land of vassals were prohibited, and land they had sold was returned without compensation, etc.

◎ Why did the Shogunate issue the Debt Cancellation Order (tokuseirei) ?

Summary

- Due to repeated () and an increase in () resulting from the Mongol invasions, the number of vassals who fell on bad times increased.
- To save the vassals, the Shogunate issued the () , but it was not very effective.



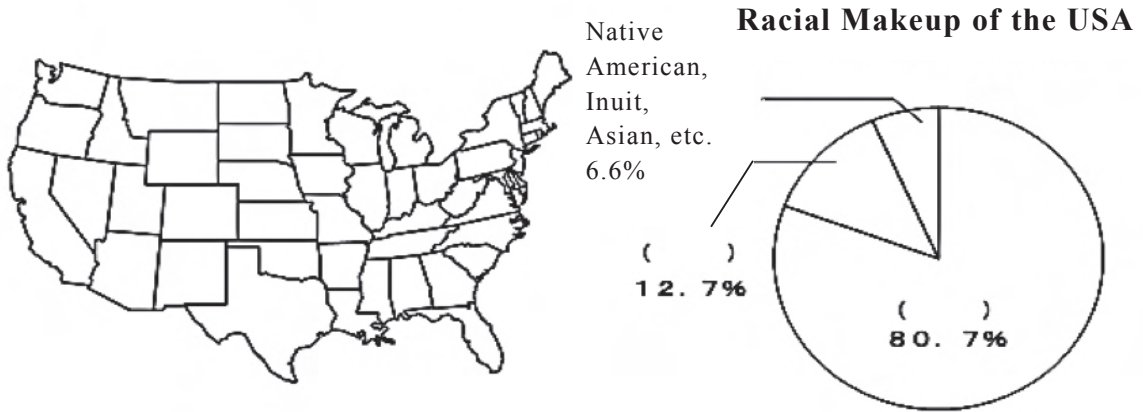
With vassals' bad feelings toward the Shogunate increasing, there was a growing movement to overthrow it, which led to its downfall.

2 Masuda Slide USA

Date: _____ Grade: _____ Homeroom Class: No.: _____ Name: _____
Social Studies History Worksheet “Lives and Culture in the United States”

1. Write down some things you know about the United States.

2. Looking at the atlas, fill in the blank spaces in the pie chart. Then, color in the places in the map below where African American people make up over 20% of the population.



3. What kind of policies can be used to alleviate racism against African American people? Discuss this as a group.

3 Takayama Slide Mongol

Worksheet Example

The Two Mongol Invasions

Japanese Name	Battle of Bunei	Battle of Koan
Year	1274 (Bunei 11)	1281 (Koan 4)
Army	Goryeo Army	Goryeo and Southern Song armies
Similarities	<ul style="list-style-type: none"> • Mongol Army invaded Hakata Bay. • Mongol Army was hurt by rainstorms. 	
Differences	<ul style="list-style-type: none"> • The Mongolian Army's group tactics and firearms hurt the Japanese Army. 	<ul style="list-style-type: none"> • Seashore defenses (building of stone walls, etc.) . The Mongolian Army was unable to land.

These two battles are collectively called "Genko"

☆"Gen" means "Mongolian" and "ko" means an enemy attack.

4 Takayama Slide USA

Worksheet

Bilingual Education for Hispanics

Name () () Group Position ()

Group Opinion

Class Opinion	①	②

My Opinion ()

--

5

Kagawa Slide Mongol

Worksheet Example

<Left Side>

1. ☆ The Establishment of the (Mongolian Empire)

◎ 1206 (Ghenghis Khan) establishes Mongolia

◎ 1268 (Kublai Khan) moves capital to Khanbaliq (present-day Beijing)

⇒ ☆ Establishment of the (Yuan/Mongol) Dynasty

2. ☆ (The Mongolian Invasions/Genko)

(1) Cause

○ Kublai sent a special envoy to rule Japan

← Rejected by regent (Hojo Tokimune)

(2) Development

◎ 1274 (Battle of Bun'ei)

The Shogunate suffers due to the Mongolian Army's group tactics and firearms.

◎ 1281 (Battle of Kōan)

The Shogunate builds (stone walls) on the Japanese seashore for defense.

<Right Side>

(3) Results

① The Mongolian army withdrew.

② The Shogunate Army spent lots of money and was not able to adequately compensate for those who fought.

→ Even though they won battles, vassals or gokenin could not receive rewards for having fought.

Their lives became hard.

⇒ Dissatisfaction with the shogunate increased.

3. The Fall of the Kamakura Shogunate

◎ 1297 the ☆ (Einin Debt Cancellation Order/einin tokuseirei) → failure

○ Forces to topple the Shogunate came together ... (Ashikaga Takuji) , Nitta Yoshisada

+ (Emperor Go-Daigo) , the (Akuto (Kusunoki Masashige et al.))

↓

◎ 1333 Fall of the Kamakura Shogunate

6 Kagawa Slide USA

◎ What should the path of Japan's agriculture be in the future?

<Left Side>

~Characteristics of US Agriculture~

- Mass production, large-scale agriculture emphasizing efficiency
- Business-like agriculture run by large corporations
- Agriculture for foreign markets managed by multinational corporations

<Merits>

- People can purchase cheap food products.
- People can purchase food products regardless of the season.

<Issues>

- Low-wage contracts with small- and mid-size farmers
- Safety issues
 - The hygienic environment at livestock farms
 - Giving antibiotics and hormones to livestock
 - Genetically modified crops
 - Weak food product safety inspections

<Right Side>

Farm management is becoming large-scale in Japan as well.

⇒ What should the path of Japan's agriculture be in the future?

Group A: Large-scale agriculture should not be adopted because there is a danger of food becoming unsafe.

Group B: Large-scale agriculture should be promoted because cheap and tasty food is the most important feature for consumers.

Group C: Large-scale agriculture should not be adopted because Japanese food culture, which is the most delicious in the world, will be lost.

Group D: Large-scale agriculture, which gives consumers access to cheap food products, should be adopted after thorough food product safety management has been put in place.

- The lives of family farmers who enter into contracts with large corporations will become difficult.
- Food safety is the most important feature to be considered.
- Even if Japan's agriculture becomes large-scale, it cannot beat that of other countries like the United States.

⇒ Japan's agriculture should not become large-scale.

-The Plan of Writing on Blackboard in the Class-

Reference Material B: Summary of Survey Subject Students' Statements

	Masuda	Takayama	Kagawa
1. Attributes	<ul style="list-style-type: none"> Went to a general education high school. University entrance examination subjects were Japanese History B and Ethics. Every Saturday, I am involved with children as part of the Friendship Project (various experiential activities for local elementary school students) . I chose social studies for my second license because I enjoyed my high school Japanese History class. 	<ul style="list-style-type: none"> Went to a general education high school. Took Contemporary Society, Japanese History B, World History A, and Politics/Economics. In preparation for the university entrance exam, studied Ethics on my own. Particularly studied Japanese History. I am leaning toward becoming a high school teacher rather than a middle school teacher. Currently teaching study skills once a week at a children's self-reliance support facility (<i>jidō jiritsu shien shisetsu</i>) . Since I enjoy Social Studies the most, since high school I have thought of teaching the subject if I were to become a teacher. 	<ul style="list-style-type: none"> Went to a general education high school. Took Japanese History B, World History A, Ethics, and Politics/Economics in high school. Since February 2014, I have been working as a personal instructor at a private-tutoring school (<i>juku</i>) for all elementary and middle school subjects, and high school English, math, and social studies.
2. Background of and Intentions in Lesson Creation	<ul style="list-style-type: none"> For the "United States" lesson, I wanted to help children understand differences between the United States and Japan, particularly in terms of ethnic makeup (multi-ethnic or not) . I had trouble deciding what kind of material to use because I had not studied geography in high school. I created worksheet shown on slide by myself. Consulted newspaper articles and literature from university library homepages and the Internet. Having decided to teach about racism with regard to the multi-ethnic US, I chose this book after looking at it in order to find out what kind of measures President Obama is adopting. The difference between creating the "United States" lesson and creating the "Mongol" lesson was with regard to gathering materials and making teaching materials. Having reflected upon the "Mongol" lesson (for which my material gathering and teaching materials analysis were not adequate), I was careful. The history lesson took the form of asking children questions. For the geography class, I decided to have children color in a map. When watching other students' "Mongol" lesson presentations in class 11, I realized the 	<ul style="list-style-type: none"> Compared to the "Mongol" lesson, and in order to capture students' interests, I thought of picking up one thing derived from the textbook and creating the lesson, instead of just covering only the textbook. For the "Mongol" lesson, I didn't have the knack (of lesson creation) and my lesson developed in an orthodox way that followed the textbook. In the eleventh class, I saw the "Mongol" presentations, which really drew me in. Conversely, I thought that my own was boring. I particularly liked K's approach (of exploring the meaning of the Mongol Invasions of Japan in terms of intellectual history) , and decided to be a little more inventive. I thought about what was interesting in high school and middle school and decided that it would be useful to explain aspects not in the textbook. I chose to cover race and ethnicity because they relate to society and students' lives in the future and are familiar content. For the "Mongol" lesson, I wrote down everything I wanted to say; there was no flexibility. Consequently, I didn't know what I wanted to explain and wasn't able to bring everything together. For the "United States" lesson, 	<ul style="list-style-type: none"> For the "United States" lesson, when engaging in teaching materials study I particularly thought about what to use. While a textbook was included in the materials distributed (as part of the course packet), I was not able to envision an hour-long lesson solely based on that. Therefore, I bought a book (<i>Hinkon daikoku amerika</i> or "The US, A Country of Great Poverty") and engaged in teaching materials study based on it. I chose this book because I had found out about it in an article assigned in the 2014 first semester class "Social Studies (Geography and History) Curriculum Design" (taught by Kusahara) . Kusahara's introduction to the book stayed with me. Since it (the "United States" lesson creation assignment) was "social participation"-style, I thought about how children could participate, and what means to participate in society. In addition to learning about lives and culture in the United States, it also took time to go beyond that and think about how to make the lesson become something that participates in society. As can be seen in slide 5 (which ask students to discuss the Americanization of agriculture and the issue of TPP participation) , I had students present opinions regarding the United States and

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<p>inadequacy of my own lesson plan. These students engaged considerably in teaching materials study, and they were lessons that even we (university) students could find interesting. The way I engaged in teaching materials study was inadequate, and I thought I could do a little more in terms of how I ask questions. I felt that my level was different than those of the presenters.</p> <ul style="list-style-type: none"> • For the geography lesson, I included map coloring because (geography) classes I had taken did so. I think that the reason I changed the learning method for the geography (“United States”) lesson was that I remember working with a map in classes in middle school. I had the image that geography classes have more in-class work than history classes. • The “United States” lesson was a bit easier to make. As for history learning, there are various interpretations, and I didn’t know which was right to teach. Geography was easier to teach because there are considerable data and facts. • The reason that I chose this (human rights and multi-ethnic country-focused) content in the “United States” lesson was because I thought it would be good to have children think about things that are issues at present. Recalling that the news covered issues of race and conflict around the world, I first thought of teaching about the problem of racism (when creating the “United States” lesson plan) . 	<p>what to focus on had already been decided (particularly Development II and the concluding portion) ; so, I thought of using this content for that, which could be easily done as learning activities.</p> <ul style="list-style-type: none"> • For reference works, after having decided the theme in advance when I found a book on Hispanics when consulting the university library’s database, I decided to do that. • The “United States” lesson was easier to do than the “Mongol” lesson. Both took about the same amount of time to create. I thought that (in terms of educational content) it would be fine to simply share with student the fact that this is a culture originating in the United States. With the remaining time, I was able to focus on what I wanted to communicate. • (The reason that I decided to cover race was that) in a social participation lesson, one has to make it (lesson content) be something thought about by students together. The US culture itself cannot be thought about by students together. Since population composition is a distinguishing characteristic of the United States, I thought that it would be easy for students to think about it together. 	<p>based on them think about the form Japanese agriculture should take.</p> <ul style="list-style-type: none"> • I adopted the aim of “asserting how Japanese agriculture should be and acting” because even if (children) learn about the United States, it is hard for them to participate in its society because they do not live there. I thought that they could participate in Japanese society which is familiar to them and decided to have students (think after having changed their perspective from) the United States to Japan. • I was unsure about the “Let’s Act” part of slide eight, which explained the lesson’s concluding teaching and learning activities. It was pretty hard to come up with an example I could give for how to “act.” In the end, I found out that on the Ministry of Agriculture, Forestry and Fisheries’ website, comments from the public were being sought (about the TPP issue) , and as an example, I proposed that students post there. • Seeing what was written in the textbook, I created the “Mongol” lesson be in a format in which I asked about that. I also made a worksheet. However, (basically) it was just reading the boldface text in the textbook. I felt that if I was being taught this lesson, it would probably be boring; so, I thought that I would change (my approach) . • Using the content of the textbook, I made the “Mongol” lesson an explanation of it. However, in the presentations of the people chosen for class 11, they did not just explain the textbook but proposed lessons using various methods and from various perspectives in a way that went beyond the textbook (content) , and I was stimulated. While until now, I had a fixed image that “a lesson is this kind of thing,” hearing various people’s presentations and being influenced by them, I aimed for my own lesson, a lesson I create. • Comparing the “Mongol” and “United States” lessons, the “Mongol” lesson didn’t take much time. I made it by putting that which was written in the textbook into a teaching plan format, but it was like assembly-line work and was boring. On the other hand, while it was difficult and took time, the “United States” lesson was rewarding. There are many points at which I imagined
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			<p>the actual (lesson) flow, that is, the kinds of opinions that would come from (students) . The process of choosing things from teaching materials that I could use was interesting. I thought that if I were a teacher, creating teaching materials would really be rewarding work.</p> <ul style="list-style-type: none"> • I changed from the “Mongol” lesson plan format to the “United States” lesson slides that use bullet points, figures, and tables because I heard the various presenters’ presentations in class 11 and found out that there is formality in terms of slide visibility. I thought that I would make (a lesson) my own way.
<p>3. Learning after Enrolling in</p>	<ul style="list-style-type: none"> • A course that left a particularly strong impression on me was Professor U’s math class, which I took in the second semester of my first year. It was not so much on subject-specific instruction methods but rather centered on the content of the subject. While things like the logic behind problems are not taught to children, it is necessary for teachers to understand them. I think this influenced my lesson creation for this occasion. I think I also had in my mind that for history, things that the teacher should know, besides that which they teach to children, are important. 	<ul style="list-style-type: none"> • After entering university, basically the only class on lesson creation was the class on “Social Studies Education.” Professor Y’s “Sociology of Education” left a particular impression on me. In the class, we thought about the origins of education, its current state, the education system, and an educational-background conscious society. Professor Y is good at creating lessons, and used anime and movies, which are familiar (to students) . His use of movies and the like to teach about differences in education depending on class was particularly impressive. • Professor F’s Study of Educational Methods seminar, which I took at the same time as Social Studies Education, influenced my lesson creation plans. I think I had in my mind what we learnt about the importance of establishing aims in a lesson. Thinking that aims were important, it took a while for me to create aims for both the “Mongol” lesson and the “United States” lesson. However, since my “Mongol” lesson goals were vague, I thought that in the “United States” lesson I had to connect the aims and the lesson itself. 	<ul style="list-style-type: none"> • Social Studies Education was a class at university that left a particular impression on me. I did not know there were so many various (ways of making) lessons. • I had only known the way teachers at my old school taught and thought that they (these teacher’s lessons) equaled social studies lessons. After entering university, various professors taught me different ways to create lessons, and I realized that there are various approaches (methods, styles) . • Social Studies (Geography and History) Curriculum Design left a particular impression on me. Reading various articles on social studies education, I realized that there are a variety of (ways of implementing) lessons. Since I took the course at the same time as Social Studies Education, it was in my mind. My image of social studies changed. While my first year was primarily general education, this year I have been thinking more about subject-specific education.
	<ul style="list-style-type: none"> • My high school Japanese history class left an impression on me. While it was a blackboard-centric style that taught the textbook in a typical way, the teacher was knowledgeable about the imperial family, and it 	<ul style="list-style-type: none"> • My middle school social studies teacher left quite an impression on me. For both history and geography, the teacher would draw maps so that we could easily visualize (the topic) , tell funny 	<ul style="list-style-type: none"> • Throughout high school, basically all teachers used lessons that followed the textbook. History was probably diachronic history education: Learn the things in the textbook, as they appear on the test.

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<p>4. Elementary, Middle, and High School Classes</p>	<p>was easy to take an interest in the class. In high school, there were many (other) unique teachers (in addition to that one). Since I was interested in topics related to Japanese history that were not written in the textbook, it was an enjoyable class.</p> <ul style="list-style-type: none"> • My middle school teacher engaged (with us) very enthusiastically. The class was easy to understand, and it left an impression on me. I do not really remember elementary school. • I chose to become an elementary school teacher because one can contribute to the growth of children who are a wide range of ages. I also was attracted by being able to witness their process of growth. • I think that the classes I took up through high school and the manner of teachers somewhat influenced my lesson creation this time, but not directly. • I think that there are some differences between lesson creation in elementary school and middle school. While in elementary school, one teaches in a situation in which (the children) do not know anything, in middle school and high school one can create lessons that further deepen the students' thinking. • If I were to teach the "United States" lesson to elementary school students, since they feel that what the teacher says is absolute, I think that I would not push upon them my individual opinions as a teacher but rather plan a class in which students could think about a wide variety of opinions. 	<p>short stories, and so on. Everyone was focused in class and got high scores on tests. It was my most fun and memorable class.</p> <ul style="list-style-type: none"> • For middle school students, it is important that lessons are fun. While there are many middle school students who do not listen to classes, I had the impression that everyone looked forward to that teacher's class. While I think that in high school it is everyone's own responsibility to listen to class, in middle school, not everyone aims to go on to high school. I think that since there are various kinds of students, classes that everyone listens to are important. • Part of my intention behind creating a situation in which (students) had to freely talk in group work was to have everyone pay attention. When talking over things, one's own opinion comes out. Therefore, by having children engage in a discussion with roles having been assigned in advance, in the end, their own true opinions come out. I thought that by doing so, they would be able to get to the (lesson's) substance, even if just a little bit. I think that there are also children who are swayed by the opinions of others, even if they form their own opinion in the beginning. I thought that by adopting a debate format at first and then in the end, having students write down (their own) opinions, it would be easy for them to hold their own opinions. I focused on how to help students engage in debates and make decisions. 	<ul style="list-style-type: none"> • The social studies (civics) class in my third year of middle school left a particular impression on me. At the beginning of each class, one person who was appointed in advance would write on the blackboard news that had caught their attention and talk about it. They talked about a variety of things: society, politics, sports, entertainment, etc. I remember that since (the topics they picked up) occurred in Japan or the world just at that time, it was familiar news that was related to me and stimulated my interest. • With regard to the news that students picked up, the teacher would explain the international relations and politics in the background as well as various ways of thinking about the matter, and then ask us what we thought. The teacher answered everything off the cuff and had so much knowledge. Even if I recall other subjects, that teacher still stays with me. It did not feel like a class—it was not stiff. • My idea of connecting things to what surrounds the children might come from the influence of that teacher.
	<ul style="list-style-type: none"> • In high school, I liked reading and often read books. I did not dislike reading sources either. • An ideal social studies class is one that is not just an entrance examination subject that inculcates students with the information in the textbook, but one in which children understand that there are various ways of seeing history and geography and think about them for themselves. I do not want to do 	<ul style="list-style-type: none"> • An ideal lesson is one that does not just end simply as a lesson, but one with content that children can be aware of in their daily lives. Also, I think it is important that children be interested in everyday lessons. While they cannot be made to engage in discussions every class, I think it is good if they hold their own opinions by doing so once per unit. With regard to history as well, I think that an understanding of history is important in Japan 	<ul style="list-style-type: none"> • Rather than holding and pursuing a single ideal (that one already has), one aims to acquire a wide variety of knowledge and find a way of thinking therein that fits one's own opinion. After having done so, I want to find an ideal lesson and pursue it. At present, I do not have an ideal (social studies) lesson. If I were to give one, currently, my ideal lesson is one in which children think on their own and share their opinions and then, rethink their own

5. Image of Social Studies Lessons	<p>fill-in-the-blank worksheets.</p> <ul style="list-style-type: none"> • This image comes from having taking this course and learning that there are various styles for increasing children’s understanding of society, such as scientific explanation and so on. While I knew (the style of) the classes I had taken, I realized that other class (styles) exist. • In many of the classes that I had taken, lessons comprised the teacher talking. My image of social studies changed. Teachers (should) not say the answers but should rather draw answers out of children; children (should) be able to think by themselves based on discussions. 	<p>today. I want children to compare history to the current situation of Japan.</p> <ul style="list-style-type: none"> • By taking Professor T’s Assessment of Geography & History Education, I found out that social studies takes various forms besides explaining the content of the textbook. By trying two different types of lesson planning in the Social Studies Education class, my originally vague image of social studies lessons became clearer. • If I can, I would like to aim toward creating lessons like the “United States” one. Since I think that it is difficult to spend all (class time) in debate, I think it is good if such activities are inserted at key points. • I decided to try to become a social studies (geography & history, civics) teacher because social studies was my favorite subject in middle school and high school. While I think that teaching is difficult, the parts of it that relate to the current state of Japan are interesting. Since this aspect touches upon culture and the like as well, it also has practical utility. 	<p>opinions and present them. Put in terms of the Social Educations Studies course, this is a social participation-style.</p> <ul style="list-style-type: none"> • After entering (sophomore) year and seeing and hearing about various ways of doing lessons, (my) image of lessons has expanded. Amongst them, (social participation-style) best suits me. I was really stimulated when I found out that this was a way of doing a lesson, and thought that this is the one I want to try out the most. • The image of social studies I had originally held was one of (the teacher) reading the textbook and writing it on the board, and then, that content appearing on the test, and being answered... While it is, of course, important (for the teacher) to explain the textbook and (for the children) to understand its content, my image of social studies changed, when I found out that it is possible to carry out a lesson in which students think about the content, have strong opinions about society, engage in discussions, and act. • If I was to make a lesson using different materials, it would not only be the content of the textbook. I would engage in teaching materials study, deepen my knowledge and present to students familiar examples not found in the textbook. I would want to create an easily understandable lesson in which children could take interest.
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Authors have added the supplementary information within parentheses. (Authors summarized the contents of the interview surveys of students and organized their answers for each question.)