

EDU100 Introduction to Lifelong Learning

1st and 2nd quarters, Sophomore

Instructor	HATANO KEIKO
Style of Class	Lecture
Number of Credits	2
Day and Period	Wednesday, period 2

Course Description

We live in an era which is sure to undergo great changes into the future. The theory and practice of lifelong learning, which involves continuing to learn throughout one's entire life, is essential knowledge for each one of us as we take up jobs and engage in work, and as we live within families and communities.

In this course we use concrete examples to study the theory, history, and ideas of lifelong learning, and the systems and realities of lifelong learning today. We examine global currents in lifelong learning such as theories and critical examinations of the characteristics of adult education known as "andragogy," and a classic example of adult educational practice in literary education in Brazil. We then proceed to identify problems in the positioning and expected roles of lifelong learning in contemporary Japanese society, taking into account its relationships with school education, community development, gender equality, and globalization.

An overview is provided of a variety of professional occupations in lifelong learning and social education and the expansion of occupations that involve an expectation of coordinating roles equivalent thereto. Interaction with practitioners in these occupations is facilitated through off-campus training.

Through interaction with people who understand educational realities, students study a variety of schemes for the creation of a lifelong learning society and examples of lifelong education practice tailored to the features of the local community, as they work to acquire fundamental skills in the coordination of learning activities.

Course Objectives

- (1) To understand the basic ideas of lifelong learning, and consider challenges in the realization of a "society in which anyone can learn anytime."
- (2) To build on acquisition of basic knowledge related to lifelong learning and participation in off-campus training and complete a practical case report related to lifelong learning/social education, developed through interaction with professionals active in social education practice and other people engaged in lifelong learning in a variety of positions.

Prerequisites

Introduction to Global and Community Studies

Class Materials

Textbooks:

- (1) Tanaka Masafumi et al., 2008, *Tekisuto shogai gakushu: manabi ga tsumugu atarashii shakai* (Textbook on Lifelong Learning: A New Society Formed by Learning), Gakubunsha.
- (2) Iwakami Mami et al. (eds.), 2014, *Daigakusei no tame no kyaria dezain nyumun* (Introduction to Career Design for University Students), Yuhikaku.

Reference books:

- (1) Hori Shigeo and Miwa Kenji, 2006, *Shintei shogai gakushu to jiko jitsugen* (Lifelong Learning and Self-Expression, New Revised Edition), Foundation for the Promotion of The Open University of Japan.
- (2) Cranton, Patricia, 1999, *Working with Adult Learners*, Japanese trans. Irie Naoko et al., *Otona no manabi o hiraku*, 2006, Ootori Shobo.
- (3) Friere, Paulo, 1970, *Pedagogy of the Oppressed*, Japanese trans. Ozawa Yusaku et al., *Hiyokuatsusha no kyoikugaku*, 1979, Aki Shobo.
- (4) The Japan Society for the Study of Adult and Community Education (ed.), 2009, *Manabiau komyuniti o tsuchikau* (Cultivating an Interactive Learning Community), Toyokan Publishing.
- (5) Yamazaki Ryo, 2012, *Komyuniti dezain no jidai* (The Era of Community Design), Chuko Shinsho.

(6) The Japan Society for the Study of Adult and Community Education, ed., 2001, *Jenda to shakai kyoiku* (Gender and Social Education), Toyokan Publishing.

Course Method

Classes are basically conducted in lecture format, but will include some discussion based on the weekly topics. Students will be required to participate in off-campus training when preparing their practical case study reports. Rather than simply learning knowledge related to lifelong learning, students are expected to participate in class as pro-active learners and supporters of others' learning.

Evaluation/Assessment

Comprehensive evaluation of response papers submitted at the end of class, report on a practical case study in lifelong learning/social education, and participation in class discussion.

Grading

Response papers (RP): 30%
Practical case study report: 50%
Participation in discussion: 20%

Course Schedule

Week 1: What is lifelong education?

Overview of definitions, principles, and history of lifelong learning as "learning over the entire course of one's life" by reference to discussions in UNESCO and other parts of the international community, and laws, advisory reports, and other sources within Japan.

Week 2: Pedagogy and andragogy

The concept of andragogy, the fundamental theory of adult education, through comparison with education designed for children (pedagogy).

Week 3: Transcending andragogy

Discussion of the potential for andragogy to be applied to all forms of adult education, and an overview of ideas in critical education studies starting with P. Cranton's transformative learning.

Week 4: Freire's literacy education

Paulo Freire's literacy education as a case study in adult education practice, and the significance of lifelong learning as non-formal education.

Week 5: The social education system and lifelong learning programs in Japan

Overview of the roles played by social education in Japan through the prewar and postwar eras, and the development from social education to lifelong learning programs.

Week 6: School education and lifelong learning

Case-based discussion of the role of school education in a lifelong learning society, and models of collaboration among school education, social education, and home-based education.

Week 7: Roles of professionals in lifelong learning/social education

Legal status, job description, working environment, and coordinating roles expected of professionals including social education coordinators, community hall supervisors, and children's center advisors.

Week 8: Occupations where coordinating roles are expected

Examples of a diversity of occupations involving coordination and human resource development in organizations and communities, including social welfare-related occupations, university administration, public administration, and personnel/training-related positions in companies.

Week 9: Community development and lifelong learning

Understanding citizen-led community development practice for revitalizing local communities as community development through lifelong learning; involvement of the younger generation.

Week 10: Learning from lifelong learning/social education practice (1)

Current conditions and issues in lifelong learning/social education locally, as studied through practical cases of professionals engaged in the practice of lifelong learning/social education.

Week 11: Learning from lifelong learning/social education practice (2)

Consideration of the kind of support that could be provided from a university student's standpoint for a variety of local challenges being faced by professionals engaged in the practice of lifelong learning/social education.

Week 12: Gender equality and lifelong learning

Overview of how lifelong learning for women, previously understood in the framework of "women's education," has developed into learning for both men and women directed to the realization of a gender-equal society.

Week 13: Career development and lifelong learning

Examples of individuals who have used lifelong learning opportunities to advance their careers, and outlooks for lifelong careers not limited to the sphere of work.

Week 14: Globalization and lifelong learning

The role to be played by lifelong learning in helping people of different backgrounds to appreciate each other's diversity and work together in an increasingly globalized society.

Week 15: Toward the realization of a lifelong learning society

Overview of patterns in the use of public facilities for lifelong learning and participation in community and volunteer activities, and consideration of initiatives required for the realization of a "society in which anyone can learn anytime and anywhere."

Preparation and Follow-up

- Preparation: Read through the applicable chapters in the reference books, identify points requiring clarification, and prepare points for discussion (approx. 2 hours).
- Follow-up: Revise and summarize the class content toward the production of reports (approx. 1 hour)