



Hokkaido University
**Learning
Satellite**

ESD Fall-Winter Program 2022-23

On-demand Program and Real-time Online Program

February 14th-15th 2023

Hokkaido University with Online

Registration Deadline: December 23rd, 2022

Register by email: support-edu@edu.hokudai.ac.jp

Key Concepts and Program Outline

The objective of this course is to discuss the sustainable development of our societies locally and on the collaborative global stage through the lens of solving the issues of today while building a sustainable world for tomorrow.

The program consists of on-demand lectures, real-time online lectures, and final presentations. The real-time lectures will host guest lecturers and discussions.

Assessment criteria for registered students:

Registered students must submit an impression report for each of the two on-demand lectures, participate in the real-time online lectures and discussions, and present a short individual final presentation. Presentations can be reflective of material from the summer program (for returning students) or examine topics from the lectures and discussions from the winter program. Each student's performance will be reviewed and qualify for two undergraduate credits.

Program Schedule

(The following timeline is subject to change, depending on the final number of participants)

On-demand Lectures (Available online Feb. 1st - 13th JST)

Lecture 1	Shinya Hori, Hokkaido University
Lecture 2	Masami Otake, Hokkaido University
Assignment: Impression Report (1 page on A4 paper, double-spaced, for each lecture) (Deadline: Feb. 13th)	

Real-time Online Lectures (Feb. 14th JST)

11:00-12:00	Introduction & ice-breaking session
12:00-13:00	Lunch break
13:00-14:00	Keynote by Seung Hyun Son & May Kim, Korea University
14:00-14:30	Q&A discussion
14:30-14:40	Break
14:40-15:10	Keynote by Yu Huang, Beijing Normal University
15:10-15:30	Q&A Discussion
15:30-15:40	Break
15:40-16:10	Keynote by Sam Bamkin, University of Tokyo
16:10-16:30	Q&A Discussion
Closing	Comments from lecturers etc.

Final Presentation (Feb. 15th JST)

9:45-10:00	Introduction remarks by Dale Whitfield, Hokkaido University
10:00-12:35	Presentation 1
12:35-13:20	Lunch break
13:20-16:20	Presentation 2

Each student will present a 7-minute ESD final presentation detailing what they have learned during the real-time online lectures and discussions on February 14th and during our summer program.

Presentation length: 7 minutes (subject to change depending on the number of registered students)

Post-presentation question and discussion time: 3-5 minutes

On-demand Lecture 1

Why do we learn different languages?: Introduction to EU's language education

Asst. Prof. Shinya Hori, Hokkaido University



Abstract

This lecture aims to reflect on the significance of learning more than one foreign language, or more precisely, a foreign language other than English, through an overview of the EU's language education policy. At Hokkaido University, for example, both humanities and science students are required to study a second foreign language.

From a global perspective, English is the language most used in both the academic and business fields today and will likely remain so in the future. For the majority of students, the likelihood of using a second foreign language in the future is low. So why would we learn a foreign language that is less useful than English? What is the significance of learning a second foreign language?

A clue to answering this question lies in the concepts of plurilingualism and pluriculturalism, which form the foundation of the philosophy adopted by the EU's language education policy. About 70 years ago, an international organization was founded that later became the basis of the European Union we know today. It may come as a surprise to learn that the purpose of the organization was to prevent war. That purpose has reflected in its policies throughout the years until the present day. As you know, in Europe people from different ethnic, cultural and linguistic backgrounds coexist, both at the national level and at the level of entire regions. We have experienced that those differences can sometimes be a source of conflict or friction. Why do these things happen?

One of the possible factors could be insufficient awareness of "other", which manifests in the lack of understanding that other ways of living and thinking exist. The aim of plurilingualism and pluriculturalism is to overcome this difficulty by learning different languages and cultures. Through the introduction of these concepts, we hope that participants will gain new insights into the significance of learning a second foreign language.

How it matters to develop teaching materials for “contextual analysis” in Japanese senior high school English as a foreign language: Toward enabling learners to “speak interactively”

Assoc. Prof. Masami Otake, Hokkaido University



Abstract

According to Kumiko Torikai, English as a foreign language in Japan has continued to undergo reforms, emphasizing the use of English for communication because public opinion has been shaped by resentment toward English education that English learning in school was not useful enough. Regardless of the strong demand from parents across the country to teach their children to speak English, schools can only teach some basics to their students.

There are various views on what "communication" means. Torikai focuses on communication as an interaction. If communication is an interaction involving two or more parties, it is impossible to ignore who the parties are and the context surrounding them. She asserts that English education in Japan doesn't work because of the belief that communication is merely a set of skills.

I argue that in guided learning of a foreign language, the learner's awareness of what frame of reference he or she is constrained by as a speaker of his or her native language is both a condition for and a consequence of learning the target language. By becoming aware of such constraints and reframing it, we can learn a foreign language, relativizing the native language while relying on it.

I think we should introduce at the senior high school level a specific learning activity that Troy McConachy refers to as contextual analysis. In this activity, learners are engaged in "collaborative reflection on constructed conversational dialogue, primarily from the perspective of the linguistic choices made by speakers, the sociocultural factors that might have influenced their choices, and the effects that choices appear to have on the interlocutor". In short, the learners "explore the potential significance of language choices within unfolding interaction".

This lecture will attempt to illustrate the importance of developing teaching materials for "contextual analysis" toward enabling learners to "speak interactively".

Real-time Online Lecture 1

Glocal ESD policies in practice: through the lens of the Olympics and other programs

Prof. Seung Hyun Son, Korea University

Prof. May Kim, Korea University



Abstract

The term 'Glocal' is the adjective form of 'glocalization' defined as the "simultaneous occurrence of both universalizing and particularizing tendencies in contemporary social, political, and economic systems"(Encyclopedia Britannica, 2022). Glocal efforts to address ESD and sustainability goals have been observed in sports.

A good example is 'Get Set', the youth engagement program of the British Olympic Association and the British Paralympic Association. 'Get Set' was originally designed as the official education program for the 2012 London Olympic and Paralympic games to teach the Olympic and Paralympic values and healthy and active lifestyles to young people in England. Later the 'Get Set' program was utilized as the education program of the 2016 Rio Olympic and Paralympic Games in Brazil. Also, the Educational Committee of International Paralympic Committees (IPC) have developed the educational program, 'I'm Possible', after learning from 'Get Set' program. The 'I'm Possible' program has been financially supported by the Nippon Foundation. Also, 'I'm Possible' has been used to educate Japanese children to understand Paralympic values and participate in para sports prior to the 2020 Tokyo Paralympic Games.

Also, other glocal examples in sports (e.g., a culture of volunteering as an Olympic legacy and efforts for gender equality) would be introduced in the session.

Students will have a chance to explore ways to implement in their context of societies and their fields of study after the lecture as a group or individually on the topic of glocal community-based engagements.

How Urban Wetland-Based Environmental Education Activate School Children's Childhood Nature in Anthropocene Times: Experiences from Chinese Curriculum Reform

Assoc. Prof. Yu Huang, Beijing Normal University



Abstract

With China implementing a new round of basic education curriculum reform, environmental education has come under focus in primary and secondary schools. As part of this curriculum reform, a number of primary and secondary schools have focused their attention on urban wetlands as important sites for environmental education, school-based curriculum development, and meaningful learning experiences. However, little is known about how formal learning in urban wetlands activates children's environmental awareness and sense of place or cultivates children's environmental literacy in the Anthropocene.

To address this knowledge gap, we set the context for Chinese curriculum reform and describe urban wetland-based environmental education in China. We argue that environmental education is an indispensable part of China's curriculum reform and provides a source and power for reform. We draw on some case studies to show the process and features of urban wetland-based environmental education within school-based curriculum development.

Results show that school-based urban wetland environmental education can be an effective way to improve Chinese school children's childhood nature in Anthropocene times.

Discussion questions:

- (1) What do you think of childhood nature in Anthropocene times?
- (2) How can the urban environment contribute to ESD in local schools?
- (3) What role should local schools play in the glocalization of ESD?

The glocal contribution of the school to ESD. Who decides?

Sam Bamkin, University of Tokyo



Abstract

The school is charged with multiple and often-conflicting purposes. These purposes change and diverge through time, between regions and within regions. This discussion considers the various types of contributions made by schools to sustainable society, and how they are shaped by national and international governmental bodies, business interests, popular thought, and parental opinion.

We will consider: are schools for academic, physical or moral knowledge? Should schools offer the same education for all people? Which bodies influence schools the most and how? How do global affairs shape the local context, and how can the local context make global change?