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# A Japanese-United States Faculty-Led Study Abroad Program for Special Education Teacher Preparation

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岡山大学教育学部特別支援教育教員養成における米国での海外研修プログラム

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## A Japanese-United States Faculty-Led Study Abroad Program for Special Education Teacher Preparation

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This article delineates a faculty-led study abroad program that has been conducted for 15 years by a special needs education (SNE) teacher preparation program in Japan. A description of the content and context of the program is followed by a series of observations made by study abroad participants during site visits in the United States of America (U.S.). Finally, suggestions are proposed for how participants' observations may be used to help them review the values and beliefs embedded in SNE practices in Japan in a way that sublates contradicting values and beliefs between the U.S. and Japan as a means of developing better practices in Japan.

Keywords : faculty-led study abroad program, special education, teacher preparation

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### I Introduction

Globalism is increasingly emphasized in any field, including education (Ministry of Education, Sports, Culture, and Technology, 2013). In globalism, people, ideas, materials, and capital move freely across national borders. While many praise the merits of globalism, others warn that globalism could result in countries being forced to follow a single standard imposed by powerful countries (Todd et al., 2014).

In the years after the end of World War II, special needs education (SNE) in Japan has been greatly influenced by models and theories of special education (SPED) in the United States (U.S.). As such, many Japanese researchers and practitioners have visited the U.S. and subsequently imported and incorporated innovative U.S. theories and practices into SNE in Japan. Additionally, many U.S. researchers and practitioners have been invited to Japan to share their ideas with their Japanese counterparts.

Certainly, most SPED theories and practices developed in the U.S. seem to be rational, logical, and research-based. Additionally,

researchers who develop innovative practices typically prepare accompanying manuals so that others can understand and implement the practices with high fidelity. Furthermore, many programs and curricula developed in the U.S. reflect basic human rights such as liberty and equality. While these values are attractive to many Japanese researchers and practitioners, we must be aware that using those theories and practices may result in discarding and destroying some traditional Japanese beliefs and values (Ohtake & Wehmeyer, 2004).

To prevent this eventuality, a faculty-led study abroad program was developed in Okayama University SNE teacher preparation program in Japan to nurture future education teachers and leaders who are aware of and can examine the traditional beliefs and values in SNE in Japan and explore ways of bridging them with those from the U.S. These types of study abroad programs can effectively facilitate students' learning about culture and language (Mullens & Cuper, 2012; Zamistil-Vondrova, 2005). Moreover, study abroad programs for preservice teachers have demonstrated positive pre-service teacher outcomes, such as participants' intent to apply new ideas to their future teaching (Hong, & Fuentes, 2017; Brindley, Quin, & Morton, 2009; Johnson & Battalio, 2008; McGaha & Linder, 2012). The intent of this paper is to delineate the study abroad program, named "Visiting Special Education Programs in the United States to Discover Special Needs Education in Japan (VISEPUS)." The program has lasted for 15 years.

A description of the content and context of the program is followed by a series of observations made by study abroad participants during site visits in the U.S. Finally, suggestions are proposed for how participants' observations may be used to help them reflect on values and beliefs embedded in SNE practices in Japan in a way that sublates sometimes contradictory U.S. values and beliefs to develop participants' educational practice.

## **II Study Abroad Program and Context**

In this section, we will describe the content and context of the VISEPUS.

### **1 Context of the Program**

The VISEPUS is a for-credit, faculty-led program that is an optional component of the SNE undergraduate degree program at Okayama University in Japan. Students in the program are required to earn SNE teacher certificate for graduation. Specifically, the degree program is offered

to nurture future teachers who can identify and meet the educational needs of elementary to high school aged students with intellectual disabilities, autism spectrum disorders (ASD), physical impairments, and health impairments. Program students are required to take courses on pedagogy in SNE, psychology and physiology of individuals with disabilities, curriculum and instruction in SNE, as well as complete student teaching experiences in SNE schools.

According to the *World Fact Book* (Central Intelligence Agency, 2016), issued by the Central Intelligence Agency in the U.S., 98.5% of the overall Japanese population (120 million) is Japanese, followed by 0.5% Korean, 0.4% Chinese, and 0.6% others. The Japanese government regards people with Japanese nationality as ethnic Japanese. Although the 98.5% includes, but is not limited to, indigenous Ainu, Ryukyuan peoples, and spouses from foreign countries, the population of these groups is very small. Japan is close to being a monolingual and monocultural society, and, therefore, multicultural education, culturally responsive practices, and issues of dual language learning are not urgent topics in SNE in Japan, as opposed to the U.S., where these topics are becoming increasingly important as the U.S. population has become increasingly diverse.

However, SNE in Japan has adopted educational theories and practices developed in the U.S. without scrutinizing their own values and beliefs embedded in the theories and practices, and, as a result, may inadvertently discard or destroy Japanese theories and practices. The VISEPUS was developed as an opportunity for SNE undergraduate students to gain the capacity to detect the values and beliefs embedded in SPED or SNE theories and practices in both U.S. and Japan and, ultimately sublate them if they seem to be incompatible. The program started in 2005 and has been implemented in an annual basis.

Spring break at the Japanese university, which starts at the end of the school year (the middle of February) and continues to the start of the new school year (the beginning of April), was used to visit schools in Kansas City area. During that time of the year, schools in the area were in the middle of spring semester during ordinary school life.

## **2 Participants**

SNE undergraduate students who want to participate in the VISEPUS were recommended to finish at least half of the SNE coursework and complete one week of full-time student teaching experiences. This recommendation was set up because without such experience and exposure,

it would be difficult to compare or contrast values and beliefs embedded in SNE or SPED theories and practices between the U.S. and Japan.

For study abroad participant selection, Japanese faculty interviewed the candidates to determine if they understood the purpose and expectations of the program and what it takes to survive the 10-day study abroad. Typically, five or six undergraduate students participate in the VISEPUS. The majority of the students had very limited English proficiency and no experiences with traveling abroad. The 10-day study abroad program cost participants a total of \$1,700 (i.e., transportation, accommodations, meals). Two SNE faculty members at the Japanese university co-instructed the program.

### **3 Visiting Sites**

School districts in Kansas City area were selected for site visits, because they have a history of working collaboratively with the faculty in the department of special education at the University of Kansas, which was a highly-ranked Midwestern university SPED program in the U.S. over the past several years. Indeed, many teachers in the area have earned their SPED licenses or degrees from the university and implement evidence-based best practices learned from faculty members in the department. Therefore, those districts were expected to provide visitors with opportunities to observe SPED practices that most U.S. teachers try to implement. Three Kansas City area public school districts collaborated with the VISEPUS study abroad program. These districts provided nationally-recognized transition programs, peer support programs, and autism programs. All staff who coordinated the study abroad program had earned master's or doctoral degrees from the collaborative university.

### **4 Components of the VISEPUS**

The VISEPUS consisted of three phases, pre-instruction, site visits, and post-instruction.

**(1) Pre-instruction.** Pre-instruction consisted of four 1.5-hour seminars, including lectures by the Japanese faculty members about SPED in the U.S. (e.g., Individuals with Disabilities Education Act, 2004; teaching exceptional learners from culturally and linguistically diverse backgrounds) and student presentations and discussions about the characteristics of the school districts, schools, SPED programs the Japanese students were to visit. Students collected relevant information

from Internet searches and VISEPUS reports developed by previous tour participants.

**(2) During study abroad.** The 10-day study abroad program was composed of site visits, after-dinner meetings, an appreciation party, home stay, attendance at a lecture, and discussion with the university SPED faculty. Throughout, the Japanese faculty provided language interpretation (i. e., Japanese-English) for study abroad participants.

*Site visits* is the largest component of the VISEPUS. The SNE teacher preparation program at the Japanese university focuses on nurturing teachers who work for SNE schools, SNE classrooms, or SNE resource rooms for elementary- to high school-aged students with intellectual disabilities, ASD, physical disabilities, and health impairments. Therefore, the VISEPUS focused on visiting SPED programs for students with intellectual disabilities, ASD, physical disabilities, and health impairments in SPED classrooms or resource rooms in elementary, middle, and high schools.

During the site visits, the coordinator of the host school district began with a lecture about the general characteristics of the SPED program and the students, followed by a tour of each of the SPED classes. If the teaching staff (e. g., special education teachers, paraprofessionals, speech-language pathologists, occupational therapists) were available, they also provided study abroad participants with specific information about the theories and practices they used. After classroom observations, discussion time was provided for participants to ask questions about what they had seen and heard. Although the Japanese faculty interpreted what the coordinator or direct service providers explained, students were encouraged to ask questions in English. Study abroad participants were encouraged to take notes on whatever they saw and heard and photograph classroom environments, materials, activities, daily and weekly schedules, and educational plans with due consideration of the U. S. students' privacy.

At one school site, each study abroad participant was intentionally assigned one student with a disability so that they could follow the student during the two- or three-hour site visits. They were responsible for collecting the following information on the assigned child: characteristics, daily schedule, IEP goals, instructional strategies (e. g., prompting, visual instruction), educational materials, recording procedures, and collaboration among staff. This first-hand, focused, experience helped participants to understand that individualization is

pursued in SPED in the U.S. In addition, during the stay with the child and the para-teacher, participants could not rely on the faculty interpreter. As such, they had opportunities to use six senses (i.e., visual, auditory, olfactory, tactile, gustatory, intuitive) to understand what was going on. In addition, this situation required them to try out their English skills and repair communication breakdowns using various verbal and nonverbal communication means. This was considered a great opportunity for participants to realize that communication cannot be established without mutual speaker-listener efforts.

An *after-dinner meeting* was held almost every day to organize and reflect on information obtained by study abroad participants. The Japanese faculty members also supplemented information that the students did not initially understand. One student served as a note-taker, entering information provided by each member into a pre-determined category that best fit the information (e.g., demographic information of the child, IEP goals, materials, instructional format, prompts). The typed notes were used to complete the final VISEPUS report. The after-dinner meetings lasted 1 to 2 hours.

*Attendance at a lecture* was an event in which study abroad participants audited a lecture made by the university faculty. This participation served as an opportunity to understand SPED teacher competencies considered important in the U.S. to meet the needs of students and their families. Additionally, this attendance provided participants with an opportunity to know how U.S. students participate in class.

In *discussion with SPED university faculty*, study abroad participants asked questions about faculty research. In advance of the visit, the students had read representative journal articles written by the faculty on contemporary issues in SPED in the U.S., and prepared questions to ask or comments in English to share with the faculty. In responding, the faculty enabled the students to understand the issues in greater depth. Over the past few years, the VISEPUS has collaborated with two university faculty members, who address issues related to international perspectives of inclusive education or children with disabilities and their families who are from culturally and linguistically diverse backgrounds.

**(3) Post-instruction.** After returning to Japan, participants completed a combined VISEPUS report, “What we saw and heard in VISEPUS” to

provide a clear image of each SPED program in the area for possible future readers. Study abroad participants also made a PowerPoint presentation to share what they learned in the tour with university or high school students who were interested in the topic.

In addition, study abroad participants were assigned to complete a reflection paper in which they answered the following two questions, “What surprised me the most?” and “Why did the event surprise me the most?” The Japanese faculty provided written verbal feedback on their reports.

### **III Learning Through the Study Abroad Program**

As mentioned in the previous section, participants completed a reflection paper on the 10-day study abroad program. Participant papers were written in Japanese and translated into English by the Japanese faculty who led the study abroad experience. Beyond various practices or phenomena that surprised individual study participants, common surprised practices or phenomena across participants were classified into the following three themes: *thorough rationalism*, *international learning community*, and *necessity to learn Japanese SNE values and beliefs*. Using the reflection papers of the study abroad participants, this section discusses the each of the three themes.

#### **1 Thorough Rationalism: Discovering Differences**

The first category of “surprised me” was thorough rationalism. In this paper, *thorough rationalism* is defined as pursuing a thorough logical and objective connection between goal, method, and mechanism. Participants’ descriptions of “surprised me” practices in this category included social skills training class, data collection, individualized instruction, and visual support for staff.

**(1) Social skills training class.** In a high school elective class, study abroad participants observed students with ASD and nondisabled peers work collaboratively on various projects, such as spending weekends together and introducing a new game to kindergarten children. One student wrote:

*I was impressed by peer support in the social skills class. We observed students with ASD and nondisabled peers work on PowerPoint slides collaboratively to make a presentation on hanging out together on the weekend. That was very interesting. I believe that engaging in fun activities with nondisabled peers is extremely meaningful to students*

*with ASD, because they are more likely to learn from peer models than adult models. I believe that playing with peers and engaging in activities with peers absolutely promotes students with ASD to learn communication and social skills*

The goal of the social skills training for students with ASD in the observed class was to nurture social skills to the extent that nondisabled peers feel comfortable spending time after school or on weekends with students with ASD to do preferred activities. Considering the goal, SPED teachers set up a situation whereby students with ASD practiced social skills with nondisabled peers during class. To set up the situation, SPED teachers came up with a mechanism that attracted students without disabilities to become involved; that is, utilizing elective classes in ways that provided nondisabled peers with opportunities to learn the social skills necessary to build relationships with diverse people, including students with disabilities, accompanied by a credit for graduation. As one student wrote, peer support was implemented in Japan, but *more natural, unplanned, or halfway*.

Study abroad participants acknowledged that the social skills training class was successful in providing numerous incentives for nondisabled peers to participate in the class. One student wrote: *Social skills class has a lot of benefits for students without disabilities: they have the privilege of being a model for students with disabilities, they realize their own potential for caring for others (which may help them choose future career).*

The participants perceived that the social skill training included a logical flow between goal (nurturing social skills necessary to work collaboratively with nondisabled peers), methods to meet the goal (setting up a situation where students with ASD work collaboratively with nondisabled peers in class), and mechanism to actualize the methods (giving students without disabilities incentives to participate in the class), which can be described as thorough rationalism.

**(2) Data collection.** Study abroad participants knew that SPED teachers in the U.S. need to conduct frequent data collection on students' daily performance under the Individuals with Disabilities Education Act (IDEA, 2004). However, they were surprised to see the staff collect data continuously. One student wrote:

*I knew that teachers in the U.S. always collect data during teaching. However, when I saw the scene with my own eyes, the sentence "Teachers*

*always collect data” was magnified in my mind. Honestly, before observing the scene, I wondered, “Why do they do so much data collection?” “Doesn’ t the practice negatively impact instruction?” However, these concerns disappeared when I saw with my own eyes the teachers collect data during teaching. They had IEP sheets for each student in which measurable and observable objectives were written up. I think they wrote measurable and observable objectives because they thought it is important to accurately measure the gap between the objective and the current performance. Pursuing accurate measurement requires teachers to collect data for every trial.*

Study abroad participants seemed to notice that the data collection practice included a logical flow between goal (measuring accurate gap between the objective and the current performance), method to meet the goal (making the objective measurable and collecting data for every trial), and mechanism to actualize the methods (make the data collection system as easy as possible), which can be described as thorough rationalism.

**(3) Individualized instruction.** Most study abroad participants characterized the observed classes as individualized. One student wrote: *The curriculum and schedule were developed with thorough consideration of individuality. I think that individuality is much more thorough [in the US] than in Japan. I felt that special education in the U.S. treated a student as an individual.*

Individuality meant courteous to another student: *In observed classes, I felt that each teacher courteously treated her student in every instructional trial.*

Participants realized that individuality can more easily be brought to SPED in the U.S., because the teacher-to-student ratio was nearly 1 to 1 in the observed classes, in contrast to 1 to 3 (elementary to lower secondary class) or 1 to 4 (high school class) in SNE in Japan. Another student wrote:

*In this state, each student had his own schedule. In Japan, in most cases, each student has individual instructional methods, but has the same daily schedule. I understand that this difference occurs because many para-educators are employed in the U.S. schools.*

Again, study abroad participants realized that this practice included a logical flow between goal (implementing individualized instruction), method to meet the goal (employing a number of teachers close to 1-to-1 student-teacher ratio), and mechanism to actualize the methods

(employing para-teachers instead of licensed teachers), which can be described as thorough rationalism. One student wrote:

*Students with disabilities need to receive individualized special support and instruction. Their characteristics and needs are different. To meet the individual needs and provide courteous treatment of each student, preparing the environment in which the teacher-student ratio is 1 to 1 makes sense to me.*

**(4) Visual support for staff.** In Japan, visual support for students with disabilities has become a standard practice. However, Japanese teachers try not to use visuals for themselves when they teach. If they use visuals for themselves as reminders, they use them in a covert manner. In contrast, any visual strategies and materials necessary for teachers to support and instruct students with disabilities were available within the visited schools. One student wrote:

*A student file, so-called "BOOK," was available within reach, which included information about daily date sheets, instructional strategies applied to the student, home information, IEP sheet, medical plan, contact person, etc. On the wall, daily, weekly, and monthly schedules for special education teachers, para-teachers, and physical therapist, occupational therapist, and, speech-language pathologist, were displayed so that any staff can understand when and who comes to the class and who is to take responsibility for the students. Furthermore, even school policies, criteria for evaluation, and consideration of matters in support was visualized on the wall (for teachers, not for students, to help them remind important information to teach).*

Another student wrote:

*In a severe and multiple disabilities class, a "Communication Dictionary" was posted on the wall. That was very intriguing to me. The dictionary listed various behaviors used to communicate (e.g., eye movement, tooth grinding, tray tapping), the meaning of each behavior (e.g., protesting, enjoying), and recommended teacher responses to each behavior. Many classrooms we visited used the same strategy to share important information among staff members. Given a variety of staff (e.g., special education teacher, para-teacher, nurse, speech-language pathologist, physical therapist, occupational therapist) involved in education for one student, this visualization strategy is necessary.*

Similar to the practices mentioned above, study abroad participants noticed thorough rationalism in this practice, including a logical flow between goal (no matter where and when the procedure is implemented, no

matter whom the procedure is implement, the procedure can be implemented with high fidelity), method to meet the goal (delineate necessary steps and visualize the procedure), and mechanism to promote the methods (post the information on the wall, file the information in a portable binder).

## **2 International Learning Community: Discovering Commonality**

The second theme emerging from study abroad participants' "surprised me" reflection paper was international learning community. The theme emerged from their impression of *characteristics of American students with disabilities* and *school staff dedication to better education*, both of which were familiar to study abroad participants because of their experiences in Japan.

**(1) Characteristics of American students with disabilities.** During their stay in the U.S., study abroad participants met many people. Participants felt overwhelmed, because people in the U.S. were quite different from Americans in appearance, language, and communication style. However, participants eventually found people with whom they felt familiar. The first group they felt familiar with was students with disabilities. One student wrote:

*During site visits, I saw a child with Down Syndrome who showed a brilliant smile while enjoying activities in a class, I saw a child with ASD work hard on a task in a vocational activity ... these scenes looked exactly like those I experienced when I was a student teacher in a special school in Japan.*

**(2) Staff dedication to better education.** The next group of individuals with whom study abroad participants felt familiar was SPED teachers and other staff committed to supporting students with disabilities. The participants felt commonality when they saw U.S. teachers and other staff work hard to motivate students to learn and maximize students' participation and independence. One student wrote:

*We observed a special education teacher, speech-language pathologist, and an administrator discuss a problem a child faces in a staff meeting. The discussion scene was enough for me to understand their commitment to special education. I understood that they are identical to Japanese special education teachers in their commitment to developing and implementing support and instruction to remove difficulties students with disabilities face.*

Feeling an association with U.S. staff became the foundation for

building an international learning community. Another student wrote:

*I was deeply impressed by understanding the fact that U.S. staff and Japanese teachers had a commonality in dedicating themselves to students' independence and social participation. In the near future, I would like to be a teacher who strives for the same goal that is strived for by the staff who lives on the opposite side of the globe.*

It took 24 hours to travel from the student hometown to the host school districts. Study Abroad participants were exhausted by the long trip and time difference (i.e., jet lag). The physical exhaustion made them understand how far away the visited sites were located. Understanding the distance, in turn, enabled students to realize that association with SPED teachers and other staff in the U.S. is a global level of learning community.

### **3 Necessity to Learn SNE Values in Japan: Discovering Themselves**

Discovering the characteristics of SPED practices in the U.S. made participants feel the necessity to study the characteristics of SNE practices in Japan. A sophomore student described her feeling of regret for not doing so.

*I deeply regret neglecting examining how special needs education in Japan can be characterized. My current knowledge of and experiences with special needs education in Japan are too limited to enable me to compare and contrast special education between the U.S. and Japan.*

As mentioned earlier, the VISEPUS involved two university faculty members, who were interested in curriculum and instruction for children from culturally and linguistically diverse backgrounds. Study abroad participants met the faculty to ask questions or provide comments about the representative journal articles written by the faculty. The intent was to help students understand that SPED researchers and practitioners in the U.S. make efforts to learn and adopt theories and practices developed in other cultures. Understanding this fact may encourage students to study Japanese SNE to such an extent that it allowed them to describe the SNE characteristics. The same sophomore student wrote: *A faculty member at the university asked me what Americans could learn when they visit to special education programs in Japan. Unfortunately, I could not answer the question. That experience made me deeply feel I need to study more special needs education in Japan to the extent that enables me to describe the characteristics.*

In contrast, a junior student attempted to describe the

characteristics of SNE in Japan from her three-week practicum experiences. The student wrote:

*In SNE in Japan, there are strengths unique to Japan. The examples include team teaching by which teachers collaboratively nurture each student within group contexts.*

#### **IV Unearthing Beliefs and Values Embedded in Japanese SNE Practices**

The first-hand experiences of SPED practices in the U.S. made study abroad participants notice thorough rationalism embedded in the U.S. SPED practices, a sense of belonging in an international learning community, and the necessity to study more about values and beliefs embedded in Japanese SNE practices. At this juncture, next steps for participants include exploring the values and beliefs embedded in Japanese SNE practices and exploring the possibility of sublating different or contradictory values between the U.S. and Japan to build effective special education practices.

As described earlier, study abroad students noticed thorough rationalism embedded in SPED practices in the U.S. in contrast to Japanese SNE practices they experienced. Conversely, participants unconsciously characterized Japanese SNE practices as *halfway* rationalism, such as “similar to incidental use of peer support,” “similar to rare use of data sheet,” “similar to occasional use of individualized instruction,” “similar to rare use of visual support for teachers.” In post-study abroad discussions, *halfway rationalism* may be used as a guiding framework to explore the values embedded in Japanese SNE practices. Following was the content in the latest post-study abroad discussion session, exploring the theory of halfway rationalism.

*In Japan, each lesson or each trial is regarded as a “once-in-a-life-time” event. To competent teachers, turning their heads to data sheets even at a moment looks like discarding instruction or not taking care of their students. Therefore, collecting data during teaching is regarded as an inappropriate and insulting behavior in Japan. Instead, they record the data after the teacher dismisses the student. Data taken a long time after the response was emitted will most likely be inaccurate due to total dependency on memory. However, competent teachers do not underestimate the value of subjective evaluation for a student change, which can be felt through their intuitive sense. Rather, they believe that it is subjective evaluation that truly reflects a student’s change.*

Study abroad students typically respond to the lecture by using “eye-opening,” “deepening my thoughts,” or “got goosebumps.” Once the values and beliefs embedded in SPED or SNE practices in both countries are described, it may be possible to sublimate the two contradicting values to make current practices in Japan more effective. Following was the content in the latest post-study abroad discussion session, sublating two contradictory values.

*Under thorough rationalism, data should be taken for every trial to detect any slight change as timely as possible. The data should be collected at the same time that the trial was finished to guarantee accuracy. In contrast, under halfway rationalism, data should not be taken during a lesson or in front of students. Instead, it is recommended that teachers show respect for students by interacting with them in such a way that talking and listening occur simultaneously. One way to sublimate the two sets of values may be to insert a data collection step for each trial as an interactive activity in which the student joins some steps of data recording tasks in an enjoyable manner.*

One of the study abroad students described the discussion as new discovery.

*The discussion reminded me of a practicum experience in which a special education teacher used self-evaluation sheet. At that time, I just thought the practice may nurture self-regulation. But, through the discussion, I had a different perspective. The practice can be described as sublating the two incompatible values.*

The new point of view prompted study abroad students to understand the importance of developing a data sheet that students can use accurately and enjoyably.

The VISEPUS does not include follow-up sessions that help participants explore the beliefs and values embedded in SNE practices and discuss the ways of sublimation between thorough rationalism and halfway rationalism using cases obtained in the practicum sites. Therefore, this paper did not present information about how they utilized what they learned in the following student teaching opportunities in SNE settings.

## **V Final Thoughts**

This paper described VISEPUS, a faculty-led study abroad program at Okayama University in Japan (VISEPUS). Participating VISEPUS students noticed differences and commonalities between SNE in Japan and SPED in the US. They had an opportunity to reflect on the beliefs and values

embedded in SNE in Japan. They also had an opportunity to learn how the conflicting beliefs and values between the two countries can be integrated to make SNE practices in Japan more effective. Future VISEPUS is expected to add follow-up sessions as a component of the program.

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岡山大学教育学部特別支援教育教員養成における米国での海外研修プログラム

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本稿は、岡山大学教育学部学校教育教員養成課程特別支援教育コース・専修学生を対象に行われている米国での海外研修プログラムの意義と課題について論じたものである。まず、プログラム実施の背景と目的、内容について述べた。続いて、海外研修に参加した学生の中で共通して浮かび上がる意識体験を描写し、その意味について論じた。最後に、参加学生が日本の特別支援教育実践の新たな価値を発見できるような授業の在り方について、若干の考察を試みた。

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