報告番号	※ 第 号

<div align="center">

主　論　文　の　要　旨

</div>

論 文 題 目	The explication of cultural scripts of Japanese classrooms through bansho analysis
氏　　　名	TAN Shir Ley

<div align="center">

論　文　内　容　の　要　旨

</div>

Recent research in educational practices has consistently expressed concern about the persistence of classroom practices (Dorn, 2018; Goldenberg & Gallimore, 1991; Tocci, Ryan, & Pigott, 2019). As worded by Tyack and Cuban, "To bring about improvement at the heart of education – classroom instruction . . . has proven to be the most difficult kind of reform" (1997, p. 134). However, the reason for the persistence of classroom practices is not due to the failure of teachers and researchers to identify effective classroom strategies. It may indicate that "we are dealing not just with psychological and pedagogical issues. We are dealing with cultural matters" (Gallimore, 1996, p. 230). One of the factors needed to achieve a real change in the educational setting is the relevance of considering the beliefs and values of a particular community (Fullan, 2015). The challenge, however, lies in the fact that these beliefs and values function in the background of the classrooms hence making it difficult to be studied. This obstacle does not discourage the effort of researchers to unveil the unseen, invisible and unnoticed classroom cultures. For instance, Stigler and Hiebert (1999) have termed this element as the cultural scripts- "the generalised knowledge about an event that resides in the heads of participants. These scripts guide behaviour and also tell participants what to expect " (1999, p. 95). To understand the classroom from this point of view also means that we should take seriously into the roles and impact of cultural scripts in determining the effectiveness of a lesson. Equally important is to realise that, many of these implicit rules underlying classroom practices are yet to be made explicit.

This thesis explored the cultural scripts underlying Japanese primary school classrooms by drawing upon Stigler and Hiebert's (1999) concept of cultural scripts and prominent classroom practice in Japan, bansho. Using the Cultural Historical Activity Theory (CHAT) as the theoretical framework, this study aims to build a better understanding of the cultural scripts that facilitate the

classroom activities by both teachers and pupils, through an analysis of bansho. The study employed qualitative methods through the use of classroom observations which include attention given to pupils' utterances and bansho formation processes. The whole data collection process has taken three years and involves three schools, twelve lessons, twelve teachers and 380 pupils. All the lessons observed in the study were recorded in audio, video, photograph and note forms. Based on the data collected, three focal areas of research were established. The first area was the principles of teacher's decision-making in bansho formation bansho. In this stage of the study, the relationship between pupils' utterances and bansho content were examined to understand how the teacher chose what to be written as part of bansho. Then, the study progressed in the second area, the development of bansho analysis methods. Here, two bansho analysis methods were developed to visualise pupils' thinking processes in the lesson and to understand the nature of a lesson. Subsequently, the third stage of the study explored the bansho styles that were present in different school subjects.

All the findings obtained in the three stages of the study were combined to construe an understanding of the cultural scripts present in Japanese primary school classrooms. Three main cultural scripts were interpreted from the analysis of bansho. They are co-existence of individualism-collaboration, de-emphasise correct answers and intertwine of openness and structure. The findings demonstrated that the cultural scripts were both supporting the use of bansho and were reflected in the bansho practice of actual classrooms in Japanese primary schools. The identification of the cultural scripts is a way to support teachers' learning because cultural scripts provide understanding on "why teaching looks the way it does and why it is resistant to change" (Stigler & Hiebert, 1999, p. 144). Then the next step is to know that changes to cultural scripts are time and effort consuming, but possible. One possible way of making changes is to be aware of one's cultural scripts and understand it is possible to modify the cultural scripts because some of these scripts come from choices that one makes. Through comparison of cultural scripts, we become more aware of our own scripts that we tend to overlook, and we can learn from other scripts.

References:

Dorn, S. (2018). How the "industrial era schools" myth is a barrier to helping schools today. Retrieved December 28, 2019, from https://shermandorn.com/wordpress/?p=8558

Fullan, M. (2015). *The New Meaning of Educational Change, Fifth Edition.* Teachers College Press. Retrieved from

https://books.google.ch/books?id=YxGTCwAAQBAJ

Gallimore, R. (1996). Research on classroom ecologies：implications for inclusion of children with learning disabilities. In B. K. Speece,D. L .; Keogh (Ed.) (pp. 229–250). Lawrence Erlbaum Associates.

Goldenberg, C., & Gallimore, R. (1991). Local Knowledge, Research Knowledge, and Educational Change: A Case Study of Early Spanish Reading Improvement. *Educational Researcher*, *20*(8), 2–14. https://doi.org/10.3102/0013189X020008002

Stigler, J., & Hiebert, J. (1999). *The teaching gap : best ideas from the world's teachers for improving education in the classroom*. New York：Free Press, [1999] ©1999. Retrieved from https://search.library.wisc.edu/catalog/999878366002121

Tocci, C., Ryan, A. M., & Pigott, T. D. (2019). Changing Teaching Practice in P–20 Educational Settings: Introduction to the Volume. *Review of Research in Education*, *43*(1), vii–xiii. https://doi.org/10.3102/0091732X19839068

Tyack, D., & Cuban, L. (1997). *Tinkering towards utopia: A century of public school reform* (Revised ed). Cambridge, MA: Harvard University Press.