

ESD Campus Asia

In Hokkaido University

Program & Abstract

Program for ESD Campus Asia Project

August 19, 2012 ~ August 26, 2012



Hokkaido University School of Education

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 Health & Sustainability

 Symbiosis with Nature

 Lifelong Education

 Human Development & Sustainability

Map (Hokkaido University & Hotels)



ESD Week at a Glance

ESD Campus Asia Project (Hokkaido University Week)								
Date			10:00 ~ 11:30		13:00 ~ 15:00	15:15 ~ 16:15	16:30 ~	
8/19	Sun	Arriving (Guidance with Welcome Reception)						
8/20	Mon		Campus tour	Lunch	Lecture 1,2 & 3	Workshop (1)		
8/21	Tue	← 9:00	Visiting to HATC* (Lecture 4 & Workshop 2)				Cultural Exchange	
8/22	Wed		Lecture 5 & 6	Lunch	Workshop (3)		Cultural Exchange	
8/23	Thu		Lecture 7 & 8	Lunch	Workshop (4)		Cultural Exchange	
8/24	Fri		Preperation	Lunch	Presentation with Discussion (~17:00)		Official Party	
8/25	Sat		Excursion (Option)					17:30
8/26	Sun	Departure						

Workshop includes group discussion (13:00~15:00) and short presentation (15:15~16:15).

Guidance & welcome party will be held on 3rd floor of School of Education.

Official Party will be held at Centennial Hall.

(*) Hokkaido Agricultural Technical College.

Program: Each agenda of ESD Campus Asia in Hokkaido University consists of two topics, but both lectures are not always given on the same day.

Agenda 1 : Health & Sustainable Society

Lec.1. Health & Natural Deterioration (Prof. Kawaguchi) : 1st day (P.11)

Lec.2. Physical Activity & Health (Prof. Mizuno): 1st day (P.15)

Agenda 2 : Symbiosis with Nature

Lec.4. Convivial Development with Nature (Prof. Miyazaki) 2nd day (P.23)

Lec.7. Health Resort Medicine (Prof. Ohtsuka) 4th day (P.37)

Agenda 3 : Lifelong Education & Society

Lec.5. Higher & Continuous Education in Japan (Prof. Anezaki) 3rd day (P.29)

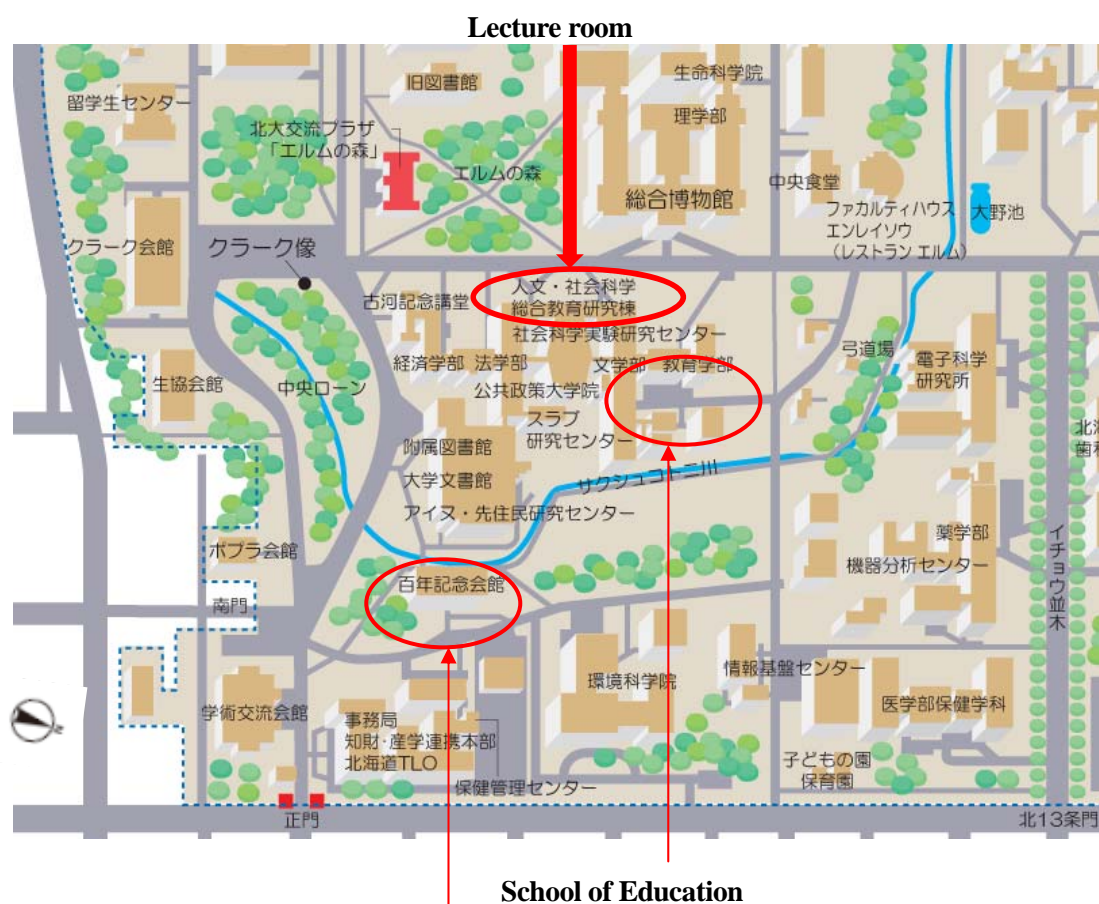
Lec.6. Changing Society & Education in Rural Area in Japan 3rd day (P.33)

Agenda 4 : Human Development & Sustainability

Lec. 8. Screen Media & Child Development (Assoc Prof. Kasai) 4th day (P.41)

Lec. 3. Developmental Origin of Health & Disease (Prof. Kawaguchi) 1th day (P.19)

- (1) Topics associated with ESD will be explained by an academic member. All lectures (except for lecture 3) will be given in room **W410 (4F)** of West-building (A general seminar building for humanities and social sciences) in Hokkaido University.
- (2) Subsequently, split into 4 groups and discuss freely related-issues including research and examining using internet (e-journal) or library. Graduate students will help and support your learning as a facilitator in some sessions. Small size meeting rooms (**5F = W507, W508, W509 and W510**) are prepared for group discussion. Meeting room 507, 508, 509 & 510 for Group A, B, C & D, respectively.
- (3) Summarize your discussion as sentences (decide a clerk).
- (4) Show them as a short presentation less than 10 minutes to share your thinking and information among participants (decide a presenter). Short presentation is performed in room **W410**.



Official Party on August 24th (17:30~20:00) at Centennial Hall

Purpose and Goal of the Project

We are in the midst of fear and anxiety of associated with the crisis against the sustainable development triggered by global warming. Unprecedented climate disaster such as heavy rain and storm costs a number of human lives. However, the present problems for sustainable existence we confront has originated from modern society characterized by mass production, mass consumption and mass disposal, and completely interlinked with our lifestyle and social structure based on not only economic activity, but also culture, science, education and so on. On the other hand, recent worldwide turmoil to call for solution on poverty or widening gap of inequality between haves and have-nots might represent that modern society has continued to give birth to broad kinds of social gaps such as income, health, education, race, gender and so on. Accordingly, education is not only responsible for the condition, because of bringing up a number of experts to sustain the modern society, but also essentially involved in the way to cope with the critical situation.

Although there is wide range of interpretations of ESD, we spark up the debate about of the important role that education plays in the process to actualize solution. Sustainable development could be guaranteed not only by preservation of nature with ecosystem, but also depend on human activity to control and regulate natural resources, and is also related to improvement of social system associated with inequity and injustice among people.

This project emphasizes and focuses on the importance of pedagogical approach that plays an essential role in sustainable development of society, and set out concrete step to form “ESD Campus Asia”, where Asian students who are responsible for next generation learn together, and to support building human network based on mutual trust and respect. To achieve the aim, we try to provide the opportunity to the international students to discuss and consider educational function to overcome the human-made crisis, based on critical succession of the past. At the same time, we try to foster the future human resources to be capable of addressing the task for sustainable development of society.

Primary goals of the project;

First, to recognize the significance of education that plays a central role in sustainable development of society.

Second, to acquire the global public-mindedness with human right to live together based on interdisciplinary and scientific knowledge beyond any conflict of interest among nations.

Third, to foster faculty and insight into closing any gap that exists in any society as a gradient.

Forth, to build international human network to address ESD and cooperate with each other in the future.

プロジェクトの目的と目標

現代世界は、地球温暖化や生態系の攪乱に触発された人類の将来への生存環境への不安の只中にある。しかしその根源は、近現代社会における科学を含めた人間の活動パラダイムに基づく。本プロジェクトは、その克服の唯一の方法である ESD (Education for Sustainable Development of Society) を中心的主題として、持続的な社会の形成に果たす教育の役割に関する課題への関心を喚起する。持続的発展は、人間の生存環境に影響をおよぼす自然環境の劣化や地球資源の過多のみに依存しているのではなく、その資源を評価し、利用・活用を制御する人間社会に一義的に依存している。今日直面している自然環境の劣化は、人間社会の大量生産と大量消費、生活習慣・態度、あるいは発展のために多くの人材を輩出した教育機能に支えられ、その社会構造はまた、経済格差や、健康格差、教育格差や性・人種差別を宿す社会でもある。持続性の危機は、自然環境劣化を生み出した社会そのものに起源し、同時平行的に生活環境・人間関係の脆弱性と連動し、それらは固有な社会の文化、健康への態度、生活様式や教育制度という社会の構造的な要因によっても支えられている。すなわち、自然環境の保全のみで社会の持続性が担保される訳ではなく、むしろ現代社会が孕む危機は、次世代への教育機能、人間の再生産や豊かな生を育む健康行動、平和を保障する市民性や人権への確信、あるいは公正や正義に関する倫理的観念など、多様な社会的側面に規定されたものである。

上記目標の達成のために、多元的価値観の尊重とともに、過去の批判的継承に基づき、人類の危機を克服するために果たすべき教育機能への議論と考察を深め、普遍的な価値について議論しうる人材を養成する。歴史的、文化的に共通項の多い東アジアの次世代を担う学生たちに、多文化的 (multicultural) な学生・教員との国際的かつ積極的な交流を通して、多様な価値観を有する世界の中かで、アジアから発信する社会の持続性に関するあらたな価値観の形成、国際感覚の涵養および将来的にも継続的かつ国際的に交流し、また活躍しうる人脈の形成を支援する。

本プログラムの主要な到達・獲得目標は下記である。

- ①社会の持続的発展が、人類の地球上の自然を含む生存環境を利用し、制御する社会の構造そのもの—したがって一義的には人間の教育—に依存しているという認識と確信の醸成
- ②社会的発展の利害が錯綜する国際社会における学際的かつ科学的認識に基づく相互共生のための世界的公共精神の獲得
- ③いかなる社会にも勾配として存在する多様な社会格差是正への思考力と行動力の涵養
- ④将来に向かって共同して課題解決に向かう国際的人脈の形成

프로젝트의 목적과 목표

현대 사회는 지구온난화와 생태계의 교란으로 촉발된 인류의 미래로의 생존환경 불안속에 있다. 그러나 이러한 근원은 근현대 사회에 있어서 과학을 포함한 인간 활동 패러다임이 그 근저에 있다고 할 수 있다. 본 프로젝트는 이러한 제 문제를 극복하기 위한 유일한 방법으로 ESD (Education for Sustainable Development of Society)를 중심 주제로서 지속적인 사회를 형성하는 교육의 역할에 관한 과제와 관심을 환기시킬 수 있을 것이다. 지속적 발전은 인간 생존환경에 영향을 미치는 자연환경의 열악과 지구 자원의 과다만으로 의존하는 것이 아니라 그 자원을 평가하고 이용 활용을 제어하는 인간사회에 한시적으로 의존하고 있다는 것이다. 오늘날 직면하고 있는 자연환경의 열화는 인간사회의 대량생산과 대량소비 생활습관 태도 혹은 발전을 위한 많은 인재를 배출한 교육기능으로 의지되어 이러한 사회구조는 또한 경제격차와 건강격차 교육격차와 성차별 인종 차별을 낳은 사회이기도 하다. 지속성의 위기는 자연환경열화를 생성시킨 사회 그 자체에 기원하고 동시에 평행적인 생활환경 인간관계의 쇠약성과 연동시켜 이러한 것은 고유의 사회와 문화 건강 태도 생활양식과 교육제도라는 사회 구조적인 요인에 의해서도 유지되고 있다. 즉 자연환경의 보전만으로 사회의 지속성이 담보될 수가 없을 뿐만 아니라 오히려 현대사회가 낳은 위기는 차세대로의 교육기능 인간 재생산과 윤택한 생활을 영위하는 건강행동 평화를 보장하는 시민성과 인권에의 확신 혹은 공정과 정의에 관한 윤리적관념 등 다양한 사회적 측면으로 규정된다.

위에서 언급한 목표를 달성하기 위해서 다원적 가치관의 존중과 더불어 과거의 비판적인 계승을 기초로 인류의 위기를 극복하기 위해 해야 할 교육기능으로의 논의와 고찰을 심층적으로 살펴보고 보편적인 가치에 대해서 논의하는 인재를 육성한다. 역사적 문화적으로 공통점이 많은 동아시아의 차세대를 짊어질 학생들에게 다문화적인 학생 교수들의 국제적이고 적극적인 교류를 통해서 다양한 가치관을 요하는 세계속에서 아시아로부터 발신하는 사회의 지속성에 관한 새로운 가치관의 형성 국제감각의 함양 및 금후 지속적인 국제적 교류를 이어가고 또한 활약하는 인맥 형성을 지원한다.

본 프로그램의 주요 도달목표는 아래와 같다.

1. 지속적인 사회 발전이 인류의 지구상의 자연을 포함한 생존환경을 이용하고 제어하는 구조—즉 일의적으로는 인간교육에 의존하고 있다는 인식과 확신의 양성
2. 사회적 발전의 이해가 복잡한 국제사회에 있어서 학제적이고 과학적 인식에 근한 상호공생을 위한 세계적 공공정신의 획득
3. 어떠한 사회에도 구배로서 존재하는 다양한 사회격차 제정으로의 사고력과 행동력의 함양.
4. 미래로 향해, 협동해서 과제해결을 해 나아가는 국제적 인맥형성.

项目的目的与目标

当今世界，由于受地球温暖化与生态紊乱的冲击，人类对于将来的生存环境处于恐惧与不安之中。这种现象的根源是基于近代社会中人类富含科学性的活动的观点与想法之上的。本次方案的中心主旨是围绕克服对于生存环境不安的唯一方法——ESD(社会的可持续发展教育)——来进行的，以此唤起公众对于实现形成可持续社会的教育的关心。可持续发展，不仅与人类生存环境的恶化与地球资源的过多有关，最重要的是依存于建立可以对资源进行正确评估，以及能够利用与活用资源的人类社会。现今，人类社会大量生产，大量消费，因此生活的习惯和态度，以及为了发展而培育出更多人才的教育机构的建立很重要，而大量生产消费所产生的对于环境的影响，使我们必须要直面自然环境的恶化。人类的社会构造也映射出了社会中存在的经济格差，健康格差，教育格差，以及性别与人种的歧视。持续性的危机，起源于出现自然环境恶化现象的社会，也被社会中存在的生活环境・人类关系的脆弱性带动，这些固有的社会文化，对健康的态度，生活方式以及教育制度等社会构造性因素也是持续性危机的引发因素。换言之，与其说对自然环境的保护能确保社会的可持续发展，不如说现代社会所孕育的危机是在多样性的社会侧面中产生的问题，例如，对下一代的教育方式，人类的再生产及营造丰富的生活的健康行动，维持和平的公民权及人权的确保，以及对于公正与正义的伦理观念等。

此次方案强调关注于在社会可持续性发展中起着重要作用的教学方法的重要性，并制定了具体的步骤，在亚洲学生区域实现“ESD 亚洲校园”计划，这些亚洲学生肩负了与下一代学生共同学习的责任。并且，此次方案还将基于相互信任与尊重，建立人际网。为了达到这一目标，避免一味的继承过去，我们尽量提供机会给国际学生讨论和研究的教育机能以克服人为的危机。同时，为了社会的可持续发展，我们尝试培养未来的人力资源，以解决可能出现的问题。

本方案的主要达到・获得目标如下，

- ①培养公众，“社会的可持续发展需要依存于人类生存环境的利用，以及社会构造的调节——因此最重要的是教育。”的意识
- ②社会发展的关键是基于错综复杂的国际社会多学科的科学认识之上的，培养以相互共生为目的的世界性公共精神。
- ③提高对于改善社会中存在的阶梯式多样性社会不平等的思考力与行动力
- ④建立未来可以共同解决研究课题的国际人脉

August 20 (Mon)

13:00~13:30

ESD International Agenda .1

—Health & Sustainable Society—

Lecture 1: Health and Natural Deterioration

presented by Prof. Akito Kawaguchi (Health Science)

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Natural disaster such as extreme food, drought and storm affect human health on a large scale. However, climate change triggered by global warming is originated from human industrial activities. It finally leads to natural deterioration including instability of ecological system. In addition, industrial societies produce and discard a great amount of intractable chemicals that transform to toxic agents by air, soil and water pollution. And that they would return to us through food chain on the principle of bio-concentration mediated by long loop. A variety of chemicals transform themselves into carcinogen or endocrine disrupting substances that develop cancer, teratology and congenital defects. Despite of few produce of those in developing countries, the most vulnerable people are in developing countries, because of poor infrastructure and social system, not people in industrialized societies. How can we close the health gap? How can we reconcile our health and economic growth?

- i) Understanding of the interrelationship between human health and nature,
- ii) Recognition of characteristic changes of modern society associated with health,
- iii) Consider about how to close health gap and to reconcile economic development and our health.

Readin.;

Protecting health from climate change-connecting science, policy and people, WHO, 2009

http://whqlibdoc.who.int/publications/2009/9789241598880_eng.pdf

Key words:

Global warming, Natural disaster, Environmental pollution, Food chain, Bioconcentration, Endocrine disrupting chemicals, Carcinogens, Chronic disease

講義 1. 健康科学と自然環境の劣化

洪水や干ばつという自然災害や生態系の攪乱は、地球温暖化に起因すると考えられているが、もとせば地球上の人間の経済産業活動に由来する。人間の創造した化学的物質は、内分泌攪乱物質や発がん性物質となり、食物連鎖を介して、人間の世界に回帰する。しかしこれらの物質に最も脆弱なのは、それらを生産しないにも拘わらず、社会的な防御機能のない発展途上国の人びとである。どのようにしてこれらの構造的な健康格差を解消しうるだろうか？経済発展と健康科増進は両立しうるであろうか？

강의 1: 건강과학과 자연환경 열화

홍수와 한발이라는 자연재해와 생태계의 교란은 지구온난화에 기인이라고 생각할수있으나 근본이유는 지구상의 인간이 경제산업활동에 유래한다.인간이 창조한 과학적 물질은 내분비교란물질과 발암성 물질이 되어 식물연쇄를 개입해서 인간세계로 회귀한다.그러나 이러한 물질에 가장 취약적인 입장에 놓인 사람들, 즉 이러한 것을 생산하지않았음에도 불과하고 사회적 방어기능이 없는 개발도상국의 사람들이다. 어떻게 하면 이러한 구조적인 건강격차를 해소할수있을까?경제발전과 건강증진은 양립가능할수있을까?

讲义 1 健康与自然环境的恶化

洪水与干旱等自然灾害和生态系统的紊乱，被认为是地球温暖化引起的，而更深入的追究，则是由于人类经济产业的活动引起的。人类创造的化学物质，成为使内分泌紊乱的物质和致癌物质，通过食物链回到人类世界。但是，这些物质最脆弱的地方在于，不管是否是产生这些物质的国家，这些物质都将转移到社会性防御技能很弱的发展中国家。怎样消除这些构造性的健康格差呢？经济发展与健康增进能否共同发展呢？

August 20 (Mon)

13:30~14:30

ESD International Agenda .1

—Health & Sustainable Society—

Lecture 2: Physical Activity and Health

presented by Prof. Masao Mizuno (Physical Fitness Science)

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In Japan facing a supper aging society with a declining birthrate, it appears an extremely important task to rebuild health promoting programs for obtaining a society with sustainable development. In concerning world-wide health obstructing risks, WHO estimates that cerebro-/cardio-vascular diseases and depression take over in 2020 instead of respiratory/digestive infections and perinatal diseases, those used to be the risks among under-developing countries in the end of 20th century. While a construction of active living has shown to be the most powerful factor for preventing and improving lifestyle-related diseases, it seems to be so hard to develop the ability for building active life as a person. In and throughout this program, it is expected that common and independent health problem(s) among three representative Asian countries will become clarify, and the discussion and debate will take place for reconstructing future health education.

- 1) To understand the interrelationships between health and physical activity in terms of the survival, the protective, and the developmental level.
- 2) To recognize socioeconomic status disparity inducing health status disparity to be approached by the present status of overweight/obesity and weight-loss/slimness

Reading:

WHO Global status report on noncommunicable diseases 2010

http://www.who.int/nmh/publications/ncd_report_full_en.pdf

Key words:

Physical activity, aging society, fitness, lifestyle-related disease, health education, nutrition

講義 2. 身体活動と健康

少子化と超高齢化社会に直面している日本において、社会問題に対応した健康教育の再構築が持続可能な発展を遂げる社会の創造にとって極めて重要な課題である。20 世紀末における世界的な健康阻害要因として挙げられた発展途上国における呼吸器系・消化器系感染症と周産期疾患に代わって、2020 年代に向けては先進国で先行されていた脳・心臓循環器系疾患と精神的疾患が世界各国の共通の健康問題となることが世界保健機構(WHO)により予想されている。日常を活動的に過ごすことが生活習慣病の予防と改善にとって最も効果的であることが明らかにされてきている一方で、健康主体である個人が運動を習慣化できる力量の形成は困難な様相を示している。本プログラムを通して、代表的アジア 3 諸国に関わり共通する健康問題と各国独自な問題とを明らかにして今後の健康教育の課題についての議論が期待される。

강의 2: 신체활동과 건강

소자화와 초 고령화사회로 직면한 일본에 있어서 사회문제에 대응한 건강교육의 재 구축이 지속가능한 사회 발전을 이루는 사회창조에 있어서 아주 중요한 과제이다. 20 세기말에 있어서 세계적인 건강저해 요인으로서 들수있는 개발도상국에 있어서 호흡기계통 소화기계통 감염증과 주산기질환을 대신해서 2020 년대에는 선진국에서 선행된 뇌 심장질환기계통질환과 정신적질환이 세계각국의 공통의 건강문제로 되어지는것이 세계보건기구(WHO)를 통해서 예상되었다. 일상을 활동적으로 생활하는것이 생활습관병의 예방과 개선에 있어서 가장 효과적인것으로 알려진 반면 건강주체인 개인의 운동과 습관화할수있는 역량형성은 어려운 양상을 보이고 있다. 본 프로그램을 통해서 아시아의 3 개국과 함께 건강에 관한 공통된 문제와 각국의 개별적인 문제를 공유하면서 금후의 건강교육의 과제에 대해서 논의되기를 기대한다.

讲义 2 身体活动和健康

对于正在面对着少子化和超高龄化社会的日本来说, 对应于社会问题的健康教育再构筑是建设可持续性发展社会的极其重要的课题。根据世界保健机构 who 的预想, 代替 20 世纪末在发展中国家中的呼吸系统、消化系统感染症和围产期疾患这些世界性的健康阻碍要因, 面向 2020 年代的发达国家的脑、心脏循环系统疾患和精神性疾患将会成为世界各国共同的健康问题。虽然很明显在日常生活中很积极的活动是对于预防和改善生活生活习惯最有效果的, 但是作为健康主体的个人想要把运动习惯化还是呈现出很难的样子。通过这个方案, 使代表亚洲的三个国家的共通的健康问题和各国独自的问题更加明朗, 并且期待今后关于健康教育的课题的辩论。

August 20 (Mon)

14:30~15:00

ESD International Agenda .4

— Human Development and Sustainability —

Lecture 3: DOHaD (Developmental Origin of Health and Disease)

presented by Prof. Akito Kawaguchi (Health Science)

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Japanese young girl with childbearing age has become excessively slender since the late 1970's. Along with it, number of low birth weight baby (LBW), defined body weight just at birth less than 2,500g, has gradually increased, now over 10%. Young girls who grow poorly, become stunted women, and they are likely to give birth to LBW who may be likely to continue the vicious cycle of being stunted. Surprisingly, maternal birth weight per se is a predictor of body weight of her babies at birth. In addition, as LBW are vulnerable for chronic disease in their later life, increased number of LBW may be linked with increased lifestyle-related disease.

LBW has been well recognized worldwide to be resulted from the condition of under-nutrition in developing countries, but, Japan has quite different aspects, where young girls are obsessed with being slender by the sense of beauty that fashion girl is a role model. How should we cut off the vicious cycle and what point we should intervene in the process for sustainable human reproduction?

- i) Recognize body composition and physiological significance of body weight.
- ii) Why are many young girls obsessed with being thin?
- iii) What is beauty? How is it produced?

Reading:

Barker DJ, et al: Fetal undernutrition and disease in later life.

<http://ror.reproduction-online.org/cgi/reprint/2/2/105>

Key words:

DOHaD, low birth weight baby, child bearing age, maternal under-nutrition, chronic disease, intergenerational effect

講義 3: 疾患感受性胎児期起源説

若い妊娠期女性の痩身によって、低出生体重児が生まれる危険性が指摘され、その低出生体重児は、自身がまた低出生体重児を出産する確率が増加する(世代間効果)。さらに低出生体重児は、将来生活習慣病の罹患リスクが高まることが世界的に知られている。若い女性は、そのようなリスクに無頓着に、必要以上の痩身に駆り立てられている。この青年女性の痩身—低出生体重児——生活習慣病の悪性サイクルをとめるために、どのような教育が必要であろうか？

강의 3: 질환감수성 태아기 기원설

젊은 임신기여성의 수신(약한몸,마른신체)에 의해서 저출생체중아가 태어날 위험성이 지적되어 저출생체중아는 그 아이가 어른이 되어서도 저출생체중아를 출산할 확률이 증가한다(세대간효과).더욱이 저출생체중아는 장래생활습관병의 감염리스크가 높다는것이 세계적으로도 알려진바이다.젊은 여성은 이러한 리스크에 둔감해서 필요이상의 다이어트에 염두해 있다.청년여성의 수신—저출생체중아—생활습관병의 악성싸이클을 막기위해서 어떠한 교육이 필요한가?

讲义 3 疾患感受性胎児期の起源説

年轻的妊娠期女性的瘦身，会增加低出生体重儿的风险。这些低出生体重儿自身在成年后生出低出生体重儿的概率也会增加（世代间的影响）。并且，被世界公认的是低出生体重儿在将来罹患生活習慣病的风险也会增高。年轻女性，并未意识到这种风险，强制自己过渡瘦身。为了停止“青年女性瘦身——低出生体重儿——生活習慣病”的恶性循环，应该进行什么样的教育呢？

August 21 (Tue)

09:00~16:00

ESD International Agenda 2

—Symbiosis with Nature—

A case study by visiting to HATC

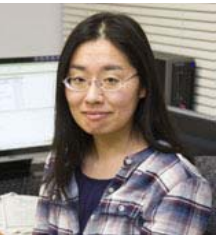
Lecture 4. Convivial Development with Nature

organized by Prof. Takashi Miyazaki (Social Education), Prof. Ichirou Matsumoto (Social Welfare), Assoc. Prof. Madoka Toriyama (Social Welfare), Assoc. Prof. Shinnichi Uehara (Industrial Education and Vocational Training), Assoc. Prof. Tomoko Komagawa (Industrial Education and Vocational Training), Assoc. Prof. Shigeru Mitsumoto (Higher & Continuing Education)

Sustainable development inevitably asks how the industrial company promotes their productivity contributing or reconciling with sustainability. Because, human activity always affect environment, and present crisis against sustainability comes from human economic and industrial activity per se.

In this session, an agricultural field will be taken as a case study (visiting to Hokkaido Agricultural Technical College). Under the pressure of market mechanism by globalization, agriculture has also been forced to reorient and reshape their economic management. However, it does not mean improvement of economic efficacy or rationality, but seek convivial development with nature. For that, stand point and effort will be required to compatible economy reconciling the need of environmental preservation and economic development. It may be a brand-new sense of economy to supply food in response to demand and to enforce local community paralleled with improvement of social capital. Let's think how we could develop the ability to ensure safety of food reconciling with ecological autonomy. What is the role of education to play in a context of sustainable society?

- i) How should agricultural industry to ensure convivial development with nature?
- ii) What is the important role of education to play in future farmer to cope with market mechanism by globalization?



講義・実習 4 自然との共生－農業教育の実例－

持続可能性の探究は、産業のありかたを問うている。この講義では、農業を例に取り上げ、グローバル化の下、市場原理が浸透し、再編が進む農業の現状と将来を考察する。これからの農業の担い手には、新たな経営感覚が求められているが、それは企業の経営センスや技術的合理性を向上させることではない。持続可能性を保障するためには、人間と自然が共に調和して両立する視点に立脚した確かな経営と地域づくりとが響きあうような経営のセンスである。ではそのような力はどのようにすれば身に着くのか。この実践的学習では、地域に根差した農業後継者教育の実態を見学しながら、持続可能性を保障する産業の担い手の養成のための教育的課題を考える。

강의 실습 4: 자연과의 공생 -농업교육의 실례-

지속가능성의 탐구는 산업의 본질을 묻는다. 본 강의에서는 농업을 예를 들어 글로벌리제이션에 있어서 시장원리가 침투되고 재편이 진행되는 농업의 현상과 미래를 고찰한다. 이러한 농업을 짊어질 젊은이는 새로운 경영 감각이 필요로 하게 되고 그것은 기업적 경영의 센스와 기술적 합리성을 향상시키지 않으면 안 된다. 지속가능성을 보장하기 위해서는 인간과 자연이 더불어 조화하고 양립할 수 있는 시점에 입각한 확실한 경영과 지역만들 등이 반영하는 경영 센스이다. 그렇다면 이러한 힘은 어떻게 하면 익힐 수 있는 것일까? 이러한 실천적인 학습에서는 지역에 근저한 농업계속자 교육 실태를 견학하면서 지속가능성을 보장하는 산업을 짊어질 인재를 육성하기 위한 교육적 과제를 생각한다.

讲义 4 与自然的共生－農業教育的实例－

可持续性的的探讨是把对于产业的理想状态的质疑也包括在内的。在这个期间，以农业为例，在全球化之下，市场原理的渗透，考察重组的农业的现状和将来。今后的农业的核心人物要追求新的经营理念，但是这并不是指提高企业的经营理念和技术合理性。要保证可持续性，就要立足于人类和自然能够共同调和能够两立，要能够共同发展可靠的经营和地域规划的经营理念。那么这样的能力要怎样才能学会呢。这个实践的学习，一边参考学习出生于当地的农业接班人的实际状况，思考培养保障产业可持续性的核心人物的教育的课题。

[illegible]

10:00~10:45

ESD International Agenda .3

—Lifelong Education & Society—

Lecture 5. Overview on Higher and Continuing Education in Japan

presented by Prof. Youich Anezakio

(Higher & continuing Education))

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Modern society has globally been shifted to highly knowledge-based and aged one, where lifelong education is more and more important for sustainable development. This lecture aims to provide a wider and general concepts and knowledge on Japanese Higher & Continuing Education (HCE) to the audience of visiting students. It is planned

- (1) to help your understanding on the historical context and policy trends of HCE. Also, we discuss about why higher education reform has been occurred world widely.
- (2) to discuss about the concepts, meaning, and framework on the HCE, such as tertiary education, post-secondary education, lifelong learning, and vocational development.
- (3) to provide basic data on Japanese HCE in order to understand of its specific character.
- (4) to discuss about the mission and aim of HCE, including in ESD and Green University.

This lecture will provide along with following structure; (1) Understanding of the context of higher education reform in the knowledge-based Society. (2) Concept of higher and continuing education in the education system. (3) Facts and figures on Japanese higher education. (4) Mission on higher and continuing education related to ESD. (5) Conclusion: Today's some key points.

Reading:

http://www.mext.go.jp/component/english/_icsFiles/afieldfile/2011/06/20/1307397_1.pdf

http://www.nier.go.jp/English/EducationInJapan/Education_in_Japan/Education_in_Japan_files/201109HE.pdf

Key words:

Higher & continuing education, knowledge-based society, education reform, university corporatization.

講義 5 日本における高等継続教育の概要

この講義では、日本における高等継続教育について、概観的理解を得ることを目的とする。第一は、知識基盤社会において、なぜ高等教育改革が求められているのか、その歴史的な文脈や必然性について理解を深める。第二は、学校システムにおいて、高等継続教育がどのような位置を占め、どのような概念やキーワードがあるかを提供し、初等、中等教育に続く第三段階の教育(ターシャリー教育)の理解、もしくは中等後教育として持つ意味について言及する。また同時に、高等継続教育と生涯学習や職業能力開発との関連を明らかにする。第三は、日本の高等教育、とくに大学に関する統計的データに基づき、その特徴を把握できるようにする。第四は、現代における高等継続教育についての目的、使命について理解を深めるようにする。ESDは、近年の課題の一つである。第五は、この講義のまとめである。この日の講義のキーポイントを明確にする。

강의 5: 일본에 있어서 고등계속교육의 개요

본 강의에서는, 일본에 있어서의 고등계속 교육에 대해서, 개관적 이해를 얻는 것을 목적으로 한다. 첫번째로, 지식기반사회에 있어서, 왜 고등 교육 개혁이 요구되고 있는가, 그 역사적 문맥이나 필연성에 대해서 이해를 한다. 두번째로, 학교 시스템에 있어서, 고등계속 교육이 어떤 위치를 차지하고, 어떤 개념과 키워드가 있는지를 제시하고, 초등, 중등교육에 이어지는 제3단계(tertiary)의 교육의 이해, 혹은 중등후 교육으로서 가지는 의미에 대해서 언급한다. 또한 동시에, 고등계속 교육과 평생 학습이나 직업능력개발과의 관련에 대해서도 언급하겠다. 세번째로, 일본의 고등 교육, 특히 대학에 관한 통계적 데이터에 기초를 두고, 그 특징을 알아본다. 네번째로, 현대에 있어서의 고등계속 교육에 관한 목적, 사명에 대해서 이해를 도모한다. ESD는, 최근의 과제의 하나다. 다섯번째로, 오늘의 강의의 키포인트를 명확히 제시 정리하는 것이다.

讲义 5 日本的高等继续教育的概要

在这个讲义中, 目的是对于日本的高等继续教育的有一个大致的了解。第一, 在知识基础社会中, 为什么要追求高等教育改革, 对于它的历史的文脉和必然性要深入理解。第二, 对于学校系统, 高等继续教育占了一个怎样的位置, 提供一个怎样的概念和关键词, 对于继初等、中等教育之后的第三阶段的教育地了解, 或者是说到中等后教育所具有的意义。并且同时, 明确高等继续教育、终生学习和职业能力的开发的关联。第三, 日本的高等教育, 特别是基于关于大学的统计的数据, 使能够掌握它的特征。第四, 关于现代高等继续教育的目的、使命要深入理解。ESD是今年的其中一个课题。第五, 是这个讲义的概述。明确这一天的讲义的重点。

[illegible]

10:50~11:30

ESD International Agenda .3

—Lifelong Education & Society—

Lecture 6. Changing Society & Education in rural areas in Japan

presented by Prof. Youich Anezakio

(Higher & continuing Education)

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The social structure and character in Japan has been drastically changed over past 2 decades. It was often mentioned as "Globalization and Neo-liberal policy" as a cause of such a big change. Although we agreed it in basic points, we need much more specific analysis in education fields.

This short lecture aims to present 3 agenda as below.

- (1) Structural Change in Japanese Society in last 20 years: Recent key issues in Japanese Society
- (2) Education in Japan rural area and its development: Overview on the trend and the implication of change of education in historical context associated with ESD, representing some good practices in rural education.
- (3) Recent theoretical development in educational practices and pedagogical approaches: Educational policy to teachers for quality assurance.

Reading

<http://www.japanesestudies.org.uk/special/shrinking-regions/Chapter4.pdf>

http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1980150

http://www.ias.unu.edu/resource_centre/EfSD%20in%20Uganda.pdf

Key words:

Globalization, Neo-liberal policy, rural education, education policy, teachers' quality assurance

講義 6 変貌する社会と日本の過疎地域の教育

日本の社会は大きく変貌した。その理由は、「国際化と新自由主義」として言及される。いくつかの点では肯定できるものの、教育の分野では、よりの確な分析が必要である。この講義では、以下の三つの点について言及する。20年に亘る日本社会の構造的変化と現代的課題、地方の教育環境の変遷と優れた実践例、最近の教育政策にみる教師の質の確保に関する理論的な進展、である。

강의 6: 일본의 지방사회의 변모와 교육

일본의 사회는 크게 변모했다. 그 이유는 「국제화와 신자유주의」라고 말할 수 있다. 몇 가지의 점에서는 긍정적으로 평가할 수 있지만, 교육의 분야에서는, 보다 정확한 분석이 필요하다. 이 강의에서는, 다음의 세가지의 점에 대해서 언급하겠다. 20년에 걸치는 일본 사회의 구조적 변화와 현대적 과제, 지방 교육 환경의 변천과 훌륭한 실천 예, 최근의 교육 정책에 비추어 교사 질의 확보에 관한 이론적인 발전 등을 살펴보겠다.


讲义 6 日本社会的变迁与人口稀疏地区的教育

日本的社会发生了极大的变化。原因是“国际化和新自由主义”被提出。这个原因在几个点上是可以被肯定的，但是在教育的领域，我们还需要更加具体的分析。在这个讲义中，我们会提到以下的三点。经过20年日本社会结构性变化和现代的课题，地方的教育环境的变迁与优秀的实践例子以及从最近的教育政策能看到关于确保教师的质量的理论的进展这三点。

10:00~10:30

—Symbiosis with Nature—

presented by Prof. Yoshinori Ohtsuka (Health Science)



Dr. Y. Nakamura

- i) Understanding of the health resort and characterization.
- ii) Recognition of balneotherapy and climatotherapy as an alternative medicine
- iii) Think about health promotion activity utilizing natural resources

1. 'Proposal for a worldwide definition of health resort medicine, balneology, medical hydrology and climatology' *Int J Biometeorol.* 2010 Sep;54(5):495-507

<http://www.visionsparetreat.com/2011/05/spa-health-resort-medicine.html>

Natural therapy, alternative therapy, balneo-climatotherapy, health resort, self-healing

講義 7 自然療法(保養地医学)

保養地医学(保養地におけ温泉気候療法)は、温泉、森林や海岸など、自然がもつ癒やしの機能を利用する自然療法として認識され、世界中でその重要性が認識されている。2014年には日本で保養地医学に関する世界学会が開催される予定である。高齢化における医療需要の増加と医療費の拡大のなかで、自然療法はもっとも自然と調和し、自己の治癒力を高める方法として、高齢者ばかりでなく、ストレス社会にされるすべての人にとって魅力的な療法と考えられる。

강의 7: 보양지의학

보양지의학(보양지에 놀 수 있어 온천기후요법)은, 온천, 삼림이나 해안등, 자연이 가지는 치유의 기능을 이용하는 자연 요법으로서 인식되어, 온세계에서 그 중요성이 인식되어 있다. 2014년에는 일본에서 보양지의학에 관한 세계학회가 개최될 예정이다. 고령화에 있어서의 의료수요의 증가와 의료비의 확대속에서, 자연 요법은 가장 자연과 조화를 이루면서, 자기의 치유력을 높이는 방법으로서, 고령자 뿐만 아니라, 스트레스 사회로 되는 모든 사람에 있어서 매력적인 요법이라 생각된다.

讲义 7 自然疗法（保养地医学）

保养地医学（在疗养地的温泉气候疗法）被认为是像温泉，森林和海岸等等利用自然所拥有的具有治愈功能的自然疗法，在世界范围内他的重要性也被认同。2014年预定在日本举行关于疗养地医学的世界学会。在高龄化的医疗需求的增加和医疗费费的扩大中，自然疗法作为最一种与自然调和，将自己的免疫力增强的疗法，被认为不仅仅是高龄者，对于在压力社会下的所有人都是很有魅力的疗法。

August 23 (Thr)



10:35~12:00

ESD International Agenda .4

— Human Development and Sustainability —

Lecture 8: Screen media and child development

presented by Assoc. Prof. Tetsuko Kasai (Educational Psychology), E-mail: tetsu@edu.hokudai.ac.jp



In modern society, we are surrounded by plenty of screen media, such as television, DVD, video games, and the internet; this is also true even for young children. We all have genetic limitations to our various capabilities, but also are shaped by our experiences. Thus, a contemporary issue to be answered is how screen-media exposure is affecting cognitive or mind development. There have been many studies to suggest harmful effects of screen media: television viewing or video games are associated with poor academic performance or attention problems. In contrast, some studies suggest that interactive media (video games and the internet) can improve specific cognitive abilities. Effects of screen media can also vary with media factors (contents, lengths of exposure) and individual factors (age, gender). In order to ensure sound human development, it is important to reveal how to benefit from media technology and to avoid their potential risks.

- 1) Correctly recognize how experiences can influence cognitive abilities or brain functions during the developmental period
- 2) Understand both positive and negative aspects of effects of screen-media exposure on child development
- 3) Consider how to deal with screen media for yourself and children

Reading:

Bavelier, D., Green, C. S., Dye, M. W. (2010). Children, wired: for better and for worse. *Neuron*, 67(5), 692-701.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3170902/?tool=pubmed>

Key words:

Development risk, child psychology, screen- media, cognitive development, academic performance

講義 8 メディアと子どもの発達

私たちのさまざまな能力は遺伝的に制約されるとともに経験によって形成される。現代の子どもたちは、テレビ、DVD、ビデオゲームなど多くのスクリーンメディアに囲まれており、スクリーンメディアの有害な影響を及ぼすという多くの研究がある。たとえば、テレビの視聴やビデオゲームは学業の不振や注意の問題と関連することが示されている。一方で相互作用のあるメディア(ビデオゲームやインターネット)は、特定の認知機能を向上させることを示した研究もある。スクリーンメディアが私たちの認知発達もしくは心の発達にどのように影響しているか、あるいはどのようにして潜在的な危険を回避しつつメディア技術からの利益を得るかを明らかにすることは、健全な人間の発達を保障する上で重要な課題である。

강의 8: 미디어와 아동발달

우리 개인의 능력은 유전적으로 제약되는 동시에 경험에 의해 형성되지만, 현대사회에 있어서 어린이들은, 텔레비전, DVD, 비디오게임, 인터넷등 많은 스크린 미디어에 둘러싸여 있다. 지금까지 스크린 미디어가 유해한 영향을 나타내는 많은 연구가 있습니다. 예를 들면, 텔레비전의 시청이나 비디오게임은 학업 부진이나 주의의 문제와 관련되는 것으로 제시되어 있습니다. 그러나 한편으로는, 상호작용이 있는 미디어(비디오게임이나 인터넷)는, 특정한 인지 기능을 향상시키는 것으로 연구보고도 있습니다. 어떻게하면 잠재적인 위험을 회피하면서 미디어 기술로부터의 이익을 얻을지를 밝히는 것은, 건전한 인간의 발달을 보장하는 동시에 중요합니다. 그렇기때문에, 스크린 미디어가 우리들의 인지 발달 혹은 마음의 발달에 어떻게 영향을 주고 있는 것의 연구는, 중요한 현대적인 과제의 하나입니다.

讲义 8 媒体和孩子的成长

现代社会的孩子们被电视、DVD、视频游戏，网络等等多数的银幕媒体围绕着。我们的各种各样的能力是被遗传制约，并且由经验形成而来。所以，银幕媒体对于我们的认知上的成长又或者心理上的成长有着怎样的影响也是现代的其中一个课题。到现在为止，显示银幕媒体有害影响的研究有很多。比如说，有显示看电视或者视频游戏和学业的荒废有着关联。但是另一方面，也有关于具有两面作用的媒体（视频游戏和网络）也有使特定的认知技能提高的作用的研究。银幕媒体的影响是根据媒体的要因（内容和量）和个人的要因（年龄，性别等）来改变的。明确要怎样一边回避潜在的危險一边从媒体技术中得到利益，是在确保人的健康成长这件事情上非常重要。

August 24 (Fri)



10:00~11:30 Preparation for presentation

13:00~16:00 Presentation with discussion

Presentation & Discussion

Each group has to present summary of ideas and opinions associated with favorite issues based on daily group discussion.

Method: If you could use a presentation software (such as Power Point), it would be better to make yourself understood. Audience could not only hear your voice, but also see the same points commented and articulated.

(1) Select an issue to present and making a story:

Decide the theme to present among member of your group. It does not need to be one issue. A relationship among the issues is also acceptable.

(2) Objectives, Background, Motivation to study:

Mention why you select the subject or issue, how it relates with ESD, and what kinds of significance it has, and so on. Knowledge of background is really important to make a story and make yourself understood.

(3) Contents:

Express freely your idea, consideration, impression and concept. It would be better if your comment is based on scientific data or solid fact (including references from handouts of classes, or international organizations such as UNESCO, WHO, OECD and so on.).

(4) Conclusions:

Summarize your opinions concisely with clarity as 2 or 3 sentences. When feasible, it contains further research you want to do.

