

The New Possibility of Teacher Education using Videoconferencing System¹; E-learning and Pedagogy for the Technological Society²

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Abstract: In this paper, I shall describe my pilot e-learning lessons using Videoconferencing system that I introduced to undergraduate/postgraduate students at the National University Corporation Naruto University of Education (hereafter NUE)³ in Japan in 2004 and 2005. In this program, trainee teachers and teachers in INSET (in- service education to training) observed some lessons video-ed at the Eveline Lowe Primary School (hereafter ELS)⁴ in Southwark, London. In this paper I aim a) to make clear the process and the ways learning took place, and b) to consider a new possibility of teacher education for the 21st century.

In offering the lectures, I intended to show these *different situations* within a state system of education as specific teaching styles and examples of topic-centered curriculum for children, and to compare these with typical teaching practices in Japan. Secondly I wanted to let them see some *different ideas* about pedagogy for teaching children. That means my purpose was to cause in each student an *effect through confrontation with differences*. My purpose also was to see: What did the students notice or discover from the videos cut in the class-lessons? What did they think of the lessons exploring various intelligences? What impact did they get and what comments did they write?

In terms of discourse theory, my students were involved by being made aware of the nature serious/warm atmosphere within which the children at ELS were able to work during the class-lessons and by having identified for them the different teaching styles, stimulated/cooperative group activities, organization of group divided by academic abilities, open classroom, good relationship between teachers and teaching assistants. The phenomenon that evolved beyond distance and space between two classrooms - at ELS and NUE - can be called a vivid three-dimensional class-lesson. In addition, because the phenomenon represented the kind of issues it did, it may be called a sort of psychological experience as defined by Gilles Deleuze in *DIFFÉRENCE ET RÉPÉTITION*⁵. That is to say, out of their inner chaos, we were able to see a recreation was brought about, thorough the sequence of inner experiences of *complication*, *explication* and *implication*. As Deleuze insists, this brings about real/significant learning and this we should present to Japanese teachers and teacher trainees. No doubt the proper use of Remote Teaching System gives considerable progress of pedagogical possibilities to Japanese students in terms of perspective of e-learning in technological society.

[Keywords: Teacher education, Phenomenon of learning, Pilot e-learning lessons, Videoconferencing, Remote Teaching System]

1. The Beginning of Cooperative Project with ELS

Since autumn in 2000 I have been developing cooperation with my colleagues at ELS in London in order to exchange information on pedagogical theory and practice⁶. After that, our postgraduate-students engaged INSET, as a part of recurrent education system or research sabbatical years, often had opportunities to visit ELS, to observe lessons and to take lessons in the school. They found their experiences most stimulating and enlightened their studies, and we realized with delight, that as a result they proceeded

to Master of Education degrees and begin to undertake the reorganization of their school's curriculum by themselves.

Yet there remained economical and physical limitations in extending this experiment, so I determined to create a new cooperative international research project between ELS and NUE, in order to overcome these difficulties. In 2004, to simplify the experience of observing class-lessons, I introduced the idea of using the Videoconference system⁷.

In fact it was not an easy project to set up. Fortunately, despite the many requests, the Headteacher of

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ELS, Mr. Foskett, remained supportive throughout and in one email stated:

I'm very pleased you are making progress with the videoconferencing and e-learning project. It's good that you have been given the funding you need. I think it's going to be very interesting if we can help teachers and trainee teachers in both England and Japan to learn from one another. I hope it may also be possible in the future for children to take part in videoconferencing - obviously with the help of translators. We should really try to do some pioneer work with this technology.⁸ (emphasis added)

As he said, a future aim could be that teachers and trainee teachers in "both England and Japan ... learn from one another", I also thought we might be able to achieve such an outcome for our graduate/postgraduate students and teachers of primary schools (hereinafter 'students'). Looking back, originally in our project I believed that as individuals involved in educational reform in both countries we had such aims but I must have foreseen that more than occasionally some communicational problems would arise. A primary problem was that we had to get any research funds from the central government or our governors, and luckily we succeeded in convincing them of the merits of our project.

2. The Preparation for Videoconferencing: Proposal and Purposes of Observations

After visiting ELS to discuss preparation for the project, I was informed that while personally I had the full support of the Headteacher, and I was required to submit an official proposal for the project to ELS to gain the approval of its governors and to gain the support of the other teachers in ELS. Officially I submitted proposal of project in 2004 and 2005 (Proposal 20/07/2004 and 17/09/2005). The proposal for research project between NUE and ELS stated:

I, Yoko Yamasaki, professor from Naruto University of Education, propose to work with Eveline Lowe Primary School in my study of the development, assessment and curriculum of integrated studies, using videoconferencing system between Eveline Lowe Primary School and Naruto University of Education.

Purpose of the project in 2004 (20/07/2004)

(17/09/2005):

- To observe and analyse how children in a child-centred school can develop their creativity in the classroom, focusing on a year 2, over a certain period of time.
- To find out the ethos within a child-centred
- To find out how an experienced teacher in practice creates an inspiring and interactive curriculum.
- To find out how an experienced teacher in practice classroom. organizes the curriculum.
- To see the actual lesson live and discuss the findings interactively with researchers, teachers and BA/MA students.

With the Headteacher's consent in 2004 and 2005, I set up an organization of members/cooperators in both UK and Japan for the research project. The project team totaled 7 persons in 2004 (2 Japanese in Japan and 3 British and 2 Japanese in UK) and in 2005 10 persons (4 Japanese in Japan and 4 British and 2 Japanese in UK). Once teams were established we trialed connection via internet.

In 2004 all we had to do was to step over the firewall on the side of NUE, but in 2005 we had a different problem; NAT (network address translator) had already been set up on the ELS side. In 2005 we were confronted with connection difficulties which took up to 20.5 hours to connect. The matters concerning with the connection tests caused exhaustion and frustration amongst professional staff but despite this all staff kept trying to overcome the problems. Solving these problems and eventually attaining the connection generated great excitement on the part of students/children and their joy pervaded all over each classroom. Because of the end of the academic term inevitably we didn't have much time to observe lessons and communicate with each other. The total numbers of hours of observations were 20 hours in 2004, 12 hours in 2005.

3. Students' various Awareness for Pedagogy

Despite the difficulties, I persisted with my intention to show students different situations in the classroom, compared to teaching practices in Japan, and to let them see some different ideas for pedagogy.

The outline of our set of videoconferencing experiment is shown in Table 1. (See Table 1)

Videoconferencing with ELS in UK and NUE in JAPAN

(Table 1)

2004							
	Day/ Month	Hours	Contents	Numbers of Participants in NUE		Numbers of Participants in ELS	
				Students	Professional staff	Children	Professional staff
Preparations	19th Jul.	3	Connection Test-1		1		4
	20th Jul.	3	Connection Test-2	4	3		4
Observations of teaching in Classroom	16th Sep.	4	Class Observation Test(teaching of Literacy) Interview-1 for teacher	6	3	23	4
	12th Oct..	3.5	Class Observation-1 (Mathematics) Interview-2 for teacher	10	3	23	5
	16th Nov	3.5	Interview-3 for Children	23	1	23	5
	26th Nov	3	Class Observation-2 (Art & Music Design- Technology) (Picture 1) Interview-4 for teacher	21	2	24	4
	30th Nov.	3	Class Observation-3 (Science) Interview-5 for teacher	24	2	24	4
	7th Dec.	3	Interview-6 for Children (Picture 2)	24	1	24	4
Total Numbers of Participants				112	16	141	34
Preparations' Total hours		6					
Observations' Total hours		20					
2005							
	Day/ Month	Hours	Contents	Numbers of Participants in NUE		Numbers of Participants in ELS	
				Students	Professional staff	Children	Professional staff
Preparations	1st Nov.	3	Connection Test-1		1		4
	2nd Nov.	3	Connection Test-2		2		4
	3rd Nov.	1	Connection Test-3		1		1
	9th Nov..	3.5	Connection Test-4		4		3
	17th Nov.	4	Connection Test-5		4		4
	18th Nov.	3	Connection Test-6		4		3
	24th Nov.	3	Connection Test-7		3		3
Observations of teaching in Classroom	25th Nov.	4	Interview-1 for Headteacher Class Observation-1 (Topic activities on Victorian) (Picture 3)	18	3	20	3
	2nd Dec.	4	Class Observation-2 (Mathematics) (Picture 4) Interview-2 for Children and Teacher (Picture 5)	20	5	20	3
	9th Dec.	4	Class Observation-3 (Literature) Interview-3 for Substituted Teacher, James, Interview-4 for Children and Teacher (Picture 6)	23	5	20	3
Total Numbers of Participants				61	32	60	31
Preparations' Total hours		21					
Observations' Total hours		12					
The loss time to connect in 2005 was about 14 hours. Until the final stage of the Videoconferencing, the poor sound condition had still continued. Finally we used two connection ways, Videoconferencing system and free telephone software (Skype).							

Teachers of ELS sent us their lesson plans for their children and we passed them to the students immediately. (See Table 2)

(Table 2)

Lesson Plan - 2 December 2005

Year 4 Mathematics

Mental/Verbal Starter -

Objective: - To count forwards and backwards in 5's and 10's.

Activity: - In time to music counting backwards and forwards, round the circle game.

Class Input -

Objectives:-

To identify important information within a given problem.

To understand how to and change analogue times on a clock to digital.

To make and solve problems using time.

Discuss misconceptions and mistakes so far - e.g., the hour hand does not move between the hour (when a clock reads 9.30 hour hand pointing to nine.) Remind children when solving problems to underline the key information!

Explain group activities to class.

Groups 3/4/5 independent problem solving 24-hour clock work sheet, solving problems and making own for a partner.

Group 2 and Georgie and Francis - with Ann TA changing times activity. Game each group of three has a set of cards face down and a small analogue clock face set at 12.00. One person in group turns over top card and sets time according to the card.

Group 1- Wanda - show times using analogue clockface. Demonstrate how to count round, record digitally. Use clock faces and play show me game.

Class Discussion -

Read a problem - solve with the children - model how to solve and which parts of question are the important parts to recognise.

Wanda Hamici

(Sources; this lesson plan was sent from Assistant Teacher, Mrs. Wanda M. Hamici.)

In several interviews, the Headteacher always insisted as follows:

We are emphasizing on a balance of intellectual intelligence, emotional and social intelligence, and spiritual intelligence and we, I and Chary and Wanda, are also discussing these ideas with our staff. A child's learning needs include the need to develop self-confidence, high self-esteem, emotional intelligence, social intelligence, communication skills, curiosity and creative abilities in all subject areas, motivation to work hard and behave well without constant supervision, an enjoyment of learning for its own sake. I am sure our school is seen as a place where the whole of a child's developmental needs are being met.

What/how did students notice or discover in the videos clip in the lessons? How did they engage with the

lessons to search the significant meanings of the learning that took place? When asked to note some differences of education from Japanese education they especially mentioned the following points noted in Table 3;

Students'Comments on Differences of Pedagogy

(Table 3)

A: teaching; aims, methods, style	B: classroom; equipments, conditions, display	C: atmosphere; expression of children
<ul style="list-style-type: none"> • teaching style of sitting on the sofa • showing distinct aims for education, and these aims were mutually correlated • individual targets • structure of National Curriculum • group-cooperative learning • lessons formatted by 4 units per day. 1 unit based on 90 min.⁹ • grouping (streaming) principles of academic abilities • Having children make questions for themselves • high hearing abilities • no use of class text (work sheets)¹⁰ • emphasis of daily life, and plain questions based on daily life • indications of the importance of social skills and rules • good combination with TA & T 	<ul style="list-style-type: none"> • domestic equipments (2004) • classroom like a home (2004) • open classroom (2004) • round center carpet used by a teacher explaining about childrens work in the classroom • a round table to be seated around in learning • classroom with a high-ceiling • a high-technological whiteboard (2005) • PC in an ordinary classroom • OHP (2005) • colorful displays • devised display • smaller number of pupils (22-23) in a class 	<ul style="list-style-type: none"> • serious attention to teachers instruction • intense concentration on activities • high abilities to work independently; self-discipline • mild punishment for a bad behavior in their lesson (2005) • enjoyment and relaxation • intellectual vitality and curiosity • richly expressive activities • non-mechanical circumstances

(Sources: All assignments presented by students in 2004 and 2005. 2004: comments in 2004 2005: comments in 2005, Words in bold: comments from all students)

Their attention to some of the differences in education can be classified into three fields; teaching (A), classroom (B), atmosphere (C). These certainly were based on reasonable evidence.

Firstly on the basis of comments for the “teaching (A)” we should report distinctive evidences that they were surprised at the different teaching style: a teacher explained about the work sitting on the sofa and children on the carpet as commented in “classroom (B)”. While this is a typical style in such primary schools that advocate Progressive Education, as we see from the comments under “atmosphere (C)”, this style produced a dual integrated atmosphere of being warm/strict between teachers and children. Namely, it produced a positive environment in order to keep a friendly relationship while simultaneously showing strict attitudes for lazy children as well. One might call this a kind of sound authority on the part of teachers, which is lacking in most Japanese schools today. Teachers in ELS, for example, scolded pupils for bad behaviors or attitude if they cracked their friends in their work, but it did not mean denial of them as human beings. The motivations of children for many activities in their classroom were so strong that they seemed to enjoy their daily learning activities wholeheartedly.

Our students, therefore, could understand that teacher had to know the significance of learning, that is, joy and seriousness, in particular connotative meanings of intimate enjoyments, and to know motivated relationships between

individual and each group. It seems that, seeing this, they developed a confused state, *complicated state*, because of the different circumstances that this represented for them. Especially, they learned that there were various stances, ideas, and methods of education. This brought meaningful benefits for Japanese students because they didn't have any direct experiences of observing characteristic Progressive Education; for instance, open classroom, topic activities, exploring value of creativity, and cooperative group activities.

Secondly, students were surprised that in ELS no teacher used class texts; this is also different from Japanese teachers who always use a textbook for each subject compiled by Ministry of Education and Science, regardless of the ages of children and stages of academic abilities in primary school. Instead of a textbook, teachers use their own teaching materials and as part of a hidden curriculum, children's works were used to colorfully decorate the walls. Recently in Japan quite a few teacher have come to teach the contents of the subjects through class texts in their own ways, without depending on the class texts directly. From observing these lessons, students in addition learned that teachers have to appreciate the significance of observing the abilities of each child as an individual and of creating curriculum that is suitable to their pupils by their own efforts. It means that students understood the fundamental points of pedagogy and pedagogical principles in the sense of real philosophy of education.

The argument of students' final reports can be summarized as follows:

It is necessary to develop their capabilities for organizing a school curriculum. Before that they are required to grasp various abilities of children and to integrate the whole knowledge and intelligences that each child has. But they don't agree to the pedagogy based on group dynamics in which each group does its work according to academic abilities in their class-lessons.

Here we can conclude that the intellect of students have developed into the essential state of *explication*.

Thirdly, students became aware of a diversity and significance of learning, drawing a number of meanings from considerations of the nature of the learning-environment surrounding children: so-called informal education presented by stimulated/cooperated group activities, organization of group streamer by academic abilities, open classroom, and good relationship between teachers and teaching assistants. Students received an impact through the *differences* of pedagogy. According to a member of this project in Japan the phenomenon that emerged beyond distances and spaces between both classrooms in Japan and London can be called "three-dimensional class-lessons" in terms of a live transmission.

What we should pay especial attention to is that students in Japan have no ideas which are able to deal with *differentiations* amongst children. In the teaching of ELS, differentiation of each child was emphasized, and this means, for Japanese teachers, that they would need to display their full talents and knowledge, to try to create their school curriculum from both the domestic viewpoint, from the perspective of the side of the child and from the political viewpoint, from the side of the society. This kind of innovative attempt is very difficult but stimulating and satisfying project. In this reflective process our students have the implicit meanings: the *implication* of significance of differentiation in pedagogical perspectives.

4. New Possibilities of E-learning: What did Students learn?

In their arguments students gradually went on to the stages of reconsiderations of ordinary teaching style in Japan. My prime concern here was, in fact, how the impact of seeing different pedagogical attitudes in ELS was embraced and progressed. In observing a favorable response of the students

I saw a profound change in their consciousness coming about. Their curiosities to know increased, as did their desire to communicate with children. At the final stage of observation-lessons both in 2004 and 2005, I observed intentions that went beyond the Japanese stereotype or a preconceived notion for philosophy of education which has been drilled into us. In fact Japan is experiencing nationwide problems in education such as the uniformity in Japanese classrooms; teaching all at once, class texts-centeredness, mechanical teaching, and forty pupils per class, which as a whole implies slow modernization, unwholesome competitions or wrong ideas of meritocracy in Japanese schools.

In the final evaluation of the lesson all the students expressed their appreciation of this pilot-lesson for "creating many opportunities of discussion through this term." (-it was about 40 hours" in 2004 and "35 hours" in 2005.) "I had a sense of fulfillment", "this was a useful and significant lesson", "I think it'll be useful in the future when we become teachers", "After observation lessons we got many opportunities of discussion one another about controversial matters of pedagogy", "this was much enjoyable lessons", "In this academic term this pilot-lesson gave me the most mental satisfaction"¹¹.

These all, as a matter of fact, suggest that the pilot-lessons presented useful opportunities. We will be able to say, therefore, that they were encouraged to develop a self-consciousness about forming a real worthy attitude which is necessary for would-be teachers, and to get rid of traditional uniformity based on the value of education in Japanese teaching methodology, which simultaneously is a cause of the backwardness of a nation like Japan in terms of modernization. In the end we are able to state that new possibilities in pedagogical effects can be opened in teacher education by Videoconferencing.

In broad terms, because of its concomitant phenomenon, videoconferencing system has produced satisfactory results that are equivalent to the psychological experience argued by Gilles Deleuze in his *DIFFÉRENCE ET RÉPÉTITION*¹². It seems that this gives an impression of a leap in logic. Despite their phenomenological inner complicated syndromes, like a sort of chaos, I realized that the recreation through a series of stages, from *complication*, *explication* and *implication*, insisted by Deleuze came out in the end. I observed these inner experiences might bring real/significant learning and that we should allow Japanese students to experience this. This encouraging conclusion in the perspective of e-learning, therefore, gives some affirmative pedagogical possibilities of considerable progress

for Japanese students in technological society if we properly use Remote Teaching systems. It was for us also a very stimulating/enjoyable/intellectual activity to try this big project.

Finally I should point out the problems to be solved on the side of Japan;

- a. payment for coordinators of opposite school
- b. reduction of work (as making lesson plans) of opposite teachers
- c. construction of ordinary observation system
- d. conversation skills in English
- e. making a convention of projects between ELS and NUE



(Picture 1) Lesson Observation, 26th November in 2004.



(Picture 2) Interview, 7th December in 2004.

(Two pictures above are re-quoted from my article in *Journal of Computational Education*, Naruto University of Education, No. 2. 2005.)



(Picture 3) Lesson Observation, 25th November in 2005.



(Picture 4) Lesson Observation, 2nd December in 2005.



(Picture 5) Interview, 2nd December in 2005.



(Picture 6) Interview, 9th December in 2005.

Acknowledgement: I would like to thank to all my colleagues, Mr. Gary Foskett, Headteacher, Mrs Wanda M. Hamici, Class teacher and Assistant Headteacher, Mr. Khay Islam, Internet Technician, Ms Kimiko Shiga and Ms Yuka Inoue and Ms Yuka Shimamura-Willcocks. ed., Assistants and translators, in London, and Prof. Sone, Prof. Murai, Prof. Yamamori, Prof. Fujihara and Prof. Fujimura ed., Co researchers in NUE and all the students in my lessons in NUE. For me it was a very stimulating/enjoying/intellectual activity to try this big project and pilot lessons. If I couldn't have gotten any help of all my students/colleagues both in

London and Naruto, these interactive experiences and multiple intelligences working opportunities of e-learning might not be obviously unfolded here.

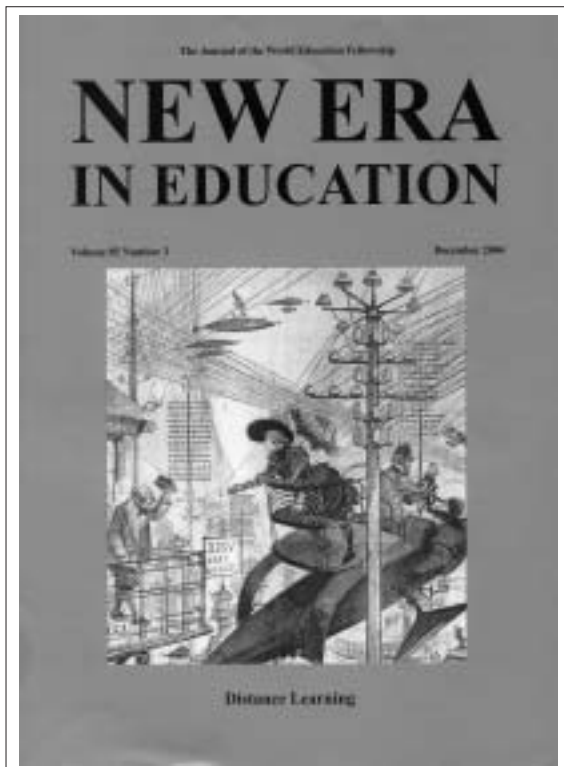
Postscript: Asked by an editor of *New Era in Education*, this article was presented, at the 43rd International Conference of World Education Fellowship, 27th Aug. - 1st Sept. at Sofia University in Bulgaria. I would like to say thank to an editor, Mrs. Guadalupe (Lupita) G de Turne, and all audiences who gave me beneficial comments at my presentation.

¹ In Japanese version there is an article on pilot lesson of 2004. See Yoko Yamasaki, Observation of Teaching in Eveline Lowe Primary School Using Videoconferencing System: Searching the World of Various Meaning of 'learning', *Journal of Computational Education*, Naruto University of Education, No. 2. 2005, pp. 65-75.

Regarding this our lesson in 2004 there are two notes, WEF News and Notices, on magazine of World Education Fellowship (=WEF). See *New Era in Education*, September 2004, Volume 85 Number 2, p. 71, *New Era in Education*, December 2004, Volume 85 Number 3, p. 183.

Video Conferencing initiative
 A collaborative research project between Japan and UK has been set up by Professor Yoko Yamasaki from Naruto University of Education in Japan. The University will work with the Eveline Lowe Primary School in Southwark, London, by using video conferencing technology. Between September and November 2004, the University will monitor classroom teaching in order to study the development, assessment and curriculum at the primary school. The school was chosen because of its child-centred ethos, and Professor Yamasaki aims to observe and analyse how children develop their creativity and to find out how an experienced teacher creates and organises an inspiring and interactive curriculum in practice.

New Era in Education September 2004, Volume 85 Number 2, p.71



The cover of the Journal of *New Era in Education* in December 2004.

² This article was based on my presentation of the session in 43rd International Conference of World Education Fellowship as I mentioned on the last page, Postscript. The subtitle was given by the Conference Committee.

³ NUE (<http://www.naruto-u.ac.jp/english/index.html>) was founded to promote teachers as the practitioner of state schools in 1981.

⁴ A certain committee mentioned in Adviser's Report as follows;

"Eveline Low Primary School, opened in 1967 to the designs of David and Mary Medd for the Department of Education and Science in partnership with the Inner London Education Authority, marks an important phase in post-war educational ideas and design, for which it has special historic interest. It also has special architectural interest, primarily for its planning and interiors, these intrinsically linked to the educational philosophy out of which it was designed, as well as exhibiting a sophisticated and successful series of flexible spaces" , "[ELS] is itself a development of the first open plan schools for very small, rural communities, devised by the then Ministry of Education at Finmere, Oxfordshire, and Great Pomton, Lincolnshire in 1958 and encouraged by the Ministry's handbook on Primary Education in 1959. Whereas in the late 1950s the teaching of a range of infant ages together was conceived only for rural areas, by 1963 this was seen as a way of encouraging and enabling a style of teaching that involves children in active and creative learning experiences in groups of varying size. These ideas were explored by the Central Advisory Council's committee set up under Lady Plowden in these years." (See English Heritage, *Adviser's Report*, 10 JUL 2006, pp. 1-2, and 5-6.).

ELS's website is <http://www.evelinelowe.southwark.sch.uk/> .

⁵ Gilles Deleuze, *Difference and Repetition* (Continuum Impacts S.) Continuum International Publishing Group - Academi Paperback - November 18, 2004.

⁶ See Yoko Yamasaki, Beatrice Ensor: The Value of her making for W.E.F., *New Era in Education*, 1998, World Education Fellowship, Vol.77 No.2, pp. 44-47. Yoko Yamasaki & Gary Foskett, Study on Child-Centred Schooling and Progressive Education in Eveline Lowe Primary School: In order to Development Integrated Studies in Japan, in *Report of Research Project, Grant-in-aid for Scientific Research (A)*, 2003, pp. 291-304. The Emergence of New Forms of Knowledge in Progressive Education; the Concept of Creativity in the Frensham Heights School (1925-), *Bulletin of Naruto University of Education*, Vol. 21, pp. 140-150.

⁷ I had a couple of similar practical experiences because I had been a member of a research project, the Remote

Observation of the Class-teaching in a Primary School using a Video-conferencing System: Exploring the Various Meanings of 'Learning'

This report gives details of my pilot e-learning lessons in 2004 in Naruto University of Education, where undergraduate / postgraduate students observed some lessons in the Eveline Lowe Primary School (ELS) in London by using a video-conferencing system. I want to present this example of the possibilities of a new style of learning directed by the process and way of understanding various meanings of learning.



The headteacher responded to my initial request by e-mail. He expressed his pleasure at being involved: "I think it's going to be very interesting if we can help teachers and trainee teachers in both England and Japan to learn from one another. I hope it may also be possible in the future for children to take part in videoconferencing - obviously with the help of translators. We should really try to do some pioneer work with this technology".

My aim, as a person offering the lectures, was to show students different situations in children's classrooms, comparing the practices observed with teaching practices in Japan, and letting students see some different ideas for teaching children. The observations, which lasted over a six month period from July to December, 2004, involved up to three

teachers at twenty four students at the Japanese end and up to five teachers and twenty four pupils at the ELS end. In all, in addition to tests of the technical arrangements, there were opportunities to observe classes in literacy, mathematics, art, music, design technology and science, and for students in Japan to ask pupils in London questions.

Our students were surprised at the different style of teaching, which was conducted in a very warm atmosphere. There was a very good relationship between the teacher and the children, rather like a mother-child relationship at home. The motivations of children for many activities in their class were so strong that children enjoyed their daily activities in their school. Our students, therefore, could understand that teachers had to know both the joy and the meaning of learning. Our students also learned that there are various stances, ideas, and methods of education. Finally they noticed varied and abundant meanings of learning which were expressed in the context of the learning environment surrounding children.

It was a very stimulating, enjoyable and intellectual activity for the students, and for their teachers. It was certainly a very positive experience for me, and justified the effort that had been required to set up this large project and to observe these pilot lessons.

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New Era in Education December 2004, Volume 85 Number 3, p. 183.

Teaching project between Kyoto University (http://www.highedu.kyoto-u.ac.jp/index_dep1_e.html) and NUE, giving collaborative leaning lessons by using videoconferencing system.

⁸ This email was sent from Mr. Gary Foskett, Headteacher of ELS on Thursday, April 29, 2004.

⁹ In Japanese primary schools each unit is fundamentally 45 min.

¹⁰ In school education in England the meaning of 'textbook' shows ambiguity but there are 'class text' and 'resource book'.

¹¹ These evidences were taken from "The evaluation sheet for lessons in NUE by students" in 2005.

¹² Gilles Deleuze, *Difference and Repetition* (Continuum Impacts S.) Continuum International Publishing Group - Academi Paperback - November 18, 2004.