

Center for Cultural Research and Studies



Noriyuki Kikuchi
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Senior Associate Professor



Hayato Karimazawa
Senior Associate Professor



Yosuke Kira
Associate Professor

Refereed academic journal

[karima-401-072-01:2017] Hayato Karimazawa Etsuko Inoue, Kaho Kimura. Case of health consultation activity by coordination of school nurse teacher - Assistance for female high school students seeking psychological independence from parents. *The Japanese Journal of Educational counseling*, (8):53–60, 12 2017.

Support for resolving anxiety during high school entrance - With reference to efforts at high school with many issues -

[nakazawa-401-072-01:2017] Y. Nakazawa, K. Nishihara. Improvement of physical education class practice by applying a combination of the ongoing cognitive and teaching diary methods. *Japan journal for health, physical education, recreation, and dance in universityies*, 15:12–21, 2017.

Reflective practice is a skill that experts learn through their own practical experiences. To improve class practice and reflective education, it is necessary to conduct a review of classes, based on teachers' experiences, and clearly identify problems and solutions. The ongoing cognitive method and teaching diary method are two effective methods for reviewing reflection-oriented practical skills. The ongoing cognitive method records the class recognition perceived during class practice. The teaching diary method reflects on class practice after class to express implicit class recognition through description. This study aimed to improve class practice and reflection-oriented practical skills by applying a combination of the ongoing cognitive and teaching diary methods. The utterance record used in the ongoing cognitive method was divided into Cognition, Task, Prospect/Improvement plan, Positive perception, and Realizations, and the frequency with which these occurred was quantitatively evaluated. Entries in the teaching diary description were divided into Fact (F), Skill (S), Judge (J), Reason(R), and Prospect (P), to organize and analyze the cognitive process after class practice. The findings of this study are as follows. [1] Analysis of the utterance record using the ongoing method and that of the diary description summarized by the teaching diary method revealed the teacher's class recognition process. [2] Applying the ongoing method clarified that the teacher's perception of the students' state and the perception of his own teaching skills were accompanied by metacognition during teaching practice. [3] Implicit recognition during class was explicated through the diary description, and the framework of cognition and judgment in the next lesson was modified. [4] Based on the teacher's cognition and judgment framework that was modified through the teaching di-

ary method, the teacher's perception of the students' state and the perception of his own teaching skills were recognized during teaching practice. [5] Based on the analysis using the two methods, the class interactions generating negative feedback were extracted, because the class did not proceed smoothly according to the cyclical process of reflection involved in [3] and [4]. The pattern in the teacher's perception of the students' state was extracted. [6] The teacher's emotional process was meta-recognized by using the ongoing cognitive method, following which it was reconsidered by the teaching diary method. This resulted in the modification of the framework of teacher's perceptions of students and his own teaching skills.

- [nakazawa-401-072-02:2017] Hideaki Murakami Ken Nakazawa Yoshihiro Shimizu Hiromitsu Yano, Yuji Maruyama. Transient psychological changes of middle-aged and older participants in a walking event -A practice of continuous health promotion in a suppe-aging community-. *Japan wellness journal*, 13(1):13–22, 2017.

The purpose of this study was to evaluate the changes in mood and emotions of middle-aged and older participants in walking. Negative emotions of participants was decreased after walking. on the other hand, their fatigue was unchanged.

Refereed proceedings of an academic conference

- [nakazawa-401-072-03:2017] Y. Nakazawa, K. Nishihara. Placement of volleyball unit as a teaching material through action research. In *22th annual Congress of the European College of Sports Science Proceeding*, pages 92–93, 2017.

Lesson plans and reflective teaching and learning are what help achieve the effects of physical education. For formative evaluation of teaching, it is essential to consider students' perception of teaching. Based on the previous action research, we pointed out that the volleyball unit, which was taught second in the course, indicated that students' communication was activated and group cohesiveness was promoted through engagement with the unit. In this research, we planned a lesson in which the volleyball unit was placed first in the course based on reflection, and investigated the effect from the viewpoint of students' learning. The results from the volleyball unit, which was taught first in the course, indicated that students' communication was activated and group cohesiveness was promoted through engagement with the unit. By arranging volleyball units first, the adaptation of students to classes was accelerated. Along with students' adaptation,

Summary of Achievement

a new problem also arose; for instance, other challenges, such as competence of sports skills and individual differences in motivation, occurred. These results showed that the order and characteristics of units affected students' perceptions of the overall course. However, other factors could also influence students' perceptions. In conclusion, an appropriate teaching approach based on reflection can foster a favorable perception of education among students.

Unrefereed proceedings of an academic conference

[hasegawa-401-072-01:2017] Kousuke Umetsu Koichi Hasegawa. Tradition and Culture in Kendo -introduction-. In *Center for Cultural Research and Studies Annual Review*, number 25. Center for Cultural Research and Studies, March 2018.

We have considered and organized the historical factors of tradition and culture in KENDO that is one of Japanese Martial arts.

[hasegawa-401-072-02:2017] Kousuke Umetsu Koichi Hasegawa. Tradition and Culture in Kendo -introduction-. In *Center for Cultural Research and Studies Annual Review*, number 25. Center for Cultural Research and Studies, March 2018.

We have considered and organized the historical factors of tradition and culture in KENDO that is one of Japanese Martial arts.

[hasegawa-401-072-03:2017] Kousuke Umetsu Koichi Hasegawa. Tradition and Culture in Kendo -introduction-. In *Center for Cultural Research and Studies Annual Review*, number 25. Center for Cultural Research and Studies, March 2018.

We have considered and organized the historical factors of tradition and culture in KENDO that is one of Japanese Martial arts.

[karima-401-072-02:2017] Hayato KARIMAZAWA. Promote school management well - How to help the classroom teacher -. In *The Japanese Society of Educational Counseling Research Presentation Conference (2017.8, Ootemae University)*, pages 38–45, 8 2017.

The Japanese Society of Educational Counseling Research Presentation Conference (2017.8, Ootemae University), Oral presentation of research, autonomous symposium commentator (designated debater) (Adoption decision).

[karima-401-072-03:2017] Hayato KARIMAZAWA. Support for resolving anxiety during high school entrance - With reference to efforts at high school with many issues -. In *The Japanese Society of Educational Counseling Research Presentation Conference (2017.8, Ootemae University)*, pages 62-63, 8 2017.

[seino-401-072-01:2017] 清野正哉. 1 AI時代到来 大きな可能性と山積みする課題 2 AI時代到来 知っておきたいAI生成物の権利 3 AI時代到来 AI生成物をめぐる法的問題 4 AI時代到来第4次産業革命への期待と課題. In 株式会社東邦出版, 2018.6.

Academic society activities

[karima-401-072-04:2017] Hayato KARIMAZAWA, 2017.

Permanent Director of The Japanese Association of Classroom Management Psychology (Public Relations Committee Chairperson, Review Officer) (Current)

[karima-401-072-05:2017] Hayato KARIMAZAWA, 2017.

Permanent Director of The Japanese Society of Educational Counseling (Executive Director, Review Officer), (Current)

[karima-401-072-06:2017] Hayato KARIMAZAWA, 2017.

Review Officer of The Japan Association for School psychology society, (Current)

[karima-401-072-07:2017] Hayato KARIMAZAWA, 2017.

Delegate committee member of The Japanese Association of Educational Psychology, (Current)

[karima-401-072-08:2017] Hayato KARIMAZAWA, 2017.

Japanese Association of Educational Psychology The staff (The trustee)

Patent

[seino-401-072-02:2017] 清野正哉. 登記識別情報管理システム 出願番号 特願2005-198137号代理人端末装置、制御プログラムおよびUSBメモリ出

Summary of Achievement

願番号 特願 2 0 0 5 - 2 5 7 0 0 2 号 2011.5.27 特許権取得, 2011 年.5.27
取得後 更新中.

Others

[karima-401-072-09:2017] Hayato KARIMAZAWA. Case study on course guidance: how to respond to students Career guidance,417-421, recruit. Quarterly magazine, 2017.

Case study on course guidance: how to respond to students

Contributions related to syllabus preparation

[hasegawa-401-072-04:2017] Syllabus 1 Physical Activities1-4 2 Theory of Physical Education

[hasegawa-401-072-05:2017] Syllabus Physical Activities 1 - 4 Theory of Physical Education

[hasegawa-401-072-06:2017] Physical Activities 1 Physical Activities 2 Physical Activities 3 Physical Activities 4 Theory of Physical Education

[hasegawa-401-072-07:2017] Physical Activities1 Physical Activities2 Physical Activities3 Physical Activities4 Theory of Physical Education

[hasegawa-401-072-08:2017] Physical Activities1 Physical Activities2 Physical Activities3 Physical Activities4 Theory of Physical Education

[nakazawa-401-072-04:2017] Physical Education1

[nakazawa-401-072-05:2017] Physical Education2

[nakazawa-401-072-06:2017] Physical Education3

[nakazawa-401-072-07:2017] Physical Education4

[nakazawa-401-072-08:2017] Theory of health and physical education

[nakazawa-401-072-09:2017] Graduation Thesis

[nakazawa-401-072-10:2017] Health and exercise

Contribution related to toward equipment management, classroom management, building management, and crime or fire prevention.

[hasegawa-401-072-09:2017] Sports facilities,equipment management

[hasegawa-401-072-10:2017] Sports facilities,equipment management

[hasegawa-401-072-11:2017] Sports facilities,equipment management

[hasegawa-401-072-12:2017] Sports facilities,equipment management

[hasegawa-401-072-13:2017] Sports facilities,equipment management

[nakazawa-401-072-11:2017] Squad Responsible for gymnasium Conduct initial fire fighting before arrival of the fire department

[nakazawa-401-072-12:2017] Management of use of the Athletic Facilities

Employment guidance

[seino-401-072-03:2017] 公務員試験対策にて、本年も受験指導 (毎年合格者)

Advisor of a student club or circle

[hasegawa-401-072-14:2017] Kendo club Dance club

[nakazawa-401-072-13:2017] swimming club

Contribution related to student management (for example, solution of a student-related problem)

[seino-401-072-04:2017] 学生からの法的トラブル相談に従事

Contribution related to on-campus/off-campus publicity work

[seino-401-072-05:2017] 本年9月24日付け朝日新聞全国版の11面全部の記事にて、国会に関する著書もある、本学教員として紹介されている。

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Contribution related to planning administration for research, research conferences, or international research

[hasegawa-401-072-15:2017] All Japan Kendo Study Group All Japan instructual Committee

[hasegawa-401-072-16:2017] All Japan Kendo Study Group All Japan instructual Committee

[hasegawa-401-072-17:2017] All Japan Kendo Study Group All Japan instructual Committee

[hasegawa-401-072-18:2017] All Japan Kendo Study Group All Japan instructual Committee

[hasegawa-401-072-19:2017] All Japan Kendo Study Group All Japan instructual Committee

Contributions related to regional education

[hasegawa-401-072-20:2017] All Japan Kendo Federation Lectural Personal Training Seminer 2018.3 Womens Kendo Leadership Seminer Kendo leaders Central seminer

[karima-401-072-10:2017] The social activity - Aizu extension courses (1) The group approach to utilize to the class group organization (the Aizu QU learning meeting) with the 7th time - the 11th time (2) lesson study The first - second (3) The teacher sending open class The Fukushima Prefecture Aizu technical high school The Aizu-bangemachi Bange Minami elementary school The Aizu-bangemachi Bange Higashi elementary school The Aizu-bangemachi Bange junior high school Aizuwakamatsu City Kawahigashi High school The Kitakata City Siokawa junior High school The Kitakata City Yamato junior high school The Shirakawa City school board Shirakawa Daisan elementary high school The Kooriyama City school board The Motomiya City school board Iwate Prefecture Ichinohe-machi school board Aomori Prefecture school board The Sannohe district educational research institute The Yamagata Prefecture education center (The student guidance conference) The Yamagata Prefecture education center (The following workshop of 5 years)

[seino-401-072-06:2017] 毎年情報モラルというテーマを中心に教育委員会からの依頼で講演セミナーに従事。本年も会津若松市子ども子育て会議会長職として、また11月からは喜多方市小中学校統廃校検討審議会会長職として、貢献。

Other noteworthy contribution related to regional industries

[karima-401-072-11:2017] The Aizuwakamatsu City school board, The Committee to Protect Aisukuko from Bullying(The chair person), From 2015. The Aizuwakamatsu City school board, The scholastic ability improvement committee (The chair person), From 2016. The Aizu-bangemachi school board, The bullying problem expert committee (The chair person), From 2017. The Fukushima Prefecture school board, use textbook selection council (The member of the committee)

Did you participate in Faculty Development? (Yes or No) If yes, please describe what you did.

[nakazawa-401-072-14:2017] Exchange information on scientific activities of cardiac rehabilitation especially Phase3 cardiac Rehabilitation heart groups (10TH of July 2017). German Sports Univeresity of Cardiology and Sports Medicine, dep. Preventive and Rehabilitative Sport Medicine and Exercise Physiology.

[nakazawa-401-072-15:2017] Participated in 9th university physical education instructor training workshop. Organizer: Japanese Association of University Physical Education and Sports

Did you participate in Public Lectures, and/or Open Campus? (Yes or No) If yes, please describe what you did.

[seino-401-072-07:2017] 本年も公開講座を中心に外部からの依頼で講演

Do you have experience of University-Industry collaboration? If yes, please describe your experience. (for UBIC's information)

[seino-401-072-08:2017] 以前本学 UBIC 兼任、また、以前電気通信大学知的財産本部知的財産マネージャ兼任していたこと、さらにジャストシステム社等の企業との産学連携の実務経験が豊富なこと、そして知的財産法を専門としていることから、個別に相談に従事。

Centers