

ABSTRACTS

A Reflective Practice on the Instructional Experience of Online Live Interactive Lessons

WANG Hui Ling

This paper serves as an addition to a review written by the author on online instruction for a semester of university lessons done in 2020 using results of an online feedback survey conducted for students of these lessons. It records a reflective practice of the author as an instructor of the online live interactive lessons conducted. The paper reviewed concepts of reflective practice and its importance in the professional growth of the educator. This has relevance in improving effects of education that would benefit both the students and the educator. The reflective practice record is divided into positive outcomes, negative outcomes, personal development, observations on the impact to personal instructional methods or educational values of the author, and issues of concern and implications for further research. The paper concludes that online live interactive lessons could be conducted for their positive contributions to education while their negative qualities are being made aware of. Personal development of the educator could be a source of motivation to challenge future online instructional activities. Observational details act as words of caution and offer fodder for discussion. Finally, issues of concern are explained narratively so that there might be opportunities provided to explore them in further studies.

**To facilitate the learning of the child with intellectual disabilities :
Through compound learning of names, shapes, letters, and music in the resource room**

OSADA Yoichi

Child A was intellectually disabled and found it difficult to participate in a regular class immediately after entering elementary school. For this reason, Child A began receiving special-needs support in the resource room while attending a regular school from the second year onwards. In order to promote the intellectual development of Child A, the resource room teacher practiced 5 steps of learning. In Step 1, Child A learned names and learned to memorize the names of things correctly. In Step 2, Child A learned many shapes and combined four pieces to complete the shape. In Step 3, Child A learned hiragana and learned to write the names of things in hiragana correctly and combine hiragana cards. In Step 4, Child A learned songs, related the names of things learned in Step 1, memorized songs, and sang songs. In Step 5, the material from Step 1 to Step 4 was combined and Child A learned comprehensively. After implementing the above steps for 8 months, Child A became able to participate in a regular class. In the discussion, I examined the significance of children with intellectual disabilities receiving special-needs support in resource rooms while attending a regular school.

Reexamination of Postwar Community Organizations Practice and An Essay on Community Organizations Practice

TAKENOSHITA Noriyoshi

Community organizations is caused by the life problems of each and every resident. It is difficult to theorize the theories of community organizations practices due to the diversity of life problems. The author has reviewed the region which represents the community organizations practice in postwar days. What is at the root of democracy is the exchange and dialogue of the residents. The existence of key people led by bases and organizations as a place for dialogue and information sharing, leaders leading the way of residents, the existence of consultants who promote and orient such resident activities, and the functioning of social work as a method It is an initiative to face and overcome various regional issues. In particular, the practice of the three regions shows that social work is useful.

Comparison of male students who graduated from a four-year nursery school on their views of childcare during their school years and after employment.

FUJITA Sumito

In this study, we focus on male graduates to determine how they view childcare, either currently as male childcare providers or having left the workforce and having been male childcare providers. The results revealed the following three points. (1) The “ideals” and “reality” they had when they were students have transformed into something more concrete. (2) The image of male childcare providers is transforming in two directions. (3) There is a difference between those who continue to work as childcare workers and those who have left the profession in terms of their perceptions of the situation and challenges faced by male childcare workers.