アメリカ公教育の課題
Critical Issues in American Public Education

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はじめに

　アメリカでは、州や地方学区の公教育は、投入された税金に見合う効果をあげているのかが、常に問われている。提供する教育の質が悪いと判断された学校は、廃校となる。チャーター・スクール運動により、優良なチャーター・スクールが全米各地に次々と開設され、近隣の既存公立学校と児童生徒の獲得をめぐり競合しあうという、まさに公教育の民営化が進んでいる。日本の教育改革論議に必ず取り上げられる事例である学校民営化は、校務の民営化でもある。州や地方学区レベルの指定する「教育基準」を達成し、さらに生徒のニーズに合う優れたカリキュラムは、スペシャリスト達の手によって作成されるか、あるいは教育会社から購入される。また現場の教員らは、求められる教育基準を生徒や保護者が理解できるように難解な専門用語を平易な言葉に書き直して説明をし、教育基準に沿った授業計画を予め提示することが一般的となっている。

　近年我が国でもコンピュータ技術を用いた授業が実践されるようになってきたが、アメリカの実践には遠く及ばない。本論では、アメリカ公教育の現場で教員が果たすべく説明責任の一端を明らかに、また近年注目を浴びている NTeQ モデルを用いた授業指導案を旧来の指導案と比較する。

1.　Current State of American Education

　　　In the United States of America, educational reforms and curricular changes are influenced more by the goals or laws set by federal and state governments. This trend will continue to be even greater and greater. The required learning content of school curricula should be held even more accountable to parents, students and their communities for providing a better education that can asuure better student performance and results on standardized examinations.

　　　State, and local school education boards endeavor to align school curricula in order to achieve the needs set forth by the federal government for the implementation of national standards. Following the example of other governments throughout the world, the American government established the U.S. Department of Education (USDE) in 1980, and gave it the specific mission "to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access" (U.S. Department of Education, n.d.). While the agency has impacted education in the States to a certain degree to date, it is increasing its powers and it will be a major reason that the federal government will increasingly impact school education at the local level and, to a larger extent, local control of the education curricula will be constricted.

The United States will find it necessary to guarantee educational standards throughout the country in order for the economy to prosper and to be competitive in various fields in the international community. Technology will be a key word when determining the content of curriculum. According to Colleen Schenk, president of OPSBA (Ontario Public School Boards' Association), "Today's students are leaders in the use of technology and we know they want their learning experiences in school to reflect this….Students want to take the technology they use in their daily lives and integrate it with how they learn. They want their learning clearly connected to the world beyond the school" (Ontario Public School Boards' Association, 2009).

The use of cutting edge technology, such as computers and the Internet, will change the role of teachers, who will come to be seen more as facilitators who provide students with scaffolding-teaching instruction to enhance learning. Success in the core subjects, English, science and math, will receive greater emphasis. What influences the content will shift from teachers' opinions to required standards prescribed by the federal and state governments. In order to reflect the need for social change and technological innovation, not only educators, parents, past and present students, but business people and legislators will be asked to become more involved in curriculum development and design.

However, the American education is greatly influenced by politicians who have no pedagogical qualifications or teaching experience. On-site school teachers and educators should be more involved in the designing of curriculum. In the coming years, leaders in each school will be expected substantially to contribute to both helping design and implement new curricula at their own schools. They will also help evaluate the curricula at other schools as outside evaluation is necessary in order for a fair evaluation to occur.

2. Translation of the Japanese Course of Study

Educational standards in the U.S. are analogous to Japan's Course of Study. The Course of Study is the most important document produced by Japan's Ministry of Education. Governmental guidelines state that the Ministry of Education establishes national standards of curricula by means of the Course of Study, and so on for elementary, lower secondary and upper secondary schools in order to secure an optimum national level of education based on the principle of educational opportunity (Ministry of Education, 1981). The Course of Study is, therefore, an important legal document and serves to regulate education at the school schools, whilst providing the basic framework for school curricula, including the objectives and standard content of each school subject. Individual schools design and organize their own school curricula within the framework of the Course of Study.

In American the national and state educational standards are more detailed than Japan's Course of Study; however, both are the same in that their verbiage are too difficult for students and parents to understand. American teachers are required to translate their standards into learner-friendly

language. In near future Japanese teachers will also be held accountable to explain to their students and parents what the students are expected to learn at school.

In Japan senior high school curriculum for general academic course has six English subjects: Aural/Oral Communication I, Aural/Oral Communication II, English I, English II, reading and writing. The standards for each are written in The Course of Study for Foreign Languages for Upper Secondary School prescribed by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). The Overall Objectives for all the subjects are as follows:

To develop students' practical communication abilities such as understanding information and the speaker's or writer's intentions, and expressing their own ideas, deepening the understanding of language and culture, and fostering a positive attitude toward communication through foreign languages. (MEXT, 2003)

This paper will peruse the standards for "Aural/Oral Communication I." This subject, taught to the first grade students in upper secondary schools in Japan, is essentially an English conversation course. The instructional philosophy for this subject is based on a situational and functional syllabus. This paper tries to restate or translate "Objectives" and items listed in "Examples of Language-use Situations" and "Examples of Functions of Language" using language that all students and parents can understand.

The following is an example of translated version of the Course of Study by the author.

 "Objective: To develop students' basic abilities to understand and convey information and ideas by listening to or speaking English, and to foster a positive attitude toward communication through dealing with everyday topics."

Translation. Objective: You, the student, will learn basic English-conversation skills. Through the lessons, you will learn to communicate with English speakers by listening to and practicing basic English expressions used in situations such as talking on the telephone, traveling, shopping, conversing at such places as parties, homes, schools, restaurants and hospitals, conducting interviews, and reading and writing letters or E-mails. You will also learn how to express gratitude, to welcome, to celebrate, to praise, and to express contentment.

The specific contents that you will learn will be listed below. However, the main purpose of this course is to improve your English abilities so that you will be able to communicate with English-speaking people in a foreign country or within Japan. In order to be able to understand them and have yourself understood well in English, you are expected to positively participate in classroom activities in every lesson.

The Course of Study states:

[Examples of Language-use situations]

(a) Situations for communication on an individual basis

 Phone calls, traveling, shopping, parties, home, school, restaurants, hospitals, interviews, letters, E-mails, etc.

> **Translation.** Phone Calls:
> A telephone is a very convenient tool for communication. Unlike face-to-face communication, however, you must say something and listen carefully. You might be able to use gestures and smiles when you engage in face-to-face communication, but, in most cases, you are still unable to use gestures on the phone. In this class, you will learn ask to answer the telephone, to ask to speak to another person and to leave or take a message from or for another person. You will also learn to use certain English expressions which are useful when speaking on a telephone.

> **Translation.** Traveling:
> You will learn that, if you can speak English, a trip to a foreign country will be much more fun. In this lesson, you will learn many expressions that are useful for traveling. For example, you will learn to ask for directions when lost in a foreign country.
> Also, even if you are in Japan, you will learn to cope with and to help foreign travelers who can communicate in English. Since many foreign people visit Japan, you will learn how to give basic directions and to explain such things as how to get a bullet-train ticket.

> **Translation.** Shopping:
> Do you like shopping? In this class, you will learn English expressions so that you will be able to address an English-speaking store clerk and to buy such items as books, stationeries, clothes and other everyday items. You will also learn how to order food and drinks in a restaurant or to ask for help in a place such as a duty-free shop at an airport.

(b) Situations for communication in groups:

Recitations, speeches, presentations, role-plays, discussions, debates, etc.

> **Translation.** Recitation:
> In this class, you will learn by heart, parts of famous speeches, such as Martin Luther King's famous "I Have a Dream" speech, and to speak in front of your class. You will also participate in a small recitation contest.

[Examples of Functions of Language]

(a)Smoothing human relationships

Addressing, greeting, introducing, showing comprehension and attention, etc.

> **Translation.** Introducing Yourself:
> Introducing yourself and listening to other people introduce themselves is very important. However, people from different cultures have different customs. In other words, introducing yourself in the traditional Japanese style may be a little different from the American style. In this class you will learn to make a good impression by talking about things such as your hobbies and dreams. Also, you will learn to use simple phrases such as, "Pardon?" if you need information to be repeated.

(b)Transmitting feelings

Expressing gratitude, welcoming, celebrating, praising, expressing contentment, expressing pleasure, expressing surprise, expressing sympathy, complaining, criticizing, apologizing, expressing regret, expressing disappointment, deploring, expressing anger, etc.

> **Translation** Expressing gratitude:
> If someone did something nice to you, you would say "Thank you." However, there are many situations where you may have to express your gratitude. Working in pairs or groups, you will practice conversations and learn to express your gratitude in these various situations.

(c)Transmitting information

Explaining, reporting, describing, giving reasons, etc.

> **Translation** Explaining:
> In this class, you will learn how to explain Japanese customs, manners and traditions. You will also learn how to talk about traditions from other countries such as Halloween and Christmas.

(d)Transmitting ideas and intentions

Offering, promising, claiming, agreeing, disagreeing, persuading, accepting, refusing, inferring, assuming, concluding, etc.

> **Translation** Disagreeing:
> How do you politely express your opinions if they differ from others? In this class you will learn to express agreement or disagreement in specific situations, such as choosing a restaurant or picking a movie to rent.

(e)Instigating action

Asking questions, requesting, treating, inviting, permitting, advising, suggesting, giving orders, prohibiting, etc.

> **Translation** Asking Questions:
> What do you usually do on weekends? I like art, so I often go to museums on weekends. Let me ask you what you did last weekend? Did you go shopping? What did you buy? In this class, you will learn to ask and answer many questions in various situations.

In conclusion, one aspect of a teacher's job is to clearly explain what the students are going to learn. Often, school standards are too abstract and full of difficult jargon, and therefore, the teacher must make sure students and parents understand the lesson content.

3. Implementation Plan

Technology will significantly impact how lesson plans are developed and followed. In American schools teachers are required to be constantly updating how to use new technologies when designing and implementing these plans. After translating the educational standards, which are explained to students, the technologically literate teachers should assure implementation plan philosophies. Those include Student Computer Usage, Student Computer Teaming and Team Roles, Internet Usage Guidelines, Internet Downloads (plug-ins, add-ons), Student Help, Troubleshooting, and Close of Class.

Student Computer Usage

Students can use a certain number of computers in a classroom. These computers are set up with Microsoft Office programs for student use and the Internet with a blocking program. Students can also be provided with CD-ROMs for extra help in certain areas. The students will learn what program they are able to use for the day. If the students want to use another type of program in order to do their work they must ask the teacher before they do so. Computers are very expensive pieces of equipment; and therefore, students must abide by rules in order to make sure the computers are kept clean and safe from any kind of student harm. Food and drinks are not allowed around the computer area. Using computers is also a time for students to get work done. Therefore, during their computer time, the students will not be allowed to disrupt others. Headphones can be provided to the students so they are able to hear the sounds and block out the sounds in the classroom.

Student computer sharing (rotation)

Teachers will have to create student computer sharing or rotation strategies when their classrooms have a limited number of computers. Teachers will need to ask students to work in groups and to share the available number of computers. Teachers will have to carefully monitor the students to make sure that they work on a computer in the assigned manner.

In terms of managing the multidimensional environment, Lowther and Morrison suggest two types of rotation schedules: Group rotation and independent rotation (Lowther & Morrison, 2005). In a group rotation scenario, teachers put students in small groups that stay together as they move between what Lowther and Morrison call "lesson activity centers" as they complete assigned tasks. In independent rotation scenarios, students remain in small cooperative groups, however, the students are allowed to use the learning centers on an as-needed basis.

Student Computer Teaming and Team Roles

When a class is divided into groups, the students in each group are divided into specific designated roles; for example, one can be a primary researcher, another can be an editor, and a third can be an organizer. In this scenario, the researcher would be responsible for acquiring information that is needed for the group, an editor would be responsible for assembling the information into written form, and an organizer would be responsible for putting all the parts of the project together (Socyberty, 2009).

Student roles should change lesson-by-lesson or day-to-day. Teachers should also make sure students have an equal amount of work and acquire an equal amount of knowledge and skills. In other words, one student should not do all the researching, while another does all the editing. Teachers should also make sure that all students are equally busy. Students should not have idle hands or have time to chat with friends while others in the group are busy.

Internet Usage Guidelines

Specific rules and procedures exist for Internet usage in the computer lab. The school will create an "acceptable use policy," or AUP, on Internet behavior. The AUP will require the signatures of both the

students and parents. The policy will specify what content is allowed in the Internet. Students are expected to use the Internet to locate appropriate material and images to support the content areas. Examples of appropriate materials include educational materials, reference Web sites, and news services. The school will use blocking software to prevent students from going to inappropriate websites and websites for older students and adults. Students themselves should use good judgment and view only appropriate websites. The school needs to be clear on what sites are objectionable, for example websites with sexually explicit content, and sites about bomb making, hate groups, violence, or religious cults. The instructors need to make sure that if the students accidentally access something disturbing online, the students feel safe enough to inform the teacher. The rules also need to specify what kind of message traffic is not allowed. The students are not permitted to use e-mail services, enter chat, or discussion rooms, download software, or play any non-educational games on any computer.

Internet Downloads (plug-ins, add-ons)

The use of the school districts computers and internet service is a privilege, not a right. Using the computers and/or Internet for any unacceptable activity can result in loss of computer and Internet access privileges, disciplinary action, or legal action. The school district works under a strict firewall that prohibits certain websites from being accessed and programs to be downloaded. All students and parents must sign a computer usage form before he or she is allowed access to the computer and the Internet. These computer use forms require that students agree not to vandalize damage, access any blocked sites, or download any programs. The school districts computers are accessible to students through a secure user name and password that the student is responsible for. When signed in as a student no programs, add-ons, or plug-ins can be downloaded or installed without the use of an administrator's password. Students who are suspected of trying to download programs, add-ons, or plug-ins may have their rights revoked. Students who are caught trying to hack into certain programs such as Facebook, Myspace, Twitter, or an instant messaging serving using a Proxy Server will also have their computer and Internet rights revoked. By signing the computer usage form, the student and his or her parents agree to all the terms and usage guidelines set forth by the school district, and accept any and all punishment that will occur if the rules are broken.

Student Help

The first thing the teacher needs to do to help students is to have an idea of the student's ability level and accommodate for their needs. The teacher will be available to help students, but students will be encouraged to help each other and use the "each one, teach one" method. Students can also get help from a "peer swat team" when the sudden, unexplained crash or problem with the software problem happens. This can spoil the best plans for integrating technology into the curriculum and it very devastating for students. One last thing the teacher needs to do to help students is to give help and

direction on where to save their work so it will not be lost. These are some of the major areas in which students usually need help when working on a technology project.

Troubleshooting

When teachers integrate technology into their curriculum and lesson plans, an "expert" needs to be available to troubleshoot and help the teacher, and the students. There is usually a problem and the school technology professionals are a great source for preventing problems before they occur. Teachers need to be very familiar with the computers that will be used and the software program. Troubleshooting should be done as quickly and efficiently as possible in order to keep disruption of learning to a minimum.

The teacher and school technology professionals should also teach the students some troubleshooting tips. First, the students should check the connections to the computer. If this step does not solve the problem, then the students should try to disconnect and reconnect the cords. The students should then check the on-off switch, the connections to hubs/networks, and power connections. Next, the students should try to restart the computer which usually takes care of most problems. If restarting the computer does not fix the issue, the students should perform a force quit by pressing Control>Alt>Delete to end the task. The last tip involves students unplugging the power source, reconnecting and waiting 10 seconds to power-up. The students should call for assistance and report problems immediately to the technology facilitator or technology liaison if the above troubleshooting tips do not correct the problem.

Close of Class

After completing the computer lab activity, the students are expected to close all applications before leaving. Failing to exit out of programs properly may result in disk errors. The students should always make sure to close out of the application in which they are working. The computers should be returned to the Windows desktop and not turned off or rebooted. Only staff members will turn on and off the computers. The students should also not plug-in, unplug, or reconfigure devices, and other equipment before leaving the computer lab. Finally the students will be required to clean the computer area, and quietly wait to be dismissed by the teacher. Students should be courteous to the next person who uses the work station and clean up after themselves.

4. Instructional Plan based on Instructional Design Model (NTeQ)

The following is an example of a lesson plan, which uses new technologies and integrates them into a senior high school level English class. The NTeQ model stands for the iNtegrating Technology for inQuiry (NTeQ) model, which is designed in such a way that a technologically literate teacher uses technology as a tool for teaching (Lowther and Morrison, 2005). This instructional plan will provide students with the opportunity to familiarize themselves with the uses of computer technology applications while students can learn about the Presidents of the United States of America.

The teacher of a traditional classroom is a designer in the aspect of deciding how the class is going to be run, arranged, organized, and how to deliver the lesson. The NTeQ classroom teacher does much of the same but also takes on the responsibility of having enough experience to effectively use computers in the classroom and during instruction. Neither the NTeQ model nor the traditional classroom model is designed to be used for every lesson. The NTeQ philosophy is student centered. Students are encouraged to obtain materials they will need and learn information needed to complete their tasks. The NTeQ philosophy lessons allow students to complete activities at their own pace and in their own space. Traditional classrooms use technology for drill and practice activities and NTeQ classrooms are technologically literate. NTeQ classrooms create a multi-dimensional learning environment while traditional classrooms let the teacher act as the "giver" of information by giving frequent lectures.

The following lesson plans will integrate such computer technology applications as word processing, spreadsheet, database and presentation software, and an Internet browser. The subject of these plans is the Presidents of the United States of America. Students will learn about the uses of computer technology applications while deepening their understanding of the U.S. presidents and American history by completing the following lessons.

Lesson 1

1. Lesson Title	Biographic Data of the U.S. Presidents, Phase 1
2. Subject Area	English as a Foreign Language
3. Grade Level	Senior high school
4. Instructional Objectives	Objective 1: Conduct the Internet research on biographic data of all the Presidents of the United States of America. Objective 2: Make a Microsoft Office Excel spreadsheet to organize data, which includes; a. Last name b. First name c. Year of inauguration d. Height e. Name of party f. Former job Objective 3: Paste data base reports into a Microsoft Word document, which includes the following: a. Spreadsheet sorted by Year of inauguration in ascending order. b. Spreadsheet sorted by Height in descending order. c. Spreadsheet sorted by Year of inauguration in ascending order and Name of party.
5. Lesson Plan Standards	1. Students are to study American history, politics and culture. 2. Students are to be able to use computer application software.

6. Instructional Materials	Computers, Microsoft Office, Excel, Word, and Internet Explorer.
7. Problem Statement	The students will investigate and collect data on the U.S. Presidents and organize them using Excel spreadsheets.
8. Computer Integration	The students will search the Internet, collect data and paste it to the Word file while organizing it in Excel spreadsheets.
9. Results Presentation	The results will be presented in the word document file format and printed out. Each group will display the printed documents in class.
10. Lesson Introduction	The students will be asked if they are familiar with how to use the Internet, Excel and Word applications and about their knowledge of the US Presidents.
11. Computer Activities	Prior to computer use: ・Students will be asked to work in groups on a computer in an assigned manner. ・All the students should participate equally in the assigned activities. ・The teacher will assign tasks and time schedules and explain the rotation rules with rubrics before students start to use a computer (For example, in each student group, members can work as either a primary researcher, an editor, or as an organizer). ・Students will brainstorm about ways to use the computer and to gather information on U.S. Presidents. At the computer: ・Each student is assigned a task and is given an equal amount of time to use a computer. ・In each group, the researcher will be responsible for acquiring needed information, the editor will be responsible for assembling the information into an Excel spreadsheet and a Word format document, and the organizer will be responsible for assembling the project for presentation to the class. ・All group members will provide ideas and opinions to collaboratively and smoothly complete the project. After the computer use: ・The students will assemble their materials into a report. ・The teacher will explain about the following two lessons.
12. Supporting Activities	The teacher will discuss biographical data and specific achievements of the U.S. Presidents with the class in order to enhance student interest and increase their motivation.
13. Culminating Activities	Each group will show their work to the full class and all students will discuss and evaluate the other groups' works.
14. Assessment	A maximum total of ten points will be given upon completion, based on the following rubrics: a. Spreadsheet Created in Organized Manner 2pts. b. Accurate Data Collected 2pts. c. Data Sorted in Ascending Order 2pts. d. Data Sorted in Descending Order 2pts. e. Group Shows Proficient Teamwork 2pts.

Lesson 2

1. Lesson Title	Biographic Data of the U.S. Presidents, Phase 2
2. Subject Area	English as a Foreign Language
3. Grade Level	Senior high school
4. Instructional Objectives	Objective 1: Continue to work on the Microsoft Office Excel spreadsheet. Objective 2: Paste data base reports into a Microsoft Word document, which includes; a. Formulas created to calculate the average, median, and mode of Height. b. A bar graph, including a title and legend, created below the spreadsheet displaying the height of each president descending order. c. A 3D pie chart, including a title and legend, created to display the percentage of numbers assigned in the Party column. d. A 3D pie chart, including a title and legend, created to display the percentage of numbers assigned in the Former job column. Objective 3: Choose one specific U.S. President and conduct Internet research on two or three accomplishments while in the White House for the next lesson activity.
5. Lesson Plan Standards	1. Students are to study American history, politics and culture. 2. Students are to be able to use computer application software.
6. Instructional Materials	Computers, Microsoft Office, Excel, Word, and Internet Explorer.
7. Problem Statement	The students will investigate and collect data on the U.S. Presidents and organize them using Excel spreadsheets.
8. Computer Integration	The students will search the Internet, collect data and paste it to the Word file while organizing it in Excel spreadsheets.
9. Results Presentation	The results will be presented in the word document file format and printed out. Each group will display the printed documents in class.
10. Lesson Introduction	The students will continue to work on Excel spreadsheets by applying formulas and creating charts.
11. Computer Activities	Prior to computer use: ・Students will be asked to work in groups on a computer in an assigned manner. ・All the students should participate equally in the assigned activities. ・The teacher will assign tasks and time schedules and explain the rotation rules with rubrics before students start to use a computer (For example, in each student group, members will be assigned to work as either a primary researcher, an editor, or an organizer). ・ Students will brainstorm about ways to use the computer and to gather information on U.S. Presidents. At the computer: ・Each student is assigned a task and is given an equal amount of time to use the assigned computer.

	· In each group, the researcher will be responsible for acquiring needed information, the editor will be responsible for assembling the information into an Excel spreadsheet and a Word format document, and the organizer will be responsible for assembling the project for presentation to the class. · All group members will provide ideas and opinions to collaboratively and smoothly complete the project. After the computer use: · The students will assemble their materials into a report. · The teacher will explain about the third lesson.
12. Supporting Activities	The teacher will discuss biographical data and particular presidential episodes of U.S. Presidents in order to induce student interest and increase motivation. After the discussion, the teacher will explain how to make formulas and charts using the Excel spreadsheet program.
13. Culminating Activities	Each group will show their work to the full class and all students discuss and evaluate the other groups' works.
14. Assessment	A maximum total of ten points will be given upon completion, based on the following rubrics: a. Required Formulas created in an appropriate manner – 2pts. b. Bar graph created with title and legend – 2pts. c. 3D Pie Chart of the Party column created with title and legend – 2pts. d. 3D Pie Chart of the Former job column created with title and legend – 2pts. e. Appropriate level of teamwork displayed – 2pts.

Lesson 3

1. Lesson Title	Biographic Data of the US Presidents, Phase 3
2. Subject Area	English as a Foreign Language
3. Grade Level	Senior high school
4. Instructional Objectives	Objective 1: Make Microsoft Office PowerPoint presentation slides based on the data and spreadsheets of the former lessons. The slides should include: a. Title page with group members' names and the date b. A president's biographical data c. A list of two or three accomplishments by a specific president while in the White House d. References Objective 2: Make PowerPoint presentation in class. .
5. Lesson Plan Standards	1. Students are to study American history, politics and culture. 2. Students are to be able to use computer application software.
6. Instructional Materials	Computers, Microsoft Office, Excel, PowerPoint and Word applications
7. Problem Statement	The students will make PowerPoint presentations of selected U.S. presidents.

8. Computer Integration	The students will make PowerPoint slides based on collected data, created Word files and Excel spreadsheet information. In their groups, they will display what they have created by using a PowerPoint application and a projector.
9. Results Presentation	The results will be presented in PowerPoint application. Each group will display their PowerPoint presentations projected onto a screen in the class.
10. Lesson Introduction	The teacher will ask the students which U.S. president they like the most and to present a list of accomplishment for that president. Students will be asked to present collected information about the U.S. president that they researched.
11. Computer Activities	Prior to computer use: ・Students will be asked to work in groups on a computer in an assigned manner. ・All the students should participate equally in the assigned activities. ・The teacher will assign tasks and time schedules and explain the rotation rules with rubrics before students start to use a computer. (For example, in each student group, members can work as a primary speaker, a secondary speaker or a slide organizer). At the computer: ・The slide editor in each group will be primarily responsible for operating the computer during their group's presentation stage. The primary speaker will be responsible for introducing his or her group's researched information to the class. The secondary speaker will be responsible for assisting the primary speaker and for manipulating the slideshow. After the computer use: ・The students will watch the demonstrations of other teams and evaluate their work.
12. Supporting Activities	The teacher will provide comments on the groups' presentations and further information about specific U.S. Presidents as he deems necessary. 13. Culminating Activities: Each group will show their work to the class and all students will discuss and evaluate the work of other groups.
13. Culminating Activities	Each group will show their work to the full class and all students discuss and evaluate the other groups' works.
14. Assessment	A maximum total of ten points will be given upon completion, based on the following rubrics: a. Slides created in an organized manner – 2pts. b. Oral presentation done in an organized manner – 2pts. c. Specified content presented – 2pts. d. Accurate data collected – 2pts. e. Teamwork shown – 2pts.

Conclusion

The use of computers has changed the way that teachers design and conduct their lessons. NTeQ lessons are authentic, problem-based, and student-centered. They integrate technology into a classroom

environment and allow students to positively engage in multiple resource-rich activities (Lowther & Morrison, 2005). Japanese education comes under pressure of reforms all the time in one way or another. The reform proposal is usually reflected by American state-of-art reform proposals. Any proposal aims at introduction of such new notions to Japan as accountability, competitiveness, efficiency, attractiveness into school management. Japanese education, like many other issues, is often a reflection of its American counterpart. That is why we Japanese researchers have to keep up with American educational changes and reforms. The prominent move to the Japanese education will be more emphasis on technology-integrated lessons at all school levels.

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