

**Project work at the Hokkaido Tokai University/Spring 2007
education to promote creativity in the knowledge-based society**

Backgrounds

Your “senpai” have been working on the following themes of the knowledge-based industry and society in Sapporo during the last 4 years.

2003 Hokkaido in the age of knowledge economy 知識経済の時代の北海道 ビジネスサービスが未来産業か？

-Can business service be the area for the future?-

2004 Comparison of industrial structure in Hokkaido and West Sweden
-with special emphasis on knowledge factors 知識産業を中心とした、スウェーデンと北海道の産業構造の比較

2005 Tourism industry – a case study of the knowledge industry in Hokkaido 観光産業 北海道における知識産業のケーススタディー

2006 Geography of creativity - 3T Talent, Technology and Tolerance
創造性の地理学 フロリダの3つのT

2007 Education to promote creativity in the knowledge-based society
知業時代における創造性を育成する教育

Why education?

The findings last year indicate among others that creativity index in Japan is about 10 years behind the US and Sweden.

The theme of your project work in Sapporo this year is “education to promote creativity in the knowledge-based society” in the elementary and secondary education.

The current prime minister of Japan, Shinzo ABE has declared that education is one of the policy areas of highest priority and there are

good reasons for that.

The educational system in Japan has been much old-fashioned and could have been effective in the era of manufacturing goods but not in the era of knowledge-based society. The system has been basically “teaching” only without much space to promote students’ own thinking, initiative and creativity.

There are a lot of problems areas currently discussed here in Japan like below.

“From teaching to learning”

Decentralization to municipalities, schools and teachers

Qualifications of teachers

Increasing gaps among pupils

Your task and examination

Your task is to analyze the elementary and secondary education in Japan from the viewpoints of promoting creativity in the era of knowledge-based society. Comparisons with Sweden and Scandinavia are highly recommended since Nordic conditions including Finland are often referred in Japan. You will produce one paper together.

Methods:

Besides secondary information sources you will be offered to visit several schools to see the classes, interview teachers and pupils, to meet researchers and specialists.

Time tables:

Upon your arrivals in Sapporo you will begin research in parallel with study of Japanese. Last three weeks in June you will work only with the project work. Discussions on division of responsibility in the group are recommended as soon as possible.

Sat. June 16: The Swedish Ambassador in Tokyo, Stephan Noreén will visit Hokkaido Tokai University to meet you

Thur. June 28: Your presentation of the findings in the Northern Regions Center

References:

The Programme for International Student Assessment(PISA, http://www.oecd.org/department/0,2688,en_2649_35845621_1_1_1_1_1,00.html)

Ministry of Education, Culture, Sports, Science and Technology
<http://www.mext.go.jp/english/index.htm>

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