

POTENTIALITY OF INTEGRATED SCIENCE CURRICULUM BASED ON GLOBAL SCIENCE LITERACY AND ITS LEARNING NETWORK IN JAPAN

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We developed the integrated science curriculum based on the Global Science Literacy in Japan. This curriculum is very interesting and inspiring to students' learning science at secondary school. The concept of Global Science Literacy(GSL) deals with not only science but also the peripheral domains (like geography) centered by science. In order to disseminate the integrated science curriculum based on GSL, we had some interviews with science teachers at secondary schools and presentations in Japan. They agreed at the effectiveness and potentiality of the integrated science curriculum based on Global Science Literacy. But they pointed out the potential problems and barriers in the implementation of the integrated science course based on it in Japan. Almost all teachers think GSL is effective for the environmental education, the sustainable technology, international understandings and improving student's attitude and interest in science. But Only half of teachers want to change science courses from the present discipline-based course to the GSL integrated course. Ideally they agree with GSL approach but really they don't want to change the present discipline-based subject in the following three reasons.; the entrance exam , teachers' ability to respond to wide integrated fields, and more time to teach. Therefore teachers recommend GSL as an elective course in upper secondary school at present. To prevail GSL , we must develop many GSL units, teaching materials and textbooks, evaluation method, programs for in-service and pre-service training course, and establish GSL's learning network. We will present some of them which have been already developed.