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BIERS ACTIVITY REPORTS

2014年度 教育研究所 公開講演, ワークショップ, シンポジウムリスト

BIERS Open Lecture, Workshop, & Symposium Titles & Lecturers List AY2014

Date	Title	Lecturer/Speaker
AY2013 March 29, 2014	Water Literacy Open Forum 水はどこから来て、どこへ流れていくのか	Dr. Keiichi Sato (Associate Professor of Tokyo University of Agriculture and Technology) Junji Hashimoto (Journalist) Dr. Teruo Yoshino (Professor Emeritus of ICU) Prof. Mark W. Langager (Senior Associate Professor of ICU)
AY2014 April 14, 2014	Education and Development: Social and Political Implications of Education in the Muslim World	Dr. Uzma Anzar (Research Manager, University Research Co. LLC, U.S.A.)
May 22, 2014	Identifying, Understanding, and Treating Adults with Complex Trauma Adaptations	Dr. Laurie Anne Pearlman (JICUF Visiting Scholar)
June 13-15, 2014	International Forum Exploring Internationally Competitive Private Liberal Arts Colleges	Representative of Forum Committee: Prof. Insung Jung (Professor of ICU)
June 27, 2014	The Difficult Task of Reforming Mexican Education	Prof. Carlos Ornelas (Universidad de Autonom, Mexico)
August 7, 2014	Annual Conference 2014 Annual Conference of Mother Tongue, Heritage Language, Bilingual Education (MHB) Research Association	Representative: Yoko Suzuki & Ikumi Ozawa (JLP Instructor of ICU)
September 7 & 14, 2014	Mini Symposium Rethinking 'Tabunka (multicultural)' and 'Kyosei (co-existence)' by the Interdisciplinary Perspectives	Representative: Sachiyo Fujita-Round, Ph.D. (Associate Professor of Rikkyo University)
September 19, 2014	Japanese Immersion Program in Australia	Dr. Kayoko Hashimoto (The University of Queensland, Australia)
October 14, 2014	Experiencing Altruism from Others: How Does it Enhance Well-Being?	Edward Hoffman, Ph.D. (Adjunct Associate Professor of Clinical Psychology, Yeshiva University, New York)
October 18, 2014	Open Forum Third Water Literacy Open Forum × Project WET	Facilitators: Junji Hashimoto (Journalist) Dr. Keiichi Sato (Associate Professor of Tokyo University of Agriculture and Technology)
November 12, 2014	Ho'ouana Pono: School-based Substance Use Preservation in Rural Native Hawai'ian Communities	Susana Helms, Ph.D. (Associate Professor of Community Psychology, University of Hawai'i at Manoa)
February 3, 2015	Linguistic Landscapes	Peter Backhaus, Ph.D. (Associate Professor of School of Education, Waseda University, Tokyo)

ウォーター・リテラシー・オープン・フォーラム

Water Literacy Open Forum

We have entered a century laden with a roster of nearly intractable, but critical problems that must be solved in order to build sustainable capacity for human civilization as we know it (Diamond, 2005). One of these problems is that of maintaining freshwater resources for the future. Integrated Water Resources Management, or IWRM, has come to be seen as an important solution for addressing freshwater resource problems for the future, but it requires broad-scale democratic participation in making the decisions about how water is to be used. This participation will certainly require better knowledge and understanding of water among more stakeholders. Some are asking, "What if high participation leads to the decision to use water unsustainably?" (Lautze et al, 2011, p. 4). Thus educators today are specifically tasked with the onus of preparing the next generation not only for civic participation in general, but for participation in water management in particular.

Water Literacy Open Forum is a periodic assembly of academicians, journalists, business people, NGO staff, education specialists, school staff members, university students, and numerous others of various walks of life, all intent on gaining and promoting a better understanding of water and looking for more effective ways of doing so. It was launched at an international symposium held in 2012 at ICU and has since evolved through the collegial relationships among these members. The community of citizens and professionals concerned about water and water knowledge that has grown from the forum includes people working in development assistance such as WaterAid Japan, CSO representatives from beverage and outdoor equipment firms, educators from Project WET (Water Education for Teachers) and Mizu Kentei (examination certificate for water knowledge), university faculty, students and alumni from ICU, Gakugei University and elsewhere, and public officials at the municipal, state, and national levels. Participants have come from around Honshuu, as well as from overseas. Through the Water Literacy Open Forum events, participants have learned more about the water related issues we all face locally, nationally and globally, as well as how a better knowledge of water can be relayed to young people in ways that will prepare the next generation to manage water both democratically and sustainably.

With roughly 40-50 people attending each event so far, and 5 to 10 presentations from a wide range of specialists on each day, Water Literacy Open Form events have covered a wide range of issues in teaching about water.

2012.10.05-06	International Symposium on Environmental Water Literacy
2013.02.16	Water Literacy Open Forum I: 『次世代に伝える水のことをみんなで考える』 (“Thinking about What to Tell the Next Generation about Water”)
2014.03.29	Water Literacy Open Forum II: 『水はどこから来て、どこへ流れていくのか』 (“Where Does Water Come From and Where Does It Flow To?”)
2014.10.18	Water Literacy Open Forum III: 『プロジェクトWETエデュケーター講習会』 (“Project WET Educator Training Session”)
(Spring 2015)	Water Literacy Open Forum IV: 『水の授業を受けてみよう(仮)』 (Tentative)

An active learning approach is taken at these events, and topical discussions of water- and water education-related issues are interspersed with actual water-learning activities. For example,

- An online symposium was held in October 2012 in The International Conference Room, connecting participants living or working in Japan, the US, Singapore, The Philippines, India, Israel, and Palestine. Sessions were held at ICU and broadcast on YouTube, and several presenters participated online via Skype and Google-Plus Hangouts. A monograph¹ was written by participants and later published by IERS as its first online publication.
- In February 2013 a Water Literacy Open Forum was held in Kiyoshi Togasaki Dialogue House, in which we considered where our water comes from and where it goes to. Participants considered water play in their childhood and documented what had happened to that water by adulthood. Poignantly, each member’s childhood water environment had been dramatically altered through development, and this caused us to question the future of our own water resources, as well as those worldwide. We brainstormed about ways to teach upper elementary school students about water and joined in an athletic event designed to teach that age group about the dying out of freshwater life due to pollution.
- In March of 2014 we held an event in ERB II in which we asked what the next generation should know about water. Introducing the monograph online, we also had various participants show various aspects of water knowledge to us. This included tree-stripping volunteerism, a new technology using microbubbles to clean polluted water, rainwater harvesting, and numerous others. We also participated in an activity in which we identified our respective river addresses, and we got to know those who lived upstream and downstream from us and, therefore, whose water behavior had an impact on whom.
- In October of 2014 we held a Project WET Educator’s training session and we were all certified

as Project WET trainers; in December of 2014, several of us went on to obtain our Project WET facilitator's certification as well.

- In the future events are being planned for 2015 and 2016, at which we hope to also reach out to school teachers with a vision for teaching about water.

As the community has grown, networks have emerged, facilitating communication about a WaterAid fund-raising marathon, Mizu no Gakkou (School of Water) children's activities, and other training sessions and events, both domestic and overseas. Growth in a community of concerned partners in water knowledge promotion foreshadows better capacity to deal with ongoing challenges of water resource access, water quality, water-related conflict, and ecological flows.

Note

- 1 The Monograph is entitled: *Water Literacy: What Will the Next Generation Need to Know?* (Mark Langager and Junji Hashimoto, Eds.) and is available at: <http://web.icu.ac.jp/iers/en/publications/monograph/volume7/>

References

- Diamond, Jared (2005). *Collapse: How Societies Choose to Fail or Succeed*. NY: Penguin Group.
- Lautze, J., de Silva, S., Giordano, M. and Sanford, L. (2011), Putting the cart before the horse: Water governance and IWRM. *Natural Resources Forum*, 35: 1-8. doi: 10.1111/j.1477-8947.2010.01339.x

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