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● Articles

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Title	48 Capabilities of Highly Educated People Towards Defining Customer Requirements for Educational Institutions —What Streets of Hard Knocks and Schools/Colleges Are Supposed by High Performers in Diverse Fields & Users of School Graduates to Provide
Abstract	<p>Research Questions—causes of top performance in traditional fields, effective operations across disciplines, & solving problem in gaps between fields</p> <ol style="list-style-type: none"> 1. What causes certain people to rise to the top of all traditional disciplines? 2. What is a scientific basis for cross-discipline work? 3. What will solve the narrowness problem of traditional disciplines causing more and more problems to fall in the cracks between them? 4. Is there such a thing as “educatedness” distinct from effectiveness and creativity, such that people can be effective and/or creative in various ways yet underperform for lack of “educatedness”? <p>The Orthogonal Disciplines research project got 315 eminent people in 63 strata of society, half American, half global, to nominate what enabled the best people in their own field to rise to the top, producing 54 orthogonal fields, cutting across all traditional fields and determining who rises to their tops, then they were asked to nominate 150 people in each of those 54 orthogonals. One of those orthogonals was “educatedness”. This paper reports what 150 highly educated-acting people, thusly nominated, said constituted their own “educatedness” and “educatedness” as they encounter it in others. In doing so it provides answers, some quite partial, to all the above research questions.</p> <p>Research Approach and Method—two level nomination process identifies highly educated acting people asked to specify what educatedness is:</p> <ol style="list-style-type: none"> 1. tap social consensus on what “highly educated people” are capable of, if it is there and accessible via indirect approaches 2. to bypass and/or heal ideological factions blocking policies to promote higher levels of educatedness attainment 3. by asking a highly diverse set of eminent people to nominate the most “highly educated-acting” people that they know 4. then surveying those “highly educated acting” people for what constitutes, in their view, their own “educatedness” 5. then surveying them for what behaviors and capabilities they expect from highly educated persons like themselves 6. get both representational and relational definitions of educatedness from these “highly educated-acting” persons <p>Philosophers of education have distinguished education from learning (Arendt, 1954. 1993), procedural from declarative knowledge (Russell and Norvig, 2003), literacy in one’s own civilization from literacy in handling diverse civilizations (Geertz, 1983), training for performing existing social roles from training for inventing new social roles from training for refounding existing social roles on new technical and social substrates (Brown and Duguid, 2000), educating in order to socialize kids to your favored values from educating to free kids from your favored values (Anderson, 1983). These distinctions, are lost in a clutter of ideological conflicts about what sorts of human beings “to make” via education system Goliaths. Five dysfunctions in policy discussions by publics and policy makers on “educating” and what it is to produce, from ideological contexts of discussion, are identified in this paper. Nevertheless, there might be considerable social consensus on what “educated person behavior” is, in various situations, available, perhaps, if we approach people outside of their usual ideological contexts. This paper reports the tapping of that latent consensus using artificial intelligence techniques from expert system building “protocol analysis” and customer requirements assessment techniques from total quality programs. The model it produced potentially resolves the five dysfunctions in policy discussions of “educating” and its intended outcomes. 150 people, nominated as “highly educated-acting” by 315 eminent people, half American, half global, in 63 strata of society, were given surveys asking them in over 20 diverse ways what their own “educatedness” was and what “educatedness” was in others. This paper reports a thorough bottom up categorization of their collective answers.</p> <p>Research Results—two categorical models of the 48 capabilities shared by most “highly educated-acting” people, one from 150 highly educated people and another from philosophers of education, for comparison purposes.</p> <p>Content analysis of survey results was done, marking behaviors unique to educatedness, marking distinctions of educatedness from effectiveness and creativity, naming marked ideas, grouping similar such ideas, ordering them, resulting in a model having 48 distinct dimensions of “educated person behavior” (each dimension of the 48 in the model was mentioned by at least 20 nominees). The same procedures were applied to texts by well cited philosophers of education, getting their behaviors of educated-acting people to form a basis of comparison with the first model. Use of the first model to assess the degree of “educatedness”, produced by various institutions and instructors, and to specify exact solutions, for certain hard-flaws-to-correct in business persons, that any manager encounters, is described.</p>
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Title	Explore National Identity and Stereotypes Through Tandem Learning
Abstract	This paper addresses the nature of National Identity (NID), self-awareness and reflection and examines how these may be introduced to adolescent and young adult learners. The paper provides an introduction for readers new to the topic and highlights what basic considerations teachers should be aware of and the role they should take when introducing identity and awareness raising tasks. Socio-contextual tandem learning activities are recommended with practical activities suggested for use, or development, with the aim of providing intercultural experience and development opportunities.
Author	アーネスト・ウィンタック・チュイ Ernest Wing-Tak Chui Professor, Dept. Social work and Social Administration, The University of HongKong (as of July 1, 2008) オン・クオック・ライ On-Kwok Lai 関西学院大学 総合政策学部 教授(2008年7月1日現在) Professor, School of Policy Studies, Kwansai Gakuin University (as of July 1, 2008)
Title	Social Conflicts in Hong Kong under British Colonialism, 1980 to 1991
Abstract	Based upon the content analysis of newspaper reportage and the authors’ networking of social activists in Hong Kong, this research examines social conflicts during the last phase of British colonialism. Our findings show that social conflicts, with small scale, informal or non-institutionalized, demonstrative-protests, have been prevailing in the city colonial state. Hence, the politics of administrative absorption has not been successful in coping with the emergence of social protests and challenges to the governmental institutions – all these have been shaping the formation of civil society in the mid-and-late 1990s, before and after 1997.

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	柴崎 亮介 Ryosuke Shibasaki 東京大学 空間情報科学研究センター(2008年7月1日現在)
Title	グローバルスケールの経済発展指標 Global Economic Development Index
Abstract	Economic development and world population are rapidly expanding. As a result, demand and supply structure for food is tightening. The price of oil and food keeps increasing. The progress of networking and computing should make it possible for human beings to understand the global phenomena. This paper proposes combining night time data, population distribution grids, and Google Maps. The possibilities of constructing global scale development index and potential hunger index are discussed.

● Research Notes

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Title	森林整備事業の環境法社会学(2) -チイバナ・伊江原・楚洲仲尾線の三林道開設事業をめぐる諸問題- Environmental Law Sociology of Forest Improvement Public Works -Various Problems Regarding Three Forest Roads Construction Projects of Tiibana, Iebaru and Sosunakao Lines-
Abstract	We conducted the second on-the-spot investigation in the Okinawa Yanbaru areas for verifying the impact caused by the construction of three forest roads, i.e. the Tiibana, Iebaru, and Sosunakao lines. This purpose is the same as in the first investigation. This time we specifically focused on the following three issues: (1) the width of the Tiibana Forest Road, (2) the function of U-shaped ditches installed at the Iebaru Forest Road, and (3) the effect on wildlife by constructing the above three forest roads near their habitats. The first issue is significant. If the width is more than 4 meters, the construction of the Tiibana line might require the conduction of environmental impact assessment under the Okinawa ordinance. In this case the construction could be judged illegal for not having conducted the assessment. The second issue relates to the impact on the natural environment around the forest road caused by the U-shaped ditches numerous fixed along the road. We counted as many as 16 U-shaped ditches. The entire number of ditches amounts to 29 in total. This means that at least one ditch per almost 69 meters is installed along the 2 kilometers of the Iebaru Forest Road. This is serious because the U-shaped ditches especially damage the small wildlife being captured by them. Also the ditches separate the mountain streams, with their habitats being isolated from each other. The third issue might trigger the application of various nature protection laws — specifically, the Cultural Property Protection Law/Ordinance and the Law for the Protection of Endangered Wild Plants and Animals Species — because most protected wildlife is harmed by the forest road construction close to their habitats. This means that the construction could be regarded as violating the nature protection laws. The problem here is the same as we pointed out in the first report that unnecessary public works have been initiated without any environmental impact assessment. As a result, our investigation again predictably revealed much environmental destruction, some of which is presented in this report. Given that the Yanbaru areas are among the last remaining precious habitats for many endangered indigenous species, we conclude that the above construction projects need to be stopped, even reversed, in order to prevent species extinction. We believe that this report also reveals the stupidity of Japan's unnecessary public works.

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● Policy Topics

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Title	Policies for Girl Students and Realities for Women Journalists in Ethiopia Context