

Chapter 2

Research Methodology

The review of the literature stressed the importance of public involvement in curriculum development. Public opinions were carefully considered in the British Columbia Social Studies Assessment of 1977; and the methodology for the current study extended the theme of public involvement in curriculum development. Research on Japanese studies for British Columbia began by examining the perceptions of interested and knowledgeable public persons in business, politics and education as to the content of Japanese studies.

Sample

Eighteen adults were selected as participants in the study based upon their recognized involvement, interest, and first-hand experience in dealing with the Japanese. As Labaw (1980) points out, "feelings based on experience are much more stable than either feelings based on salience as a result of media exposure or feelings based simply on habit not related directly to any direct personal experience" (p. 68-69): Three fields of interest represented by the respondents were identified: business, politics, and academia. Six subjects were interviewed from business, four from politics, and eight from academia. They represented men and women of varying ages, socioeconomic statuses, and educational levels. Many of the subjects were from the Victoria and Vancouver area but opinions were solicited by mail from individuals in the United States and Japan (see Table 1). General information on each subject is summarized in Table 2. The majority of the subjects have had

Table 1
Details of Subjects' Backgrounds

Subj.	Country	Sex	Age Range	SES	Ed. Level
B-1	Can.	M	50-60	MC	High Sch.
B-2	Can.	M	40-50	MC	Univ.
B-3	U.S.	M	50-60	MC	High Sch.
B-4	U.S.	F	40-50	MC	High Sch.
B-5	Can.	M	40-50	UC	Univ.
B-6	Can.	M	40-50	UC	Univ (PhD)
P-1	Can.	M	60-70	UC	High Sch.
P-2	Can.	M	60-70	MC	High Sch.
P-3	Japa.	M	40-50	MC	Univ.
P-4	Can.	F	40-50	UC	High Sch.
A-1	Can.	M	40-50	MC	Univ (PhD)
A-2	Can.	M	30-40	MC	Univ (PhD)
A-3	Can.	F	30-40	MC	Univ (Gr)
A-4	Japa.	F	40-50	MC	Univ.
A-5	Japa.	F	40-50	MC	Univ.
A-6	Can.	F	30-40	MC	Univ (PhD)
A-7	Can.	M	40-50	MC	Univ (PhD)
A-8	Can.	M	40-50	MC	Univ (PhD)

Note. Subj. = Subjects; SES = Socio-economic status; Ed. Level = Educational level; High Sch. = High School graduate; Univ. = University degree completed; Univ (Gr) = University graduate level completed; Univ (PhD) = University doctoral level completed; B = Business; P = Politics; A = Academic; Can. = Canadian; U.S. = United States; Japa. = Japanese; M = Male; F = Female; MC = Middle-class; UC = Upper-class

Table 2
General Information From Subjects

Subj.	Background Exp.		Background Know.	End.
	Exten./Inten.		None/Little/Sub.	S./M./W.
B-1	Ex.	In.	None	Strong
B-2	Ex.	For. In.	None	Strong
B-3	Ex.	In.	Little	Strong
B-4	Mod. Ex.	In.	None	Strong
B-5	Mod. Ex.	For. In.	None.	Strong
B-6	Ex.	In.	Little	Strong
P-1	Ex.	In.	None	Strong
P-2	Ex.	In.	None	Strong
P-3	Ex.	In.	N.A.	Strong
P-4	Not Ex.	Weak In.	None	Strong
A-1	Not Ex.	Weak In.	None	Mediocre
A-2	Not Ex.	Mod. In.	None	Strong
A-3	Not Ex.	In.	Little	Strong
A-4	Ex.	In.	N.A.	Strong
A-5	Ex.	In.	N.A.	Strong
A-6	Mod. Ex.	In.	None	Strong
A-7	Ex.	In.	None	Strong
A-8	Mod. Ex.	Mod. In.	None	Strong

Note Exp. = Experience; Know. = Knowledge; End. = Endorsement; Subj. = Subjects; Exten. = Extensive--the degree to which subjects had diverse contact throughout the country and over a long period of time; Inten. = Intensive--the degree to which subjects' involvement impacted their lives; Sub. = Substantial; S. = Strong; M. = Mediocre; W. = Weak; Ex. = Extensive; In. = Intensive; Mod. Ex. = Moderately Extensive; For. In. = Formerly Intensive; Mod. In. = Moderately Intensive; N.A. = Not Applicable.

extensive and intensive experience with Japan and the Japanese people. Contact ranged from travel and study throughout Japan for extended periods to short-term visits to particular and limited urban locations. The duration of involvement with Japan showed great variation. The most recent contact began in the early 1980s. One of the subject's contact goes back as far as 1945. However, the majority of subjects in all fields have had contact with Japan spanning 20 to 25 years.

Procedure

A set of interview questions was prepared (see Table 3). Two professors from the Faculty of Education, University of Victoria, approved the questions, with respect to content validity, as a base for curriculum development. A rank-order sheet listing six possible curriculum topics (Japanese Language, Japanese History--Ancient and Contemporary, Japanese Culture, Japanese Economy, Japanese Geography and Japanese-Canadian Relations) supplemented the interview format.

Reliability. Reliability of the instrument was appraised using two different methods. First, near the end of the question period, the respondent was asked to answer in more specific terms two questions that had already been asked earlier during the question period. Second, the expressed opinions of the respondents were compared, wherever possible, to published speeches or articles by the same subject to check the consistency of opinions expressed.

Subject contact. Data were gathered through a personal interview with each local subject. Those subjects outside the local area were asked to respond by mail. Each subject was sent an introductory letter

Table 3

Interview Questions

Can you tell me a little about the history of your experience with Japan?

When you first began dealing with Japan, did you have any background knowledge about the country and its people?

Have you ever wished that you knew, or know now, more about Japan?

Can you give an example of where specific information might have been useful?

What aspects of Japanese culture do you think visitors should be aware of?

Do you feel that a basic-knowledge of Japan's past would be useful?

Have you ever been in a situation where you wished that you knew more about the geography of Japan? For example, where another city or town is located in relation to Tokyo?

Did you read about or consciously research information about Japan's economy before you began business with the Japanese? What resources did you use? Was information readily available?

What kind of general knowledge do you think is important to have?

How do you keep informed of ongoing developments in Japanese-Canadian relations?

In thinking specifically about high school students, what do you think is important for them to know in order for them to be better prepared to establish and maintain contact with Japan?

Would you support a Japanese studies course through written endorsement and/or guest lecturing?

Do you think teaching about the code of honour and sacrifice of the ancient samurai for example, would help to understand the modern Japanese businessman?

Should location and population of major cities of Japan be taught?

requesting an interview and explaining the nature and purpose of the research. This allowed the subjects time to reflect on the questions. The letter was followed by a phone call to arrange an interview time and answer any preliminary questions. Actual interview locations varied but the setting was always quiet and private, with only the researcher and subject present. During the actual interview the predetermined questions were asked. However, subjects were encouraged to expand upon their answers and the interviewer was careful to embed the set questions within the context of conversation as opposed to a question-and-answer sequence.

If the subject had no objections, the interview was taped. However, the guarantee that respondents would remain anonymous was reinforced throughout the data-gathering phase of the study.

The interview concluded by asking each subject to rank order a list of six possible curriculum topics relating to Japanese issues or content according to their relative importance in a curriculum unit on Japan. This was done as the final part of the interview to avoid a possible influence on the earlier part of the discussion.

Analysis Procedure

The recommendations of the public individuals interviewed provided a framework for analysis of Japanese content in textbooks used in secondary social studies textbooks authorized for use in British Columbia. However, it was still necessary to utilize these criteria within a suitable evaluative procedure.

CEIMA procedure. To this end, a review was undertaken of the methods and materials used by the British Columbia Ministry of

Education for materials analysis and particularly those in social studies. The Curriculum Development Branch uses three detailed analyses for selection and evaluation; instructional design (CEIMA, 1987), readability (1986), and social considerations (1983). The analysis of curriculum design is most relevant to the evaluation of Japanese content in British Columbia texts. The Ministry employs an instrument called the Canadian Exchange of Instructional Materials Analyses (CEIMA), which provides descriptive or annotative information about the curriculum design of the learning resource. Four major constructs are analysed as explained by the British Columbia Ministry of Education publication, Interpreting Detailed Analyses (1982):

- INTENTS: What the product hopes to achieve, including goals and learner objectives;
- CONTENTS: the scope and sequence of the information included;
- METHODOLOGY: the teaching strategies and learning approaches;
- EVALUATION: the means of assessment. (p. 1)

The first two constructs are of particular importance to Japanese studies. "Intent" examines the rationale and purpose of the material and "content" describes both the range (topics covered) and the extent (depth of coverage) of the content. There is also a section on external congruency which includes the requirements of the community as one of the criteria (p. 2).

EPIE approach. The CEIMA instrument is modelled after the EPIE (Educational Product Information Exchange) system of analysis which Tillotson categorized as an annotative system (1982). An examination of the actual CEIMA form confirms his assessment. The CEIMA form provides guideline criteria which ask for annotative descriptions from the analysts. The Extent of Content Coverage section of the CEIMA form (1987) provides a good example:

Describe the extent of content coverage.

You should report on:

- relative topic emphasis
- comprehensiveness of topic coverage
- extent of definitions and explanations and examples (p. 7).

B.C. Ministry document. The document provided by the Ministry for social studies materials analysis is clearly annotative. In analysing Accuracy of Content four criteria are listed. The Social Studies Materials Analysis form states:

Your comments should respond to the following concerns:

- accuracy of information presented;
- are ideas and issues explained clearly and in appropriate depth of detail for coverage;
- are examples and conclusions appropriate, clearly stated/demonstrated;
- are you aware of any inaccuracies or distortions by omission of content material? (p. 1).

Following the criteria, five lined, blank spaces are provided for annotative comments.

Selection of Specific Evaluation Criteria

The Ministry recognized limitations to its annotative system, "The limiting human factor being the unique subjective interpretations each individual contributes to the process of analysis, selection and implementation" (Interpreting Detailed Analysis, p. 1). However, the British Columbia Ministry of Education has clearly adopted an

annotative system of textbook analysis. Such a system allows for indepth analysis. Considering the uniqueness of this study on Japanese content and quality of B.C. curriculum material, annotative, written detailed comments on Japanese content was considered both a necessity and an advantage. However, as Gall (1981) stressed, criteria describing what you are looking for is an important prerequisite of evaluation. The CEIMA form utilized in British Columbia for textbook evaluation provides guiding criteria statements. It is important, then, to include specific criteria for evaluation guidance. The criteria in this study for evaluating Japanese content in B.C. texts developed as a result of the topics confirmed by the interviewed experts.

Instrument.

Continual and consistent reference to the study criteria was reinforced by including a topic checklist component with each textbook analysis as shown in Table 4. In some instances none of the topics were covered and consequently the checklist chart remained empty. Further, categories of acceptability were developed to provide guidance in selecting available British Columbia high school texts for use in a Japanese studies course. This system approximated a rating-scale technique. All of these components were utilised for the analysis of texts; consequently the system outlined in Table 5 may be labelled a combination system, or due to the emphasis on annotative comments, a modified annotative evaluation system.

Categories of Evaluation

Based on the interviews with the public individuals outlined in

Table 4

Textbook Checklist Chart

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER

Note. CULT. = Culture; HIST. = History; GEOG. = Geography; ECON. = Economy; LANG. = Japanese language; J/C REL. = Japanese/Canadian relations; OTHER = any other topics suggested by the interview subjects (these are identified below the OTHER box where applicable for each text).

Table 5
Modified Annotative Evaluation Form

Textbook Data

Grade Level

Name

Author

Year

Location

Publisher

Ministry of Education Designation
 (prescribed, authorized, supplemental)

Annotative Comments

Evaluation

Discussion

Checklist Chart

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER

Category Designation: _____

the first section of this study, six categories for defining the degree of Japanese content in British Columbia social studies high school textbooks were established.

1. Not applicable--those textbooks listed as prescribed or suggested for social studies in Grades 8 through 12 but because of their intended purpose have no Japanese content. For example, Exploration Canada--prescribed for Grade 9 social studies--is designed for the expressed intent of educating young Canadian adolescents about the early history (up to 1812 A.D.) of their country. It is not expected, nor reasonable to assume, that it would contain Japanese content.

2. Unacceptable--those textbooks which (a) contain reference to Japan but the material is either biased, misleading, or of such a general nature as to be misleading; or has serious omissions, (b) contain material that is accurate but is so basic as to be inappropriate for high school level, or (c) do not live up to their stated or implicit expectations in relation to Japanese studies.

3. Adaptable--those texts which (a) have a broadly defined purpose which could include reference to Japan and still accomplish their goal. For example, Geolab--prescribed for Grade 8 social studies--is designed to reinforce map reading skills but could include exercises related to Japan to enhance those skills, (b) omit Japan but have an approach to their topics which would facilitate Japanese studies as defined by the experts. For example, the Hodford Study Atlas--prescribed for Grade 8 social studies--stresses the interrelationship of geography with historical and economic development.

4. Minimally acceptable--those texts which cover to any degree a

minimum of two of the topics referred to by the experts. This category allows "Others" to qualify as a topic provided it is one of those content areas referred to independently by the experts. To be "Minimally acceptable" the Japanese material must be accurate and unbiased; however, this label does not require more than minimal information under each topic.

5. Recommended--those texts which cover a minimum of two topics referred to by the experts, including "Others," and for which at least one of the topics provides the critical element of interrelationship. Interrelationship requires that the topic be discussed in terms of its relationship to Japan today. For example, in referring to the code of behavior of the ancient Japanese samurai, does the text consider those values in the context of the modern Japanese businessman today?

This category also insures that the topics covered go beyond the level of minimum information satisfactory for the "Minimally acceptable" category. The topics discussed must provide a depth of coverage beyond the basic essentials necessary for minimal knowledge of Japan.

6. Highly recommended--those texts which cover four or more of the topics confirmed by the experts and for which at least one of the topics is discussed in terms of its interrelationship to contemporary Japan.

Instrument design. Annotative detailed comments were prepared in order to establish the rationale for the category designation of each text. A checklist was included to provide a quick visual reference of each text to determine which of the topics recommended by the subjects were covered by that text. The checklist is in the order of importance

determined by the statistical analysis of data from the first part of the study. Specifically, the topics are (a) Culture, (b) History, (c) Geography, (d) Economy, (e) Language, (f) Japanese- Canadian relations, (g) Others (topics on Japan other than those specifically detailed in the interviews which were mentioned by the subjects).

The above criteria constituted a modified annotative evaluation system. Use of the criteria allowed an indepth analysis of each textbook selected for analysis.

Textbook Analysis

Sample. The sample of materials chosen for analysis was consistent with the findings of the literature search and the labelling system utilized by the British Columbia Ministry of Education. The literature review indicated the importance of textbooks in classroom teaching. The British Columbia Ministry of Education selects and analyses social studies textbooks for use in British Columbia schools. The Catalogue of Learning Resources (1987-88) issued by the British Columbia Ministry of Education lists two categories of texts. The "prescribed" texts refer to textbooks which are basic to the curriculum, suitable for most students, and which the teacher could use to arrive at prescribed outcomes. "Authorized" texts refer to books which the teacher could use to provide enrichment, supplementary information, or remediation.

As a further aid to teachers, the Curriculum Development Branch has produced a Social Studies Annotated Bibliography for each grade, 8 and 9. This booklet lists books which may be useful in learning and teaching about particular social studies topics. The very title

"prescribed" relates to prescribed outcomes as listed in the British Columbia Social Studies Curriculum Guide - Grades 8-11 (1985). As Gall (1981) pointed out, evaluation of materials should be considered in relation to the larger curriculum as detailed in relevant curriculum guides (p. 13).

In light of the above it was decided to choose for analysis textbooks and accompanying teachers' guides listed under the "prescribed" heading for Grades 8-9-10-11 social studies in British Columbia and Grade 12 geography and history prescribed listings. Highly motivated teachers may look beyond those texts for resources; therefore it was decided to include for analysis relevant books from the Social Studies Annotated Bibliography for Grade 8 (1984) and the Social Studies Annotated Bibliography for Grade 9 (1985). Finally, the British Columbia Social Studies Curriculum Guide, Grades 8-11 (1985) was analysed to determine if a suitable framework for Japanese studies was available to B.C. high school teachers.