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研究課題名（和文）Towards Diversification of Global Policies to Enhance Student Well-Being and Non-Cognitive Outcomes: Bridging Education and Cultural Psychology from East Asia

研究課題名（英文）Towards Diversification of Global Policies to Enhance Student Well-Being and Non-Cognitive Outcomes: Bridging Education and Cultural Psychology from East Asia

研究代表者

Rappleye Jeremy (Rappleye, Jeremy)

京都大学・教育学研究科・准教授

研究者番号：00742321

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渡航期間：10ヶ月

研究成果の概要（和文）：本プロジェクトは、主流の西洋社会科学研究で十分に理論化されていない幸福感を明らかにしました。同時に本プロジェクトは、PISAデータの新しい解釈法を提示し、東アジアの教育に関する固定観念を解体しました。得られた研究成果は、学术界内（特に英語圏の学術誌）だけでなく、一般の媒体（ちくま新書、政策界・教師向けの出版物など）でも共有されました。以上の成果に加えて、本プロジェクトは、教育分野と哲学・心理学の分野交流を促進し、国際A助成金をうけて海外の先端研究者との対話も活発に行うことができました。

研究成果の学術的意義や社会的意義

In terms of research, the results are significant for showing how well-being and achievement work in non-Western contexts such as East Asia. In terms of social achievements, the results provided a foundation for challenging dominant policy trends and developing contextually-rooted alternatives.

研究成果の概要（英文）：This research project combined a close analysis of PISA data with the findings and perspectives of cultural psychology. The work produced a close working relationship with leading cultural psychologists that has indicated areas where the PISA tests have become distorting and disorienting for educational policy and practice worldwide.

研究分野：Education

キーワード：(well-) Being student achievement Japanese education PISA East Asia

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1 . 研究開始当初の背景

Over the past decade, there has been a noticeable shift in globally shared goals of policymaking and education: decreasing emphasis on GDP, economic growth, and student achievement, increasing emphasis on well-being, happiness, and sustainability. This shift is clearly evident in the UN’s New Development Paradigm (2011), Sustainable Development Goals (SDGs) (2015-2030), World Happiness Report (2012-), and the OECD’s Better Life Index (2011) and OECD’s Learning Compass (Well-Being 2030) (2018) initiatives, among many other examples. Within education, in 2015 the OECD undertook its first major survey of Student Well-Being as part of its flagship Programme for International Student Assessment (PISA), and PISA 2018 further expanded its focus on non-cognitive aspects of education; UNESCO Asia-Pacific launched a Happy Schools Project (2016-Present), and UNICEF plans to pilot a PISA-like global survey of child well-being in 2023 (UNICEF, 2021). Driving this major policy shift has been psychological and educational research trends in North American and European, e.g., Positive Psychology and Positive Education (Seligman et al. 2009). Yet, the larger horizon is the realization that hitherto dominant models of economy, education, and development are not sustainable (Rappleye & Komatsu, 2021; Uchida & Rappleye, 2023). The post-SDG 2030 global policy agenda will likely explicitly reflect the current ‘well-being’ movement.

While most researchers welcome this slow shift away from a narrow focus on cognitive achievement and GDP, two major problems are evident. First, the underpinning conceptualization of well-being derives from theories originating in the West, particularly Western subjectivity (Rappleye et al., 2020). Second, the purportedly objective measurements of well-being operationalized in these surveys often cast non-Western countries as deficient. For example, both the World Happiness Report (WHR) and the PISA 2015 Well-Being Survey utilize Cantril Ladder ‘Life Satisfaction’ (LS) scores as the index for well-being. Yet, LS assumes an Independent Mode of being, definition of happiness, and culturally appropriate displays of well-being (Hitokoto & Uchida, 2015). As shown in Figure 1a taken from the WHS (2021), utilizing LS, results show high levels of well-being in Europe (avg. 7.4), but comparatively low-levels across E/SEA (avg. 5.5).

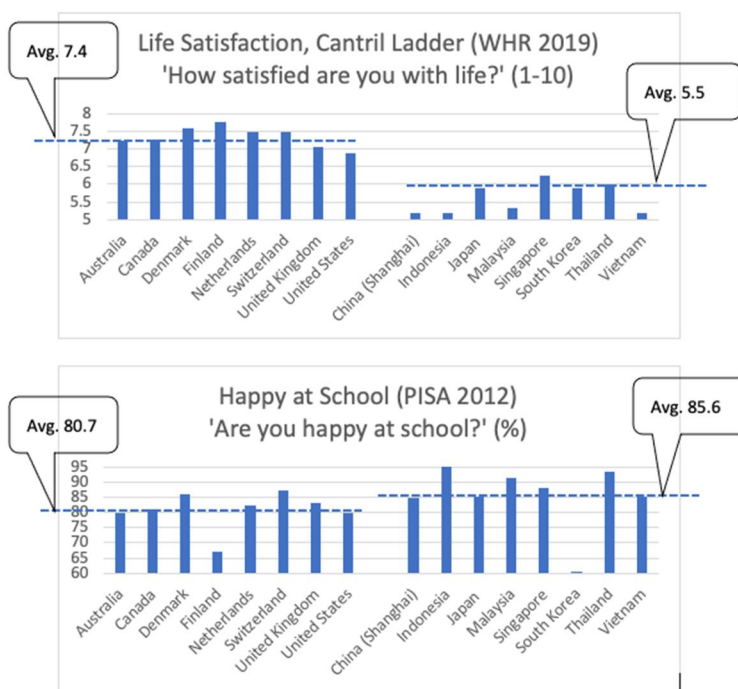


Figure 1

However, leading Japanese cultural psychologists have found that well-being is understood differently in the East Asia, due in part to the presence of indigenous philosophical and religious approaches (e.g., Confucianism, Buddhism) and the absence of Western cultural scripts (e.g., Protestantism) (Uchida 2004). In this Interdependent Happiness mode, the emphasis is less on individuals, more on relationally matrices; less on private emotional states, more on shared relations in a given context (Uchida & Kitayama, 2009). Empirical evidence from an earlier PISA survey appear to confirm this: as shown in Figure 1b, in response to the PISA 2012 question ‘Are you Happy at School?’ more E/SEA students responded, on average, that they were happier (86%), compared with than their Western peers (81%). This result likely reflects an alternative concept of happiness founded in relations, not individual minds.

## 2 . 研究の目的

To what extent do school systems across diverse East and Southeast Asia foster a mode of student well-being that differs from the dominant Western model, a model now implicitly assumed by most global organizations (e.g. OECD, UNESCO, UNICEF) and education policymakers worldwide?

## 3 . 研究の方法

This study pursued an internationally comparative, mixed methods approach, combining quantitative analysis of ILSA data and domestic surveys with new qualitative data (interviews and classroom observations), to clarify the relationship between well-being and achievement in East Asia. It utilized the conceptual models and research achievements of cultural psychology to reinterpret existing research, policy, and practice in these domains.

## 4 . 研究成果

Rapplee, J.\* , with Komatsu, H., Uchida, Y., Markus, H. (in press). The OECD’s “Well-being 2030” Agenda: How PISA 2018’s Affective Turn Gets Lost in Translation (accepted at Comparative Education)

Rapplee, J.\* , with Komatsu, H., Uchida, Y. (2023, in press) Is Happiness Possible in a Degrowth Society? Futures (available online in preprint form)

Rapplee, J.\* , with Komatsu, H. (2022). Learning to Be, Differently? UNESCO, The Mutual Appreciation Project (1957-1966), and the Faure Report in Retrospect and Prospect, Knowledge Cultures, 10 (2): 7-23.

Presentations:

- G-7 Education Ministers Meeting (hosted by UNICEF) (May 2023)

- The Well-Being Dimension of Education Policy. Invited to speak to members of the Central Council for Education (中央教育審議会). Tokyo, Japan (July 2022)

5. 主な発表論文等

〔雑誌論文〕 計2件（うち査読付論文 2件/うち国際共著 2件/うちオープンアクセス 1件）

1. 著者名 Komatsu Hikaru, Rappleye Jeremy, Silova Iveta	4. 巻 119
2. 論文標題 Social mindfulness for global environmental sustainability?	5. 発行年 2022年
3. 雑誌名 Proceedings of the National Academy of Sciences	6. 最初と最後の頁 1-2
掲載論文のDOI（デジタルオブジェクト識別子） 10.1073/pnas.2118710118	査読の有無 有
オープンアクセス オープンアクセスとしている（また、その予定である）	国際共著 該当する

1. 著者名 Nishihira Tadashi, Rappleye Jeremy	4. 巻 1
2. 論文標題 Unlearning as (Japanese) learning	5. 発行年 2021年
3. 雑誌名 Educational Philosophy and Theory	6. 最初と最後の頁 1~14
掲載論文のDOI（デジタルオブジェクト識別子） 10.1080/00131857.2021.1906644	査読の有無 有
オープンアクセス オープンアクセスではない、又はオープンアクセスが困難	国際共著 該当する

〔学会発表〕 計2件（うち招待講演 2件/うち国際学会 0件）

1. 発表者名 Jeremy Rappleye
2. 発表標題 Well-being 2030: How should Social and Cultural Psychology Respond?
3. 学会等名 Stanford Social Psychology Lab（招待講演）
4. 発表年 2022年

1. 発表者名 Jeremy Rappleye
2. 発表標題 Comparative Education as Locus of Value Creation?
3. 学会等名 Program for Educational Leadership and Social Change（招待講演）
4. 発表年 2022年

〔図書〕 計0件

〔産業財産権〕

〔その他〕

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6. 研究組織

	氏名 (ローマ字氏名) (研究者番号)	所属研究機関・部局・職 (機関番号)	備考
主たる渡航先の主たる海外共同研究者	Markus Hazel  (Markus Hazel)	stanford university・PSYCHOLOGY・Professor	

7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計0件

8. 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関		
米国	Stanford University		