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**Challenging using evidence for teacher in Japan**

**Presenting Author**

Toshiro Mori

**Affiliation**

1. Yohoku elementary school,GIFU pref,Japan
2. IOE LONDON College University

**Country of residence**

Japan

**Objectives/aims**

This research describes the current status and issues of the using evidence in the field of education in Japan and challenging to using evidence for teacher. Through comparative analysis of activities of evidence intermediary organizations in the United Kingdom, the United States, and New Zealand, we suggest solution of this problem. Furthermore, as a concrete solution method, we will announce the results of conducting "evidence provision web system" "externally motivated" "using evidence consulting".

**Methods**

From the research of Laurenz et al(2016), We clarify the difficulty of using evidence in Japan. Specifically, we analyze opportunities, capability, and the motivation for utilizing evidence using existing data in Japan.

After that, we will examine the solution method from the efforts of other fields about the way to overcome the difficulty.

I conducted an interview survey directly with education officials in the United States, the UK, New Zealand and Japan. Based on the viewpoint of analysis of David (2015), the collected text data was clarified how to solve the evidence utilization in the education field.

Finally, I will introduce examples of the use of evidence at the school site in Japan. As a summary of the study, I will describe the effect from an interview to a teacher, an analysis of a lesson.

**Main findings**

In the Japanese education, it became clear that using evidence is very difficult. In order to solve the problem, "evidence provision web system" "externally motivated" and "using evidence consulting" were effective. Several cases showed the effectiveness of the solution.