

Scientific figure interpretation for effective geographic education in upper secondary school

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The Central Education Council of Japan (2014) defined the ability to “think, make decisions, and express ideas” as one of three essential academic abilities. Thus, the council is calling for the reform of education, including upper secondary school/high school education, university education, and university entrance examination systems. Therefore, it is necessary to develop students’ ability to think, make decisions, and express ideas. Geography in the upper secondary school/high school curriculum is suited to develop these skills because the course provides many opportunities for students to think, make decision, and express their thoughts using photos, figures, and tables. As it stands now, however, there are many situations in high school where the students’ ability to use logic is not accurately evaluated. For example, problematic figure interpretation was prepared in the National Center Test “Geography B” in January 2018."the Moomin question from the National Center Test is problematic. The picture lacks sufficient detail for the answer to be accurately deduced. This is supposed to be a question that stimulates thinking, decision making, and expression, but it falls short. Let’ s now have an open discussion about this situation.

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