

A direction of geographic education for disaster prevention after Great East Japan Earthquake

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One perspective from environmental education after the Great East Japan Earthquake (GEJE) gives us an opportunity to rethink the following attitude: learning about nature and physical environment makes you a person solving problems among them. This can be described as the gap between recognize and action. This concept is lack also in geographic education, where recently problem solving learning often carried out on the context of Education for Sustainable Development.

The aim of disaster prevention education in school is to foster children's competence for recognition and action about disaster and its prevention. However in geographic education so far, the learning approaches were categorized in 2 patterns as point out the correlation between disaster and topographic condition through evaluating map and aerial photographs (1), and find out place of danger with comparing old-new topographical map (2). They were just recognize approach for disaster and would lead to scientific rational recognition like hazard map. The action was not to be in considered. Moreover GEJE shows us the needs of mental- and ethical behavior should be foster in education. Against these challenging ethics education offer a new approach from the theoretical background of Kohlberg's stages of moral development. Life is getting to be an issue also in geographic education.

This presentation shows the cross-linking approach of scientific rational- and ethical aspects of disaster prevention education with concrete example.

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