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## EDUCATION

**Kobe University**, Kobe, Hyogo, Japan

Ph.D., Science Education, 2005

Dissertation title: *Development and evaluation of collaborative concept mapping software for supporting externalization of thinking processes*

Committee Members: Masakata Ogawa (chair), Syunsuke Funakoshi, Shigenori Inagaki, Nobushige Imatani, Tadashi Takahashi

M.S., Science Education, 1997

B.A., Elementary Education, 1995

## PROFESSIONAL EXPERIENCE

**Kobe University**, Kobe, Hyogo, Japan

Associate Professor, Science Education, 2010 - present

Assistant Professor, Educational Sciences, 1999-2001

**University of Miyazaki**, Miyazaki, Miyazaki, Japan

Associate Professor of Science Education, 2004-2010

Full-time Lecturer, 2001-2004

## SELECTED REFEREED JOURNAL ARTICLES

Yamaguchi, E. (2017). Epistemic artifacts for supporting students' constructing arguments on socio-scientific issues. *Conexão Ciência*, 12(esp.2), 115-119.

Muratsu, K., Inagaki, S., Yamaguchi, E., Yamamoto, T., Sakamoto, M., & Kamiyama, S. (2015). An evaluation of Japanese elementary students' understanding of the criteria for rebuttals in argumentation. *Procedia - Social and Behavioral Sciences*, 167, 91-95.

Suzuki, K., Yamaguchi, E., & Hokayem, H. (2015). Learning progression for Japanese elementary students' reasoning about ecosystems. *Procedia - Social and Behavioral Sciences*, 167, 79-84.

## SELECTED BOOK CHAPTERS

Yamaguchi, E. (2015). Japanese elementary teachers' abilities to learn how to teach science from curriculum materials: Preparation for future learning perspectives. Khine, M. S. (Ed.) *Science education in East Asia: Pedagogical innovations and research-informed practices* (pp.425-437). Springer.

## SELECTED CONFERENCE PAPERS AND PRESENTATIONS

Wakabayashi, K., & Yamaguchi, E. (2017, August). *Teacher learning supports in Japanese science curriculum materials for secondary school*. Poster presented at the 12th biannual conference of the European Science Education Research Association (ESERA2017). Dublin, Ireland.

Sakamoto, M., & Yamaguchi, E. (2017, August). *Informal reasoning for socio-scientific issues concerning dilemmas faced by genetic medical technologies*. Poster presented at the 12th biannual conference of the European Science Education Research Association (ESERA2017). Dublin, Ireland.

Mochizuki, T., Chinn, C. A., Yamaguchi, E., and Zimmerman, R. (2017, August). *Instruction on disagreement resolution in reasoning about multiple documents*. Poster presented at the 17th European Association for Research on Learning and Instruction (EARLI2017). Tampere, Finland.

Sakamoto, M., & Yamaguchi, E. (2016, July). *Epistemic practice to improve elementary students' construction of scientific arguments: A case analysis of the effects caused by commenting on peers' arguments using epistemic criteria*. Poster session presented at the 31st International Congress of Psychology, Yokohama, Japan.

Sakamoto, M., & Yamaguchi, E. (2016, June). A design research to support elementary students' epistemic understanding of their scientific argument construction. *Proceedings of International Conference of the Learning Sciences 2016*, Vol.2 (pp. 1155-1156), Singapore.

Yamaguchi, E. (2016, April). How Japanese curriculum materials can support development of primary teachers' professional knowledge? In J. Lavonen, K. Juuti, J. Lampiselkä, A. Uitto & K. Hahl (Eds.), *Electronic Proceedings of the ESERA 2015 Conference: Science education research: Engaging learners for a sustainable future*, Part14 (co-ed. A. Berry & D. Couso), (pp.2301-2306) Helsinki, Finland: University of Helsinki

Yamamoto, T., Yamaguchi, E., Naramoto, M., Muratsu, K., & Inagaki, S. (2016, April). Articulation of evaluation criteria for improvement pre-service teachers' argument skills. In J. Lavonen, K. Juuti, J. Lampiselkä, A. Uitto & K. Hahl (Eds.), *Electronic Proceedings of the ESERA 2015 Conference: Science education research: Engaging learners for a sustainable future*, Part13 (co-ed. M. Evagorou & M. Michelini), (pp.1943-1948) Helsinki, Finland: University of Helsinki.

Kamiyama, S., Yamamoto, T., Yamaguchi, E., Sakamoto, M., Muratsu, K., & Inagaki, S. (2016, April). Instructional strategies for teaching primary students to construct arguments with rebuttals. In J. Lavonen, K. Juuti, J. Lampiselkä, A. Uitto & K. Hahl (Eds.), *Electronic Proceedings of the ESERA 2015 Conference: Science education research: Engaging learners for a sustainable future*, Part7 (co-ed. M. Andrée & M. P. Jiménez-Aleixandre), (pp.997-1003) Helsinki, Finland: University of Helsinki.

## AWARDS AND HONORS

Japan Society for Science Education, Distinguished Paper Award, 2017

Japan Society for Science Education, Distinguished Paper Award, 2016

Japanese Association of Educational Psychology, Distinguished Paper Award, 2011

Japan Society for Science Education, Distinguished Paper Award, 2008

Japan Society for Science Education, Distinguished Paper Award, 2007

Society of Japan Science Teaching, Young Researchers Award, 2003

Japan Society for Science Education, Young Researchers Award, 1999