Empowering Youth with Digital Media and Global Learning Collaboration

AUTHORS

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Youth & Sustainable Development

Poverty

Water

Environment

Climate Change

Sustainable Society

Food Security

Energy
Empowering Youth with Digital Media and Global Learning Collaboration
AGORA

Classical Art Research Centre, University of Oxford
http://www.beazley.ox.ac.uk/dictionary/Dict/ASP/dictionarybody.asp?name=Agora
DATE
Pre-Session: March 10, 2012
DAY 1: March 17, 2012
DAY 2: March 31, 2012

TOPIC
Energy -What can I do?-

TIME ZONE
Myanmar: GMT+6:30
Japan and South Korea: GMT+9:00

ATTENDEE
35 High and Middle School Students in Japan (5), South Korea (10) and Myanmar (20)
4 Stakeholders

1. Learners
2. Moderator
3. Facilitators
4. Technical Operators
LEARNING ENVIRONMENT
CLASSROOM ENVIRONMENT

- Moderator
- Students
- Facilitator
- Operators
- PC image
- Remote Sites
- Local Video
- Monitors
- Camera
- Facilitator
- Students
- Local Video
- Remote Sites

Facilitator

Moderator

Operators
ONLINE ENVIRONMENT

Get to know

Material Exchange

Off-Session Communication

E-portfolio
Uploader
BBS
1. Distance Workshop Curriculum for SUS. DIV
2. How to make best use of digital media
3. English Communication Support
Distance Workshop
Curriculum

Keller’s ARCS model


Digital Media in the Curriculum

- RELEVANCE
- RESEARCH
- LEARNING PROCESS
- STORY TELLING SCENARIO
- FILMING
- MATERIAL EXCHANGE
- EDITING
- PRESENTATION
- CONFIDENCE
- SATISFACTION
- DISCUSSION FEEDBACK
- CERTIFICATE
<table>
<thead>
<tr>
<th>Country</th>
<th>Number of Attendee</th>
<th>Number of Response</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Japan</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>South Korea</td>
<td>10</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
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<tr>
<td>Total</td>
<td>35</td>
<td>26</td>
<td>74</td>
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SURVEY: Participants’ Interest

Q1. What did you like most about this AGORAsia Youth?  
(Multiple choices)

Number of Respondent (Max = 26)

- Communication w/ Foreign Peers: 17
- Topic “Sustainable Energy”: 9
- Video Production: 7
- Opinion Sharing: 5
- Others: 0
- N/A: 0
Q2. What was the most difficult or hardest challenge in doing the AGORAsia Youth activities? (Multiple choices)

Number of Respondent (Max = 26)

- English Communication: 16
- To Understand the Topic: 9
- Video Production: 2
- To Talk in Front of Others: 3
- Others: 0
- N/A: 0
Q3. What kind of media did you use to search about Sustainable Energy? (Multiple choices)

Number of Respondent (Max = 26)

- Library: 3
- Asked Teachers/Adults: 8
- Books/Magazines w/o Library: 4
- Online Websites: 12
- N/A: 0
Q4. After participating in AGORAsia Youth, what more did you learn about Energy? What would you spread Sustainable Energy in your country and around the world? (Open question)

“I learned that there are so many ways in which we can save energy. Although I was aware of them, I was not really practicing them so I decided to practice them from now on.”

“I would like to let other people know the importance of energy in society by encouraging our neighbors and friends.”
Q5. Would you recommend this kind of real time international workshop to your friends? (Choice between the two)

Number of Respondent (Max = 26)

- YES: 26
- NO: 0
- N/A: 0
1. Distance Workshop Curriculum
2. How to make best use of digital media
3. English Communication Support
### RESULTS

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<td>All survey respondents gave us positive feedback about Sustainable Energy. That said they were inspired by the workshop and understand importance of Sustainable Energy.</td>
<td>Participants had done all process without significant trouble. They seemed to be keen to participate in each step of workshop with fun and confidence.</td>
<td>All survey respondents said they would recommend this sort of activities, and they seemed to be satisfied with their own efforts right after the workshop.</td>
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1. Distance Workshop Curriculum
## RESULTS

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<th>OFF-SESSION (PURPOSE-BUILT WEBSITE)</th>
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<td>Internet was the most utilized media, yet it remained less than 50%. They didn’t use digital media as we expected. Secondary, books and magazines were used. Research step can be more combinable to use digital media and printed media.</td>
<td>Students well utilized video camera, laptop for editing and so on. They are familiar to utilize video production tools. The videos they made were useful for presentation and feedback exchange.</td>
<td>Off-session communication on the website among students did not happen as planned. Facilitators mainly contacted other countries’ facilitators. Participated students may don’t spend much time to use Internet after school.</td>
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### 2. How to make best use of digital media
3. English Communication Support

FACILITATORS’ SUPPORT

- Students were struggling to understand and to communicate in English.

- Facilitator had tried to interpreter in order to help students’ understanding, but they were also struggling to conduct using two languages.
- To ease language barrier more. Not only support by facilitators but also digital media can be expected.

- More compatible digital media should be introduced in order to enhance intercultural collaboration among youth in Asia.

- Expand this sort of learning experience not only high school students but also more younger age in Asia.
| GOALS | 1) To establish a new AGORA which is an intercultural collaborative learning environment for youth in Asia  
2) To raise youth’s awareness of Sustainable Development |
|---|---|
| CHALLENGES | 1) Distance workshop curriculum design for Sustainable Energy  
2) How to make best use of digital media  
3) English communication support |
| FINDINGS | - ARCS model fit curriculum design, especially group work, presentation and discussion process engaged participants to remote workshop  
- Video making seemed fun, but there was the lack of collaboration  
- Usage of digital media must fit students’ school life and after school life  
- English communication supported by facilitators was not enough |

**Conclusion**