GLOBAL CITIZENSHIP IN THE INTERNET-BASED SOCIETY: RE-DESIGNING GLOBAL EDUCATION FOR YOUNGER GENERATIONS

MARCOS SADAO MAEKAWA, KEIKO OKAWA
KEIO UNIVERSITY GRADUATE SCHOOL OF MEDIA DESIGN, JAPAN

18TH UNESCO-APEID INTERNATIONAL CONFERENCE

NOVEMBER 28, 2016
GLOBAL
&
EDUCATION
&
TECHNOLOGY
RESEARCH GOALS
RESEARCH GOALS

1. Define the essential **competences and skills** for global citizens in the internet-based society.

2. Identify the fundamental **components for designing global workshop** environment for youth using ICT and digital media.

3. Introduce **deployment models** for these educational practices in **different scenarios**, outside the traditional education model.
GLOBAL EDUCATION IN THE INTERNET-BASED SOCIETY
GLOBAL EDUCATION BY UNESCO

The world faces global challenges, which require global solutions. [...] Education must also be relevant in answering the big questions of the day. [...] It requires transforming the way people think and act. Education must [...] assume its central role in helping people to forge [...] just, peaceful, tolerant and inclusive societies. It must give people the [...] skills and values they need to cooperate in resolving the interconnected challenges of the 21st Century.

“Foster Global Citizenship,” UNESCO’s Global Education First Initiative website
INTERNET-BASED SOCIETY

- Borderless, Multicultural
- Democratic & Inclusive
- Youth is already connected
- Life = Real/Physical + Cyber

…it will be necessary to think about coexistence between a borderless global society created by the Internet and an international community divided by national borders…

Prof. Jun Murai

GLOBAL EDUCATION COMPETENCES & SKILLS FOR THE INTERNET-BASED SOCIETY

- Global Awareness
- Global Issues literacy
- Multicultural Communication and Collaboration skills
- Digital Literacy
- Problem-solving and creativity
BACKGROUND & FIELD
FIELD

AGORAAsia Youth (2012~)

Global Education for secondary school students in Asia

EDUCATORS
UNESCO
G-EDU KMD

LEARNERS
High-school students

PATRONS
CONNECT-Asia
SOI Asia
High-Schools

SUPPORTERS
Moderators
Facilitators
Technical staff
Resource persons
Schools teachers

RESEARCHER
PROGRAM DESIGN
RESEARCH GOALS

1 Define the essential competences and skills for global citizens in the internet-based society

2 Identify the fundamental components for designing global workshop environment for youth using ICT and digital media

3 Introduce deployment models for these educational practices in different scenarios, outside the traditional education model.
PROGRAM DESIGN CONCEPT

Objectives of AGORAsia Youth programs

- trigger and raise global awareness by understanding global issues
- encourage and stimulate multicultural collaboration for finding solutions and decision making
- empower with ICT and digital literacy skills
PROGRAM DESIGN CONCEPT

Basic Structure of AGORAsia Youth programs

- THEME - discussion topics on global issues
- SKILLS - digital literacy
- FLOW - Input → Global Interaction → Output
2 Fundamental components for designing global workshop environment

PROGRAM DESIGN CONCEPT

Environment for AGORAsia Youth programs

- Synchronous and Asynchronous communication platform
- Space Design
- Resource Persons
- Facilitators
PROGRAM DESIGN CONCEPT

Evaluation for AGORAsia Youth programs

Global Awareness
Feedback from learners and supporters

Communication and Collaboration
Negotiations and Communication on- and off-session

Empowerment with ICT literacy
Outputs produced

Learning Environment
Feedback from learners and supporters

Methods
Self-reported surveys
Observation
Focus Group
Interviews
2 Fundamental components for designing global workshop environment

## ACTIONS

<table>
<thead>
<tr>
<th></th>
<th>AGORAsia Youth 2012</th>
<th>AGORAsia Youth 2013</th>
<th>AGORAsia Youth 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st workshop</td>
<td>March 10, 2012 (Japan only)</td>
<td>November 2, 2013</td>
<td>October 25, 2014</td>
</tr>
<tr>
<td>2nd workshop</td>
<td>March 17, 2012</td>
<td>November 9, 2013</td>
<td>November 8, 2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main Theme</th>
<th>Energy</th>
<th>Internet</th>
<th>Sustainability/Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>Storytelling, Video Production</td>
<td>Online Contents, Digital Literacy</td>
<td>Online Search Skills</td>
</tr>
<tr>
<td>Main Output</td>
<td>Video message</td>
<td>Blog post</td>
<td>Digital Newspaper</td>
</tr>
</tbody>
</table>
ACTION 3 (2014)
<table>
<thead>
<tr>
<th>Action 3 (2014)</th>
<th>AGORAsia Youth 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st workshop</td>
<td>October 25, 2014</td>
</tr>
<tr>
<td>2nd workshop</td>
<td>November 8, 2014</td>
</tr>
<tr>
<td>3rd workshop</td>
<td>November 15, 2014</td>
</tr>
<tr>
<td>Duration</td>
<td>1pm-4pm</td>
</tr>
<tr>
<td>Location/Venue</td>
<td>University, home and cafe</td>
</tr>
<tr>
<td>No. of Participants</td>
<td>24</td>
</tr>
<tr>
<td>Participant Countries</td>
<td>Japan (x2), Malaysia (x2), S. Korea</td>
</tr>
<tr>
<td>Main Theme</td>
<td>Sustainability/Environment</td>
</tr>
<tr>
<td>Main Output</td>
<td>Digital Newspaper</td>
</tr>
</tbody>
</table>
Learners

<table>
<thead>
<tr>
<th>School</th>
<th>SOUTH KOREA</th>
<th>JAPAN</th>
<th>PENANG (Malaysia)</th>
<th>KLANG (Malaysia)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Homeschooling</td>
<td>Public and Private High Schools</td>
<td>High School</td>
<td>Junior High School</td>
</tr>
<tr>
<td>Participants (Repeater)</td>
<td>1 (1)</td>
<td>12 (2)</td>
<td>6</td>
<td>5 (5)</td>
</tr>
<tr>
<td>Age Range</td>
<td>18</td>
<td>15-16</td>
<td>15-16</td>
<td>14-15</td>
</tr>
<tr>
<td>Facility Location</td>
<td>Home</td>
<td>University</td>
<td>University</td>
<td>Library, Cafe Shop</td>
</tr>
<tr>
<td>English Proficiency</td>
<td>Advanced</td>
<td>Intermediate-Advanced</td>
<td>Advanced</td>
<td>Advanced</td>
</tr>
</tbody>
</table>
ACTION 3 (2014)

Structure

**THEME**
Sustainable Society – *What Can I Do?*

**SKILLS**
ESD, Online Search, Critical Thinking, Decision Making

**FLOW**

**INPUT**
ESD
Newspaper in Education (NIE)

**GLOBAL INTERACTION**
Online newspaper headlines
Editorial Meeting

**OUTPUT**
Online Newspaper
ACTION 3 (2014)

DAY 1

ONLINE NEWSPAPER
ACTION 3 (2014)

DAY 2

SUSTAINABILITY
ACTION 3 (2014)

DAY 3

COLLABORATING
Environment

**Synchronous Communication**

**Asynchronous Communication**
ACTION 3 (2014)

Environment

Creosystema

ROOM LAYOUT (JAPAN)

Source: Kabir (2014)
ACTION 3 (2014)

Environment

ROOM LAYOUT (JAPAN)

SMALL GROUP DISCUSSION

BIG GROUP DISCUSSION
ACTION 3 (2014)

Environment

RESOURCE PERSONS

Mr Toru Ishii
Sustainability Journalist

Ms Niya Kabir
Space Designer

Mr Shinichi Arima
NIE Specialist

Ms Keiko Okawa
Professor

Ms Ray Fontaine
Icebreaker Designer
ACTION 3 (2014)

Environment

FACILITATORS (Exchange Students from GID and Global Education)
**ACTION 3 (2014)**

**Learners’ Output**

**Digital Newspaper**

**Educational newspaper**

**These are the plastic bottle caps which is collected by my family. These plastic bottle caps are a threat to some of the wildlife when it gets in their food.**

These are the plastic bottle caps which is collected by my family. These plastic bottle caps are a threat to some of the wildlife when it gets in their food. Therefore, it is useful to collect plastic bottle caps. We can make sawdust from collecting the plastic bottle caps. We make a sawdust machine when the bottle cap falls in good shape. In other words, we can create a lot of children’s work which we can practice. We can create sawdust to increase the environment and the nature. This is a way to see more children’s work (Chukai, Japan).

**Digital Newspaper**

**Body lice & ‘Swag’ to reverse the environmental rollback of South Korea**

**EcozoneT**

South Korea is getting to step closer to becoming the country to become environmentally friendly. The major offices of governments’ environmental laws will be completed in next years.

Some many government offices such as the finance ministry were removed by stepping a year ago at the first stage. However, the second stage plan is to complete December including some of the big offices – trade, education, culture, environment, labor and welfare offices – to really bring about great economic growth for both economy and the nation. The nation will give the importance of environment.

“Once the city is completely built, it is expected to make many ecotourism projects such as parks, forests, and orchards. The city is planning for the project which would offer all people a chance to enjoy the nature,” said the Prime Minister of Korea.

One more, “We are also planning to make the city with the highest airport, open the experimentation program and campaigns including the ‘Swag’, reusable and regained project for everyone to enjoy.”

The city said that will complete in early 2015, with four more government agencies set to be moved to the construction site of the city.

According to Wikipedia, before 2004, the South Korean government did a special administrative order from the prime minister’s office. Now, the city will be not only a city of important industries and apartments but also to other cities to make a good a day of support for the environment. The city is considered as the most sustainable city in South Korea. Despite the fact that the city is newly built and the recreation of saving one of those places and the environment into considerations, it self-finance increases in near future.

**Chukai, Korea**

Part of the project was taken by Bangsung Lee who lives in this project.
Evaluation - Global Awareness

"...I could clearly realize that what things happening in each country are very different. (Japan)"

"...Good session to know about others country new headlines. (Korea)"

"...I feel so excited to share the news that we had found so that we can learn more news about other countries or other teams and it may improve our knowledge. (Klang)"
I had learn that how to build a sustainable society. This is also a good chance to know friends from other countries, and interact using English (because in Malaysia, we always use Mandarin or Malay to interact). This also improved my English skills. (Klang)

It was great to have an editorial meeting cross boarders. (Japan)

Usually, I have the chance to talk (in English) only to teachers at school, so it was great to communicate people of the same age. (Japan)
Evaluation - Empowerment with ICT literacy

"Digital newspaper is something that's common nowadays, however, not familiar to students. We only chat and share our photos either on Facebook or Twitter. I think it's time to use our internet society a bit in a helpful way! (Korea)"

"It was fun to make decisions about topic, newspaper title and other parts with the group. (Japan)"

"I'm feeling so exhilarated about it. I really love this part, especially when we were thinking about the name of our newspaper. This part was really fascinating. (Klang)"
ACTION 3 (2014)

Evaluation - Learning Environment

Program Schedule
Just right. Participants were engaged

Facilitation
Worked smoothly, but simultaneous translation (lectures) need improvements

Synchronous Communication
Worked successfully

Program Structure
Worked well, but maybe too busy. Needed some rearrangements during the sessions

Asynchronous Communication
Worked successfully
ACTION 3 (2014)

Results & Analysis

Global Awareness
Raised successfully

Communication and Collaboration
Worked smoothly and successfully

Empowerment with ICT literacy
Successful

Learning Environment
Great Results for NIE curriculum and space design

Skype group video chat worked perfectly with no major issues
**Outcomes**

Participants atisfaction and invitation for collaboration in formal education

*ASAHI SHIMBUN (printed and digital versions)*

SOURCE: Article in Asashi Shimbun, Japan, (n. 46157, p.8; Nov 12, 2014)
2 Identify the fundamental components for designing global workshop environment for youth using ICT and digital media

DESIGN CONCEPT PROVED THROUGH THE EVALUATION OF THE ACTIONS CYCLES OVER THREE YEARS (2012-2014)
DEPLOYMENT
RESEARCH GOALS

1 Define the essential competences and skills for global citizens in the internet-based society.

2 Identify the fundamental components for designing global workshop environment for youth using ICT and digital media.

3 Introduce deployment models for these educational practices in different scenarios, outside the traditional education model.
NON-FORMAL EDUCATION MODEL SUCCESSFULLY DEPLOYED!

3 Deployment model for different scenarios

EDUCATORS
UNESCO
G-EDU KMD

LEARNERS
High-school students

PATRONS
CONNECT-Asia
SOI Asia
High-Schools

SUPPORTERS
Moderators
Facilitators
Technical staff
Resource persons
Schools teachers
Deployment model for these educational practices in different scenarios, outside the traditional education model

**LEARNERS**
Can accommodate a wide diverse of learners

**REGION**
Showed potential to be adapted to others regions

**EDUCATIONAL SCENARIOS**
Showed potential to be adapted by formal education
CONCLUSIONS
CONTRIBUTIONS

1. Defined Global Education competences for the internet-based society by exploring the literature related.

2. Proved the concept design of global workshop environments by successfully identifying components programs.

3. Introduced a deployment model for non-formal education by creating an effective global education online community.
Inspired participants in taking global-oriented actions after session.

Originated new approaches for global education in formal education (Global Workshop @ Fujimigaoka High School)

The AGORAsia Youth community built is continually driving other areas of education in the region.
IMPACTS OF THIS RESEARCH

- Provide a global learning environment where students can teach to and learn from each other.

- Collaboration with external bodies (universities, NGOs, etc) can support education inside.

- The internet-based society must be considered when designing global citizenship education activities.
GLOBAL EDUCATION FOR GLOBAL ISSUES
MUITO OBRIGADO!