Innovative ICT Practices in Teaching and Learning: A Regional Seminar
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Facilitating Effective ICT-Pedagogy Integration Project
Funded by Korean-Funds-In-Trust (KFIT)

「ASPnet」
～Project based learning & Creativity with ICT～

Osaka Hagoromo Gakuen High School
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Today’s Lesson

1st Our School

2nd UNESCO In Our School

3rd Project based Learning with ICT

4th Conclusion
1st Lesson

「 Our School 」
Hagoromo Gakuen High school
ASP from 2003
Introduce our school

Our school is only **Girls!!**

Our school is over **87 years** of history.

Over **25,000** students have graduated.
設立当初の羽衣高等女学校
（Our school was established 87 years ago）
• Hockey, Softball
• Swimming

— Olympic in 2008
2nd Lesson

「UNESCO In Our School」
Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed.
What is education for?

Socially critical and transformative

Change
We help children to help change
Background

Education must include activities and processes that encourage awareness of, and commitment to, the solutions of global problems.

This should be done in such ways that people learn solutions are possible through cooperation at all levels – at the levels of individuals, organizations and nations.

UNESCO
<table>
<thead>
<tr>
<th>R</th>
<th><strong>Respect</strong> – Our world is a diverse world. To communicate and grow we must respect one another’s beliefs, values, attitudes and faiths.</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td><strong>Education</strong> – Good learning creates understanding, overcomes prejudice and opens the gates of dialogue. We are here to teach and to learn, not to convince or convert.</td>
</tr>
<tr>
<td>S</td>
<td><strong>Safety</strong> – A safe environment allows everyone to share with confidence. Help create one around you and watch everyone flourish.</td>
</tr>
<tr>
<td>P</td>
<td><strong>Perspective</strong> – Long journeys start with small steps and eyes lifted to the horizon.</td>
</tr>
<tr>
<td>E</td>
<td><strong>Empathy</strong> – When we try to see the world through other people’s eyes, we open our own.</td>
</tr>
<tr>
<td>C</td>
<td><strong>Celebration</strong> – We’re all different and that makes us special – so let’s bring our differences to the party!</td>
</tr>
<tr>
<td>T</td>
<td><strong>Tolerance</strong> – An open mind and an open heart lead to a place where big ideas can be explored patiently and creatively.</td>
</tr>
</tbody>
</table>
3rd Lesson

「UNESCO Project based Learning with ICT」
UNESCO PROJECTS

1) TERAKOYA Project
   (Community School)

2) Treasure of my city Project
Point 1

The National Federation of UNESCO Associations in Japan (NFUAJ)

international understanding, welfare, and volunteerism

「D-UNESCO School PROJECT」

Cooperation and collaboration

Promotion of media creativity

→ Own conception, creativity and flexible idea
1) TERAKOYA Project
(Community School)

Education For All
Illiterate people in the world

① the number of the illiterate people (more than 15 years old)

A  181  million
B  481  million
C  776  million
Illiterate people in the world

② the number of the children who can’t go to school
(6～11 years old)

A  15 million
B  35 million
C  75 million
THE ANSWER IS >>>>>

the illiterate
(more than 15 years old)
C 776 million !!

• the children
who can’t go to school
(6~11 years old)
C 75 million !!
日本の民間ユネスコ運動独自の活動

No school
No afford
Children are working all day.

Small income

No education opportunities (the illiterate)

Oh, no!!

No chance to get stable work

Unable to read and write (No knowledge about "life")
Literacy rate world
Can you read?
EFA
World TERAKOYA (Community) Movement

EFA Project

Education For All (EFA)!!

• UN project in 10 years (from 2003 to 2013)
• Give all children learning communities!!
• Especially for women!!
TERAKOYA（寺子屋）
= Community Learning Center

- Terakoya (寺子屋)
- The civilian-run schools.
- Temple hut in Japanese.
- Basic education to the children.
What are they studying in World TERAKOYA?

In world TERAKOYA
★ Native language and arithmetic
★ At night
★ Not only children but also adults
The system of postcards exchange

- Collection and exchange for postage stamps at the post office
  50 yen ⇒ 45 yen
- Exchange stamps into postage charges
To study at TERAKOYA in Cambodia

- **Class** 6000 yen (1 person)
- **(1 course)**
- **1 pencil** 10 yen
- **1 textbook** 100 yen
- **1 stone board** 20 yen
読むことができるかは当たり前ではありません
〜世界中の子どもたちに教育を〜

Q. ユネスコ・世界寺子屋運動って？
A. 世界に学校にいける子ども
    読み書きのできない大人がたくさんいます。このような人々に
    『学びの場・寺子屋』で読み書きや
    計算を学ぶ機会を提供する運動です。

Q. 書きものをハガキ（1枚）はどうなるの？
A. アフガニスタン…鉛筆7本
    カンボジア…チョーク150本
    インド…鉛筆9本
    ベトナム…ボールペン4本

Q. どうして世界寺子屋運動が必要なの？
A. 『貧困のサイクル』から抜け出すためです

学校がない ➔ 読み書き計算ができない

家計に余裕がない ➔ 教育を受けられない ➔ 職業に就けない

子どもが働いている ➔ 収入が少ない

多くの発展途上国では、このサイクルから抜け出すことが大変な社会構造が存在しています。
School Festival In September!
India Project

Total 3,340,000 yen
Cambodia Angkor Project
Cambodia Angkor Project
Cambodia Angkor Project
Cambodia Angkor Project
Cambodia Angkor Project
UNESCO PROJECTS

2) Treasure of my city Project

Regional Heritage
Digital Photo Story
Let’s make a digital photo-story

• Introduce your town.

• Choose photographs

• The narration and the music.
Learning about our region

「We want a lot of people to learn the goodness of our town.」

We try to think about wonderful parts in our town.
Point 2

Making the slide show

Use "Images, words, and musics" effectively

① more comprehensible
② more impressive
③ more persuasive

Activity that pursues and improves one's powers of expression with media

Promotion of media creativity
This is the picture they burn the torches. We can see the big fire.

This is the picture of the candles. After the event, people wish many things...
Setting “goal and purpose”

1) Consideration and sense of purpose
2) Study about your own town
Do you know the town where you live?

Each town has regional inheritances.
→ Japanese people
→ From all over the world ….

A lot of people will visit your town
About our regional inheritance study

• What is regional inheritance?
• What is World Heritage?
• What is UNESCO?

World → Japan → Prefecture → Town

Temple, Shinto shrine,
Natural culture and Intangible heritage
Let’s make a digital photo-story

• Introduce the points of your regional inheritances.
• Choose six photographs taken by your group.
• Think about the narration and the music.
(Step 2) Make the “thema”
(including parks, culture, arts, public entertainments and special products)

(Step 3) Interview and report

Museum

Local area
Topics

1. Climate, Natural features
2. Culture, Industry, geography, foods, festival
3. Life, school, custom
4. History, world heritage, great man

5. Environment, global warming
(Step 4)
Choose about 6 pictures and make the story

【Group discussion】
① Concept and Composition
② Only your own information
③ Use the words well
Microsoft free software
(Step5) Make the narration

①この是他平城宮跡です。平城宮跡はとても広く、面積は約120万平方メートルの広さです。

②これは世界遺産に上げられたことを意味する石で、どこにあるか、探してください。

③これは朱塀門です。朱塀門は1979年に建て替えられました。みなさんで奈良に来たとき、ぜひ見てみてください。

④これは「たなだいたる」の像で、王には一生を平城宮跡の保も運動に携わった人であることを告げるために奈方に残されています。

⑤これは大極殿。御用の工事の様子でした。

⑥2010年に公開され、公開されたときからとても人気があります。

⑦平城宮跡は、だれもがために、ここにいることで、さまざまな歴史を感じるため、平城宮跡をぜひ、ぜひです。

⑧大仏は約6.8メートルあります。

⑨大仏は奈良市に伝えられていて、昭和のながれの時、入場を求めるために、縁起を祈使いました。

⑩東大寺にある南大門が、おそらくの大仏が作られたと同時に作られました。南大門は、大仏と化したといわれ、全国にまわって、お金をいただきました。

⑪南大門にある金がたる像は、その周りに、いくつももの、今いつかいうと、誰が60時間に作られたと言われています。現在も多くの人が見てきます。

⑫三月堂は、毎年3月18日になるとお茶を取り入れます。お茶取りの準備の名前は、じゅうねいいます。

⑬階段から見ると東大寺で、これ、すてきな景色をみて、行ってください。
(Step 6) Recording the scenario

It’s possible to create again and again

You can do alone or with friends
(Step7)
Choose the music for the slides
(Step9) Choose the music for the slides and send it to some people.

(Step10) Have some comments from parents and friends.
Consciousness to other people

more plainly
more impressive
more persuasive, convincing

Foster sensible ability and logical thinking

Shape your phrases
Choose good images
Devise a layout and music

Media Creativity
Let's introduce “Regional inheritances (culture and nature) in your town to many people.

Rediscover greatness of your town. Show affection and pride for town. Let's think about the town's future.
Investigate
Think
Describe Create
Express Present
Collect
Communicate

Take Actions
4th Lesson

「My Conclusion」
Educating for Sustainable Development
An Overview of Essential Learning

Communication Skills
Acquiring information through reading, study and research skills, effective oral and written communication and use of electronic devices

Thinking and Imagination Skills
Predicting valuing evidence, interpreting with objectivity and open-mindedness, imagine alternative futures

Action Skills
Doing the 4R’s
Rethink Reuse Reduce Recycle

Knowledge

Values

Skills

Respect for the dignity and human rights of all people

Values of a sustainable future

Respect and care for the greater community of life

Respect for cultural diversity

Ecological Security

Stewardship

Biodiversity

Scarcity

Understanding key concepts and issues

Relating Environmental Protection to Economics, Society Culture in local and national and global context

Respect for the human rights of future generation

Scarcity

Biodiversity

Stewardship

Ecological Security

Respect for cultural diversity

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Respect for the human rights of future generation
Using ICT

Connecting Classrooms - Microsoft Internet Explorer

Last Shout - not visible
You are not authorized to view Shouts.

Latest News

Latest News
The White Horse Final

2 Replies

by Tom Bridger
The exciting race for the English Premier League title takes a break this weekend, but the big guns will still be in action in the third round of the FA Cup. A exciting 

by Knittayah

I'm a Global Citizen Competition
"I'm a Global Citizen!!"
Check out our competition page today!
Click on the Earth below!!
Video Conference
Video Conference with Singapore  
2009 Nov.17  2hrs
Learning each other (students, teachers)

Individual ⇒ **Share all** ⇒ Deepen our learning

Learning opportunity:
- in the classroom and **outside**
- Informed
- Inspired
- Empowered
- Connected
Through these learning activities, make and deepen relations with many people.

* Company (friends): work on this project cooperatively
* Local community, volunteers: talk about region things and personal experiences
* Parents, teachers: evaluate the works
* Many people: receive the works and give us the impressions

Get concrete experiences and learn by these experiences.
「D-UNESCO School PROJECT」
Cooperation and collaboration

Next step

Treasure Of My City
not only in Japan but all over the world

Let’s share each work!!
(Contest??)
4 important learnings

• Learning to Know 「知ることを学ぶ」

• Learning to Do 「為すことを学ぶ」

• Learning to Be 「人間として生きることを学ぶ」

• Learning to Live Together 「共に生きることを学ぶ」
If we teach today as we taught yesterday, we rob our children of tomorrow!!
1. Choosing a project topic テーマ選択
2. Template projects プロジェクト例
3. Identifying learning outcomes 成果特定
4. Adapting for target topics 対象グループ
5. How project work relates to students’ mainstream subjects 主要教科との関連
6. Extension activities 活動の広がり
7. Assessing the learning outcomes through learning objects ねらいに沿った学習成果評価
8. ICT or non-ICT based learning objects ICTあるいはICT以外の学習のねらい
9. Sharing our achievements – communication in class, in school, school-to-school, at home 成果の共有 教室、学校、家庭にて
THANK YOU!

<kenzoo@cd5.so-net.ne.jp>