

Empowering Youth with Digital Media and Global Learning Collaboration



AUTHORS

Manabu ISHIHARA Narissara KHATHIPPATEE Marcos Sadao MAEKAWA Keiko OKAWA



GLOBAL EDUCATION PROJECT
KEIO MEDIA DESIGN

Graduate School of Media Design, Keio University (KMD), JAPAN



GLOBAL EDUCATION PROJECT

ABOUT US



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Youth & Sustainable Development



Poverty
Water
Environment

Climate Change

Sustainable Society

Food Security

Energy

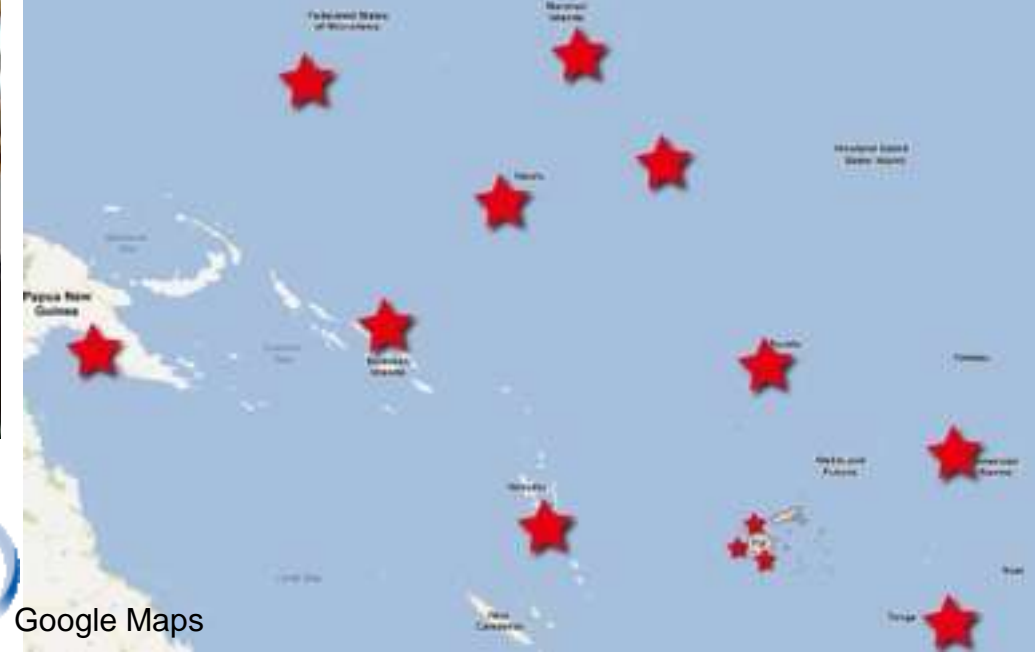




Japan International Cooperation Agency



Google Maps



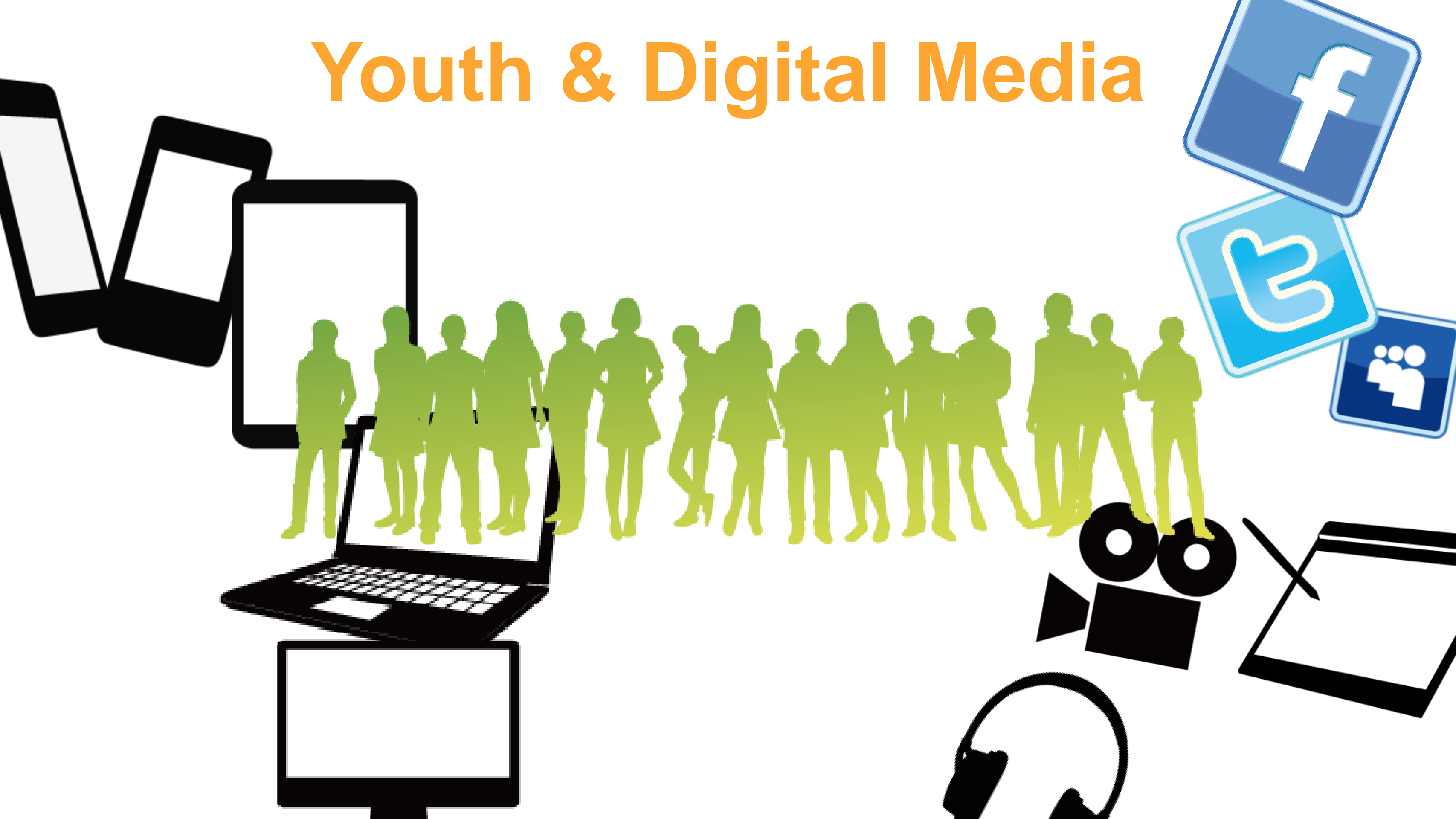
School On the Internet
CONNECT ASIA
GLOBAL EDUCATION PROJECT
KEIO MEDIA DESIGN



Global Developing Learning Network (The World Bank)



Youth & Digital Media



Empowering Youth with Digital Media and Global Learning Collaboration

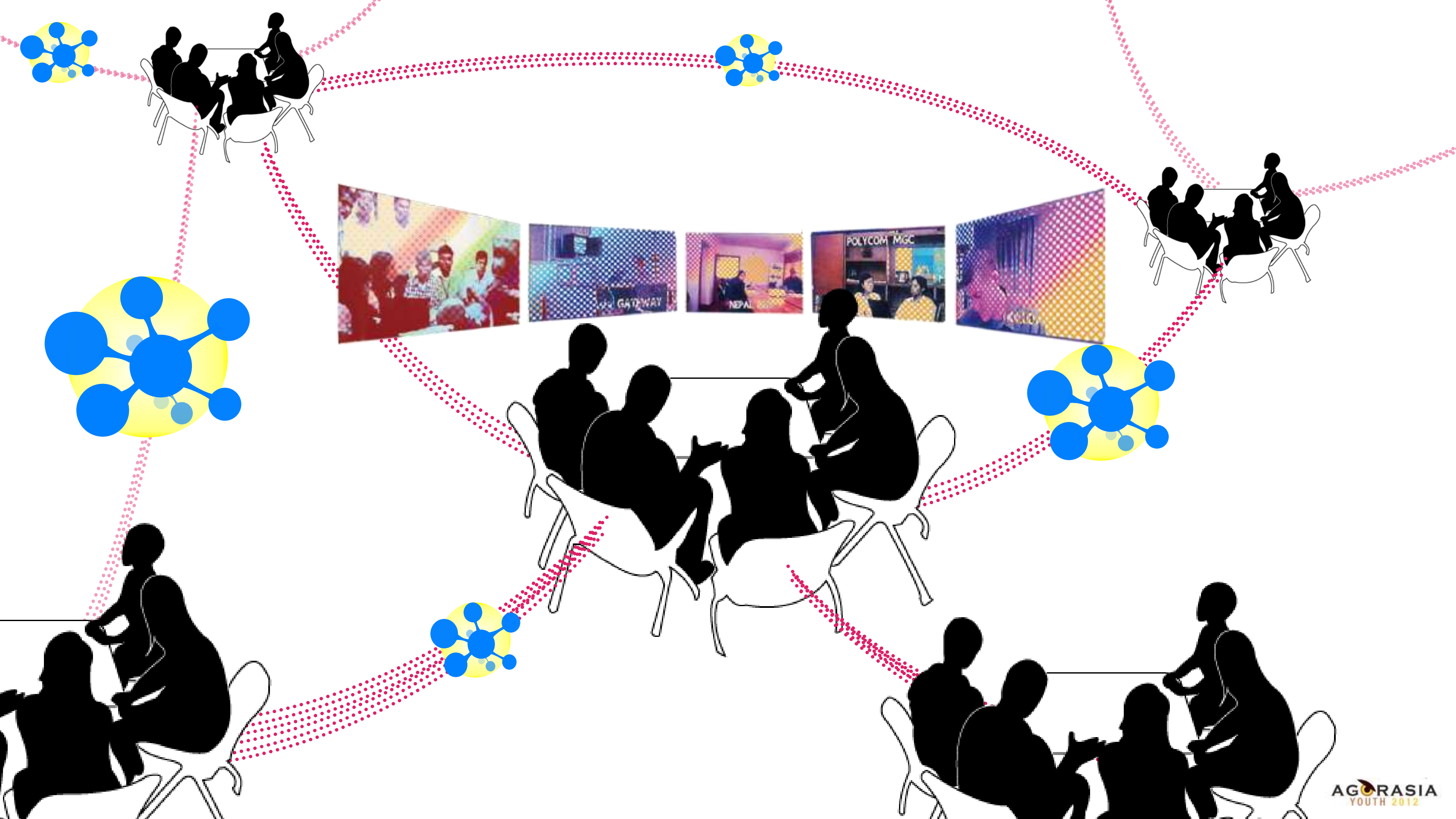


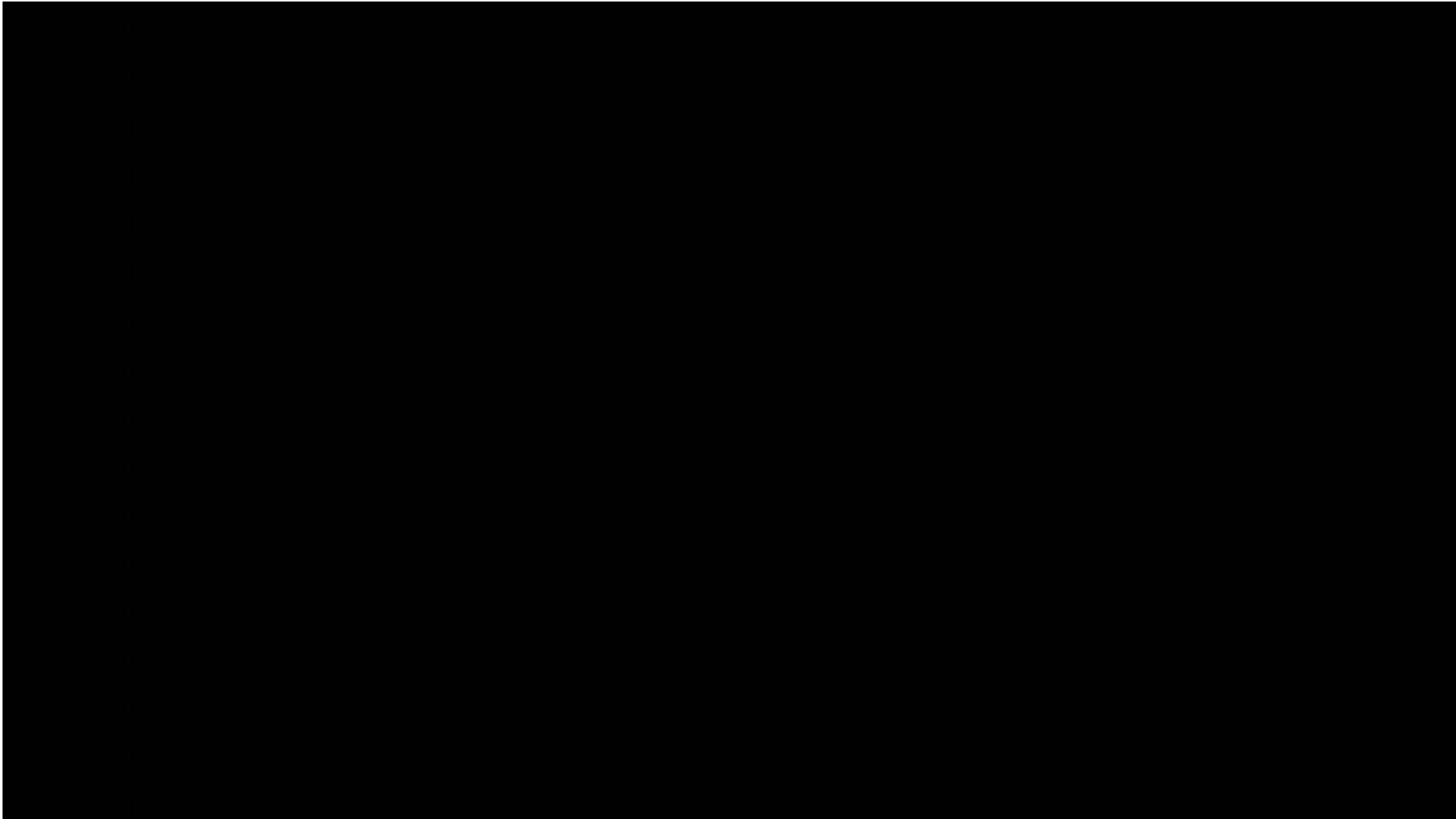
AGORASIA
YOUTH 2012

AGORA



Classical Art Research Centre, University of Oxford
<http://www.beazley.ox.ac.uk/dictionary/Dict/ASP/dictionarybody.asp?name=Agora>





AGORASIA YOUTH 2012

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)



Google Maps



4 Stakeholders

1. Learners

2. Moderator

3. Facilitators

4. Technical Operators

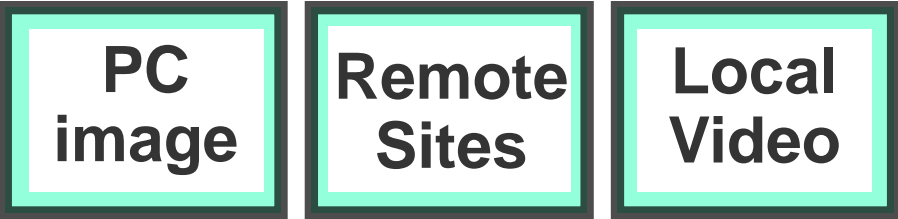
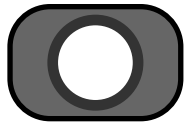


LEARNING ENVIRONMENT

CLASSROOM ENVIRONMENT



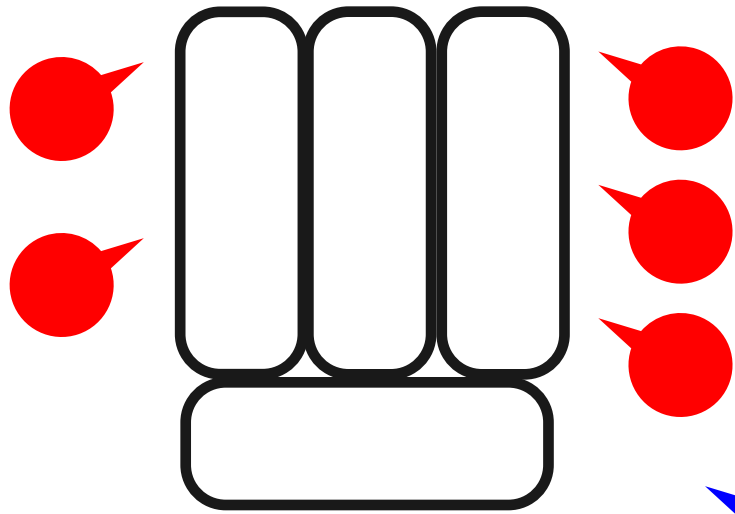
Camera



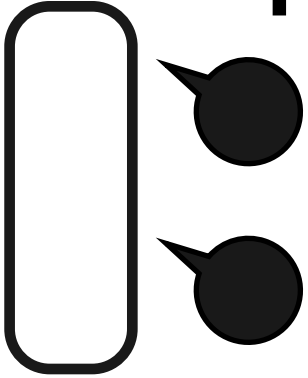
Monitors

Students

Students



Operators



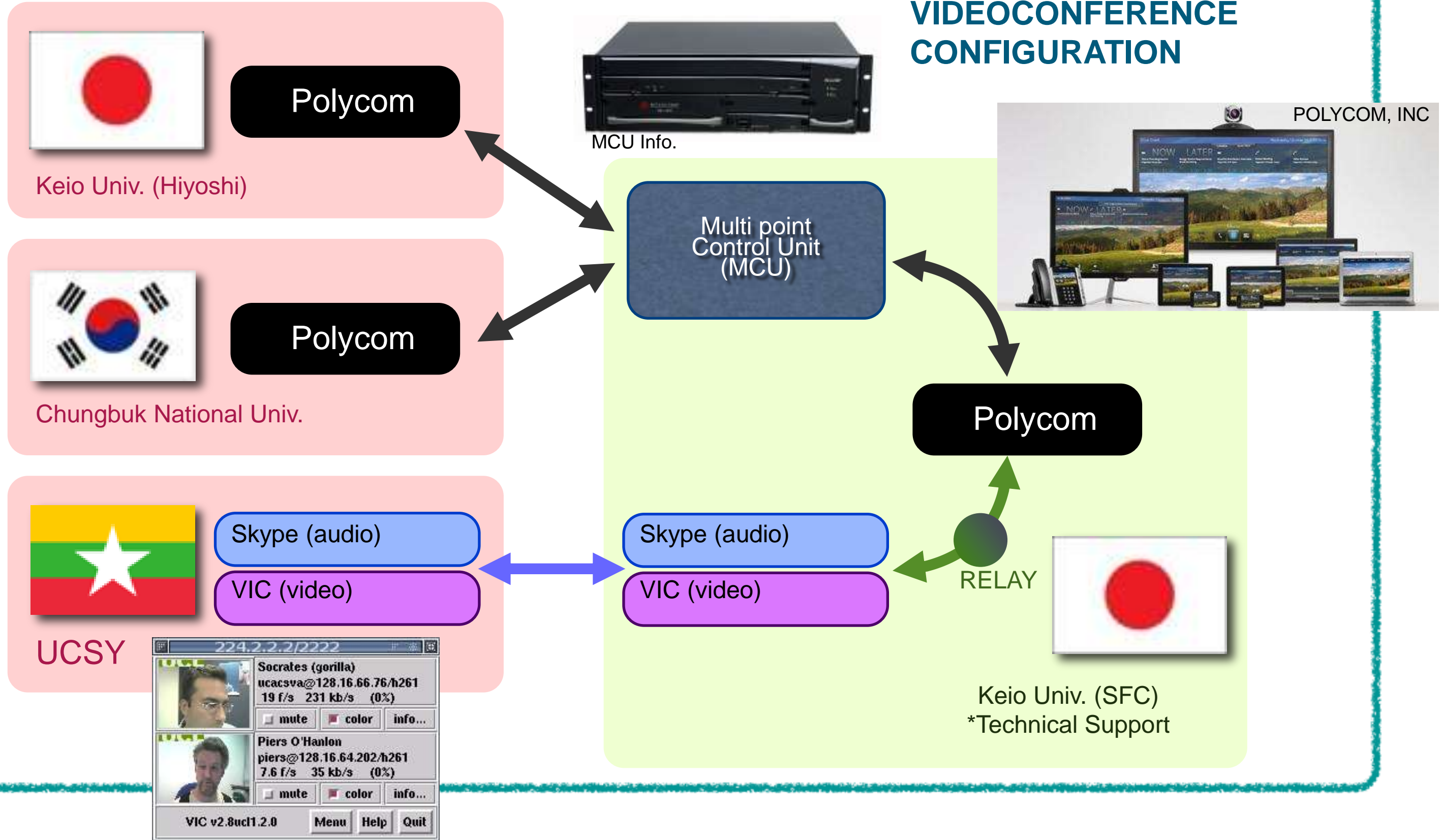
Facilitator

Facilitator

Moderator

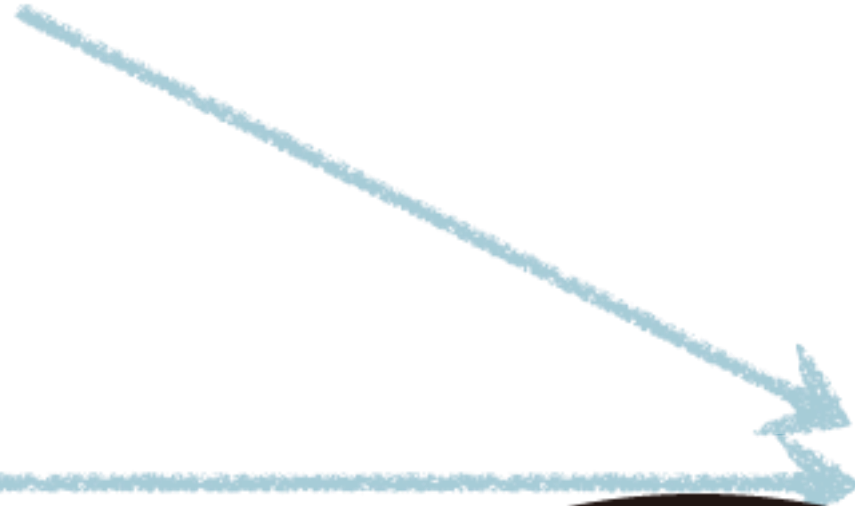


VIDEOCONFERENCE CONFIGURATION



University College London

ONLINE ENVIRONMENT



AGORASIA
YOUTH 2012

HOME | About | Video Showcase | Uploader | Staff | Contact Us | BBS

HOME > AGORAsia Youth Intro Myanmar

This is Video Gallery website for AGORAsia youth participants.

Self-introduction

Share your self-introduction photo and video with students who live in other countries!

Japan Myanmar

> Myanmar

Arkar Kyaw Z...

Het Arkar...
Kyaw Htay...
Daw Thidar...
Myanmar. I am in...
d. The name of...
High School Yangon...
on. I like Japanese food...
uch. My ambition is to become...
ny officer because my country need...
many good army officers for defense our...
country. As I am a sportsman I have...
played many games. For example,
adminton, table tennis, Chinlon...

5
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I have
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Zaw. My
school, Hlaing,
university
ctor Park Yong
s reading and watching
I am in Grade 10. I am
4 years old. My parents are U Aung
Naine Moe and...
Thein Thein Win

Get to know

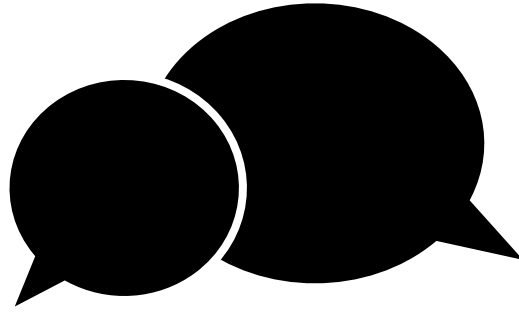
Material Exchange

Off-Session Communication

E-portfolio

Uploader

BBS



3 CHALLENGES

1. Distance Workshop Curriculum for SUS. DIV

2. How to make best use of digital media

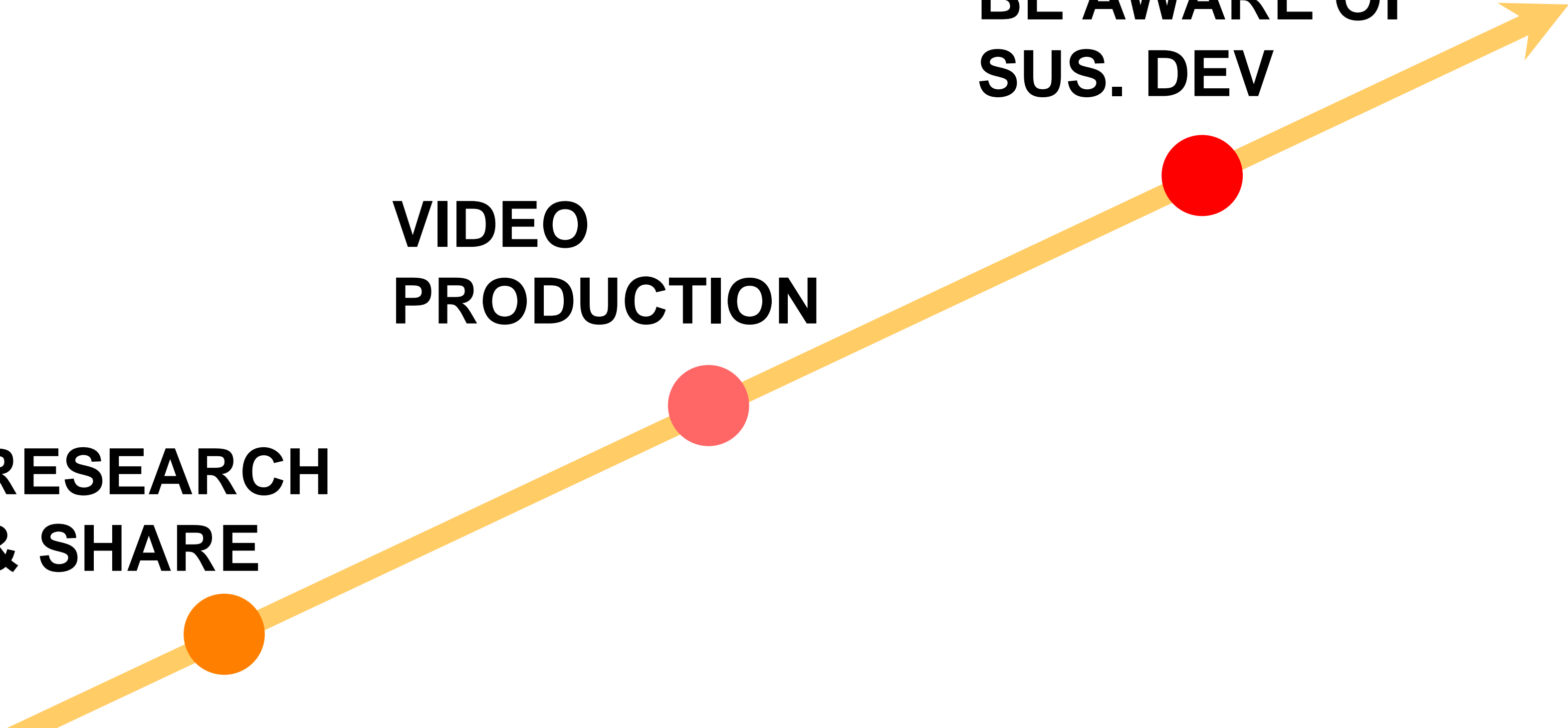
3. English Communication Support

THEME:
ENERGY ~what can I do?~

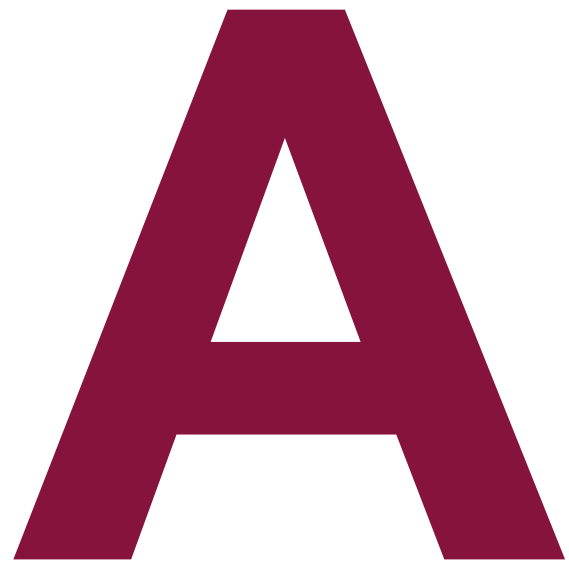
**RESEARCH
& SHARE**

**VIDEO
PRODUCTION**

**BE AWARE OF
SUS. DEV**




Distance Workshop Curriculum



ATTENTION



RELEVANCE



CONFIDENCE



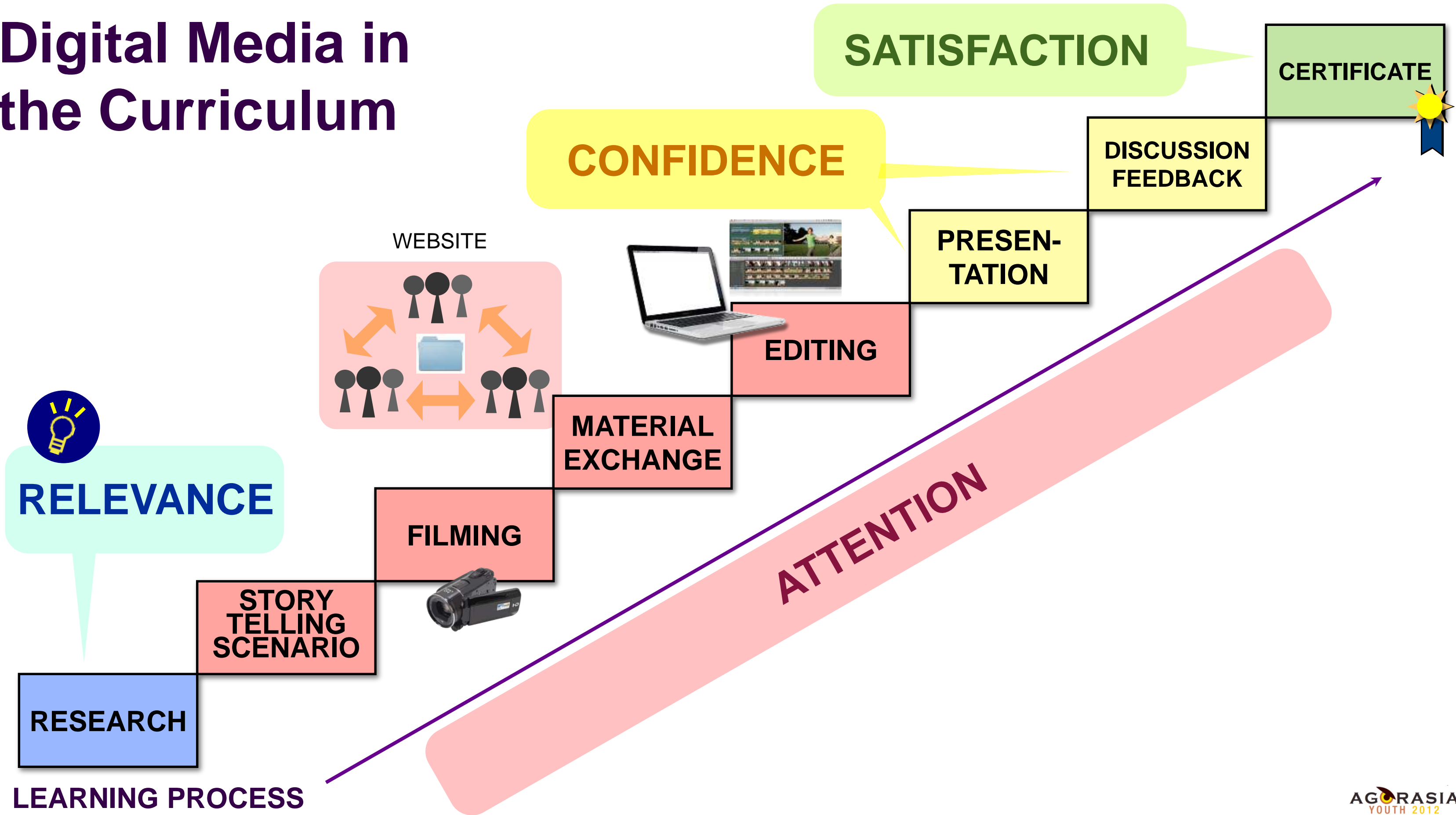
SATISFACTION

Keller's ARCS model

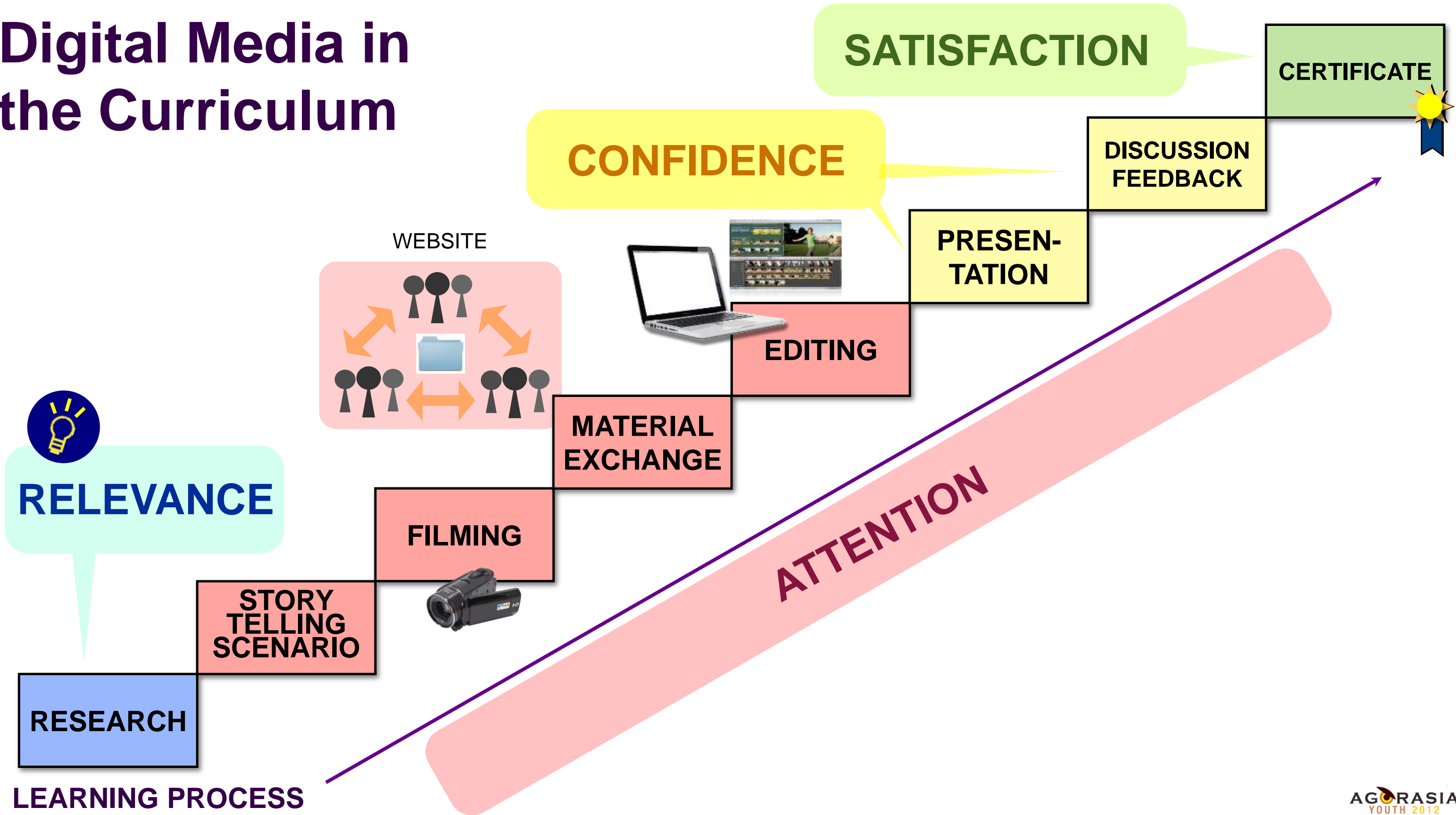
Keller, J. M. (2010). Motivational design for learning and performance. New York: Springer.

Keller, J. M. (1984). The use of the ARCS model of motivation in teacher training. In Shaw, K. (Ed.), Aspects of educational technology vol.17 : Staff development and carrer updating. London: Kogan Page.

Digital Media in the Curriculum

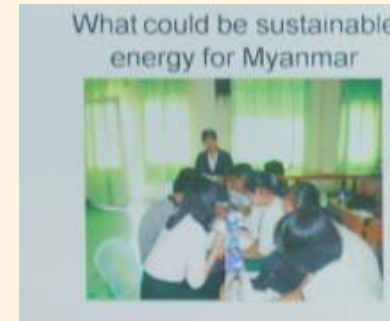


Digital Media in the Curriculum



EVALUATION




INTERVIEW SURVEY



SURVEY



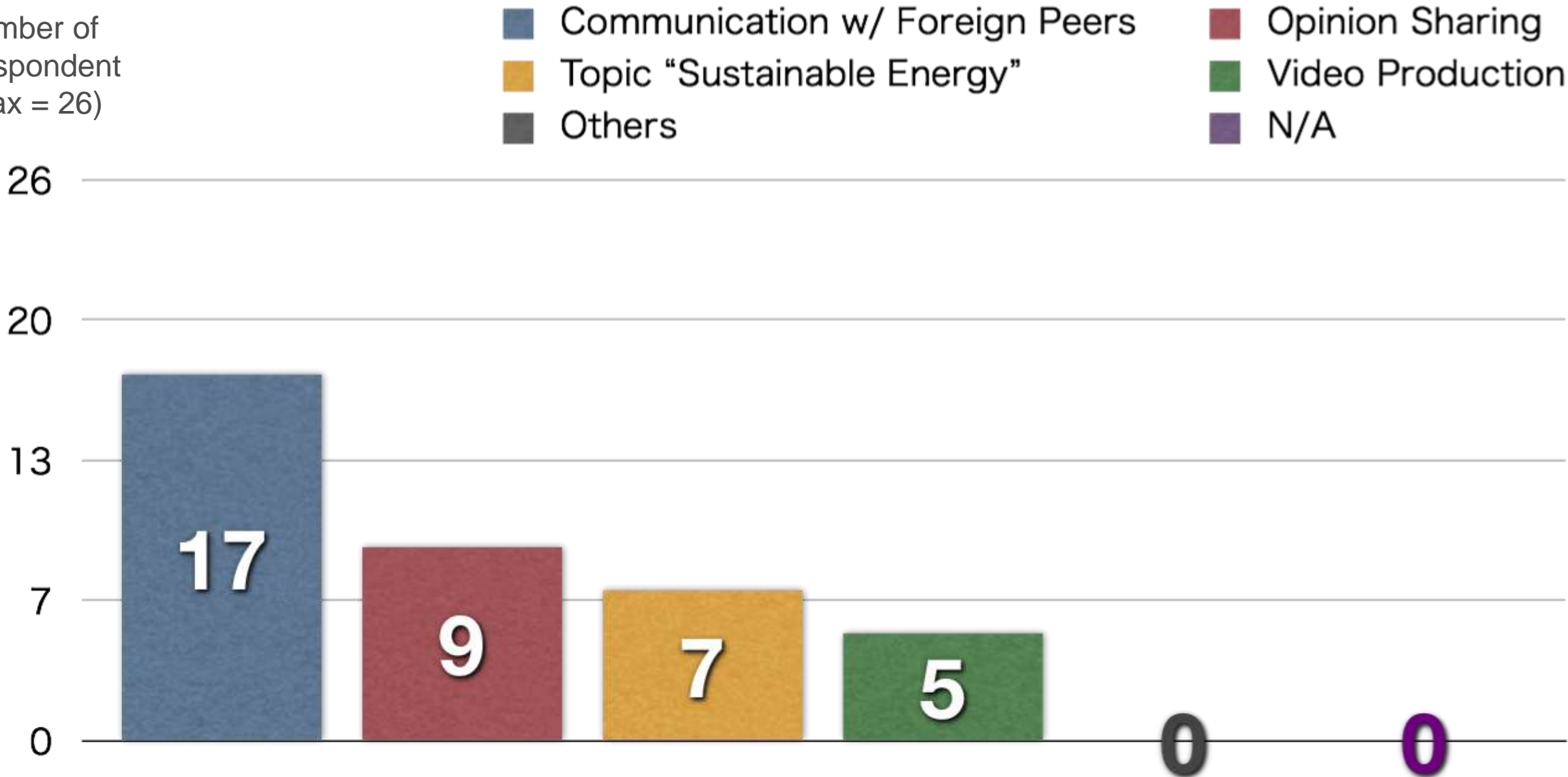
Number of Respondent

Country	Number of Attendee	Number of Response	Percentage
 Japan	5	5	100
 South Korea	10	1	10
 Myanmar	20	20	100
Total	35	26	74

SURVEY: Participants' Interest

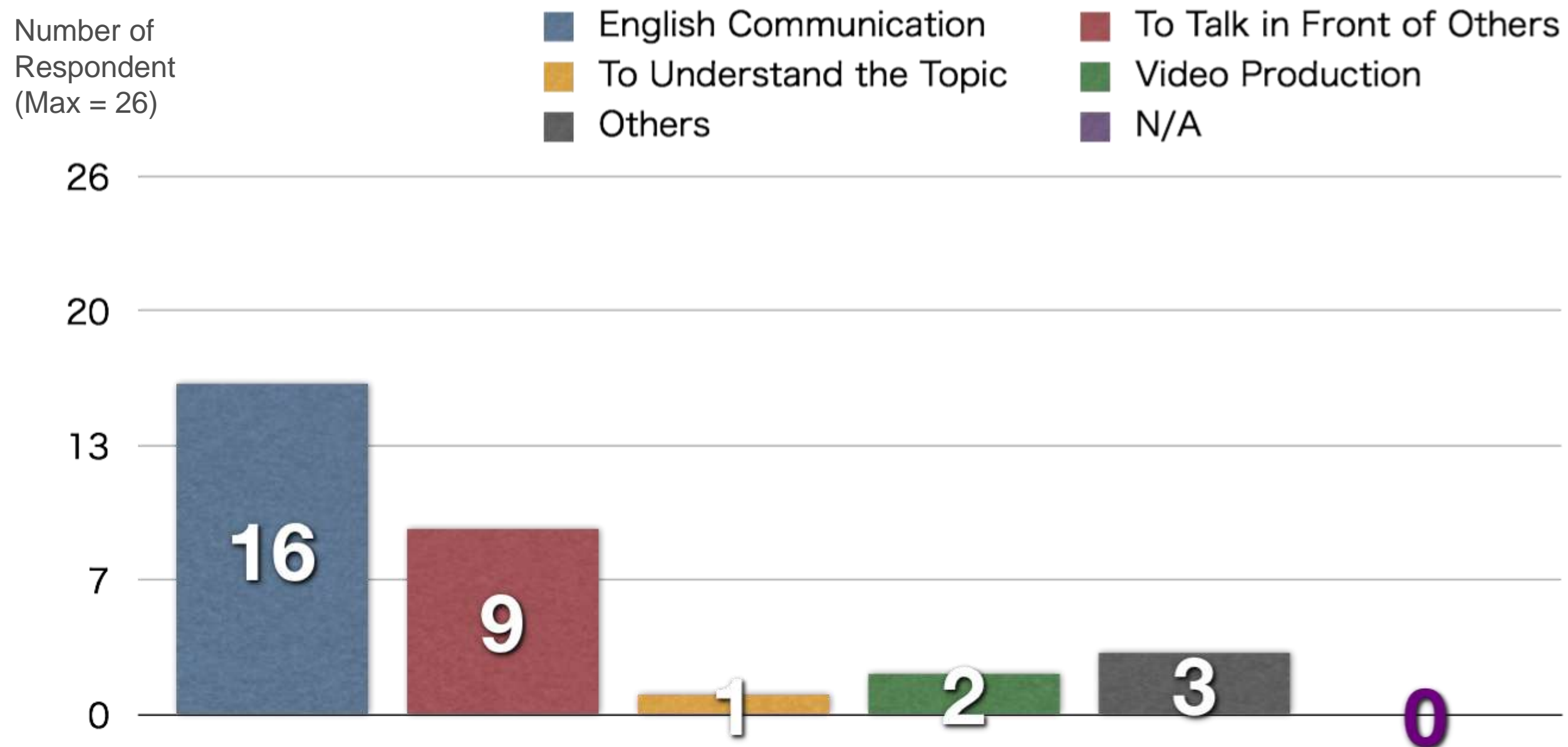
Q1. What did you like most about this AGORAsia Youth? (Multiple choices)

Number of
Respondent
(Max = 26)



SURVEY: Participants' Difficulties

Q2. What was the most difficult or hardest challenge in doing the AGORAsia Youth activities? (Multiple choices)

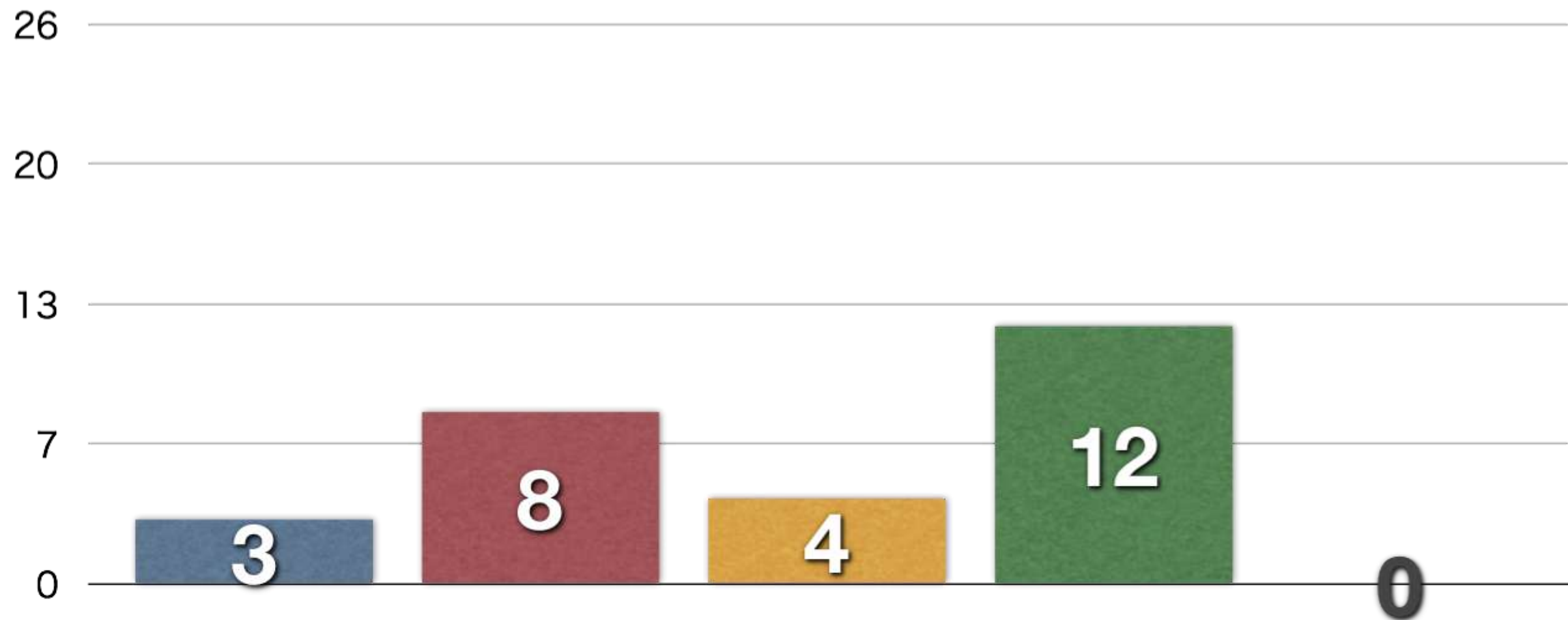


SURVEY: Familiar Media for Youth

Q3. What kind of media did you use to search about Sustainable Energy? (Multiple choices)

Number of Respondent (Max = 26)

- Library
- Books/Magazines w/o Library
- Asked Teachers/Adults
- Online Websites
- N/A



SURVEY: Awareness of SUS. Energy

**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)**

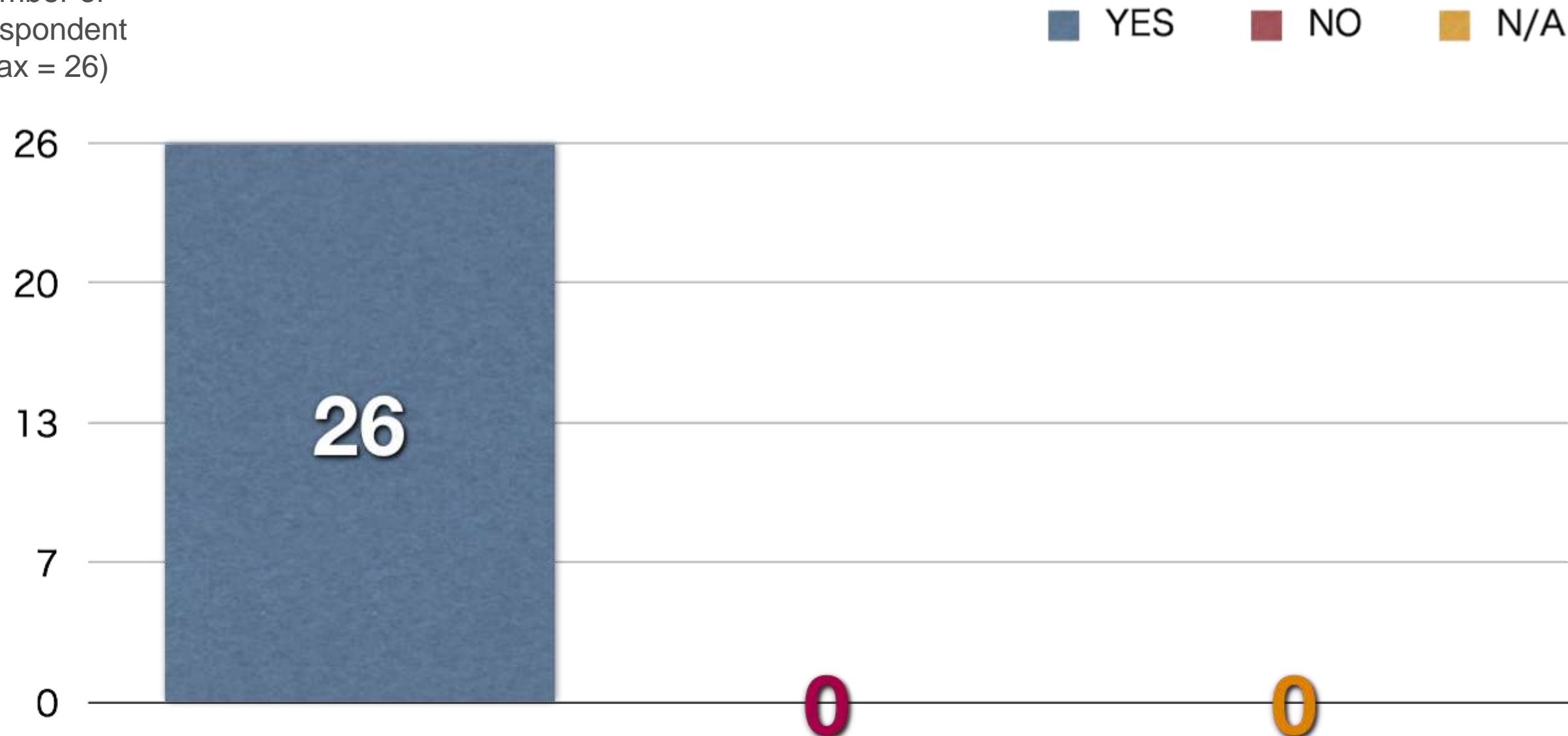
“ I learned that there are so many ways in which we can save energy. Although I was aware of them, I was not really practicing them so I decided to practice them from now on. ”

“ I would like to let other people know the importance of energy in society by encouraging our neighbors and friends. ”

SURVEY: Favorability of AGORAsia Youth

Q5. Would you recommend this kind of real time international workshop to your friends? (Choice between the two)

Number of Respondent
(Max = 26)



3 CHALLENGES

1. Distance Workshop Curriculum

2. How to make best use of digital media

3. English Communication Support

	ATTENTION	RELEVANCE	CONFIDENCE	SATISFACTION
RESULTS	Meeting with foreign peers grabbed their attention, yet video production was not much impressive for them. Maybe global collaboration in the process was not enough.	All survey respondents gave us positive feedback about Sustainable Energy. That said they were inspired by the workshop and understand importance of Sustainable Energy.	Participants had done all process without significant trouble. They seemed to be keen to participate in each step of workshop with fun and confidence.	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.

1. Distance Workshop Curriculum

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1. Distance Workshop Curriculum

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

2. How to make best use of digital media



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.

3. English Communication Support

- 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.



FUTURE WORK

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