

Online Seminar on Reporting Evolving Education

SEMINAR ABSTRACTS

大学院生、学部生中間報告会・専攻生最終報告会

Interim reports and final reports

February 8, 2021

留学生教育、教育工学、国際教育開発

Yoshida Laboratory, The Faculty of Education, Chiba University, Japan

Co-organised by

国際教育開発

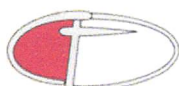
Xiong Laboratory, The College of Education, Central China Normal University, China

Session Schedule

Time	Title	Course	Presenter
9:50-10:00	Opening Remark		Prof. Yoshida
10:00-10:30	ジグソー法の発展と大学コースへの影響	Research Student	Teyi, Reyikun
10:30-11:00	Learning of Pedagogical Theories	Bachelor	Kubota, Tomomi
11:00-11:30	教育システム設計 (Instructional System Design)	Master	Jiang, Meixue
11:30-12:00	Distance Education: Interim Report	Bachelor	Nakajima, Mizuki
13:30-14:00	Comparative Analysis between GAPMIL Projects Around the World and UNESCO Associations in Japan	Research Student	Andrianafetra, Zo Soloniary lanteherana
14:00-14:30	Literature Review of Social Service Function of Chinese Colleges and Universities	Master	Peizi Luo and Yuying Meng
14:30-15:00	The Beneficial Role of Public Hygiene Literacy in Developing Participatory Citizens	Master	Fengyun Wang, Chongwei Wei, and Yuting Peng
15:00-15:10	Closing Remark		Prof. Xiong

Session Chair:

Ms. Nakajima, Mizuki



WELCOME MESSAGE

It is our great pleasure to welcome you to the seminar of Education for International Understandings section, the Faculty of Education, Chiba University. This event will provide a unique opportunity for students who are working in the field of education and information technology, as well as international understandings to get together and share their latest research activities and results. The seminar is co-organized by Prof. Xiong Chun, College of Education, Central China Normal University. It offers a chance for students in both universities to communicate through online and discuss new developments and hot topics in the related fields.

We're confident that over this day you'll get the theoretical grounding, practical knowledge, and personal contacts that will help you build long-term, disciplinary and sustainable communication among students working in a wide variety of areas with a common interest in education and information technology, as well as international understandings.

On behalf of this seminar, we would like to thank all the presenters for your contribution as well as the students who supported preparation and operation of this seminar. Their high competence, enthusiasm, valuable time and expertise knowledge, enabled us to prepare the high-quality report and helped to make the seminar become a successful event.

We truly hope this seminar will provide each one of you with not only a good platform for networking opportunities and interactions with other delegates from both universities, but also a memorable experience of your participation in the online communication. At last, we appreciate your participation and support.

Professor Yoshida, Masami
Chiba University
February 8, 2021

There were so much challenges in higher education with globalization and it also challenge to teachers and students. We need more experience to explore international understanding and intercultural communication in higher education. It could be good reference to find solution way for student international capability building .So this is our first attempt to hold seminar between Japanese and Chinese laboratory on line .Of course we took commutation many times online before to make sure the seminar successful. The students will make presentation by English and supported by teachers. After that we will share the experience by research report or thesis.

Associate Professor Xiong Chun
Central China Normal University
February 8, 2021

Organising committee members:

Prof. Yoshida, Masami and Prof. Xiong, Chun

ジグソー法の発展と大学コースへの影響

程麗君

要約

先行研究ではジグソー法は、成績の達成と学習意欲の刺激に良い結果をもたらすことが報告されている。本研究では、その中のホームグループでの交流や活動がどのように個々の学習者の学習に貢献しているかを探る。その中から要件を解明し、それを伸長して各学習者の理解を改善するための方策の提案を行う。

キーワード — 影響 各学習者 ジグソー法 ホームグループ

I. 背景

各生徒の能力、学習スタイル、思考スタイル、モチベーションレベル、興味は互いに異なる、一方、現代の教育システムでは、学生中心の教育方法と技術の使用が提唱されている。これは、学生が知識を獲得するのに役立ち、さらに、その知識を日常生活に適用するのに役立つ。世界の変化に適応するためには、教育方法も同時に変化する必要がある。

私は専攻生として、ジグソー法に関連する文献をレビューする間にホームグループでの活動を気になったので、その中でどのような個々の勉強するプロセスかはまだ知らないで、今後も続けて研究したい。

II. はじめに

先行文献では、アクティブラーニングは具体的に定義された教育理論を指していない。しかし、高等教育に関する実践で、よりアクティブで学習者中心の学習形態を説明する方法として一般化されている。1990年代初頭に現れた協同学習は、能動的学習のアプローチの1つとして知られている。そのうちの一つのジグソー法は、長年にわたって広く使用されている協同学習技術である。

これまで報告されているジグソー授業法には7つのタイプがある。これらの授業法の中ではホームグループとエキスパートグループの詳細な手順があるが、そのうちのホームグループで、各人が個人的にどのようなプロセスで概念と知識を学んだか、さらにはグループメンバー間での相互作用の影響を調べたい。

III. 目的

今後の研究は、以下の2つの目的に基づいて行われる。

1. ホームグループの中に協同で行う学習活動について資料、情報提示、意見交換、各自の理解の変容に注目

して詳細に分析する。

2. グループでの議論や授業での話し合いを超えた内容の資料やそれに対する考え方について調べ、オンライン資料を利用した学習の可能性について検討する。

IV. 研究内容

初期のジグソー法には4つの段階があり、本研究でもこれを踏襲している。

- 1) 最初に学生がホームグループに分けられる。
- 2) 各グループで課題担当を決め、課題ごとのエキスパートグループに移動する。
- 3) 議論の後ホームグループに戻り、エキスパートグループで学んだ情報を共有する。

- 4) 最後に2つのグループから学んだことに基づいて議論を行う[1]。

研究対象は千葉大学の学生である。二段階のホームグループで各学生がどのようなプロセスで勉強しているのか調べたい。そのため、デューイの問題解決学習方法を参考にして、アンケートを作り、授業を行いながら学生たちはどのように知識統合に関するデータを収集しているのか、分析した上で各学習者の理解を改善する提案を行いたい[2]。

V. 研究方法および研究計画

大学教育でのジグソー法を利用した授業の試行実践に参加し、授業に参加している学生たちの行動を観察する。ただし、コロナウイルスの影響で、ネット授業になってしまう場合は、来年四月から学生の話し合いの記録を使って、学生たちはどのようなプロセスで知識を獲得し概念統合しているかを議論する予定になっている。分析ではデューイのPBL(Project Based Learning または Program Based Learning)課題解決型学習の知見を応用する。

PBLでは以下の6つのプロセスを重視している。

- ① 問題に出会う
- ② どうしたら解決できるかを論理的に(実践的・論理的手法によって)考える
- ③ 相互に話し合い、何を調べるかを明らかにする
- ④ 自主的に学習する
- ⑤ 新たに獲得した知識を問題に適用する
- ⑥ 学習したことを要約する

調査を始める前にPBLに関する文献を収集して、有効な要素をまとめ、研究のオブジェクトを確認する上に調査に適用の研究手段を考える。

1年目の前期には、PBLの相関文献から確認したオブジェクトに基づいて学生たちの行動を観察して、一部のデータを収集する[3]。

1年目の後期には、収集したデータを分析しながら適用できる手段を決める、各学習者の知識や概念を統合する行動に関する部分を検討する。

2年目の前期には、引き続き教室でのホームグループの学習データ収集に参加する。同時に学習内容をどの程度オンライン授業に転換できるかを検討する。

2年目の後期には、論文の執筆に集中し、前の期間に収集されたデータを照合して分析し、重要なプロセスの内容を要約して、研究の結果に基づいてジグソー法を適切に改善するための提案と方法を提示する。論文の最終ドラフトを作成する。

謝辞

本研究を行うにあたり、終始熱心なご指導を頂いた、吉田雅巳教授に感謝の意を表します。

参考文献

- [1] M. Yoshida, "Communication Jigsaw: A Teaching Method that Promotes Scholarly Communication," *International Journal of Emerging Technologies in Learning (IJET)*, vol. 13, no. 10, 2018, doi: 10.3991/ijet.v13i10.8850.
- [2] C. Harris and J. Kloubec, "Assessment of student experience in a problem-based learning course using the course experience questionnaire," *J Nutr Educ Behav*, vol. 46, no. 4, pp. 315-319, Jul-Aug 2014, doi: 10.1016/j.jneb.2013.12.002.
- [3] O. Lawal, A. Ramlaul, and F. Murphy, "Problem based learning in radiography education: A narrative review," *Radiography (Lond)*, Nov 19 2020, doi: 10.1016/j.radi.2020.11.001.

Learning of Pedagogical Theories

Tomomi Kubota

Research Questions

Lesson theories have been reviewed and discussed how and what disciplinary method can contribute to students' psychological development.

Keywords— Bloom's Taxonomy, 5E Learning Cycle, Multiple Intelligence

I. INTRODUCTION

The following sections are descriptions to explain disciplinary learning in terms of our future study for instructional design method.

II. PROCEDURE

A Bloom's Taxonomy

In this theory, three domains are involved; "cognitive", "affective", and "psychomotor".

First, the "cognitive domain" refers to knowledge, and involves three steps of level, namely recall of facts, interpretation, problem solving. Steps imply that it is essential to use knowledge to solve problems, not simply store this knowledge.

The second, the "affective domain" refers to attitudes and habits, and involves three steps of level; reception, response, internalization. The steps increase humanity and motivate learning domains.

The third, the "psychomotor domain" refers to skill, and involves three steps of level; imitation, control, automatism [1]. The steps emphasize the importance of making the technique your own.

Also, there is a way to define an instructional objective by selecting an action verb from the proposed classification at each stage. Teachers can design a lesson plan by referring to the classification; "taxonomy table".

Another resource that can be used for teacher activities is the "taxonomy table", which can be used to evaluate student's achievement in both the vertical and horizontal directions. Learning can be deepened by positioning the horizontal directions of "memorize/understand knowledge, connect/assemble it, see from multiple perspectives" and the vertical directions to "self, within the class, society".

B 5E Learning Cycle

Engage Here, the task is introduced. Then, the key is to connect the learning content to daily life. The goal is to spark the student's interest and involvement.

Explore The students participate in the topic. The teachers offer learning aids, and the students come up with and discuss ideas. Then, it is essential to use authentic data

Explain The students explain their ideas to others.

Communication between groups of learners can deepen the discussion. The teachers can assist this by mediating the discussion or providing the learners with the necessary help.

Extend Using the understanding they gained in the previous step, and learners should now be encouraged to build upon it and extend it.

Evaluate The evaluation is continuous and must be done at all stages. Teachers can use rubrics, checklists, interviews, observations, and other evaluation tools [2].

C Multiple Intelligence

- 1) *Verbal - Linguistic*
- 2) *Logical - Mathematical*
- 3) *Visual - Spatial*
- 4) *Musical*
- 5) *Bodily - Kinesthetic*
- 6) *Interpersonal*
- 7) *Introspective*
- 8) *Naturalistic* [3]

The MI learning method does not mean how teachers throw many methods to the students and students accept one of them. The MI learning method makes it possible to determine which intelligence can maximize the indispensable aspect and make it understood by a wide range of students.

III. RESULT

We will explain the relationship and difference between the three theories presented. These theories are useful when teachers design their teaching. However, 5E Learning Cycle and Multiple Intelligence are mainly focused on the teacher side, while Bloom's Taxonomy is mainly focused on the student side.

These three theories will be helpful for teachers in making lesson plans. The following three cases are our proposed design using three selected theories.

A. Bloom's Taxonomy

Unit title: Let's introduce the secrets of my town
(Elementary school social studies)

Unit design

TABLE 1: THREE DOMAINS OF BLOOM'S TAXONOMY

	Cognitive domains	Affective domains	Psychomotor domains
1) Discuss the state of the town.	Discuss in a group and discover what you want to introduce	Actively participate in discussions	Touch the state of the town
2) Let's find out for yourself	List what you are interested in Decide on a theme Investigate using the Internet etc.		Prepare for what you know before the interview
3) Let's actually interview.	Form a group of people who have the same interests and go out for an interview	Think and ask various questions	Devise an interview method, such as how to ask a question and how easy it is to answer.
4) Express what you have learned.	<ul style="list-style-type: none"> • Drama • Manufacturing Select and create the means by which you can most effectively express what you have learned	Create in collaboration with a group Think about how we can contribute to the town in the process of creating it	Create various ways of communicating and expressing
5) Let's announce	Present your work Evaluate each other		Express the results of your own learning

* Examples of action verbs are in bold

B. 5E Learning Cycle

Unit title: Water vapor (Elementary school, science subject)
Unit design

Engage: In everyday life, students wonder if heating a kettle or pot with a gas stove makes it cloudy for a moment. They experiment at school.

Explore: Students discuss why it is cloudy for a moment and what it is.

Explain: The students explain their ideas to others.

Extend: We teach about the combustion reaction and experiment with electric stoves and IH cookers to see if the same thing happens with electric heating.

Evaluate: We evaluate their understanding of condensation and water vapor.

C. Multiple Intelligence

Lesson title: "Holocaust"
Seven steps of introduction

1) Entrance by talking:

Students like to learn through stories

e.g.) Story of a specific person (Hitler or Anne Frank)

Historical chronology of events in the Third Reich

2) Quantitative / numerical entrance:

Students are interested in seeing the meaning of numerical patterns, sizes, ratios, and changes

e.g.) The number of people is moving to the camp, survival rate, etc.

3) Logical entrance:

Students have the ability of deductive thinking

e.g.) If you want to wipe out all the Jews, you have to devise a method

4) Fundamental and existential entrance:

Students are attracted by the fundamental questions

e.g.) "How can a person who survives the concentration camp find the meaning of life after that?"

5) Aesthetic entrance:

Students are inspired by works of art and materials

e.g.) A work depicting the horror of the Holocaust

6) Experiential entrance:

Students have activities such as experiments that they can engage in

e.g.) Holocaust Museum

7) Social entrance:

Students can learn more effectively in a group than in individuals

e.g.) Role-playing of various people who participated in the rebellion in the Jewish settlement [4]

IV. CONCLUSION

Our studies regarding how students learn and how teachers teach has reached an interim report. From now on, we would like to study the classroom environment in the classroom and lesson design in relation to students' motivation and the emotions of teachers.

Also, I would like to find out effects on the composition of Bloom taxonomy and the verb classification tables in the concrete cases.

ACKNOWLEDGMENT

We would like to express our sincere gratitude to Prof. Yoshida for his enthusiastic advice and Monica for editing my document.

REFERENCES

- [1] Institute for the Advancement of Higher Education (2015), Cited from <https://high.high.hokudai.ac.jp/wp-content/uploads/2015/04/mokuhyo.pdf>
- [2] Edutech Wiki (2006), Cited from http://edutechwiki.unige.ch/en/5e_Learning_cycle
- [3] Prime Labo (2020), Cited from <https://primelabo.jp/primelabo/mi/index.html>
- [4] ハワード・ガードナー(2001), 松村暢隆訳, 『MI: 個性を生かす多重知能の理論』第10章, 新曜社.

教授システム設計 (Instructional System Design)

姜 美雪

研究課題

遠隔教育の実施で、教授学習計画を準備することは非常に重要である。それに必要な先行知識を学び、将来具体的な遠隔教育プロジェクトを分析・評価する際に活用したい。

キーワード： 教授学習システム ADDIEモデル

I. はじめに

教授システム設計 (Instructional System Design: ISD) とは、教育を中心とした学習活動の効果・効率・魅力を高めることを目指した体系的なアプローチに関する方法論の総称である。教授システム設計は実際に教授システムの各要素を運用して、教師、学習者、学習過程などの構成要素間のやりとりは、一連の操作を通じて要素を構成し、資料を統合し、効果的に教育と学習を完結する。

II. 内容

A. 教授システム設計に対する異なる観点について

1) 計画

「教授システム設計はシステムの方法を使って教授学習の過程で相互に関連する各部分の問題と需要を分析し研究する。連続モードで解決方法のステップを確立し、教育成果を評価するシステム計画プロセス」(J. E .Kemp 1994)[6]、この学説はシステム方法で教育問題に対して分析をした上で解決方法を研究し、教育結果を評価する計画過程やシステム計画を主張している。

2) 方法

教授システム設計を「教授システム、教育過程の研究と教育計画の制定のシステム方法」と見なす (Gagne 1992)[3]。この方法は過去の教学計画とは違う。その違いは「現在の教授学習制御設計には明確な教学目標があり、学習者の学習意欲を刺激し、自律学習を促進し、支援することを目的としている」ということである。

3) 技術

教授システムは学習経験と学習環境を開発する技術で、学習者が特定の知識と技能の獲得を促進すると考える (Merrill 1996) [8]。

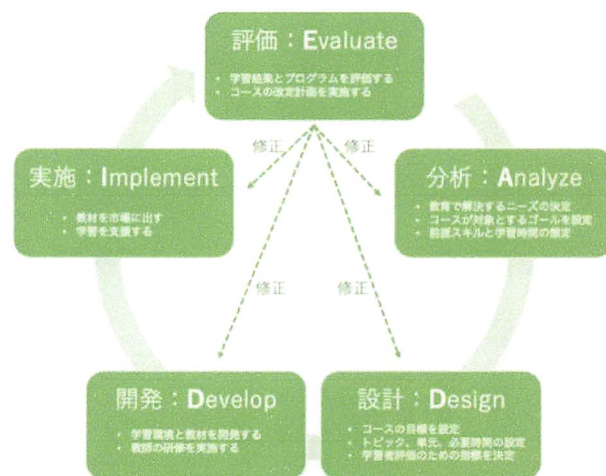
4) 過程

教授システム設計はシステム方法を用いて教育問題の分析を行なった上で目標を設定して解決案を作成する。そして、次に試行結果を評価して計画を修正するという過程である (鳥美娜 1994) [1]。

5) 操作手順

教授設計とは、システムを運用する方法と手順であり、教育結果を評価するための計画プロセスと操作手順であると考える (P.L.Smith, T.J.Reagan1999) [7]。

B. 教授システム設計の基本ステップ:ADDIEモデル



教授システム設計の基本プロセスの一つとして、ADDIEモデルと呼ばれるものがある。ADDIE モデルは、Analysis (分析)、Design (設計)、Development (開発)、Implementation (実施)、及び Evaluation (評価)の頭文字をとったもので、教授システム設計の基本ステップを示す[2]。このサイクルを回しながら、教育をやりっぱなしにするのではなく、評価をして、改善をして、より良い成果を出していくことを求めるモデルである。

1) 分析の段階では、二つのステップを踏む必要があると考える。まず一つ目は、設計者は何らかの形でタスクや仕事の分析を行わなければならない(または学術分野では内容を分析しなければならない)、担当または仕事に関わる特定の技能を確定する。あるいはテーマの内容を把握することができる表現を確定しなければならない。二つ目は、学習者と学習環境の特徴を特定し、これらの学習者が希望する行動を希望するレベルで実行できるかを知るために必要なものを見つけることである[5]。

2) 設計の段階では、学習者はコースの結果として、そのコンポーネントのそれぞれの要求を具体的な用語で記述した学習目標を明確にする。教育心理学者のブルーム (Bloom)(1956)とGagne. (1992)は、学習目標を次の通りに分類している。ブルームの階層構造は、認知の分野における知識、理解、応用、分析、統合、評価の六段階を目

標としていた[4]。一方で、Gagneは知的能力、認知的方略、言語情報、運動スキル、態度の五つを示している[3]。学習目標は、行動、行動を評価する条件と行動を測る基準からなる。そのため、設計段階で目標に合ったテスト項目を作成することができる。各目標は特定の行動を定義するので、学習者が必要とする情報を広め、その特定の行動を実践する機会を提供するためにメディアを選択する[5]。

- 3) 開発の段階では、授業設計者や授業内容企画者は学習目標を達成するために必要な情報をまとめた指示書を作成する。Webページ、映画、学習ガイド、書籍、音声テープ、電話会議の概要などが含まれる。教師やスタッフもこの段階で訓練が必要な場合がある[5]。
- 4) 実施の段階では、すでに書き上げられてリハーサルされている戯曲の上演に似ている。観客(生徒)が来たら、彼らは自分の指導教材が届けられたことを確認し、事前に入念に設計された教材と指導計画に基づいて、教員や他の学習者と交流する[5]。
- 5) 評価の段階では、継続的なテストと採点が含まれており、受講生がコースを進むにつれて実施段階で行われる。この形成的評価の結果は、分析、設計、または開発手順を変更するための介入につながる可能性がある。しかし、主に特定の生徒の試験の結果に教師の介入が必要であることが判明した場合、実施に変化が生じる。コース終了時の最終的な評価は、将来のコース提供時のモデルのどの段階でも改善につながる可能性がある[5]。

C. ワルターディックのシステムズアプローチ
(Dick W, et al. *The Systematic Design of Instruction*. 6th ed. Boston:Pearson/Allyn and Bacon, 2005, 1-12)

図2のようなプロセスを経て各々の要素が入出力を持つ相互作用の関係からなり、定められた成果を生み出すシステムと見なすことができることから、システムアプローチと呼ばれる。

III. まとめ

ADDIEモデルは教授システム設計における最も基礎的なモデルであり、最も一般的なモデルでもある。しかしながら、科学技術の発展に伴い、教授システム設計でより新しいモデルを導入する必要がある。新しいモデルを導入する

ことには二つ特徴があると考えられる。一つ目は、ICT技術を合わせて使うことである。二つ目は、授業は学習者を中心にするのである。近年は各種のICT技術が更新されながら学校の教室に入ってくるため、メディアを利用した、学習者により良い授業を行うことができる。「教師中心の教授」も、「学習者中心の教授」に変わっている。「教師中心の教授」と比べて、「学習者中心の教授」の方は学習者の学習意欲を引き出すことができる。学習者は受動的に知識を受け入れるのではなく、積極的に知識を吸収する。

ADDIEモデルは教育システム設計における基本的なプロセスであるが、ADDIEモデルは確かに古い知識であり、現在の遠隔教育ではあまり使われていないので、新しいモデルの導入が必要である。「学習者中心の教授」の教授システム設計の展開については、私は今後研究したい内容である。

謝辞

吉田先生には、研究の進め方や枠組みについて有益な助言をいただきました。心より感謝申し上げます。

参考文献

- [1] 鳥美娜.(1998).ISDモードの変化過程から教授システム設計の発展を発見する.開放教育研究.14-18+44-45.
- [2] 鈴木克明.(2014).学教育白書 第2部 7.Instructional System Design.
- [3] Gagne, R., Briggs, L., & Wager, W. (1992). Principles of instructional design (4th ed.). Fort Worth, TX: HBJ College Publishers.
- [4] Bloom, B. S. (1956). Taxonomy of educational objectives: The classification of educational goals. New York: David McKay
- [5] Michael G. (2012). Moore and Greg Kearsley, Distance Education: A Systems View of Online Learning. 97-100.
- [6] Kemp, J. E., Morrison, G. R., & Ross, S. V. (1994). Design effective instruction. New York: Macmillan.
- [7] Smith, P. L., & Ragan, T. J. (1999). Instructional design (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- [8] Merrill, M. D.; Drake, L.; Lacy, M. J.; Pratt, J. (1996). Reclaiming instructional design". Educational Technology. 36 (5): 5-7.

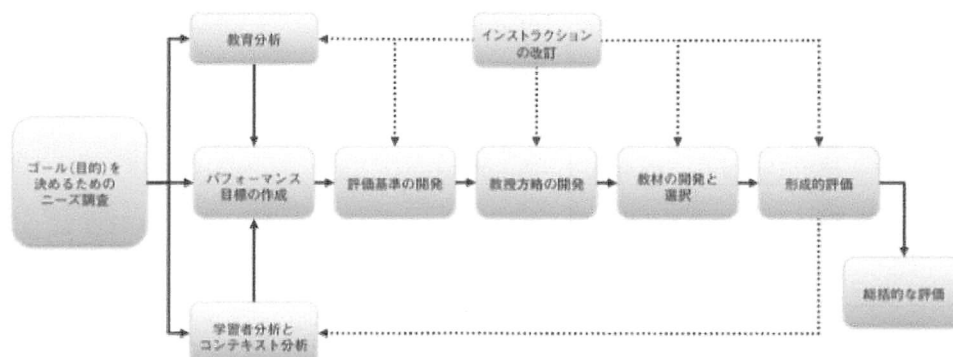


図2 ISD. のシステムのアプローチ・モデル

Distance Education: Interim Report

Mizuki Nakajima

Research Questions

During 2020, preparatory studies in Distance Education have been conducted in Yoshida Laboratory to make near-future investigation meaningful. In this report, we attempt to deepen our knowledge by reviewing previous studies. Since various methodologies are reported in “correspondence education” at several levels, we will first make a clear outline of distance education and then investigate notable universities that are using online systems.

Keywords—Athabasca University, compulsory systems, correspondence course, Cyber University, distance education, e-learning, Japanese compulsory system, online school, online university, The Open University

I. INTRODUCTION

This report consists of two parts. The first section describes what distance education (DE) is. The second section features four world-famous correspondence colleges. At the end of this paper, we will summarize these systems and describe our future perspectives.

II. PROCEDURE

A. Features of distance education

The contents of this section are based on studies in the laboratory. We indicate the points related to DE from many disciplines in the class.

B. Distance education in universities

As typical online schools, we selected four correspondence universities: The Open University of Japan (OUJ), Cyber University (Cyber-U) in Japan, Athabasca University (AU) in Canada, and The Open University (UKOU) in the UK. Five perspectives related to DE were searched from their websites.

III. RESULTS

A. Distance education

i. Situation

In recent years, online education has gained increasing attention. This trend is no exception in Japan. Various types of online education have emerged and, recently, these methods have been introduced in many education environments in Japan. Although the internet and PCs have been used in schools as materials, DE should include further indispensable factors.

ii. Definition

As generally recognized, distance education is described by Keegan (1990) from five points of view, as follows:

- Separation of teacher and learner
- Use of media including workbooks and textbooks
- Provision of two-way communication like schooling or using regional center
- Influence of an educational system
- An industrial-based operation

Based on the above, Moore and Kearsley (2012) defined DE as follows:

Distance Education is teaching and planned learning in which the teaching normally occurs in a different place from the learning, requiring communication through technologies as well as special institutional organization.

(cited from Moore et al, 2012).

iii. History

Before investigating the history of DE, we need to collate the important terms. These words seem to have similar meanings, but traditionally, distance education involved the correspondence course, whereas e-learning is the way to provide education to a student regardless of if they belong to a formal or non-formal educational school.

• Distance education definition:

A form of education in which the main elements include the physical separation of teachers and students.

• Correspondence course definition:

Asynchronous courses where students are provided with materials to learn at their own pace with limited interaction between them and instructors.

• e-learning definition:

A way of learning that provides online communication between teachers and students.

Distance education originally evolved from correspondence education. In the beginning, the postal style was used to send and receive course materials for students to learn. Nowadays, almost all institutions aim to migrate to online-based systems.

iv. Triad elements of DE

Distance education consists of three elements (Figure 1), technology, education, and management, which are recognized as the application of the “systems approach”.

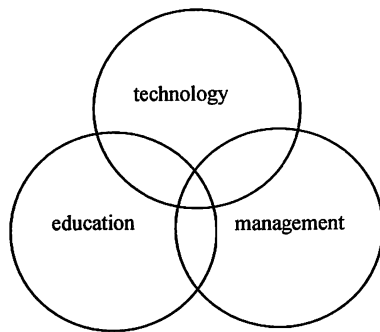


Fig. 1: Triad elements of DE

v. Teaching methods and materials

Well-designed textbooks are necessary not only for learners in formal education but also for those in distance education. When reference videos are made, it is important not to spare a lot of time. Allowing time for students to write in their notebooks during the video and establishing how to communicate with teachers is also important. Furthermore, contents of model lesson cannot be transferred to other classes because the educational situations vary.

vi. Costs

Regarding budget, a "Break-even point" should be considered, whereby incomes and expenses are the same. The cost of e-Learning schools is based on the student number because costs become cheaper than face-to-face education when the number of students exceeds the break-even point. In addition, paper-based DE should gather more than thousands of students and media-based DE requires more than 10 thousand learners to pass the break-even-point.

vii. Evaluation method

The assessment criteria, "Transactional distance theory", which was advocated by Boyd and widely spread by Moore, was used for evaluation. Boyd and Moore focused on the personal transaction between teacher and learner. This theory is explained from three points of view: the amount of dialogue, flexibility of course structure, and learner autonomy (degree of interaction between the learners and instructors). In general, less dialogue and more structure result in high learner autonomy.

"Pert chart" and "Gantt chart" are assessment materials used by the institute. While pert chart represents the connection of different sections, gantt chart shows how sections work with each other.

Moreover, the criterion system "ISO9001" is used for external evaluation. For example, students who don't go to formal schools and attend the online schools certified with ISO9001 can acquire and be recognized for the same education level.

B. Figures and Tables

The following table consists of five points of view to provide an outline of four correspondence universities (Table 1).

IV. CONCLUSION

Through this paper, we were able to review the Yoshida laboratory's 2020 studies regarding distance education. So

far, we have only established the outlines of DE and some educational theories, and the research related to our major, which is elementary education, has not yet been conducted. Besides, our approaches for evaluating the target institutions are still insufficient. Considering this, case studies that secure DE for children as part of a country's compulsory education needs to be investigated in the future.

TABLE I: ONLINE UNIVERSITIES IN JAPAN AND FOREIGN COUNTRIES

	OUIJ	Cyber-U	AU	UKOU
Degrees	Bachelor's Master's	Bachelor's	Certificate Diploma Bachelor's Master's Doctorate	Certificate Diploma Bachelor's Master's
Number of students	90,000	3,000	40,000	170,000
Total fees※	¥700,000	¥2,800,000	Bachelor's degree ¥6,100,000 ~8,100,000 Master's degree ¥2,200,000 Doctorate ¥1,200,000 ~1,400,000	Bachelor's degree ¥2,600,000 Master's degree ¥1,400,000~ 2,000,000
Targets (age)	18 or over with equivalent to high school education	18 or over with equivalent to high school education	16 or over	16 or over
Mediums	Broadcasting (TV, radio) Online (PC) Brick-and-mortar schooling (educational center, etc)	Online platform (PC) Application (smartphone, tablet)	Online platform (PC) Brick-and-mortar schooling (university)	Online platform (PC)

※Approximate price of all credits required to attain a degree

ACKNOWLEDGMENT

The author would like to express the deepest appreciation to Prof. Yoshida, who gave me great help by providing me with advice of great value and inspiration for new ideas. Besides, I pleased to acknowledge peers in the same laboratory to encourage me. Moreover, I was extremely grateful for Prof. Xiong and her students who accessed from Central China Normal University. They graciously made considerable comments and suggestions on the outline of this article via online. Finally, I would like to give my gratitude to Cactus Communications Inc. for proofreading the manuscript.

REFERENCES

- [1] D. Keegan, *Foundations of Distance Education*, 2nd ed. London, U.K.: Routledge, 1990.
- [2] M. G. Moore and G. Kearsley, *Distance Education: A Systems View of Online Learning*, Belmont, CA: Wadsworth Cengage Learning, 2012.
- [3] R. D. Boyd and J. W. Apps, *Redefining the Discipline of Adult Education*, San Francisco, CA: Jossey-Bass, 1980.
- [4] Athabasca University. Retrieved January 18, 2021, from <https://www.athabascau.ca/>
- [5] Cyber University. Retrieved January 15, 2021, from <https://www.cyber-u.ac.jp/>
- [6] The Open University. Retrieved January 18, 2021, from <http://www.open.ac.uk/>
- [7] The Open University of Japan. Retrieved January 15, 2021, from <https://www.ouj.ac.jp/>

Comparative analysis between GAPMIL projects around the world and UNESCO Associations in Japan

Zo Soloniary Ianteherana Andrianafetra

Research Questions

What are the key differences between officially founded projects and community-based associations? By answering this question, this research would bring advancement to the community associations, giving them a base reference on how to develop their activities to make them more concrete and to give them more importance facing the headquarters.

Keywords—Award, Chiba UNESCO association, GAPMIL, MIL, National Federation of UNESCO Associations in Japan, Projects, UNESCO

I. INTRODUCTION

The growth of Media and Information leads to a very new form of citizenship, including browsing, sharing, creating, and criticize information in an evidence-based way. That is why media and information literacy (MIL) competencies become very important[1]. Nowadays, advancement in the technological field and the media has been proven as an important part of today's society. All citizens need to have a minimum of literacy to stay up to date and participate in social life[2].

The permanent growth of the flow of information that surrounds our daily life makes it difficult to know whatever is true or not. Anything written on the Internet may not necessarily be true; people are often victims of a lack of verification when looking for information, so they need to learn how to read content from a critical point of view[3].

The Global Alliance for Partnerships on Media and Information Literacy (GAPMIL) is a groundbreaking effort to promote international cooperation to ensure that all citizens have access to media and information competencies. Yet, organizations from over eighty countries have agreed to join forces and stand together for change. GAPMIL's objectives are the following: (1) to articulate key strategic partnerships to drive MIL development globally and its application to development areas, (2) to enable the MIL community to speak and address, with a unified voice, certain critical matters, including the need for policies; and (3) to deepen the strategy for MIL to be treated as a composite concept by providing a common platform for MIL related networks and associations globally that will ensure convergence of regional and international initiative and amplification of global impact[2].

II. PROCEDURE

To make this research, we proceeded by making a case study on 10 countries that have been granted UNESCO's help in the field of Media and Information Literacy. To find out these countries/activities, we referred to UNESCO's database over the ten past years in UNESCO's most concerned areas, and also to the official GAPMIL award reports. We also had opportunities to take part in Chiba Unesco Association's

activities to have a look at their social contributions regarding UNESCO's Sustainable Development Goals.

A. Review of the GAPMIL activities.

The Global Alliance for Partnerships on Media and Information Literacy usually holds an international award each year to determine the most honorable actions that helped the progress of MIL during that year. Every year, UNESCO makes a call for the application of projects that would be nominated during the award, and each year, the winner is announced during the Global MIL Week conference.

The list of awarded projects is available on the official website[4], yet, all projects chosen during this study are not necessarily from the officially awarded projects. The criteria to chose the projects for this study were as following: (1) projects that have been granted UNESCO's help/budget because of their relevance, (2) projects that show a relation with MIL activities, (3) projects that are under the supervision of UNESCO, and (4) projects listed in the GAPMIL award list.

Those projects are generally meant to empower communities by the mean of introducing the use of media infrastructures in the learning process, as is the case for the Jordan Media Institute[5], or keeping citizens aware of the constantly growing digital world[6]. On the other hand, they could also be projects that help local development by enabling education in enclaved areas by the mean of community radio[7] to help cultural understandings and critical thinkings[8].

B. Review of Chiba UNESCO Association's activities

About the "UNESCO Associations in Japan", it is an association working as an NGO in collaboration with UNESCO, that work to achieve the Sustainable Development Goals. It is commonly known as the "National Federation of UNESCO Associations in Japan" (NFUAJ), which led to the creation of worldwide non-governmental UNESCO associations. They were initially not under the charge of the UNESCO headquarter, but their activities grew so that they gain the attention of UNESCO members. Their main objective is to promote activities based on international solidarity with the Japanese people¹.

The NFUAJ then has many local branches (about 278 organizations), and the local branch affiliated to Chiba University is the Chiba UNESCO Association². Chiba UNESCO Association usually takes part in Chiba University's "Universal Festival", but most activities are club-like activities held within the local population and schools. They usually hold study-group sessions (once a month), focusing on various themes and targeting normal people. During those sessions, they invite expert guest speakers and youth audiences.

¹ National Federation of UNESCO Associations in Japan, "history-公益社団法人日本ユネスコ協会連盟," National Federation of UNESCO Associations in Japan, [Online]. Available: <https://www.unesco.or.jp/en-history/>. [Accessed November 2020].

² 千葉ユネスコ協会, "千葉ユネスコ協会," [Online]. Available: <https://www.unesco.or.jp/chiba/index.html>. [Accessed November 2020].

III. RESULT

A. Similarities between the awarded and focused projects

During this study, similarities between all the projects have been found. Almost all projects are meant to fulfill the SDG4: Quality education. Even projects that were not meant to be part of the GAPMIL Alliance follow GAPMIL objectives, such as giving citizens access to information and knowledge. Through delivering good education, these projects tend to solve other correlated problems such as problems concerning economic growth, innovation, and inequality, as we can see in the following figure (Figure 1).

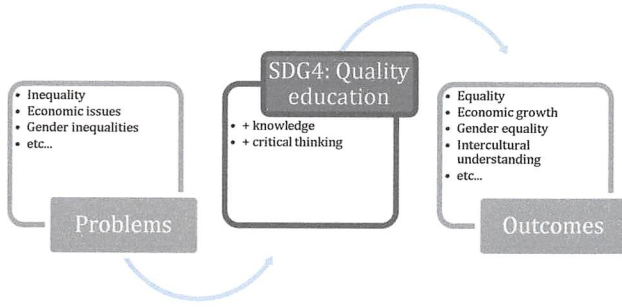


Fig. 1: Importance of education in UNESCO's projects

On the other hand, most of the projects that are held in African countries have to face problems concerning gender equality (SGD5), since they have to deal with Islamic regulations [9]. Empowering women by allowing them to receive the same education as men could lead to general country development [10].

Concerning the GAPMIL awarded projects, they share some common particularities: awarded projects are usually from developed countries and institutions, as in the case of Canada, or also the royally founded institution in Jordan[11].

B. Relations between Chiba UNESCO Association and SDGs

As mentioned before, the NFUAJ is more like some club activities than UNESCO's initiative. Thus, those activities are not totally out of the subject regarding UNESCO's action plan. Citizens who are participating in the study-sessions are not UNESCO-related; they are not aware of the SDGs at all. But, the contents of those sessions are all linked with the SDG. Session leaders are introducing these goals to citizens without actually making it obvious to them. That helps them to acquire general knowledge on the subjects without leading them to any information that they may judge as "complicated". In Table I, we can see some examples of the theme discussed during the study sessions and their relation with the development goals.

TABLE I: STUDY SESSIONS DISCUSSION THEMES

Theme	Guest speaker	Related SDG
How do we deal with the cycle of "imagination" and "creation"? -From the perspective of media studies on "gender," "sexuality," "race," and "ethnicity"-	Kyosuke Yamamoto	SDG5 : Gender equality, SDG10 : Reduced inequality, SDG16 : Peace, justice and strong institutions
The management of	Toyama Tantan	SDG3 : Good health

happiness	Yasuhiro Tanaka	and well-being
Whereabouts of the spaceship Earth? Talking about actual environmental and energy issues		SDG7 : Affordable and clean energy, SDG9 : Industry, innovation and infrastructure, SDG12 : Responsible consumption and production, SDG13 : Climate action

As we can see, even though the association has no direct relationship with the UNESCO headquarters, they still work to fulfill UNESCO's goals. They provide general knowledge to the community as well as MIL-oriented content, and they use to involve youth in their activities as well.

IV. CONCLUSION

In conclusion, we have seen that Education is used by UNESCO to solve other problems related to the community. Depending on the scale of the project, its effect might affect different areas (from a region to a whole nation). On the other hand, Chiba UNESCO Association conducts small-scaled, community activities that can fulfill the SDGs. Those activities may not directly get recorded in UNESCO's database, as they are meanly club-like, instead of formal and large-scale activities. Further improvement should involve national activities or global initiative, to get closer to awards nomination.

ACKNOWLEDGMENT

I would like to address my special thanks to professor Yoshida Masami, my advisor, to give me orientation on how to conduct my research and advised me a lot about life in general; Sir Takeshi Tokuhisa, President of Chiba University, who let me study in his institution, without which I would not be able to meet the following Sir Yoshinobu Takai, vice-president of Chiba UNESCO Association; Professor Teiji Kenjo, head of the Chiba University International Students Group (CISG), who conducted the Universal Festival.

REFERENCES

- [1] P. Kerr, J. Singh, and E. Hamburger. (2016) Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism. *MILID Yearbook*. 300.
- [2] THE GLOBAL ALLIANCE FOR PARTNERSHIPS ON MEDIA AND INFORMATION LITERACY (GAPMIL) Framework and plan of action. 2013.
- [3] C. Wilson, A. Grizzle, R. Tuazon, K. Akyempong, and C.-K. Cheung, *Media and Information Literacy: Curriculum for Teachers*. Paris: the United Nations Educational, Scientific and Cultural Organization, 2011.
- [4] "UNESCO MIL Alliance Awards Winners," ed: UNESCO, 2019.
- [5] "About Jordan Media Institute," ed, 2020.
- [6] "Young Canadians in a Wireless World Overview | MediaSmarts," ed, 2020.
- [7] "Community radios promote local development across Africa," ed, 2019.
- [8] "Community radio spreads peace education in Cameroon," ed, 2019.
- [9] D. McClendon, C. Hackett, M. Potančoková, M. Stonawski, and V. Skirbekk. (2018, June) Women's Education in the Muslim World. *Population and Development Review*. 311-342.
- [10] N. Ghazala and A. Riffat-Un-Nisa, "Women's Education in Pakistan: Hidden Fences on Open Frontiers," *Asian Social Science* vol. 7, no. 2, February 2011.
- [11] *Mapping of Media Information Literacy in Jordan*. Jordan, 2019.

Literature Review of Social Service Function of Chinese Colleges and Universities

Peizi Luo, Yuying Meng

Research Questions

Social service function is the third major function of colleges and universities after teaching function and scientific research function. This function is of great significance to the self-development of colleges and universities and the promotion of social development. By sorting out the relevant literatures on the social service function of colleges and universities in China in recent years, this research tries to discuss the characteristics of the social service function of Chinese colleges and universities and the existing problems in carrying out relevant activities. In addition, deficiencies in the current research on the social service function will be concluded.

Key words: Chinese colleges and universities, literature review, social service function

I. INTRODUCTION

Social service function is the third major function of colleges and universities after teaching function and scientific research function. The earliest documented record of a higher education institution's participation in social service comes from Richard Aldrich's description of Gresham College. Gresham College was founded in 1596. At the time, the college allowed its faculty to "provide consultations for scholars, gentlemen, merchants, sailors, shipbuilders, retailers craftsmen etc."^[1] But such activities were only spontaneous and individual, and has not been universally accepted by the society.

Through historical verification, it is generally accepted that the social service function of colleges and universities originated in the United States both conceptually and practically. American statesman Benjamin Franklin and educator Thomas Jefferson first proposed the idea that higher education institutions serves society directly. It is with this idea that promotes the formation of activities colleges and universities serving the society directly. The promulgation and implementation of Morrill Act directly boosted the development of land-grant institutions' movement in 19 century. Land-Grant Colleges took teaching subjects related to agriculture and technology as the main target of school running, having promoted American higher education's development towards secularization, popularization and diversification and having cultivated numerous scientific and technological talents needed in the national economic development for the then society. ^[2]As a catalyst, the Morrill Act further promotes the establishment of the social service function of colleges and universities. University of Wisconsin grew out of the land-grant institutions' movement. In 1904 Charles Richard Vanhise, the president of University of Wisconsin, argued that universities should not have boundaries but should be open to society. University of Wisconsin adhered the school philosophy and mode of serving the local state's economic development and paid attention to agriculture and technological education. The two basic approaches that University of Wisconsin

adopted in social service are: first, dissemination of knowledge, including teaching by correspondence, knowledge lecture, public seminar, information service etc.; The second is to provide expert service, i.e., direct participation in consultation and planning for the state in the aspects of economy, politics, culture etc. ^[3]In 1912, Charles McCarthy used the term "Wisconsin Idea" in his book *Wisconsin Idea* to represent the running ideas and modes of University of Wisconsin. Thus, the social service function has officially become the third major function of colleges and universities. The establishment of this function makes colleges and universities move from the fringe of society to the center of society.

The formation and development of the social service function of colleges and universities depend on the gradually formed symbiotic relationship between colleges and social development. For colleges and universities, relying only on the support of a few scholars in the past led to a slow growth in the scale of colleges and universities and a small social impact.^[4]With the development trend of popularization of higher education, in order to better construct and promote their own development, meanwhile meeting the needs of the educated, colleges and universities need to obtain more hardware and software support. From the perspective of resources of the development of colleges and universities, social service is an effective way to obtain scarce economic resources, information resources and policy resources.^[5]For social development, colleges and universities can not only provide intellectual support for the society, but also cultivate high-level and high-level skilled talents needed by the society. They also provide technical support for the development of social science and technology, namely the close combination of scientific research and

production development. Colleges and universities come into being in the society, and their relationship with the society is increasingly enhanced. The capital of knowledge economy times is "knowledge" and "talent". Colleges and universities are not only the "holy land" for cultivating talents and developing science and technology, but also the places for incubating knowledge industries to serve the society. ^[6]The social service function connects the teaching function with the scientific research function to further realize the self-value and social value of colleges and universities.

II. LITERATURE REVIEW

A. Concept Definition

At present, there is no unified understanding of the definition of "social service" function in academic circles. Xiuyan He^[7] thinks that "The social services of high-level research universities tend to be scientific research services, the social services of ordinary institutions of higher learning tend to be teaching services, and the social services of vocational colleges tend to be technical and technical services." Qilin Feng and Jiangtao Wang^[8] pointed out that social service in the modern sense emphasizes that colleges and universities use their own superior resources. They serve the society directly mainly through school-enterprise cooperation and have good cooperation in new product design, technology research and development, training and consulting, etc. Meanwhile they provide concrete service activities for the social economy in various forms, in order to promote the university talents to transform technical resources into realistic productive forces, so as to make a practical contribution to the development of social economy and cultural inheritance. Chang Liu^[9] believes that the social service function of colleges and universities refers to the regular, specific service activities

that colleges and universities carry out for social development in various forms in addition to the teaching and research tasks assigned by the state in various educational activities and processes. Although the definitions of social service function are different, they can be divided into broad and narrow in general. The broad definition of social service function includes all the functions of colleges and universities, including teaching function, scientific research function and social service function, which is from the overall social function and positioning. But the narrow one emphasizes more on the service activities that directly affect the society by colleges and universities combining with their own resources.

B. Types of social services provided by Chinese colleges and universities

Songli Li ^[10] pointed out that there are three types of social services offered by Chinese colleges and universities : (1) Training classes for teachers during vacations and various classes; (2) The establishment of research institutes and laboratories in colleges and universities to provide technical advice and guidance to the society; (3) Providing social services for people to contact culture. Xudong Wang ^[11] divided social service activities into six categories : (1) Training high-quality applied talents for the needs of local social and economic development; (2) Carry out scientific research and technological innovation in conjunction with local socio-economic development; (3) To provide teaching services for the society; (4) To provide various forms of information consulting services; (5) The university is open to the society and shares resources with the society; (6) Organize cultural activities and carry out cultural communication. Wang Shilong, Wei Sun and Hui Wang ^[12] divided social service activities into four categories: talent training, research cooperation, consulting services and physical

operations.

Among them, the research and practice of "New Basic Education" carried out by Professor Lan Ye 's team is a relatively influential research achievement in the social service function of Chinese colleges and universities. In September 1994, the "new basic education" research was officially launched. Professor Ye ^[13] proposed that the research should start from the beginning of basic education, primary and junior high schools, which undertake nine-year compulsory education. The internal reform of the school has chosen three aspects: one is teaching, to carry out the experimental reform based on classroom teaching, junior middle school mainly with Chinese, mathematics, foreign language three subjects, primary school with Chinese, mathematics and ideological and moral courses as the main curriculum; Second, the study of the new model of class construction; Third, the reform of school management mode. Qingju Pang ^[14] emphasized that "new basic education" has been carried out in a primary school since 1994, and has gone through exploratory research (1994-1999), developmental research (1999-2004), formative research (2004-2009) and rooted research (2009-2012), and now the "new basic education" is currently in the stage of ecological symbiosis construction. At present, there are 8 regions in the country signed a contract to cooperate with local schools to carry out school reform research in the way of ecological promotion, and more than 100 schools have formed a multi-layer interactive symbiosis inside and outside the region, such as cooperative schools, base schools and founding schools.

C. The characteristics of social service function of Chinese colleges and universities

As a training institution for senior specialized personnel, the social service function of colleges and universities is different from that of general

government agencies and social organizations. At present, China's colleges and universities scientifically practice social service function shows a series of characteristics. Yifan Sui, Qianfan Tang ^[15] summed up the characteristics of social service work in colleges and universities in China in the past 30 years: First, the concept of social service in colleges and universities has been deeply rooted in the hearts of the people, the social service function has been formally established on the legal level, and social service has officially become one of the three basic functions of colleges and universities. Second, market-oriented social services, market mechanism has become an important mechanism of social services in colleges and universities. Third, the scale of social services in colleges and universities has been expanded, the ability has been enhanced, and the norms have gradually matured. Xingrong Chen ^[16] put forward that colleges and universities must unify the two functions of social service with personnel training and scientific research when exercising the function of social service. In the process of social service, we should combine our own advantages, focus on and choose, and combine basic service with practical service organically. Colleges and universities should also fully unify the limitation and infinity to expand greater space for development in social services. Chang Liu ^[17] believes that colleges and universities in China have basic, diversified, leading and characteristic characteristics when performing social service functions. In the process of social service, regional colleges and universities should follow the basic characteristics of their service functions, closely adhere to the local development reality, adopt diversified ways, play a leading and guiding role, adapt to the needs of economic development with professional characteristics, and integrate into the development of local economy and society.

D. Problems in carrying out social service in Chinese colleges and universities

In recent years, Chinese colleges and universities draw lessons from the successful experience of foreign colleges and colleges and universities in social service, and carry out a series of social service activities, which bring some welfare to the social members and promote the coordinated development between the colleges and universities and the society. However, there are also some significant problems. Xingrong Chen ^[18] pointed out that the current social service in colleges and universities is driven by the government and passive service, so the concept of social service should be updated. The social service mechanism of colleges and universities is mostly external mechanism, which ignores the role of teachers and students, so it needs to be improved. In addition, Chinese colleges and universities have a short history of playing the role of social service, so it is necessary to further improve the ability of social service and innovate the way of social service. Fei Li ^[19] believes that in the context of industrial structure adjustment, from the perspective of management system, higher vocational education lacks the integrity and decentralization of serving the society. From the perspective of practice process, higher vocational education serves the society persistently, but lacks dynamics. There are many problems in colleges and universities, such as multiple approval, overlapping functions and resource dispersion, which lead to institutional obstacles in management. Moreover, the homogenization of higher vocational education is serious, which is not conducive to different schools and departments to give full play to their ability to serve the society. Most schools have realized the responsibility and mission of serving the society, and have implemented this concept in the whole link from the formulation of talent

training objectives to the implementation of teaching process, but they have not adjusted the professional structure and talent quality structure in a timely and flexible manner according to the change of industrial structure.

III. CONCLUSION

From its formation to now, the social service function of colleges and universities has played a key role and guided the development of the transformation of colleges and universities, giving them special status and value in the new era. At present, the researches on the social service function of colleges and universities are in full swing, but there are some problems needed to be solved.

A. There are many pure theoretical studies, but the perspective is single and there is no practical guidance.

The research on the social service function of colleges and universities in China can be roughly divided into pure theoretical research and case study, among which the pure theoretical research occupies a large proportion. The pure theoretical research includes the necessity of university social service, the content and the way of university social service, the current situation of university social service, the implementation approaches of university social service and so on. However, the existing researches are not perfect in content. For example, there is no profound discussion on the values and value orientation of social services in colleges and universities. While studying the social service carried out positively by colleges and universities, we ignore the consideration of colleges and universities themselves. Meanwhile the theoretical research foundation is basically perfect, but it is not enough for them to be put into the practice directly.

B. More attention is paid to higher vocational colleges and less to ordinary colleges and universities.

In recent years, China pays more attention to the research on the social service function of colleges and universities, in which the quantity of discussion on the social service function of higher vocational colleges occupies a large proportion, while the elaboration and practice research on the social service function of ordinary colleges and universities is relatively limited. Therefore, there is a long way for ordinary colleges to carry out social service activities for better practicing social service function.

C. Qualitative research accounts for a large proportion, and the combination of quantitative and qualitative research needs to be strengthened.

According to the existing literature, the researches on the social service function of colleges and universities are mainly based on the theoretical perspective. Most of the researches are qualitative with less quantitative. In terms of specific measures, they are often too vague, lacking of practical verification. Therefore, it is necessary for scholars to strengthen quantitative research to promote the combination between quantitative and qualitative research, helping solve the problems existed in the practice and activities for social service more effectively and practically, so as to promote the colleges and universities to give full play to the social service function.

ACKNOWLEDGMENT

It was an unforgettable and meaningful experience for both of us to finish this paper. Many kind-hearted people gave us a great amount of help, professional advice and encouragement. Thus, here we would like to express our sincere gratitude to them. First of all,

we will show our sincere thanks to supervisor Professor Xiong. She has given us invaluable guidance and constant support throughout the whole processes. Secondly, we will also express our heartfelt gratitude to our friends and classmates. They gave us a lot of support and encouragement in their own ways. At last, we will give the deepest gratitude to our family for their regretless support and love to us.

School of Education, Central China Normal
University, Wuhan, China

Correspondence: School of Education, Central
China Normal University, China,
E-mail: luopeizi@mails.ccnuc.edu.cn

REFERENCES

- [1] R. Aldrich, *An Introduction to the History of Education*, Hodder and Stoughton, 1982.
- [2] X. He, "The view of the social service positioning of China's vocational colleges from evolvement of history," *IEEE Trans. International Conference on Humanities and Social Science*, vol. 1, pp. 106-116, 2016.
- [3] Z. Q. Liang, "The evolution of social service functions of colleges and universities and the orientation of social service functions of higher vocational colleges in China," *IEEE Trans. Chinese Vocational and Technical Education*, vol. 18, pp. 62-66, 2017.
- [4] X. R. Chen, "Reflection on the Scientific Practice of Social Service Function in Colleges and Universities," *IEEE Trans. China Higher Education*, vol. Z1, pp. 50-51, 2011.
- [5] Q. Q. Liu, G. H. Hou, Y. Tian and J. X. He, "The Interactive Relationship between Social Capital and Social Service Participation in Colleges and Universities: A Typological Explaining Framework," *IEEE Trans. Higher Education Exploration*, Vol. 1, pp. 23-29, 2013.
- [6] Q. X. Lang, "Enlightenment of Wisconsin Thought on Social Service Function of Local Colleges and Universities in China," *IEEE Trans. Education Exploration*, vol. 12, pp. 64-65, 2008.
- [7] X. He, "The view of the social service positioning of China's vocational colleges from evolvement of history," *IEEE Trans. International Conference on Humanities and Social Science*, vol. 1, pp. 106-116, 2016.
- [8] Q. L. Feng and J. T. Wang, "Social service function of higher vocational education and its connotation analysis," *IEEE Trans. China Adult Education*, Vol. 21, pp. 109-111, 2014.
- [9] C. Liu, "The Basic Characteristics and implementation approaches of Social Service Function of Regional Colleges and Universities," *IEEE Trans. Heilongjiang Researches on Higher Education*, vol. 12, pp. 33-35, 2013.
- [10] S. L. Li, "The enoution, practice and form of social service function of colleges and universities in modern China," *IEEE Trans. Academic Exploration*, no. 6, pp. 122-124, 2012.
- [11] X. D. Wang, "Disccusion on the expansion of social service function of local colleges and colleges and universities," *IEEE Trans. China Higher Education Research*, no. 8, pp. 16-17, 2007.
- [12] S. L. Wang, W. Sun and H. Wang, "Disccusion on the interactive promotion mechanism of social service function and connotation development of colleges and colleges and universities," *IEEE Trans. Academic Forum*, no. 12, pp. 218-221, 2013.
- [13] L. Ye, "Reflections on the Research of 'New Basic Education'," *IEEE Trans. People's Education*, no. 7, pp. 4-7, 2006.
- [14] Q. J. Pang, W. Sun and H. Wang, "On the Practical Influence of 'New Basic Education' Theory," *IEEE Trans. Journal of the Chinese Society of Education*, no. 6, pp. 6-10, 2017.
- [15] Y. F. Sui and Q. F. Tang, "Research on 30-year Development Practice of Social Service in Colleges and colleges and universities in China," *IEEE Trans. China Higher Education Research*, no. 11, pp. 18-22, 2008.
- [16] X. R. Chen, "Reflection on the Scientific Practice of Social Service Function in Colleges and colleges and universities," *IEEE Trans. China Higher Education*, no. Z1, pp. 50-51, 2011.
- [17] C. Liu, "The Basic Characteristics and implementation approaches of Social Service Function of Regional Colleges and colleges and universities," *IEEE Trans. Heilongjiang Researches on Higher Education*, no. 12, pp. 33-35, 2013.
- [18] X. R. Chen, "Reflection on the Scientific Practice of Social Service Function in Colleges and colleges and universities," *IEEE Trans. China Higher Education*, no. Z1, pp. 50-51, 2011.
- [19] F. Li, "Research on Higher Vocational Education Serving the Society under the Background of Industrial Structure Adjustment," *IEEE Trans. Journal of Vocational Education*, no. 4, pp. 45-49, 2015.

The Beneficial Role of Public Hygiene Literacy in Developing Participatory Citizens

Fengyun Wang, Chongwei Wei, Yuting Peng

Research Questions

In the globalization and post-epidemic era, it is necessary to train participatory citizens with rich knowledge. From the view of the concept of participatory citizens, which has been put forward as early as 1989, this paper reviews its related researches by scholars at home and abroad. What's more, the cultivation of public health literacy is of great significance to the cultivation of participatory citizens in the post-epidemic era.

Keywords: Post-Epidemic era, Public hygiene, Participatory citizens, Public hygiene literacy

I. INTRODUCTION

In the context of globalization, cultural diversity, scientific and technological instrumentalization, lifelong education, and talent internationalization pose challenges to the cultivation of contemporary citizens' quality.^[1] Under the talent cultivating mode advocating pluralistic evaluation system, the status of schooling, obviously, can't keep pace with the trend.

An international vision and understanding ability should be embodied in future education. Individuals are not only citizens of their own country, but also citizens of the world, which requests that citizens all over the world should take an active part in international affairs. Therefore, it is necessary to cultivate participatory citizens and equip them with abundant knowledge.

The Covid-19 endemic in 2020 exposed the

inadequate development of China's health education sector, so the popularization of public health literacy of citizens should be put on the agenda as soon as possible, and the public health literacy should be included in the training courses of participatory citizens.

In the post-epidemic era, schools should strive to cultivate talents with public health literacy, and enable students to develop good habits of public health based on the solid mastery of students' public health knowledge.

Therefore, the cultivating of participatory citizens with public health literacy is of great significance in responding to emergencies, preventing and controlling infectious diseases in the future, and responding to the human subject of virus mutation.

II. LITERATURE REVIEW

Alex Inkeles believed that modern people have four characteristics: participatory citizens with rich knowledge, full confidence in personal effectiveness, high degree of independence and autonomy, and willingness to accept new experiences and new ideas; he calls these characteristics "the spirit of modernity", which is a necessary prerequisite for a country's economic growth and social development.^[2] "Participatory citizen" was first appeared in Social Education's special section in 1989, according to scholars Parker, open, free, real talk is a part of participating citizens.^[3] To define the word "participating citizens" is very important, it is related to the definition and structure of participating citizens, for which relevant

scholars at home and abroad have devoted considerable enthusiasm to the study of "Participating Citizens".

A. Literature at home

The domestic research on the background of participatory citizens focuses on the construction of participatory political culture. Participatory political culture refers to the democratic political culture with the values of equality, participation and efficiency as the core; citizens are the carriers and implementers of political culture, the extent to which political participation reflects their acceptance and recognition of political culture.^[4] The characteristics of citizen participation political culture are as follows: (1) Emphasizing that citizens have independent political personality (2)Emphasizing "rational national identity" (3)Emphasizing openness of participation (4)Emphasizing the normal participation of citizens (5)Emphasizing the correct guidance of government.^[5]

At present, for the participating citizens, some domestic scholars believed that participating citizens is the civic forms of the cultivation and practice of socialist core values in the new period. The citizen with good civic literacy not only refrains himself, but also can actively supervise and restrain the behavior of officials. Participatory citizens are also a recognition of the active role of citizens in socialist construction and a response to the current problem management strategy in the risk-based society.^[6]

Xu Weiliang believed that complete civic education should include four aspects: intellectual understanding, participation ability, civic attitude and direct civic participation.^[7] The so-called ability to participate is the ability to participate effectively in public affairs, such as communication, critical thinking, negotiation and compromise, while civic attitude is to teach students to affirm their personal rights, to

tolerate and respect the differences of others and to care for public well-being.^[8] From the view of safeguarding citizens' own interests, civic education guides citizens to recognize and accept these unified rules, norms, value systems and their ways of life, and imperceptibly form self-conscious citizen consciousness, and then become people who actively devote themselves to public life and social public affairs, and have the quality of public life and the spirit of public sacrifice in a complete sense.^[9]

B. Literature abroad

A scholar thought that participatory citizen refers to the citizen group composed of homogeneous population with common cultural identity. Participatory citizen education is to promote citizens' civic values and positive attitudes towards others, produce and reproduce social capital, and enhance social cohesion of a divided society.^[10]

Another scholar believed that participatory citizens are people who actively participate in civic affairs and social life of communities at local, state and national levels, while citizen participation develops collective commitment, common understanding and trust, and helps overcome community problems and take advantage of opportunities.^[11]

Jacob described civic participation as "taking action based on a high sense of responsibility for the community", which includes a wide range of activities, including fostering political sensitivity, building civil society, and working for the common good; Citizen participation includes the concepts of global citizenship and interdependence, through which individuals, as citizens of their communities, nations, and the world, are empowered as agents of positive social change in a more democratic world.^[12]

In terms of citizen literacy, foreign scholars regarded "citizen literacy" not only as the result of knowledge of facts related to understanding

the functioning of a democratic system, but also of skills to apply knowledge to explain situations; In addition, citizen literacy includes the tendency to act in ways consistent with democratic interactions; Like other knowledge and skills, citizen competence is the result of influences inside and outside school, and isolating these is often problematic.^[13]

Foreign scholars have done extensive research on the influencing factors of participatory citizenship literacy. First of all, participatory democratic atmosphere, especially the openness of classroom discussion at the individual level, is positively associated with intentional political participation.^[14] Secondly, pedagogy plays a positive role in promoting citizen participation to a certain extent. Three citizen pedagogy (curriculum planning, participatory learning and a combination of the two) have a positive impact on teaching citizen courses and cultivating the civic skills of specific students. In addition, historical empathy^[15] and government accounting literacy^[16] also play a beneficial role in the development of participatory citizens.

III. CONCLUSION

On the basis of summarizing the research results at home and abroad, the author will combine the connotation of participatory citizens to discuss the significance of the cultivation of public hygiene literacy for participatory citizens in the post-epidemic era.

The author believes that participatory citizens are actors who make the world fairer and more sustainable. They have broad international perspective, multicultural understanding ability, rich mastery of knowledge, and are able to critically appreciate and evaluate affairs based on their knowledge. Participatory citizens are nationally and globally active and responsible members who have the production and living skills, and the ability to take active actions that

are valuable to individuals and the society, possess correct values and the ability to make value judgments, and bear the responsibilities and exercise the right to choose. Therefore, the author takes the cultivation of public hygiene literacy in the post-epidemic era as the starting point to improve the cultivation of participatory citizens.

The prevention and control of the epidemic has greatly exposed the loophole of public health literacy of Chinese citizens, so it is very important to integrate public hygiene into the classroom. At present, the public hygiene knowledge is mainly publicized through various media in China and the scientific public hygiene curriculum system has not yet been established. As a result, students can't develop good health habits and hygiene literacy. Integrating public health into the classroom is different from publicize hygiene knowledge through media, which can provide systematic course content for students, better show students the steps of making personal daily public hygiene protection through experiential activities. It can also reduce students' worries and fear of hygiene protection and enhance their awareness of hygiene protection.

At present, the following problems remain to be studied for the cultivation of public hygiene literacy of participatory citizens:

The existing research on participatory citizens focuses on its political and cultural background, but research focuses on economy, technology and health is relatively less. What's more, extant researches on participatory citizens involve many documents on the influencing factors of participatory citizen construction, but there are few researches on the influencing factors of participatory citizens in the post-epidemic era.

2. Researches on participatory citizen literacy mainly focus on political participation, while ignoring other latent factors that play an

important role in social construction, such as cultural literacy and health literacy. The number of literature on the construction and improvement of public health system and mechanism is increasing, but the research on the integration of public health education into the civic education system is rare.

3. Civic education channel is single, and lack systematic curriculum system. For school students, there is a lack of systematic teaching. While for non-school citizens, the popularization of hygiene knowledge only stays on the surface. The cultivation of public hygiene literacy of citizens only stays at the level of theoretical publicity, not close to citizens' life, and the emphasis on practice is not enough.

Through the texts, resources, activities and assignments used in public hygiene class, students can have a formal and systematic understanding of public hygiene education, help cultivate their citizens' hygiene health literacy, learn health skills about citizens' life, and promote the construction of participatory citizens. Shaping participatory citizens can enable citizens to have the confidence and ability to participate in social affairs, so as to carry out citizen action, which is of great benefit to the construction of society.

ACKNOWLEDGMENT

Our sincere gratitude should be extended to people who helped us in the preparation of the thesis. First of all, we are very grateful for the help from my supervisor, Pro. Xiong, who has offered us instructive suggestions in academic writing. Second, we owe a great deal of thanks to our teachers, whose courses have enlightened our mind and expanded our horizons. Moreover, we would like to express our heartfelt thanks to our beloved friends who have always been supporting us unconditionally.

School of Education, Central China Normal University, China

Correspondence: School of Education, Central China Normal University, Wuhan, China

Email: weichongwei1999@126.com

REFERENCES

- [1] L. P. Zhang, "A Study on the General Education in China higher education in the Context of Globalization", PhD dissertation, Wuhan Univ, Wuhan, Hubei, China, 2014.
- [2] X.W. Yang, "School Modernization Construction from the Perspective of Governance", *The Horizon of Education*, no. 21, pp. 4-8, 2016.
- [3] Parker, Walter C, "Participatory Citizenship: Civics in the Strong Sense.", *Social Education*, vol. 53, no. 6, pp. 353-54, 1989.
- [4] H. Deng, "Citizenship, Participatory Citizenship Culture and China's Political Development in China", PhD dissertation, China Foreign Affairs Univ, Beijing, China, 2008.
- [5] X. L. Liu, "The Construction of Citizen Participation Political Culture under the Condition of Market Economy", *Development research of Qaidam*, no. 1, pp. 13-16, 2012.
- [6] L. Z. Sheng, "Core Values and Cultivation of Participatory Citizens", *Journal of Southeast University (Philosophy and Social Science)*, vol. 16, no. 5, pp. 25-28+134, 2013.
- [7] W. L. Xu, "Cultivating Middle School Students' Public Participation Literacy Based on Ideological and Political Courses", MA thesis, Nanjing Normal Univ, Nanjing, China, 2015.
- [8] S. W. Wang, and W. Huang, "Participatory Civic Learning — New Developments in Hong Kong Civic Education Policy.", *Educational Research at Tsinghua University*, vol. 31, no. 04, 2010.
- [9] Q. J. Pang, W. Sun and H. Wang, "The Theoretical Connotation, Characteristics and Historical Evolution of Civic Education in China", *Academic Exchange*, no. 12, pp. 191-194, 2013.
- [10] McMurray, Alan, and Ulrike Niens, "Building bridging social capital in a divided society: The role of participatory citizenship education.", *Education, citizenship and social justice*, vol. 7, no. 2, pp. 207-221, 2012.
- [11] Westheimer, Joel, and Joseph Kahne. "What kind of citizen? The politics of educating for democracy." *American educational research journal*, vol. 41, no. 2, pp. 237-269. 2004.
- [12] *Civic Engagement in Higher Education: Concepts and Practices*, Jacoby and Associates, Jossey-Bass, San Francisco, CA, 2009.
- [13] Reimers, Fernando M., et al. "Empowering Teaching for Participatory Citizenship: Evaluating the Impact of Alternative Civic Education Pedagogies on Civic Attitudes, Knowledge and Skills of Eight-Grade Students in Mexico.", *Journal of Social Science Education*, vol. 13, no. 4, pp. 41-55, 2014.
- [14] Quintelier, Ellen, and Marc Hooghe. "The relationship between political participation intentions of adolescents and a participatory democratic climate at school in 35 countries.", *Oxford Review of Education*, vol. 39, no. 5, pp. 567-589, 2013.

- [15] Davison, Martyn, "Teaching about the First World War today: Historical empathy and participatory citizenship.", *Citizenship, Social and Economics Education*, vol. 16, no.3, pp. 148-156, 2017.
- [16] Karatzimas, Sotirios. "The beneficial role of government accounting literacy in developing participatory citizens.", *Accounting Education*, vol. 29, no. 3, p p. 229-246, 2020.