JOINT CONFERENCE TO INTRODUCE ACADEMIC STUDIES

19th July, 2021 10:00- 13:20 Online Conference

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10:00-10:10	Opening Remark		XiongChun
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11:30-11:50	A Learning about UNESCO ICT Competency Framework for Teachers（ICT-CFT）	45-51	Dai Wenxi
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13:10-13:20	Closing remark		Masami Yoshida

Organised by

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

XiongChun Laboratory, School of Education,Central China Normal University, China

Session Chair:

Ms. Tomomi Kubota

Effects on Gratitude Messages in Online Discussion

Masami Yoshida
Chiba University, The Faculty of Education

Kerry Howells at TED

Study Outline

- University Online Course
- Posting assignment on discussion board
- Exchange assignment answers and comments
- Ask to add gratitude message

- Gratitude standard questionnaire (EGRM)
- Collect nodes (students) and edges (messages) from the community
- Social network analysis
- Analysis with exponential random graph models (ERGM)
- Holistic view and discussion

Gratitude as pedagogy

- Gratitude: the conscious action of wanting to give back in some way (Howells, 2014) > emotion of learners
- Enhance the motivation of students for prosocial behaviours
- Lead stronger relationships and increased engagement within school communities (Freitas, Pieta, & Tudge, 2011).
- One of character strengths that promote students' success in academic settings (Wilson & Harris, 2015).
- University students: Proved effect on increasing motivation (Howells, 2012).
- Remain resilient while facing difficulties in learning (Wilson, 2016).
- Gratitude opens up the metaphysical quest in learning (Wilson & Foster, 2018).

Standard questionnaires

- The gratitude adjective checklist (McCullough, Emmons, & Tsang, 2002).
- The gratitude questionnaire-6 (GQ-6) (McCullough et al., 2002).
- The gratitude resentment and appreciation test (Watkins, Woodward, Stone, & Kolts, 2003).
- The Expression of Gratitude in Relationships Measure (EGRM) (Lambert, Clark, Durtschi, Fincham, & Graham, 2010).

    - I express my appreciation for the things that my partner does for me.
    - I let my partner know that I value him/her.
    - When my partner does something nice for me, I acknowledge it.

        five-point scale (1 = never; 5 = very frequently),

Exponential random graph models (ERGM)

- Statistical model used for SNA to observe underlying generating mechanisms
- The ERGM is theorised based on the topology of the exponential distribution $f(x) = \lambda e^{-\lambda x}$
- The individual attributes in the network and network structural properties (i.e., reciprocity or transitive triplets) can be used to predict the properties of the entire network.

$$P_\theta(G) = c e^{\theta_1 z_1(G) + \theta_2 z_2(G) + \cdots + \theta_p z_p(G)}$$

- The probability P of network G takes a value of 0–1   Term
- Each $\theta i\ Zi\ (G)$ is called a 'term' which specifies R formula object to represent the network statistics.

Three broad categories

- **Node-based Covariates**: Explain differences in edge values as outcomes of the attributes of the nodes themselves.
- **Dyadic Covariates**: Examines how relationships between individuals affect edge values.
- **Structural Covariates**: Aspects of network topology that may be expected to affect edge formation and are proposed to include several levels of complexity.

- Calculation of ERGM: Monte Carlo Markov chain (Handcock, 2003; Snijders, 2002), based on an underlying simulation.
- This study is the first to identify significant determinants associated with gratitude messages using ERGM.

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Examples of Terms

1) nodecov: Degree effect for continuous traits

1) nodefactor: Degree effect for categorical traits

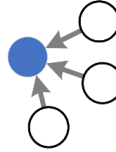2) mutual: the tendency for mutual ties in a directed network

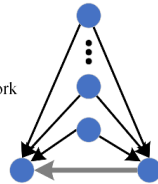2) nodematch: Homophily for categorical traits
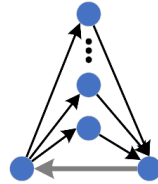
2) absdiff: Homophily for continuous traits

3) edges: Basic element of the network which controls for the density

3) istar(3): Effects of the number of |3|-instar ties in networks show popularity

3) dgwesp(type = "ISP"): The propensity for ties to form incoming shared partner configuration

3) dgwesp(type = "ITP"): The propensity for ties to form as part of cyclic triad or a multiply cyclic configuration

Research question

a) What attributes of target nodes account for students making connection ties?

b) What are the characteristics of the online community and what structural connections of the network tend to appear?

c) How do messages with gratitude appear, and to what extent are these messages deployed in the network?

d) How do messages with gratitude prompt reply messages?

Results
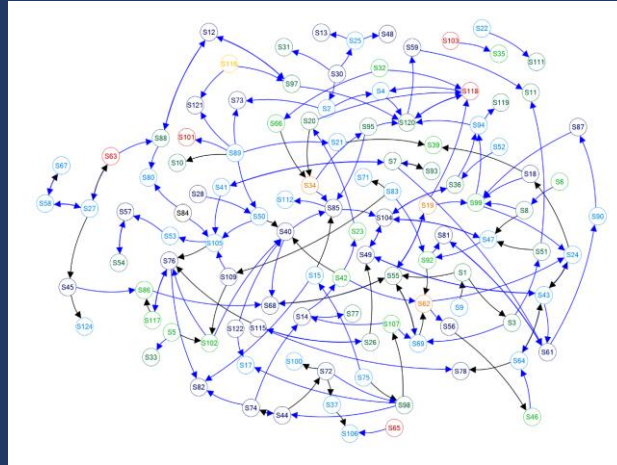
Social graph of the emerged network
Blue edges: gratitude, node colour: country region

IN/ OUT degree
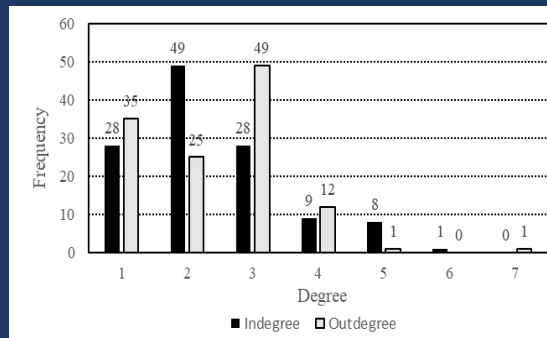
Degree distribution of the network
Students selected wide range of target students to communicate with

Term (see Figure 1)	Dependent variable:		
Parameter	Node-based	Dyadic	Structural
edges	-6.475***	-5.097***	-4.229***
	(0.889)	(0.222)	(0.110)
nodecov.score	0.056		
evaluation score of messages	(0.046)		
nodecov.letter	-0.0001		
number of letters in messages	(0.0001)		
nodecov.access	0.005*		
number of students accessing Moodle during lesson period	(0.003)		
nodecov.gratitude	0.218***		
number of messages with gratitude	(0.053)		
nodecov.EGRM	0.020		
score of gratitude questionnaire	(0.030)		
nodecov.link	-0.003		
number of web links in messages	(0.031)		
nodecov.fig	0.070		
number of figures in messages	(0.063)		
nodefactor.gender.female	-0.109		
	(0.151)		
mutual		3.184***	
		(0.298)	
nodematch.country		0.994***	
same country		(0.267)	
nodematch.item		0.926***	
same assignment item		(0.142)	
nodematch.gender		0.376**	
same sex		(0.170)	
absdiff.score		-0.114**	
homophily in evaluation of assignment		(0.060)	
absdiff.letter		-0.0001	
homophily in letter count		(0.0001)	
absdiff.link		0.044	
homophily in number of references		(0.031)	
absdiff.fig		-0.088	
homophily in number of figures		(0.075)	
absdiff.access		0.003	
homophily in times of access to discussion board		(0.003)	
absdiff.gratitude		0.129**	
homophily in number of gratitude messages		(0.065)	
absdiff.EGRM		-0.059	
homophily in gratitude questionnaire		(0.038)	
istar(3)			-0.046
popularity spread			(0.072)
gwesp.ISP			-0.535
incoming shared partner			(0.677)
gwesp.ITP			0.335*
multiple cyclic closure, incoming two-path			(0.201)

Comparison of terms

Term	Dependent variable:			
Parameters	(1)	(2)	(3)	(4)
edges	-4.558***	-5.332***	-5.600***	-5.590***
	(0.089)	(0.162)	(0.181)	(0.177)
mutual	3.515***	3.356***	3.078***	3.101***
	(0.276)	(0.273)	(0.302)	(0.299)
nodecov.access		0.004**	0.004*	0.003*
		(0.002)	(0.002)	(0.002)
nodecov.gratitude		0.176***	0.208***	0.208***
		(0.037)	(0.047)	(0.046)
nodematch.country			1.107***	1.110***
			(0.256)	(0.257)
nodematch.item			0.910***	0.914***
			(0.145)	(0.145)
absdiff.gratitude			-0.063	-0.065
			(0.063)	(0.062)
gwesp.ITP				0.136
				(0.192)

- reciprocal ties (mutual/largest) + contextual communication (country +item) => knowledge sharing
- Student with high score of gratitude make reciprocal ties

Building personal knowledge network

• Four stages of activities (AlDahdouh, 2021; Kop et al., 2011).

1. Aggregate and establish reliable connections to trusted and renewable resources.
2. Remix information coming through connections to help see a new picture.
3. Repurpose information by finding connections between similar messages, playing on the differences, and developing a critical view.
4. Feed forward and share knowledge, as the aim is to create knowledge collectively.

Findings covered above 1-4.

Summary

• Previous study :
Passive students (Watson et al., 2017) < A higher number of students' spontaneous messages
  • All students behaved as content producers
  • All students had experienced collecting information
  • All students are proposing individual opinions before the communication
• Learning of content area knowledge by self-regulated learning enhanced their active involvement in the continuous discussion
• The network tended to make ties with gratitude messages
• Students who had more experiences of posting gratitude messages with reciprocal ties between students tending to appear
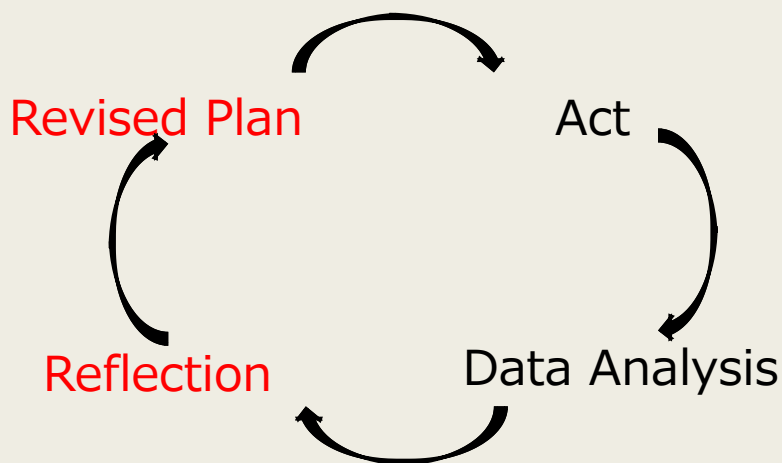
おわり

HOW TO USE AHP
IN ACTION RESEARCH
INVOLVING VARIOUS EXPERTS

Chiba University

Tomomi Kubota

About Action Research

Revised Plan   Act

Reflection   Data Analysis

The Type of Action Research

• A teacher

• Teacher group

• Teachers, researcher in university, curators⋯
  Various people

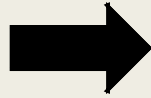## The merit of researcher's participating in action research group

1. Contribution to academic field

2. Data analysis reliability

3. Third party perspective
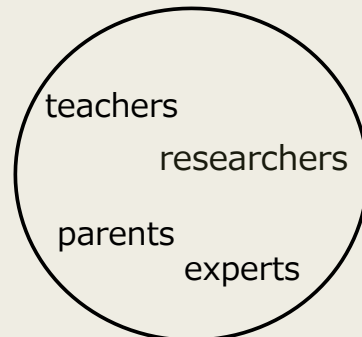
The background of my research

Action Research

Improvement for
the group

Class climate
For class children

Collaborative Action Research

teachers

researchers

parents

experts

Difficult to integrate various opinion

What is AHP?

Multi-criteria decision-making method
By Saaty

a method of quantifying the evaluation
by paired comparison of various subjective and
ambiguous criteria and integrating it to obtain
the weight of each alternatives based on the
evaluation criteria of the judge.

The flow of AHP

1. Goal、criteria、alternatives

2. Pairwise comparison

3. Calculate the weight
    (eigenvalue, geometric mean)

4. Evaluation

Why geometric mean is used in AHP?

The law of weber fefinar

amount of sensation does not increase in the same way by the intensity of the stimulus given

proportional to the logarithm of the amount of stimulation

Arithmetic mean: numerical average

Geomtric mean: closely related to human sensation

Simulation sample

Decide the best pedagogical principle to teach SDG-Goal4.

Decide the criteria

ESD competencies

Communication skills

ICT competencies

English proficiency

Decide the alternatives

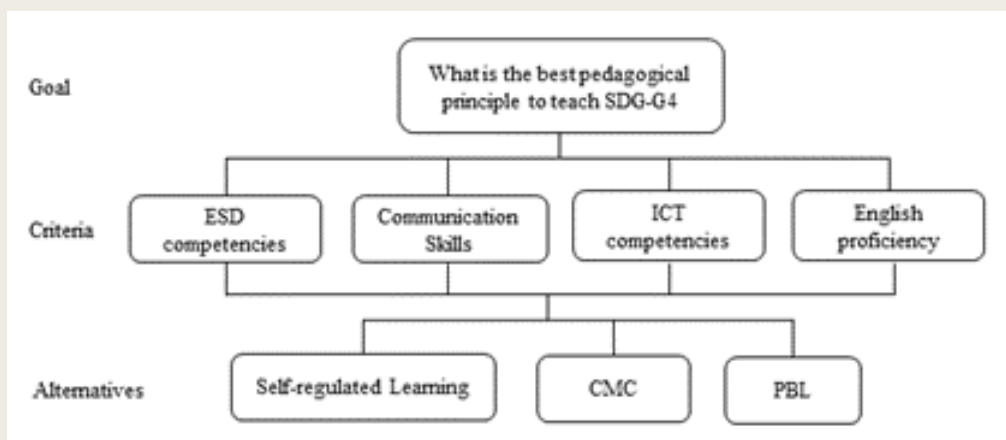Self regulated learning

Computer Mediated Communication(CMC)

Project Based Learning(PBL)

choose one from multiple alternatives →AHP

Make a hierarchy diagram

Goal	What is the best pedagogical principle to teach SDG-G4
Criteria	ESD competencies · Communication Skills · ICT competencies · English proficiency
Alternatives	Self-regulated Learning · CMC · PBL

Pairwise comparison

Intensity	Definition
9	Absolutely A
7	Very much A
5	Much more A
3	Somewhat A
1	Neutral
1/3	Somewhat B
1/5	Much more B
1/7	Very much B
1/9	Absolutely B

Pairwise comparison (between criteria)

Evaluation between criteria

	ESD	Communication	ICT	English
ESD	1	7	5	3
Communication	1/7	1	1/3	1/5
ICT	1/5	3	1	1/3
English	1/3	5	3	1

Pairwise comparison（alternatives）

Evaluation between alternatives

ESD

	Self-regurated	CMC	PBL
Self-regulated	1	1/3	3
CMC	3	1	5
PBL	1/3	1/5	1

ICT

	Self-regurated	CMC	PBL
Self-regulated	1	5	1
CMC	1/5	1	1/7
PBL	1	7	1

Communication

	Self-regurated	CMC	PBL
Self-regulated	1	1/3	1/5
CMC	3	1	1/3
PBL	5	3	1

English

	Self-regurated	CMC	PBL
Self-regulated	1	1/7	1
CMC	7	1	5
PBL	1	1/5	1

Calculate the each criteria's weight

Evaluation between criteria   weight

	ESD	Communication	ICT	English	Geometric mean	Normalization
ESD	1	7	5	3	3.2011	0.5638
Communication	1/7	1	1/3	1/5	0.3124	0.0550
ICT	1/5	3	1	1/3	0.6687	0.1178
English	1/3	5	3	1	1.4953	0.2634
				total	5.6776	1.0000

Calculate the evaluation of alternatives

ESD   weight

	Self-regurated	CMC	PBL	Geometric mean	Normalization
Self-regulated	1	1/3	3	1.0000	0.2583
CMC	3	1	5	2.4662	0.6370
PBL	1/3	1/5	1	0.4055	0.1047
			total	3.8717	1.0000

ICT

	Self-regurated	CMC	PBL	Geometric mean	Normalization
Self-regulated	1	5	1	1.7100	0.4353
CMC	1/5	1	1/7	0.3057	0.0778
PBL	1	7	1	1.9129	0.4869
			total	3.9286	1.0000

Communication

	Self-regurated	CMC	PBL	Geometric mean	Normalization
Self-regulated	1	1/3	1/5	0.4055	0.1047
CMC	3	1	1/3	1.0000	0.2583
PBL	5	3	1	2.4662	0.6370
			total	3.8717	1.0000

English

	Self-regurated	CMC	PBL	Geometric mean	Normalization
Self-regulated	1	1/7	1	0.5228	0.1194
CMC	7	1	5	3.2711	0.7471
PBL	1	1/5	1	0.5848	0.1336
			total	4.3786	1.0000

overall evaluation value

		ESD	Communication	ICT	English
A	Self-regulated	0.2583	0.1047	0.4353	0.1194
	CMC	0.6370	0.2583	0.0778	0.7471
	PBL	0.1047	0.6370	0.4869	0.1336

X

		ESD	Communication	ICT	English
B	weight	0.5638	0.0550	0.1178	0.2634

Comprehensive evaluation value

		ESD	Communication	ICT	English	total	
C	Self-regulated	0.1456	0.0058	0.0513	0.0314		0.2341
	CMC	0.3591	0.0142	0.0092	0.1968		0.5793
	PBL	0.0590	0.0350	0.0574	0.0352		0.1866

Effect of using AHP

1. Tacit knowledge
   →Explicit knowledge

2. Consensus of
   all the participants

3. Explain the process of
   making decision

➡ Effective
   interaction

Thank you for listening

DISTANCE EDUCATION
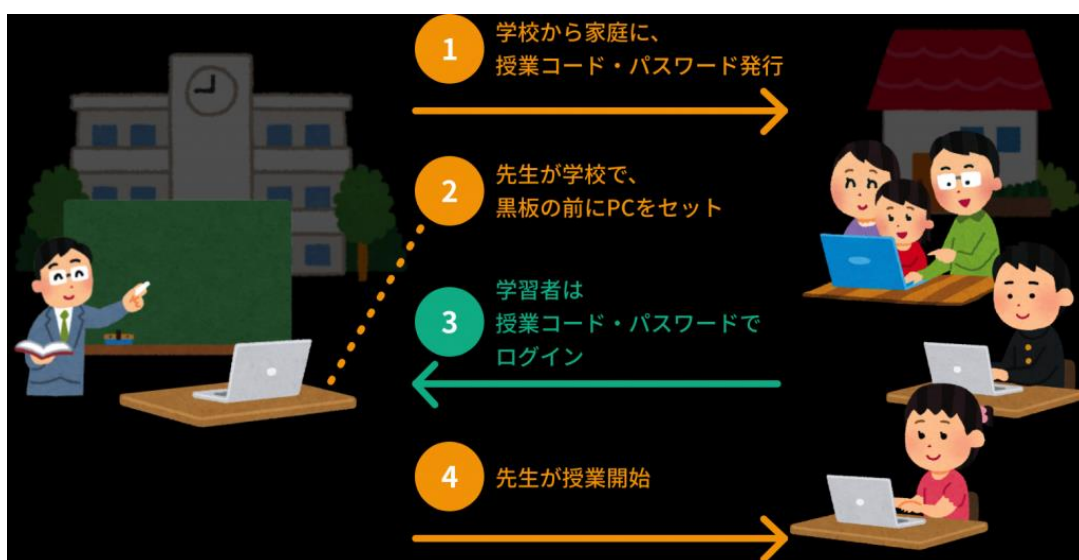## 远程教育

吉田研究室
姜美雪

目录

远程教育的定义

狭义

　　远程教育是指由特定的教育组织机构，综合应用一定社会时期的技术，收集、设计、开发和利用各种教育资源、构建教育环境，并基于一定社会时期的技术、教育资源和教育环境为学生提供教育服务，以及出于教学和社会化的目的进而为学生组织一些集体会议交流活动（以传统面对面方式或者以现代电子方式进行），以帮助和促进学生远程学习为目的的所有实践活动的总称。

广义

　　远程教育是学生与教师、学生与教育组织之间主要采取多种媒体方式进行系统教学和通信联系的教育形式，是将课程传送给校园外的一处或多处学生的教育。

远程教育与对面教育的比较

远程教育
・不需要去学校，可以节省路上消耗的时间
・课程安排自由
・可以选择海外老师的课程
・离开教室也可以进行交流

对面教育
・集体授课，需要去学校
・课程安排需按照学校统一安排

同步学习和异步学习

同步学习(synchronous learning):学习者与指导者，或学习者之间进行实时双向交流（如面对面、电话、电视会议或相同时间在线学习交流等）的学习活动方式。

异步学习(synchronous learning):学习者与指导者，或者学习者之间进行非实时双向交流（如通过函授，电子邮件，或者不同时在线的，相隔几分钟、几小时甚至几天的交流）的学习活动方式。

远程教育的历史

Radio　广播

20世纪初	广播作为新技术登场
1921年	联邦政府向盐湖城的末日圣徒大学颁发了第一个教育广播执照
1925年	爱荷华州立大学通过WOI电台开设了第一个学分广播课程
空中学校	1928年由美国国家广播公司NBC赞助的PCR教育时间
	1929年俄亥俄航空学校
	1930年由哥伦比亚广播公司赞助的美国航空学校

Television　电视

1934年	教育电视开始登场。例 the State University of Iowa
1939年	the State University of Iowa(国立爱荷华大学)播放约400个教育节目
1939年	洛杉矶的一所高中开始在教室使用电视
1950年	福特赞助教育电视节目数亿美元
1956年	马里兰州华盛顿的公立学校开始提供闭路电视服务。大约同一时间，芝加哥电视学院率先让社区学院通过电视进行教学
1961年	美国中西部机载电视教学计划涉及六个州，设计和制作由DC-6飞机传输发射及机播放节目
1962年	联邦教育电视设施法案资助了教育电视台的建设
1965年	卡耐基教育电视委员会发布了一份报告，导致国会通过了1967年的公共广播法案，成立了公共广播公司(CPB)
1970年代末	全国大约有150个教育电视台播放K-12到高等教育的教育电视节目

Instructional Television Fixed Services 教育电视固定服务

1961年	教育电视固定服务ITFS开始出现，联邦通信委员会向the Plainedge School System on Long Island , New York颁发实验许可
1969年	斯坦福教育电视网SITN是这方面的先驱，1969年开始向16家成员公司的900名工程师播放120门工程课程
1984年	加州州立大学奇科分校利用ITFS为惠普员工在五个州的所有地点提供计算机科学课程

Cable Television and Telecourses 有线电视及电视节目

| 1952年	第一个有线电视CATV开始运行
1972年	联邦通信委员会要求所有有线电视运营商提供一个教育频道。通过广播或者有线电视提供的教育节目被称为电视课程
1980年代中期	大约有200个大学水平的电视课程，由大学，社区学院，私人制作人，公共和商业广播电视台制作，再由制作人自己或者公共广播公司发行
1981年代	Annenberg基金会支持CPB的一个项目，该项目为大学水平的电视课程提供200-300万美元的资金。

远程教育的组织的类型

Single-mode institution

例:加拿大 Athabasca University

Dual-mode institution

例:Pennsylvania State University World Campus

	Athabasca University	Pennsylvania State University World Campus
成立时间	1970	1998年
学费	$300 1学分	$576~$924 1学分
学生数	约40000人	约20000人
教师数	约1000人	/
留学生	世界87个国家的留学生	/
地址	加拿大阿萨巴斯卡	宾夕法尼亚州
运营预算	$1.3亿	/
课程数	850	150个项目
网址	http://www.athabascau.ca	http://www.world campus.psi.edu

远程教育的概念模式

远程教育系统

技术

学习 ← 教学 → 项目/课程设计

管理

政策　　组织

教育系统

经济　　心理学　　社会学

文化　　历史　　哲学
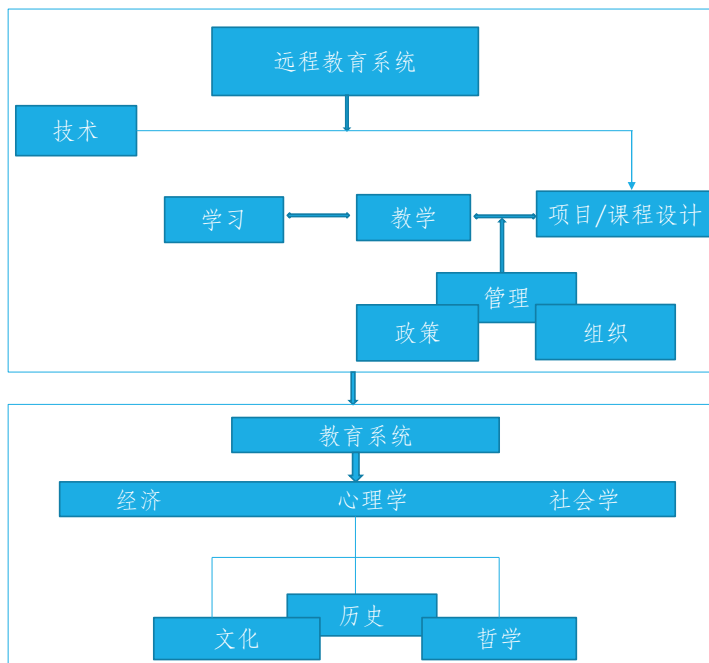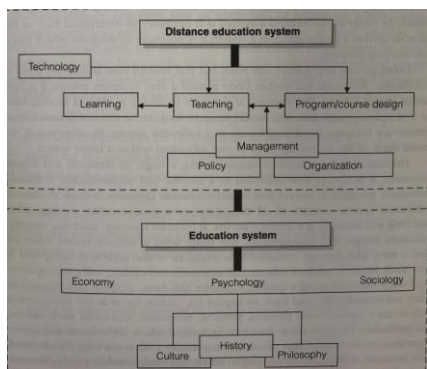
发展阶段	兴起时间	技术基础	教育形态
第一代	19 世纪中叶	适合自学的函授印刷材料	函授教育
第二代	20 世纪初期	广播、电视、录音、录象等视听手段	开放大学、广播电视大学、远程教育大学
第三代	20 世纪末期	信息技术，特别是 Internet 网络和多媒体技术	网上大学、虚拟大学

远程教育发展的三个阶段

函授教育——第一代远程教育

函授教育即运用通讯方式进行的教育。学员利用业余时间，以自学函授教材为主，由函授学校给予辅导与考核，并在一定时间进行短期集中学习和就地委托辅导。

起源于19世纪60年代英国的大学推广运动，80年代后各资本主义国家始设函授学校。在中国，商务印书馆曾于1914年创设函授学社。中华人民共和国建立后，函授教育有了很大发展。

多媒体教学——第二代远程教育

发展状况对远程教育的发展最具影响力的是20世纪60年代末期到70年代初期的美国威斯康星大学的"整合媒体计划"和英国的开放大学。

1969年英国开放大学成立，1971年开始授课。

进入20世纪70年代以来，在英国开放大学的精神鼓舞下，在世界各地掀起了一股兴办远程教育的热潮，兴起了各种广播电视大学、空中大学等。

第二代远程教育是一个广义的概念，是指在邮政通信和印刷技术基础上，利用广播电视(卫星和微波)、录音/录像、电话/电传等多种大众传播媒体开展的远程教育，其主要形式是广播电视教育。

第二代远程教育的主要代表是各国独立设置的开放大学、广播电视大学及其他独立设置的远程教育大学。

网络远程教育——第三代远程教育

第三代远程教育是建立在应用双向交互现代信息通信技术基础上的现代远程教育，其技术基础主要是计算机技术、多媒体技术和现代通信技术，核心是网络技术。

第三代远程教育不仅利用计算机、通信和数字卫星三大网络和基于计算机的多媒体技术，还包括录音、录像和印刷材料等第二代乃至第一代远程教育的技术媒体，从教育技术发展的趋势来看更讲究媒体的配合和总体设计。

其主要技术特征和优势是双向交互，即通过数字、多媒体等信息技术实现人机、人际的相互交流和交互作用，可以加强教师和学习者之间的双向交流，极大地促进学习者之间的个性化学习和协作学习。

Country	Institution	Established	Enrollment
Pakistan	Allama Iqbal Open University	1974	3.2 million
China	Open University of China	1979	2.7 million
Bangladesh	Open University	1992	600,000
India	Indira Gandhi National Open University	1985	3 million
Indonesia	Universitas Terbuka	1984	646,467
Iran	Payame Noor University	1987	183,000
Korea	Korean National Open University	1982	210,978
Spain	Universidad Nacional de Educación a Distancia	1972	180,000
Thailand	Sukhothai Thammathirat OU	1978	181,372
Turkey	Anadolu University	1982	884,081
UK	The Open University	1969	203,744

Source: Wikipedia (2010)

著名的远程教育大学

最早的远程教育大学
--THE OPEN UNIVERSITY(UK)

成立时间	学费	学生数	老师数	地址
1969	$73 1学分	253,075 本科生数195,300 研究生数14,405	约8000人(大部分为兼职)	米尔顿凯恩斯（主校区）
运营预算	课程数	入学时间	运营形式	网址
£474.1 million(2019-20)	60左右	9月	公立	http://www.open.ac.uk/

远程教育系统的输入和输出
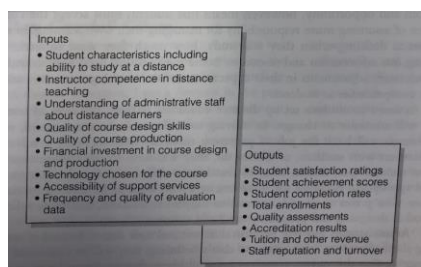
输入
·学生的特点包括远程学习的能力
·的远程教学能力
·管理人员对远程学习者的了解
·课程设计的质量
·课程制作的质量
·在课程设计和课程制作上的财政投入
·为课程选择的技术
·支持服务的可及性
·评估数据的频率和质量

输出
·学生的满意度评价
·学生成绩（分数）
·学生毕业率
·总注册人数
·质量评估
·认证结果
·学费和其他收入
·员工声誉和流动率

如何对远程教育进行评价

·学生的满意度—调查问卷

·学生成绩

·学生毕业率

·确认学习目标，最后统计达成率

参考

1] Distance education : a systems view of online learning / Michael G. Moore, Greg Kearsley: pbk. - 3rd ed. - Belmont, CA : Wadsworth Cengage Learning , c2012

2] https://www.hokutojukujapan.co.jp/blog/1518/

3] https://mr.baidu.com/r/pTXAtk8BY4?f=cp&u=6ad9e541c6a086a3

4] https://en.wikipedia.org/wiki/Open_University

THANKS

Primary Distance Education

July 19th, 2021   Research report by. Mizuki Nakajima

Contents

1. Introduction –what is distance education ?

2. Background
   - the situation of distance education at a primary level

3. Research question and Aims

4. Research Progress

5. Future work

1. Introduction –Definition of Distance Education

'Distance education' is a generic term that includes the range of teaching/learning strategies used by correspondence colleges, open universities, distance departments of conventional colleges or universities and distance training units of corporate providers.
It is a term for the education of those who choose not to attend the schools, colleges and universities of the world but study at their home, or sometimes their work place.

1. Introduction –Definition of Distance Education

Formal Education:
Education that is institutionalised, intentional and planned through public organizations and recognised private bodies, and constitute the formal education system of a country.

Non-formal Education:
Education that is institutionalised, intentional and planned by an education provider.
In addition, alternative and/or complement to formal education within the process of lifelong learning of individuals.
It is often provided in order to guarantee the right of access to education for all.

Informal Learning:
Forms of learning that are intentional or deliberate, but are not institutionalised. It is consequently less organized and less structured than either formal or non-formal education.

1. Introduction -Classification based on levels

- Children's education at a distance

- Further education at a distance for vocational qualifications (distance training)

- Higher education at a distance for university qualifications (university-level distance education)

- Corporate distance training (in-house courses in which the public may not be invited to enroll).
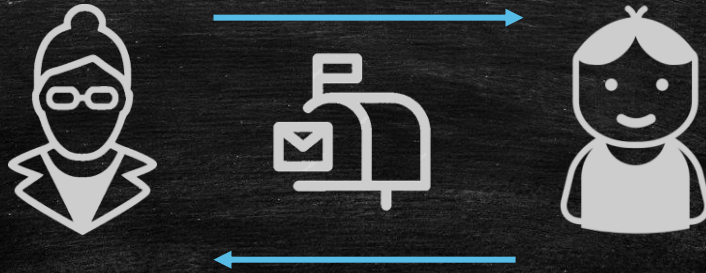
SCHOOL

---

1. Introduction –Variations of Educational Modes

TELEVISON?

COMPUTER?

RADIO?
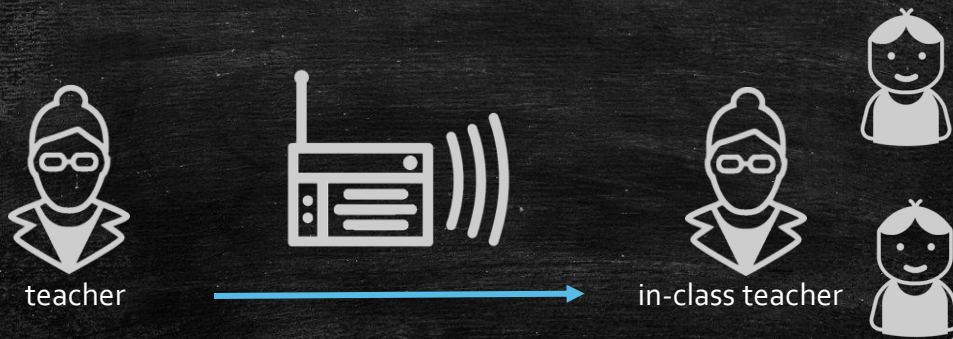
MOBILE?

a. Correspondence Models
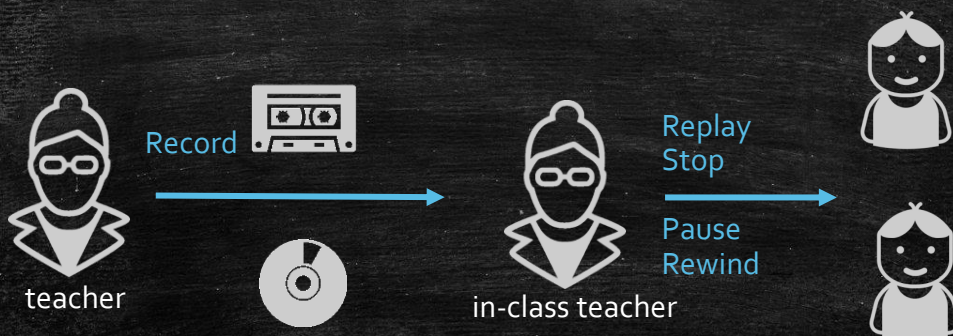
– Print

– Text

b. Audio-Based Models

– Broadcast Radio

– Interactive Radio Instruction (IRI)

– Interactive Audio Instruction (IAI)

– Two way audio

– Digital Radio

– Phone and Audio conferencing
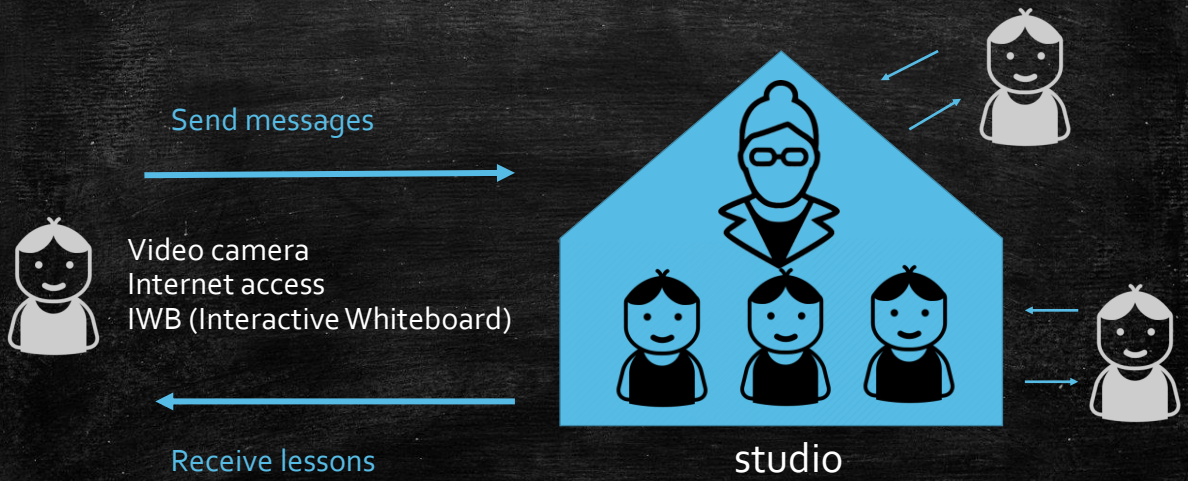
- Audio-Based Models –IRI

teacher

in-class teacher
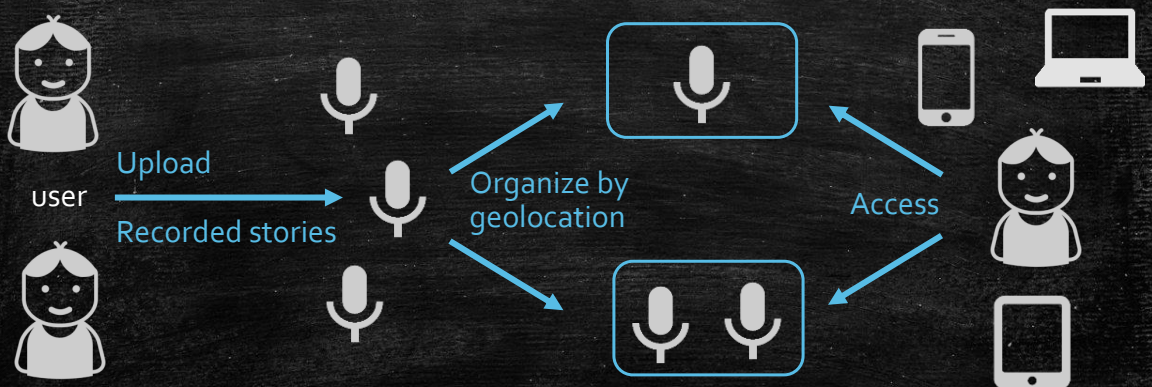

- Audio-Based Models –IAI

Record

teacher

in-class teacher

Replay
Stop

Pause
Rewind

"narrow casting"

- Audio-Based Models –Two way audio

Send messages

Video camera
Internet access
IWB (Interactive Whiteboard)

Receive lessons

studio

- Digital Radio

Upload

user

Recorded stories

Organize by geolocation

Access

c. Televisual Models

– Broadcast Television

– Internet Protocol Television (IPTV)

– Video

– Video Conferencing

• IPTV

television

television

set-top box

blue-ray player

game console

On-demand
Internet Streaming
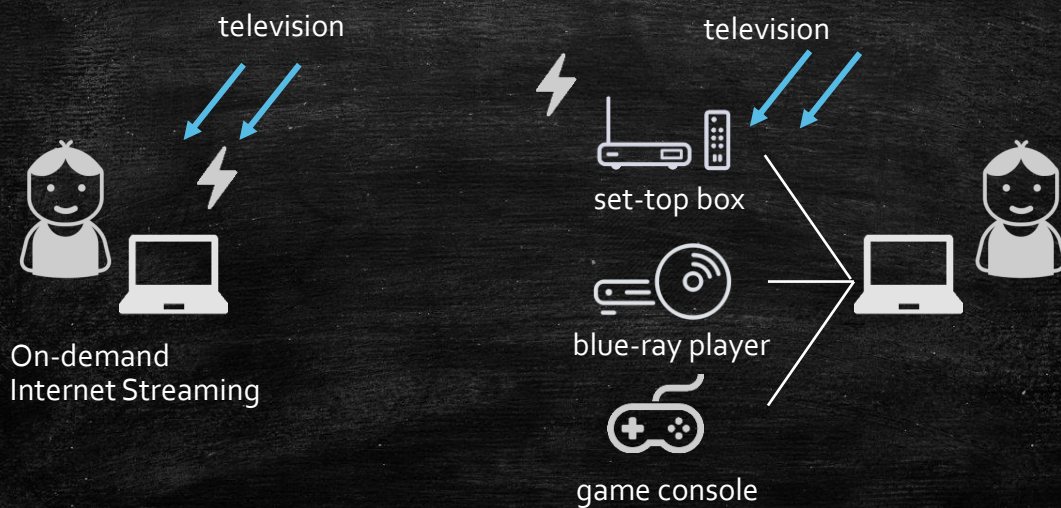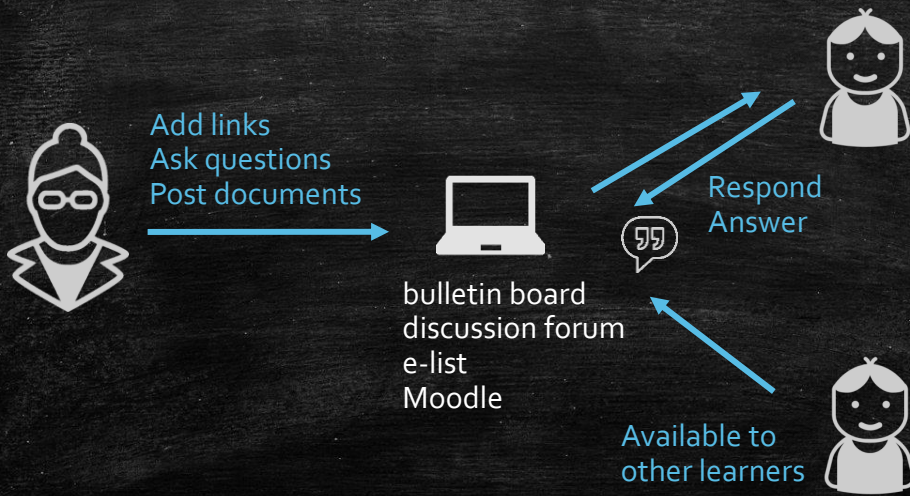
d. Computer-based Multimedia Models

– CD-ROM
– DVD
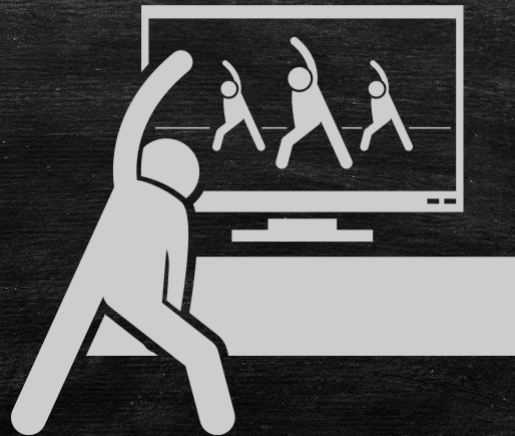
e. Web-based Models

– Online course (80+% contents delivered online*)
– Blended courses (30-79% contents delivered online*)
– Computer-mediated Communication (CMC)
– Virtual classes/schools (or Cyber schools) and universities
– Webcast
– Webinar
– Portal
– Web2.0 application
– Immersive environment

- CMC

Add links
Ask questions
Post documents

bulletin board
discussion forum
e-list
Moodle

Respond
Answer

Available to
other learners

- Virtual school/class (or Cyber school)

Off-site virtual learning model

On-site virtual learning model

Third-place virtual schools

Webcast and Webinar

Webcast

Broadcast of live

Broadcast prerecorded video

Webinar

Voice, Chat

Exchange documents

Ask via text/audio
Show of hands
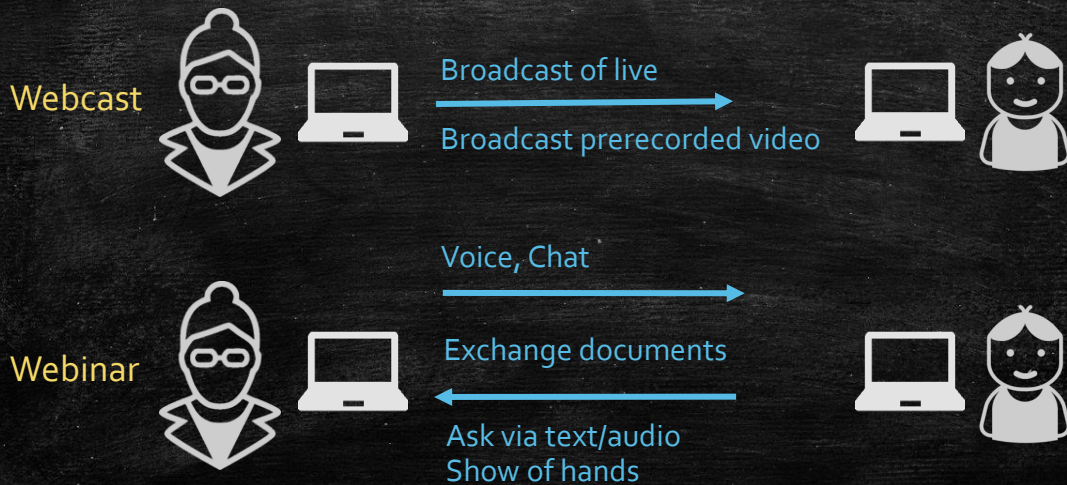
Web2.0 applications

	Year	Example
Web1.0	1989-	Hyper Text Markup Language (HTML) Uniform Research Identifier (URI) Hypertext Transfer Protocol (HTTP)
Web2.0	1993-	Blog Social Media; Twitter, Facebook You Tube
Web3.0		Blockchain

f. Mobile Models

– Mobile phone (SMS, record audio/video, take photo)
– Smartphone
– Potable Media Player
– Digital Tablet

2. Background

87%
the adjusted net attendance rate (2019)

58
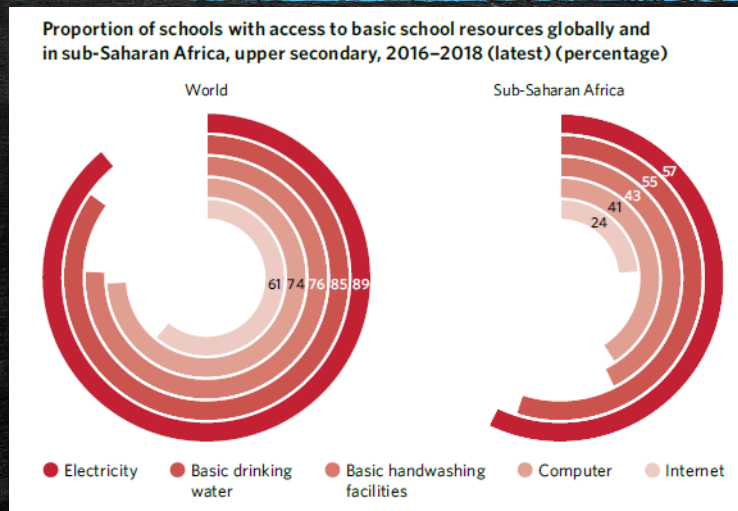**million children**
remain out of school

$\dfrac{4}{5}$
children attending primary education

many children do not have foundational reading and numeracy skills

2. Background

Proportion of schools with access to basic school resources globally and in sub-Saharan Africa, upper secondary, 2016–2018 (latest) (percentage)

World

Sub-Saharan Africa

57 55 43 41 24

61 74 76 85 89

● Electricity ● Basic drinking water ● Basic handwashing facilities ● Computer ● Internet

Global Educational Agendas			
	MDG2	**EFA**	**SDG4**
Scope	Primary Education [children]	Basic Education [children, youth & adults]	Basic Education; Post Basic Education & Training; Lifelong perspective
Geographical coverage	Low-income countries Conflict-affected	While universal in intention, it practice it focused on lower income countries	Universal agenda for all countries regardless of income level and/or development status
Policy focus	Access to and completion of primary education for all	Access to quality basic education for all	Access to quality basic education for all; + Equitable access to post-basic education & training; + Relevance of learning for both work and 'global citizenship'

Quantity ➜ Quality with **Equality**

3. **Aims** and Research questions

SDG4

Target 4.5
By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.5.1
Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

4.1.1
Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

4.7.4
Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability

---

3. Aims and **Research questions**

Equality: Accessibility for Education

- How and how widely can distance learning provide equal education all over the world?

- When it becomes cheaper than formal education?

- How many pupils use the distance learning tools?

Quality:
Acquisition of Competencies/Skills

- Do institutions have effective studying curriculums for various needs?

- Are there effective management system?

Research Progress–DE for **Equality**

name	country	Established year	type	mode	material	Tuition fee	target
Te kura	Newzealand	1922	Public	Correspondence	a mix of print, audio, video, CD-ROM, web based, etc	$190-$380	All
SDEPS	Australia	1991	Public	Web-based	Canvas	$150 per student $300 per family	K-6
Eneza	Kenya, Ghana, Ivory coast	2013	–	mobile	SMS	Free (until July)	P-12

Research Progress–DE for **Quality**

name	country	Established year	type	mode	material	Tuition fee	target
the Keystone school	USA	1948	Private	Web-based	PC	$2,375	K-12
flvs	USA	1997	Public	Web-based	PC	Free	K-12
Connections Academy by Pearson	USA	2001	Public	Web-based	PC	free	K-12

Future Work

- Search more information about organizations

- Learn distance educational methods from books

- Collect data from various points of view

- Analyze data

- Summarize data into the report

Thank you for listening!

A learning about
UNESCO ICT Competency Framework for Teachers
(ICT-CFT)

Chiba University Yoshida Laboratory

Dai Wenxi

July 14, 2021

My learning about ICT-CFT

- About ICT.
- About *UNESCO ICT Competency Framework for Teachers*.
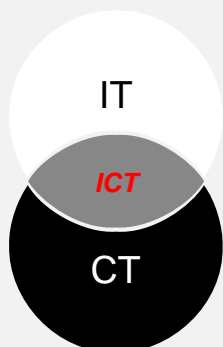- What kind of research I'm doing now.

CONTENTS

My learning about ICT-CFT

IT

ICT

CT

1.ICT in the field of education

The full name of ICT is Information and Communications Technology, known as the Technology in the field of Information and communication. Simply, ICT=IT+CT.

The 2030 Agenda for Sustainable Development recognizes that the prevalence of Information and Communication Technologies (ICTs) have a significant potential to accelerate progress, to bridge the digital divide and support the development of inclusive Knowledge Societies based on human rights, the achievement of gender equality and empowerment. (*UNESCO ICT Competency Framework for Teachers, Verision3, 2018, page1*)

My learning about ICT-CFT

2.UNESCO ICT Competency Framework for Teachers

UNESCO (United Nations Educational, Scientific and Cultural Organization) .

Two decades after the first mainstream rollout of computers in schools we have learned many significant lessons about ICT in Education and their potential transforming impact on national education systems.

In this context, the ICT Competency Framework for Teachers is aimed at helping countries to develop comprehensive national teacher ICT competency policies and standards, and should be seen as an important component of an overall ICT in Education Master Plan.(*UNESCO ICT Competency Framework for Teachers, Verision2, 2011, page1*)
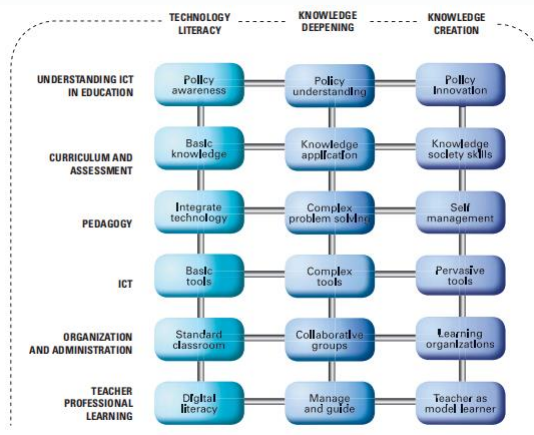
UNESCO

United Nations
Educational, Scientific and
Cultural Organization

- UNESCO logo

My learning about ICT-CFT

2.UNESCO ICT Competency Framework for Teachers (ICT-CFT)[1]

THE UNESCO ICT COMPETENCY FRAMEWORK FOR TEACHERS			
	TECHNOLOGY LITERACY	KNOWLEDGE DEEPENING	KNOWLEDGE CREATION
UNDERSTANDING ICT IN EDUCATION	Policy awareness	Policy understanding	Policy innovation
CURRICULUM AND ASSESSMENT	Basic knowledge	Knowledge application	Knowledge society skills
PEDAGOGY	Integrate technology	Complex problem solving	Self management
ICT	Basic tools	Complex tools	Pervasive tools
ORGANIZATION AND ADMINISTRATION	Standard classroom	Collaborative groups	Learning organizations
TEACHER PROFESSIONAL LEARNING	Digital literacy	Manage and guide	Teacher as model learner

[1]UNESCO ICT Competency Framework for Teachers Version2, 2011, page3

My learning about ICT-CFT

2.UNESCO ICT Competency Framework for Teachers (ICT-CFT)[2]

[2]UNESCO ICT Competency Framework for Teachers Version2, 2011, page13

My learning about ICT-CFT

2.UNESCO ICT Competency Framework for Teachers
(From version1 to version3)[3]

- A comparison between the three versions of the framework

Year	Official Name	Three stages of educational development and six aspects of a teacher's work
2008	*UNESCO ICT COMPETENCY STANDARDS FOR TEACHERS Version1 (ICT-CST)*	**Three stages of educational development for teachers to use ICT:** Technology Literacy, Knowledge Deepening, Knowledge Creation **Six aspects of a teacher's work :** Policy and Vision, Curriculum and Assessment, Pedagogy, ICT, Organization & Administration, Teacher Professional Development
2011	*UNESCO ICT Competency Framework for Teachers Version2 (ICT-CFT)*	**Three stages of educational development for teachers to use ICT:** Technology Literacy, Knowledge Deepening, Knowledge Creation **Six aspects of a teacher's work :** Understanding ICT in Education, Curriculum and Assessment, Pedagogy, ICT, Organization and Administration, Teacher Professional Learing
2018	*UNESCO ICT Competency Framework for Teachers Version3 (ICT-CFT)*	**Three stages of educational development for teachers to use ICT:** Knowledge Acquisition, Knowledge Deepening, Knowledge Creation **Six aspects of a teacher's work :** Understanding ICT In Education, Curriculum and Assessment, Pedagogy, Application of Digital Skills, Organization and Administration, Teacher Professional Learning

[3]兰国帅,张怡,魏家财,郭倩,张巍方,孔雪柯.提升教师ICT能力 驱动教师专业发展——UNESCO《教师ICT能力框架(第3版)》要点与思考[J].开放教育研究,2021,27(02):4-17.

My learning about ICT-CFT

• Features of each version

[3]兰国帅,张怡,魏家财,郭倩,张巍方,孔雪柯.提升教师ICT能力 驱动教师专业发展——UNESCO《教师ICT能力框架(第3版)》要点与思考[J].开放教育研究,2021,27(02):4-17.

2.UNESCO ICT Competency Framework for Teachers

(From version1 to version3)[3]

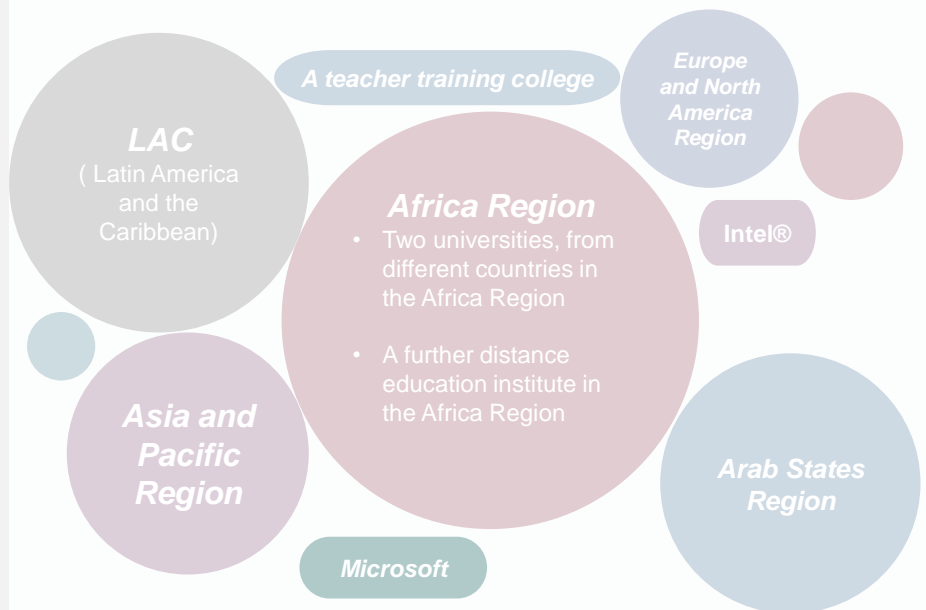| Year	Official Name	Features of different versions
2008	*UNESCO ICT COMPETENCY STANDARDS FOR TEACHERS Version1 (ICT-CST)*	It provides a complete framework for the standard of teachers' ICT competency. • Indentifying the "policy framework" of the standard of teachers' ICT Competency. • The practical dimension of "ICT Competency Standards for Teachers" is put forward. • Detailed description of the specific skills teachers need to master in each practice dimension (Malan, 2009).
2011	*UNESCO ICT Competency Framework for Teachers Version2 (ICT-CFT)*	• The practical dimension of "UNDERSTANDING ICT IN EDUCATION" is added. • Use practical cases to explain the three stages of educational development, and formulate the teaching syllabus and exam specifications for the stages of technology literacy and knowledge deepening, enhancing the reference and operability of relevant norms and frameworks (Ma Ning, 2013).
2018	*UNESCO ICT Competency Framework for Teachers Version3 (ICT-CFT)*	• Retains part of the previous two editions of the framework, and simplifies the description of the application of ICT competency and their goals. • The curriculum objectives and teacher competency objectives at different stages of educational development are added. • Incorporates in its structure inclusive principles of non-discrimination, open and equitable information accessibility and gender equality in the delivery of education supported by technology(UNESCO 2018).

My learning about ICT-CFT

2008
UNESCO ICT COMPETENCY STANDARDS FOR TEACHERS Version1

2011
UNESCO ICT Competency Framework for Teachers Version2

2018
UNESCO ICT Competency Framework for Teachers Version3
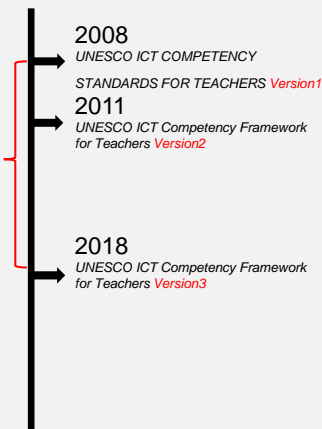
[4]UNESCO ICT Competency Framework for Teachers Version3, 2018 (P50-P59)

2.UNESCO ICT Competency Framework for Teachers
Implementation Examples and Resources[4]

A teacher training college

Europe and North America Region

LAC (Latin America and the Caribbean)

Intel®

Africa Region
• Two universities, from different countries in the Africa Region
• A further distance education institute in the Africa Region

Asia and Pacific Region

Arab States Region

Microsoft

My learning about ICT-CFT

- Research Objective

3. My research proposal

Nowdays, researches on teachers' ICT competence are mainly focused on teachers, while researches on normal university students are obviously insufficient. Normal students(students who will be teachers in the future) are the reserve of future teachers, and their ICT competence will directly affect the quality of future education. In order to explore the influence of ICT level on the development of ICT competence of normal university students, this study will take the *UNESCO ICT Competency Framework for Teachers* and its related curriculum goals, teachers' abilities, goals, and teacher training examples for reference, try to apply it to the Chinese normal students' education, to explore the problems and solutions in the process.

This study attempts to answer two questions:

1) What kind of ICT support does normal universities provide to improve the ICT competence of normal students.

2) In the process of improving the ICT competence of normal students according to the *UNESCO ICT Competency Framework for Teachers*, what problems occurred, and the solutions to these problems.

My learning about ICT-CFT

- Research Plan

3. My research proposal

1. Read and sort out the literature. Sort out the development process of relevant research by sorting out the literature, and investigate what kind of ICT support normal universities have provided to improve the ICT competence of normal university students in various countries.

2. Practice *UNESCO ICT Competency Framework for Teachers* as reference, and collect data in this process.

3. Analyze the data generated in the process above, find out the problems and the solutions.

4. Summarize research data and results.

THANKS

Ask and Answers

A Study of Sexual Health Education Curriculum in British Schools from the Perspective of Public Health Management

Luo Peizi

CONTENTS

Reasons to choose the topic	1
Study purpose	2
Study methods	3
Outline of the thesis	4

Reasons to choose the topic **1**

1.Reasons to choose the topic

1.1 **The misconception of "sex" poses a great threat to people's health**

"Sexual health" is to be a state of physical, emotional, mental and social health related to sex, not merely the absence of disease, dysfunction or infirmity.

——The World Health Organization

(1) To ensure that all children and young people benefit from good quality, comprehensive sexuality education that includes HIV education

(2) To ensure that all children and young people have access to safe, inclusive, health-promoting learning environments.

——The UNESCO Strategy on Education for Health and Well-Being strategic priorities

1.2 **The lack of "sexual health" in China calls for the implementation of sexual health education in schools**

Health education shall be included in the national education system, and health education shall be regarded as an important content of quality-oriented education at all educational stages.

——the "Healthy China 2030" Planning Outline

Schools and kindergartens shall carry out age-appropriate sex education for minors to improve their self protection awareness and ability to prevent sexual assault and sexual harassment.

—— the Law of the People's Republic of China on the Protection of Minors，Article 40 of Chapter III

53

1.Reasons to choose the topic

1.3 The curriculum of sexual health education in British schools is relatively complete

Sexual health education in Britain is known as "Relationship and sex education". Sexual health Education has been compulsory in state schools since 2000, when the Department for Education published its Sex and Relationship Education Guidance. Over the next dozen years, the education authorities collected opinions on changes to the curriculum. In 2019, it published the "Relationship Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance.

02
PART 2

Study purpose 2

2. Study purpose

2.1 From the perspective of public health management, the relevant concepts of sexual health education curriculum in British schools are defined, and the historical background, evolution process and latest situation of the formation and development of this curriculum are understood, so as to have a more comprehensive and systematic understanding of it.

2.2 Based on the statutory guide "Relationship Education, Relationship and Sex Education (RSE) and Health Education" published in 2019, this paper makes a specific analysis of the curriculum concept, curriculum objectives and content, curriculum implementation and curriculum evaluation of sexual health education in British schools. To explore the specific manifestations of the comprehensive, pluralistic and flexible sexual health education curriculum in British schools.

2.3 By analyzing and summarizing the characteristics of the sexual health education curriculum in schools in the UK, it provides practical ideas for the construction of the sexual health education curriculum in schools in China, further implements the Law of the People's Republic of China on the Protection of Minors, and provides reference suggestions for the implementation of the strategy of "Healthy China".

03
PART 3

Study methods 3

3. Study methods

literature research method **01**

02 **case study method**

comparative research method **03**

04 PART 4

Outline of the thesis **4**

56

4.Outline of the thesis

Abstract:

Key words: sexual health; sexual health education; curriculum; Britain

Ⅰ **Introduction**

1.reasons to choose the topic

2.Significance

3. literature review

4. Definition of core concepts

5.study methods

Ⅱ **Historical evolution of sexual health education curriculum in British schools**

1.The embryonic period: from the end of the 19th century to the 1940s

2.The development period: 1950s to 1990s

3.Mature period: 2000 to present

Ⅲ **The significance and practical demand of sexual health education based on the perspective of public health management**

1.The significance of sexual health education from the perspective of public health management

2.The realistic demands of sexual health education from the perspective of public health management

4.Outline of the thesis

IV **Interpretation of the statutory guidelines for relationship education, relationship and sex education (RSE) and health education**

1. The guiding principles of the statutory guidelines of Relationship Education, Relationship and Sexuality Education (RSE) and Health Education

2. Requirements and guarantees of sexual health education curriculum in British schools

3. The objectives and contents of the sexual health education curriculum in British schools

4. The implementation of sexual health education curriculum in British schools

5. Evaluation of sexual health education curriculum in British schools

Ⅴ **A case study on the curriculum construction of sexual health education in British schools**

1.Basic information of the school

2.Curriculum construction of sexual health education in schools

VI **Characteristics and challenges of sexual health education curriculum in British schools**

1.The characteristics of sexual health education curriculum in British schools

2.Challenges faced by the sexual health education curriculum in British schools

Ⅶ **Enlightenment of sexual health education curriculum in British schools**

1.The current situation and shortage of sexual health education in schools in China

2. Enlightenment from the sexual health education curriculum in British schools to China

Thank you !

A Study on Pre-service Training for Yogo Teachers in Japanese Schools

Meng Yuying

CONTENTS

Reasons to choose the topic	**1**
Study purpose	**2**
Study methods	**3**
Outline of the thesis	**4**

01
PART 1

Reasons to choose the topic	**1**

1.Reasons to choose the topic

1.1 Children and adolescents are the future and hope of country's construction and development.

The importance of paying attention to the health needs of children and adolescents, and the importance of school-based and central health education has gradually been widely recognized. The "Healthy China 2030" Planning Outline clearly regards school health education as a core task of the goal of building a healthy China, and proposes to focus on the primary and middle school stages and establish a good school health education mechanism. Strengthening school health education, Cultivating the health literacy and improving the health level of students are the way and purpose of achieving a "healthy China". It also guides the direction and puts forward new requirements for school health education.

1.2 Cultivating a team of professional health education teachers is a very necessary and urgent task.

The development of health education in schools depends on the professional level of health education teachers and they can better play their roles only if their degree of specialization is higher. China has long lacked school health education teachers who have received systematic professional training. The current school health care personnel cannot meet the needs of school health development in terms of quantity and quality. The Ministry of Education of China formally issued a document in March 2017 to add the "Health Education" specialty under the pedagogy category of the undergraduate professional catalog of ordinary colleges and universities, aiming to train health education teachers for schools of all levels and types.

1.Reasons to choose the topic

1.3 Japan's health education has developed rapidly and achieved remarkable results.

The main reason why Japan has achieved this status is that its government attaches great importance to the training of school health teachers. In Japan, health education teachers are called yogo teachers(養護教諭).It not only introduces a series of policies and standards to ensure that graduates have the ability to be qualified for school health teachers, but also constantly improves the pre-service training system for school health teachers to improve the quality of pre-service teacher training. At present, the pre-employment training system for school health education teachers in Japan has developed very well.

02
PART 2

Study purpose **2**

2. Study purpose

The paper sorts out the historical evolution of the pre-service training of yogo teachers in Japan, and evaluates the current policies and standards of pre-service education in Japan, and the good pre-service training system for yogo teachers in Japan as well. The article summarizes the characteristics of the pre-service training for yogo teachers in Japanese schools, combines the current situation of the development of school health education teachers in China, draws on its experience, and puts forward the enlightenment that is beneficial to China. Furthermore, it provides some reference for the reform and development of school health education teachers in China.

03
PART 3

Study methods 3

---

3. Study methods

literature research method 01

02 **case study method**

comparative research method 03

04
PART 4

Outline of the thesis 4

4.Outline of the thesis

Ⅰ Introduction

1. Background

2. Significance

3. Literature review

4. Definition of core concepts

5. Study methods

Ⅱ The history of pre-service training of Japanese health education teachers

1. Early 20th century-1941

2.1941-1947

3.1947-1990s.

4.1990s-

Ⅲ The situation of pre-service training for yogo teachers in Japanese schools

1. Pre-service training objectives

2. Institutions

3. Courses

4.Outline of the thesis

Ⅳ The current policy of pre-service teacher training and the registration standards for yogo teachers in Japan

1. The accreditation system for teachers' qualifications for yogo teachers in Japan
2. Policies and regulations related to teacher pre-service training for yogo teachers in Japan

Ⅴ The pre-service training project of yogo teachers of Kumamoto University in Japan

1. Training objectives
2. Training process
3. Curriculum
4. Evaluation

Ⅵ The characteristics and challenges of pre-service training for yogo teachers in Japanese schools

1.The characteristics of pre-service training for yogo teachers in Japanese schools

2.Challenges faced by the of pre-service training for yogo teachers in Japanese schools

Ⅶ Inspirations of pre-service training for yogo teachers in Japanese schools

1.The current situation of health teacher pre-service training in China

2.Inspirations of pre-service training for yogo teachers in Japanese schools

Thank you！

The Beneficial Role of Public HygieneLiteracy in Developing Participatory Citizens

Tutor:Chun Xiong

Reporter:Fengyun Wang, Chongwei Wei, Yuting Peng

CONTENTS

Literature review on Citizen

(1) The development of the Western concept of "citizen"

(2)The development of the concept of "citizen" in China

(3) Civic literacy

Public health

(1) The basic connotation of public health

(2) The basic characteristics of modern public health

(3) The function of public health

01 Literature review on Citizen

(1) The development of the Western concept of "citizen"

(2) The development of the concept of "citizen" in China

(3) Civic literacy

(1)The development of the Western concept of "Citizen"

In the West, the term "citizen" originated in politis(Ancient Greek). The ancient " citizen " was a symbol of privilege , and their glory was based on the enslavement of non-citizens " who made up the majority of the Community . In ancient Greek,"citizen" was actually **the ruler of the city-state.** [1]

The western use of the concept of "citizen" in modern times reflects the discovery, respect and affirmation of people, and also means **the awakening of human subjectivity.** [2]

In modern, Muturur has found a way to transition from the concept of "citizen" to "citizen of the world", defining "citizen" **as a collection of rights and obligations a result of the social contract and the civil rights of nation-states.** The key question to be answered by civil society contract theory is: what responsibilities we hold those who are not our fellow citizens. [3]

[1] T. F. Hoad. Oxford Concise Dictionary of English Etymology[M]. Oxford University Press, USA, 1986. 78.
[2] Rousseau. The Theory of Social Contract[M]. Beijing: Business Press,1980. 198.
[3] Hakan·Editor-in-Chief of Ortinay, Global Citizenship: Responsibilities and Power in an Interdependent World[M]. Wei Gao, Jin Weifan Translation. Shanghai: Shanghai People's Press,2012.2.

(2)The development of the concept of "Citizen" in China
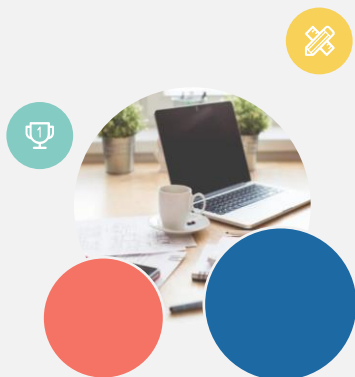
- The first person in our country to put forward the word "citizen" is Han Feizi. In this "citizen" in essence refers to the subjects, the so-called "subjects", promulgated in1912, the Provisional Covenant of the Republic of China Law states:**"The sovereignty of the Republic of China in the people, all citizens are equal, in accordance with the law enjoy the right to election, political participation, residence, speech, publication, assembly, religion and so on."** This is the first time that China has made legal provisions on public rights, providing a political and legal basis for the emergence and development of civic education.

- Indonesian scholar **Peter Harris** believes that for a long time, due to the lack of democratic republicanism and culture, as well as restrictions within the country on the operating conditions of civil society organizations and other social organizations, **most people still see themselves as "people", as workers, farmers or other members of different social areas, at best as citizens, but rarely as citizens.** [4]

[4] Harris, Peter. "The origins of modern citizenship in China."Asia Pacific Viewpoint 43.2 (2002): 181-203.

(3)Civic Literacy

● The connotation of civic literacy

The discussion of the connotation of civic literacy, the domestic clear definition of the earliest to see the letter of view, he believes that modern civic literacy is **a kind of moral literacy, political literacy, legal literacy, cultural literacy, including moral, political, legal and cultural multi-dimensional knowledge norms and behavior habits.** [5]

Qin Shuli interprets the quality of citizens from the perspective of civic science, and thinks that the quality of citizens is based on **innate quality, and gradually forms a stable ability and character through the educational and environmental impact of the after-the-fact**, the specific connotations of which mainly include: normative cognition, political character, participation ability and knowledge innovation. [6]

Framework for the evaluation of civic literacy, designed by the International Association for the Evaluation of Educational Achievement (IEA)in the Third International Citizen Literacy Study, shows that **civic literacy is determined by the field of knowledge (cognitive Domains),the field of civic emotion and behavior(disive-actal Domains),and the field of civic knowledge content. The three-part domains,and the content of civic knowledge, in turn, consists of civic principles, civic participation, civic identity, and civil society and systems.** [7]

Although the academic circles at home and abroad have different expressions of the specific connotations of civic literacy, **it is a common feature to focus on the relationship between civil rights and obligations and to emphasize the connotations of politics, law, morality and participation.**

[5] Into a letter.CitizenLiteracy Civic Education[J]. Journal of Beijing Normal University (Social Science Edition),1996(5): 76-80.

[6] Qin Shuli. An Introduction to Citizenship[M]. Zhengzhou University Press, Zhengzhou University,2009. 229-230.

[7]Schulz Wolfram, et al. "International civic and citizenship education study: Assessment framework." (2008).2(15): 67.

(3) Civic literacy

● The significance value of civic literacy

Wang Chunying, starting from the perspective of a harmonious society, thinks that good citizen quality provides the necessary spiritual strength for the construction and benign operation of harmonious society, and that the treatment of social contradictions, the maintenance and realization of social equity and justice, as well as the formation of honesty and trustworthiness, equality and fraternity, etc. all depend on the good quality of citizens as a support.[8]

Feng Jianjun and Liu Xia, starting from the perspective of consultative democracy, put forward that consultative democracy is a dynamic process, with rational, autonomous and responsible civic literacy as the starting point, in the process of consultation and dialogue around public issues, citizens are required to have equal reciprocity, respect and tolerance, and civic rationality and other qualities, emphasizing that citizens must have public awareness and public spirit and other qualities in order to achieve the public nature of the democratic community.[9]

In particular, foreign scholars have pointed out that in the digital age, citizens often face violence, racism and other harmful information, but also often encounter security, privacy and identity theft and other security issues, how to protect students and young citizens from harm, and strive to control the entry of harmful information is unrealistic, only through education to guide citizens to master critical thinking and moral decision-making ability, improve their civic literacy, is the most reasonable and effective way.[10]

[8] Wang Chunying. Citizen's Quality in the Visual Threshold of Harmonious Society[J]. Socialist studies,2010(1): 7-11.
[9] Feng Jianjun, Liu Xia. Civic Literacy and Democratic Education in the Perspective of Consultative Democracy[J]. Higher education research,2014(6): 8-16.
[10] VanFossen, Phillip J., and Michael J. Person. "Social studies special issue: Civic literacy in a digital age." Contemporary Issues in Technology and Teacher Education 8.2 (2008): 122-124.

02 Public health

(1) The basic definition of public health

(2) The basic characteristics of modern public health

(3) The function of public health

(1) The basic definition of public health

01

Winslow definition: It was accepted by the World Health Organization in 1952 and is still in use today. Charles Edward A. Winslow defined public health as "the science and art of preventing disease, prolonging life span and promoting health and effectiveness through organized community efforts."

02

Vickers definition:More than 40 years ago, Geoffrey Vickers, a British industrialist, believed that when health issues changed from "tolerable" to "unacceptable" states, society would take collective action and respond to public health.

Option 03
Option 04
Option 01
Option 02

03

American Institute of medicine:In 1988, the Institute of Medicine (IOM) put forward that the mission of public health in its Research Report "the future of public health" was to "meet the social interests by ensuring the healthy environment for all".

04

Wu Yi definition: public health is to organize social joint efforts to improve environmental health conditions, prevent and control the epidemic of infectious diseases and other diseases, cultivate good health habits and civilized lifestyle, provide medical services and achieve disease prevention

[11] Zhao Lu. Suggestions on strengthening public health management in China [J]. Proceedings of the Chinese Academy of Sciences, 2020,35 (02): 190-194.

(2) Basic characteristics of modern public health

- The ultimate goal of public health is to promote the health of residents, especially to extend life expectancy;
- The main research focus of public health is population;
- The essence of public health is public policy, which must be guaranteed by strong government leadership and relevant laws and regulations;
- Public health is a social problem rather than a technical one. The implementation of public health involves all aspects of society. Therefore, it is necessary to strengthen the combination of medical treatment and prevention and the participation of multiple departments, emphasizing the extensive participation of the community;
- It should be supported by a public health team with good education and multi-disciplinary background.

[12] Huang Jianshi. What is public health[J] China health education, 2005 (01): 19-21.

(3)The function of public health

- Health monitoring and analysis
- Investigation and treatment of disease outbreaks and public health emergencies
- Establish and manage or implement disease prevention and health promotion programs
- Improve the quality and efficiency of public health services
- Formulating public health laws and regulations and strengthening public health law enforcement
- Enhance the public health awareness of the community
- Establish and maintain cooperation among governments, departments and within the health sector
- Develop and maintain a well-educated professional team
- Innovative research on relevant public health policies

[13] Gong Xiangguang. The trend of public health in China from the perspective of public health connotation [J]. Health economy research, 2003 (09): 6-9.

03 Future Goal

Future Goal

Next work:
- Find a suitable entry point in the framework of the existing civic literacy, to join the health quality of public health in the cultivation of citizens;
- Consider how to create effective educational channels.

T H A N K   Y O U

Tutor:Chun Xiong   Reporter:Fengyun Wang, Chongwei Wei, Yuting Peng

Research proposal

----The impact of Communication Jigsaw method on university course

CHENG, Lijun

First-year graduate student, The Faculty of Education, Chiba University
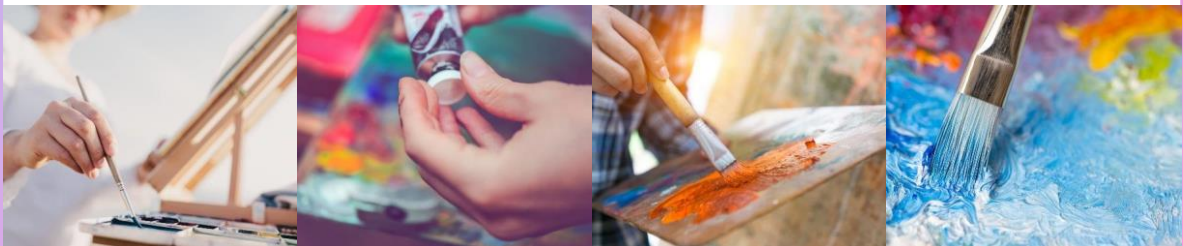
CHIBA UNIVERSITY

Outline

Chapter 1: Introduction

Chapter 2:Lierature Review
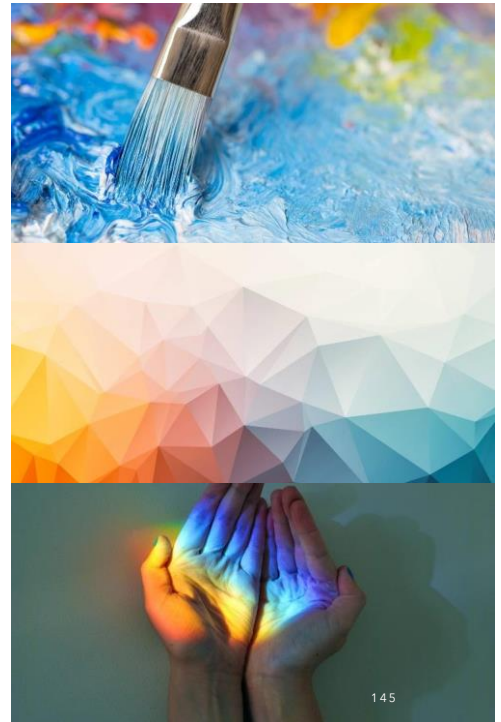
Chapter 3:Research Methodology

Chapter 4:Research Progress

Chapter 1
Introduction

❖ Background of the study
❖ Statement of the problem
❖ Research questions
❖ Study purpose

Background of the study

Student-centered learning

Improve the quality of education

1990-Education for all(EFA)

2000-The Millennium Development Goals (MDGs)

the 2030 Agenda for Sustainable Development in New York-the Sustainable Development Goals(SDGs)

Statement of the problem

Research Question

RQ1	• What kind of learning competency has been improved in the learning process of the Communication jigsaw? In other words, what kind of competency promotes active learning?
RQ2	• After experiencing the twice exchanges between the first home group and the expert group, in the third home group, what kind of process will the students go through to integrate and extract the information and then complete a deeper understanding of the topic. Whether this part can be verified by referring to the resolution process of the Problem-based learning method?
RQ3	• This study will introduce the double-loop learning theory to verify the process of ability improvement. From the first home group to the third home group, how many students end the learning activity in single-loop learning, how many people enter the double-loop learning? In other words, I want to know the ratio of students entering the two learning models.
RQ4	• If a student enters double-loop learning after communication Jigsaw learning, what factors promote this learning process?

Study Purpose

SP1
- Refer to the list of competencies, based on observations and worksheets in the classroom, to determine ability. This ability promotes the learning process and constructs possible statistical analysis values between competency indicators and classroom content. Of course, this competency can be another ability outside the ability list.

SP2
- Through some investigative methods, understand how each student's learning process solves the problem through the above-mentioned competency.

SP3
- To statistics collected data and then get the ratio of students who enter single-loop learning and double-loop learning.

SP4
- Determine the analysis indicators of the double loop before the course, and clarify the factors that promote the double loop by comparing the single-loop and double-loop worksheets.
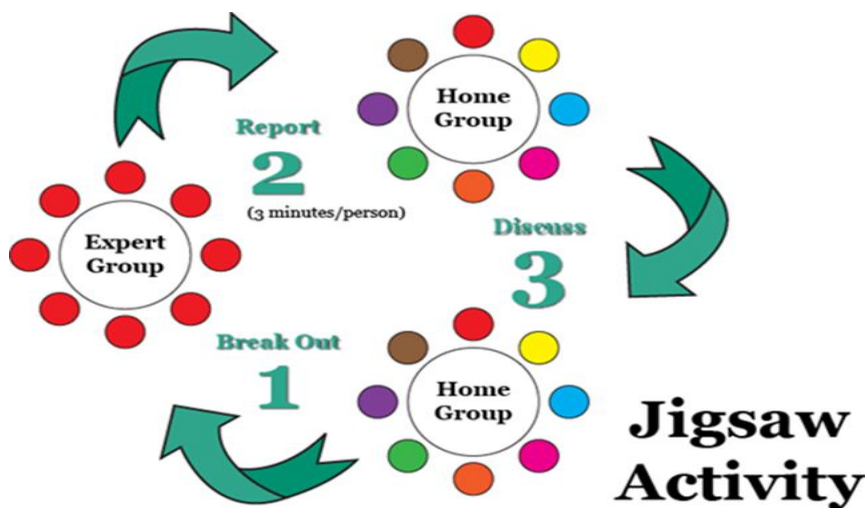
Chapter 2
Literature Review

- ❖ The type of the Jigsaw
- ❖ Communication Jigsaw
- ❖ Double-loop learning

The type of the Jigsaw
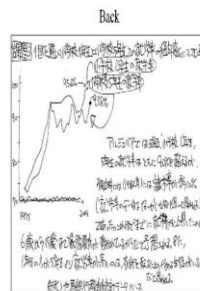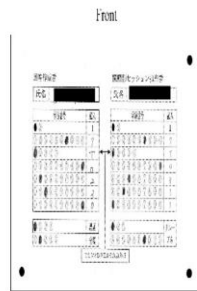
❑To date, the following seven types of Jigsaw techniques have been proposed:

❑1) Original Jigsaw (Aronson, 1978)

❑2) Jigsaw II (Slavin, 1987)

❑3) Jigsaw III (Stahl, 1994)

❑4) Jigsaw IV (Holiday, 2000)

❑5) Reverse Jigsaw (Hedeen, 2003)

❑6) Subjects Jigsaw (Doymus, 2007)
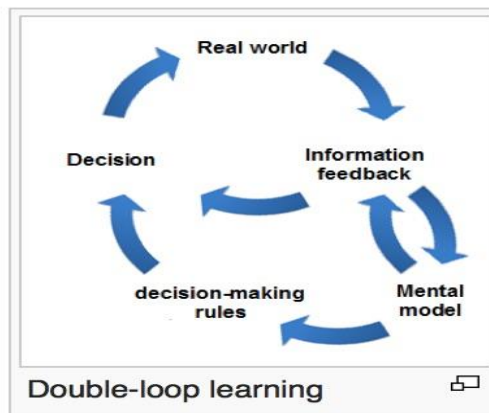
❑7) Communication Jigsaw (Yoshida, 2018)

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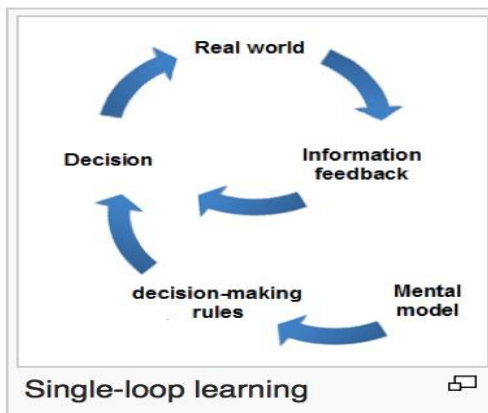
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Communication Jigsaw

Front

Back

Double-loop learning

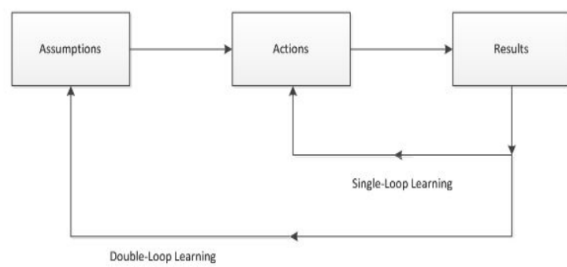## Process of learning

Single-loop learning

Double-loop learning
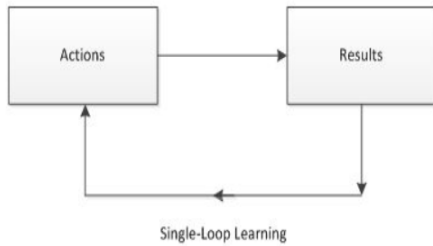
Double-loop learning

Single-loop learning-"Following the rules"   Double-loop learning -"Changing the rules"
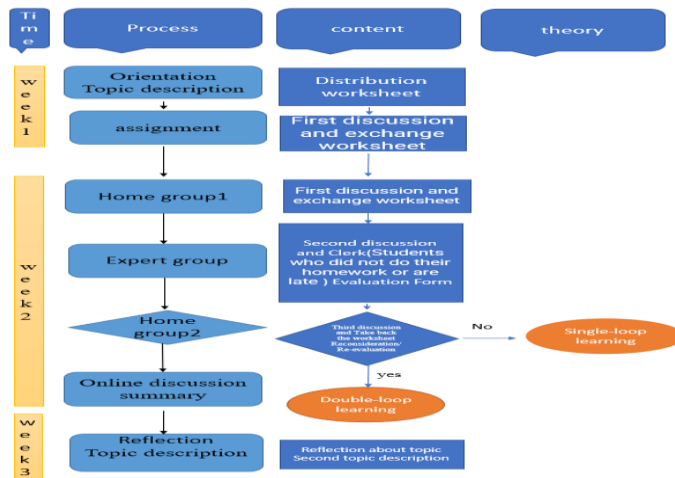
Chapter3 Research Methodology

➢ Research design
➢ Data analysis

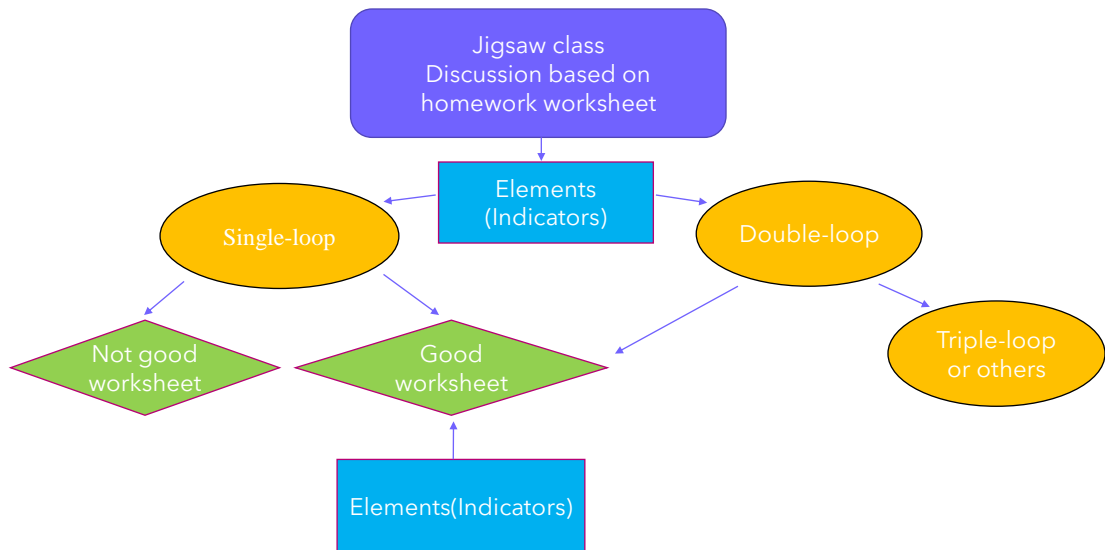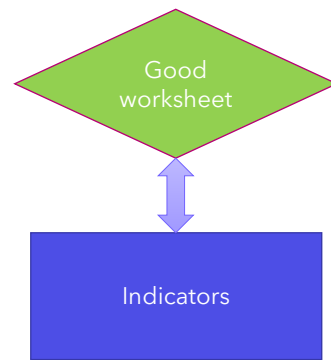# Research Design

The flow chat of Jigsaw

Date analysis-Indicators

Single-loop → Indicators → Double-loop

Good worksheet ↕ Indicators
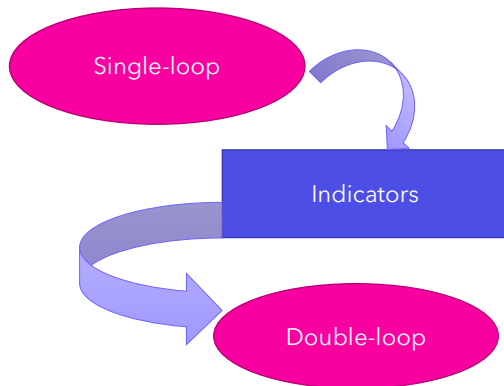
Chapter 4 Research Progress

➢ What I have done
➢ What I must do

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What I have done

The competencies list

Competency	Description
Integrated problem-solving competency	•the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the above mentioned competences.
Self-awareness competency	•the ability to reflect on one's own role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.
Anticipatory competency	•the abilities to understand and evaluate multiple futures – possible, probable and desirable; to create one's own visions for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.
Systems thinking competency	•the abilities to recognize and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.
Critical thinking competency	•the ability to question norms, practices and opinions; to reflect on own one's values, perceptions and actions; and to take a position in the sustainability discourse.
Collaboration competency	•the abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.
Strategic competency	•the abilities to collectively develop and implement innovative actions that further sustainability at the local level and further afield.
Normative competency	•the abilities to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.

課題 1
インドネシアの都市に生活する国民の割合と，女性の国会議員の割合との関係について比べたのち，その国の都市課題の特徴について調べ説明する。

https://data.worldbank.org/indicator/EN.URB.MCTY.TL.ZS

https://data.worldbank.org/indicator/SG.GEN.PARL.ZS

課題 2
インドネシアの都市に生活する国民の割合と，（意図的）殺人との割合との経年変化を比べたのち，その国の都市課題の特徴について調べ説明する。

https://data.worldbank.org/indicator/EN.URB.MCTY.TL.ZS

https://data.worldbank.org/indicator/VC.IHR.PSRC.P5

課題 3
インドネシアの都市に生活する国民の割合と，PM2.5汚染の状況との経年変化を比べたのち，その国の都市課題の特徴について調べ説明する。

https://data.worldbank.org/indicator/EN.URB.MCTY.TL.ZS

https://data.worldbank.org/indicator/EN.ATM.PM25.MC.M3

課題 4
インドネシアの都市に生活する国民の割合と，都市のスラム人口の割合との経年変化を比べたのち，その国の都市課題の特徴について調べ説明する。

https://data.worldbank.org/indicator/EN.URB.MCTY.TL.ZS

https://data.worldbank.org/indicator/EN.POP.SLUM.UR.ZS

What I must do

		work schedule						
Part		Communication Jigsaw		Date	2022.4-2022.6	First time	Material	workshheet
Part name		International Understanding to learn from Statistical Data		Team leader		Teacher Youshida		
Remark		A section is a topic, and there are 4 topics; It is expected that a topic will be completed in two weeks, and there will be overlaps in the connection between the previous paragraph and the after paragraph.						
Sections	Times	topics	Course content	Moodle	sampling	tool	note	
	week1		orientation	Description public				
	week2	SDGs	description and demonstration	Description public				
section1		economic situation	topic descripition	Description public		work sheet		
			homework					
	week3		grouping-Home group			distribution		
			assignment					
			home group discussion				Absent groups will regroup	
			expert group disscussion				The person who is absent or does not bring a worksheet as a clerk	
			home group disscussion				Clerk record evaluation	
			online disscussion					
	week4		summary			recover		
			reflection		1/4			

What I must do

No.	topics	Course content
1		orientation
2	SDGs	description and demonstration
3	economic situation	topic descripition
4		homework
5		grouping-Home group
6		assignment
7		home group discussion
8		expert group disscussion
9		home group disscussion
10		online disscussion
11		summary
12		reflection
13	Poverty	topic descripition
14		homework
15		grouping-Home group
16		assignment
17		home group discussion
18		expert group disscussion
19		home group disscussion
20		online disscussion
21		summary
22		reflection
23	disparity	topic descripition

What I must do

Educational theory

Jigsaw's worksheet

The competencies I want to study

Indicators

verification

Paper

Reference

- [1] "EDUCATION FOR ALL 2000-2015:achievements and challenges," *the United Nations Educational, Scientific and Cultural Organization,* 2015.
- [2] "Education for Sustainable Development and the Millennium Development Goals," *UNESCO,* 2000.
- [3] "Sustainable Development Goals," *GLOBAL EDUCATION MONITORING REPORT,* 2020.
- [4] A. Akif, "Effect of Jigsaw I technique on teaching Turkish grammar," *Educational Research and Reviews,* vol. 11, no. 8, pp. 635-641, 2016, doi: 10.5897/err2016.2709.
- [5] M. Yoshida, "Communication Jigsaw: A Teaching Method that Promotes Scholarly Communication," *International Journal of Emerging Technologies in Learning,* vol. 13, no. 10, 2018.
- [6] C. Argyris and D. A. Schon, *Theory in practice: Increasing professional effectiveness.* Jossey-bass, 1974.

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Questions & Answers

Thank you for your attention!

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