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Master’s Thesis
Academic Year 2016

Fostering 21st Century Competencies for Youth
A Global Workshop Design for Japanese High School Curriculum

Keio University Graduate School of Media Design

Rinrada Khansuwan
A Master’s Thesis
submitted to Keio University Graduate School of Media Design
in partial fulfillment of the requirements for the degree of
MASTER of Media Design

Rinrada Khansuwan

Thesis Committee:
Professor Keiko Okawa (Supervisor)
Professor Masa Inakage (Co-supervisor)
Senior Assistant Professor Marcos Sadao Maekawa (Member)
Abstract of Master’s Thesis of Academic Year 2016

Fostering 21st Century Competencies for Youth
A Global Workshop Design for Japanese High School Curriculum

Category: Action Research

Summary

This study proposes a workshop program to foster global mindset to be used in a formal education setting for Japan high school.

Several programs promoting social skills as well as basic knowledge for a workforce to compete in 21st century society have been successfully conducting throughout the world including Japan. In 2014, Super Global High School project (SGH) was introduce by Japan Government to develop Japanese global leaders.

Consequently, based on the Global Competences Indicators of the Partnership for 21st Century Learning, in accordance with SGH, Global Education project in partnership with Fujimigaoka Girls High School have been designed and is implementing Global Workshop. A one-year sustainability program as a compulsory and credited subject for 100 participants of first-year high school students in Japan to foster a students who have attitudes towards global awareness and problem-solving, able to communicate and collaborate with others, and obtain digital literacy skills.

However, it is believed that students need to inherit certain mindset in order to obtain those competences, especially one of the characteristic of this program is offering an environment where participants were exposed to different cultures in their local area. Also a program design for school curriculum needs more consideration stakeholders who are playing various significant roles.

Therefore, this study goes through an analysis of surveys and feedback from the program from the 2015 academic year to 2016. Then it describes key factors that are considered critical for implementing a school program to promote global competencies.
ABSTRACT

Keywords:

Global Mindsets, 21st Century Competencies, Workshop Design, High School, Formal Education, Japan

Keio University Graduate School of Media Design

Rinrada Khansuwan
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Chapter 1
Introduction

1.1 Learning Trends in 21st Century

Undoubtedly, the world is familiar with the term ‘21st Century Learning and Skills’ for years. In fact, in the very beginning, we were focusing on economic aspects of industrial age and a high-level of core competencies. But that alone was not sufficient when new technologies and global content came to change the game. The world was becoming to realize that the needs of human resources, which will be capable of this future job with innovative skills, can be more promising in a secured future.

This is where education plays a role as a key to economic survival in the 21st Century (Trilling and Fadel 2009). Even so when started to integrate into this aspect, it tended to focus on technology part of education.

Then, it became more widely accepted that students of 21st Century must be prepared for a workforce with not only core competencies but far beyond than that. It is a skill set that supports how one can do with such knowledge. In other words, we need to balance both soft skills and hard skills to achieve it. There were several discussions about the term of these competencies required for 21st century, non-cognitive skills, global competences, interpersonal skills or life and career skills and so on, which will be discussed later in Chapter 2.

1.2 Globalization of Education in Japan

There was no exception for Japan. Education in Japan has been consecutively revitalizing for decades. In fact, it also has its own goals of 21st Century perspective that they created called Ikiru Chikara which means Zest for Living. According to
Kagohashi\(^1\), these 21st Century directions have been combined in a New Growth Strategy by the Japanese government in June 2010, as well as in ‘The Future Vision on Career Education and Vocational Education at School,’ by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in January 2011. In which they include these competencies; problem-solving, communication, collaboration and use of Information Communications Technologies (ICT).

Several programs promoting those skills have been successfully conducting throughout the world including Japan. However, Japanese workforce seems not to have been giving sufficient opportunity of that readiness, rather when put in practice, it looks like they are focusing towards English teaching. Therefore, Japan government also show their concerns about this issue, leading to numbers of the related educational programs aims to foster younger generations.

**Super Global High School**

One of the projects that Japanese government show concerns regarding this matter is Super Global High School project (SGH)\(^2\). It is a project supervisory and financially supported by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) since 2014. This aims to develop unique Japanese global leaders who have their own attributes to offer within a global context for 21st-century society.

There were already a total of 56 high schools in Japan being a part of this program since 2014 academic year and around ten more to be newly designated schools in 2016.

In order to obtain a deeper knowledge of global social issues, communication ability and problem-solving skills, approved schools will conduct a research topic as a part of their learning in consideration of their regional characteristics and features of the schools. Also, they need to collaborate with domestic and overseas universities, and also international organizations that promote globalization.

---


1.3 About the field

Starting based on Super Global High School project, the program that is a field of this research has been designing and conducting under the theme of sustainable development.

1.3.1 Fujimigaoka High School for Girls

Fujimigaoka High School for Girls, a previous partner school from AGORasia project\(^3\), is a girls’ junior and high school in Tokyo, Japan. This school has a vision to cultivate leaders for the global society by integrating global study and environmental class into an educational program. It is also one of the certified schools for SGH program mentioned earlier. According to this, the school added Fundamental Sustainability subject into its curriculum with a goal to foster a leader who is capable of collaboratively work and solve a problem with people from other countries with sustainability point of view. That global leader is expected to obtain a high problem consciousness towards social issues from sustainability aspect, be able to collaborate with others, think critically and act towards problem-solving, as well as discuss and communicate with foreigners in English, also be able to understand and conduct a presentation.

Therefore, as a part of mentioned course and program, Fujimigaoka High School for Girls was inviting the Global Education Project in Keio University Graduate School of Media Design (KMD) to collaboratively design and implement a sustainability program as a credited compulsory subject for the first-year high school students.

1.3.2 Global Workshop

According to this concept, The Global Education Project in partnership with Fujimigaoka High School for Girls, has been designing and implementing a sustainability program as a compulsory subject for first-year high school students since 2015—Global Workshop. Believing that practicing only technical skills is not enough for future society, this program aims to;

- Foster participants’ attitudes towards problem-solving

\(^3\) (Maekawa 2015)
INTRODUCTION

1.4 Research Objective and Questions

- Nurture participants’ global awareness
- Improve participants’ communication and collaboration skills
- Improve participants’ digital literacy skills

In this paper, a workshop conducted from the 2015 academic year to the first semester of 2016 academic year will be discussed.

1.4 Research Objective and Questions

The author has been taking part as a supporting facilitator role in the beginning of 2015 academic year was a beginning phrase. Then, shifting to another role as one of a leading design team starting from the second half of the year and onward.

Throughout the first semester, it can be seen that having numbers of foreign students participated is one of the strength points of this program. This is an opportunity to work not only with colleagues but also foreigner outside their environment, and it can be considered as an experience to practice how they absorb or adapt in different surroundings. Also, the activity itself is seemed to be relatively inexperienced for the credited compulsory course, so in order to improve this program, it should be analyzed to answer these research questions,

- How did participants acquire a global mindset through this program?
- What are the components that are required to conduct a workshop in a formal education setting?

As a consequence, there is a main goal of the research. Through an action research approach, this study proposes a workshop program to foster global mindset among high school students in a formal education setting through global education workshop.

1.5 Thesis Structure

Chapter 1 describes the situation of where the research took place. Also, it explains the field that was used for this research and research questions. Chapter 2 analyzes related works and literature review which are related and useful for conducting this research.
Chapter 3 describes the field, its goal, concept, and structure, also, evaluation framework of an action plan.

Chapter 4 narrates and analyzes each activity that was conducted for this paper, which is comprised of overview, plan implementation and evaluation of each.

Chapter 5 is an analysis of the research. It gives answers towards research questions and key components that appeared to be important. As well as, discussion and directs future works for this research.
Chapter 2
Literature Review

Literature review describes three broad sections which are 21st Century Competencies, Japanese formal education and workshop design.

The first section presents how had global competencies in 21st Century been introduced to today’s education and its concerning competencies and mindset. The next explains a formal education role in Japan and its contribution. The latter presents a value and concept of a program design principles, as well as related works regarding prior topics.

2.1 Global Competencies for 21st Century Learning

2.1.1 Definition

The term 21st Century Learning first became familiar with education domain when there was a momentum change in an economic era which has been interfered by globalization. The Knowledge Age has been introduced with a new perspective of how people perceive and use knowledge, which is valued by something related to a tangible aspect, an economic achievement. Accordingly, the trend of the workforce has altered, leading to an envision on a broader area to support economic growth. Shifting from a time where it was mostly focusing on industrial production to a recent time of information-driven value chain of work, in addition to the initial aspect (Gilbert 2005). In other words,

“Knowledge work—the kind of work that most people will need in the coming decades—can be done anywhere by anyone who has the expertise...But to have expert knowledge workers, every country needs an education system that produces them; therefore, education
becomes the key to economic survival in the 21st century.” (Trilling and Fadel 2009)

But, what 21st Century requires?

In fact, there was no exact answer to the question. Furthermore, such topic was ever-changing matters since it was introduced. The concept of competencies for 21st Century or global competencies, which sometimes can be utilized overlapping with a term ‘skills,’ were reflected in various frameworks from organizations around the world. The European Commission’s Cedefop glossary (Commission 2012) described it as a broader concept which may encompassing skills but not limited to cognitive elements, also functional aspects as well as interpersonal attributes and ethical values. (Rychen and Salganik 2000) defined it in Defining and selecting key competencies as a part of Organization for Economic Co-operation and Development (OECD) as follows,

(Competencies are) the ability to successfully meet complex demands in a particular context... the mobilization of knowledge, cognitive and practical skills, as well as social and behavior components such as attitudes, emotions, and values and motivations.

Partnership for 21st Century Skills (2014) also indicated that in order to understand and participate in a globally connected work, people in this era should develop attitudes, skills and knowledge as follows; 1. Explore their own cultures, make comparisons with other cultures and investigate global issues and challenges 2. Improve critical thinking, problem-solving, perspective-taking, and research skills 3. Develop awareness of cultural diversity and global issues.

However, as RAND Corporation (2013) suggested, most concepts share some common aspects that can be categorized into;

- Cognitive competencies include academic mastery, critical thinking, and creativity as a fundamental transition.

- Interpersonal competencies are needed for in order to relate to other people, including communication, collaboration, leadership, and global awareness.

- Intrapersonal competencies are what is within an individual that help in problem-solving as well as attitudes that one apply in different settings, including growth mindset, learning how to learn, and being motivated.
Ministry of Education, Ontario (2016) addressed that these competencies are also related to identity as individuals and as a member of the community, society and the world, which can be recognized as local, global, and digital citizenship. This can enhance individuals’ ability to respond constructively in challenging circumstances. Also, it gives a measurable benefits for multiple areas of life and are critical for all students.

However, in order to lead in this globally connected but unpredictable workforce, Wallwork (2015) rather than matching a requirement from two different perspectives of students and future employer, students need to first break from the mental trap to acquire and shape their capacity to new skills. This can be represented by the mindsets that they bring to how they learn, think, make and act.

2.1.2 Shifting the mindset

A mindset for thriving in an approaching future for new contexts of learning and new interpretations of knowledge is engaging with mentioned competencies. It is said that gritty and developing meta-cognitive skills that promote the capacity for lifelong learning are one of the essential point, which can lead students to overcome personal setbacks and be inspired and not thwarted by the success of others (Wallwork 2015).

However, Javidan and Teagarden (2011) believe that to become a leader in this globally connected field, a new perspective called global mindset is needed to be considered. Global mindset is a conceptualizing term encompasses skills such as flexibility and adaptability, collaboration and listening started off in a business aspect, then it became to start at a younger generation as a lifelong global learning (Berdan and Berdan 2013). It is a capacity to appreciate the differences among cultures and bridge the interfaces between them.

The core concept of three interlocking sets of competencies are intellectual capital, psychological capital, social capital. (Javidan and Teagarden 2011) Intellectual capital refers to the knowledge and understanding of global business, ability to think in complex situation and adaptability and flexibility qualities of character and to handle the challenges. Psychological capital is composed of a positive psychological profile, learn to work together with other and with a self-expression and a passion for cross-cultural encounters. And social capital reflect participation in social networks, the nature of relationships in those networks and the shared meanings.
In summary, students of today can be more promising to lead an unpredictable workforce if they can maximize efficiency and capacity to achieve these sets of competencies of competing subjects by the surrounded society, and education is no exception.

2.2 Global Competences in Formal Education

2.2.1 Global Trend

Policy plays a crucial part in formal education system regardless of the country, which is an actual sensitive subject. However, up to a present condition, there can see some hopes of global competences integrating in policy of education (Soland et al. 2013). Many states in the US are already committed to 21st Century Learning aspects as seen in contributions to Partnership for 21st Century (2014).

A new national curriculum in Australia has been designing, which consisting of an online assessment platform including creativity and critical thinking skills and are experimenting with self-assessment and peer assessment tools as part of their approach.

In Shanghai, even though it has not been fully implementing the concept, it seemed to be a satisfying starting point. By utilizing a problem-solving type of test as a way to shift schools in the direction of modern skills and pedagogy.

Ireland developed a set of changes to embed key skills in subjects for upper secondary curriculum and assessment, which are identified as relevant to learners’ experiences and learning.

2.2.2 21st Century Learning in Japan Formal Education

In Japan, there were several altering in Japanese education system. An early perspective towards 21st-century society was focusing on nurturing foreign language, basically English, into school curriculum. As it was announced in an early of the century in 2002, to cultivate “Japanese with English abilities” as a plan to improve the system and practice of teaching English. Which was defined as the ‘common international language’ that is essential for ‘living in the 21st century’. (Sherlock 2016)

Also, from the 2013 academic year, this concept was anew put into practiced by approving new guideline for senior high schools that must includes English as a language of instruction.
However, according to Japan revitalization Strategy (2014), it appears that adopting global competences concept is approaching. One of the goal in education aspect is to encourage a more favorable view of venture businesses which includes an implementation to support the local high schools to be ‘global leader’ training centers under the cooperation with companies. As well as, to promote entrepreneurship education format at the elementary and secondary education level using entrepreneur training programs based on cross-sectoral curricula designed at specialized upper secondary schools.

This is when Super Global High School project (SGH) was introduced. It shows a satisfying first step. However, to promote global competence within a policy of education in Japan, as Maekawa (2015) suggested, there is a sensitive boundary between ‘international education’ and ‘global education’, where the latter can be worked out in a multicultural communication utilizing language as a mean then an environment that other skills and knowledge about global issues can be delivered.

### 2.3 Workshop Design

A workshop has been defined as ‘a usually brief, intensive educational program for a relatively small group of people in a given field that emphasizes participation in problem-solving efforts’. The characteristic of this educational method provides learners with an opportunity to exchange information, practice skills and receive feedback as a learning process. It obtain flexibility and experiential for participants to reflect and to make progress on adapting to their own needs. Also, it can be adapted to diverse settings in order to facilitate knowledge acquisition, attitudinal change or skill development (Steinert and Ouellet 2012).

With this being said, each participant will have each own takeaway through reflection with or without an actual evaluation provided by the conductor. However, the setting of credible course in this paper, in particular, students’ takeaway and reflection not only going to be evaluated but it also have to be able to give credit to them.

Therefore, one thing to be considered is a method of assessment which can be done using several tools. A comprehensive assessment method for a team-oriented, research project-based suggested by Dahm et al. (2003) said that it is based on performance and evidence rather than feelings, it should clearly defined and done in the context of measurable criteria and based on multidimensional evidence and that rubric is also mentioned.
Swan et al. (2006) discussed that a rubric scoring provides a more detailed characterization of students’ behaviors than a common grading system where it only assesses their learning. It supports an inherit of a capacity to reflect on and critically evaluate their development as well as enhancing understanding.

It usually consists of a set of categories and hierarchical levels of performance. Then rubric can be explicit in two dimensions which are functioning of the group as a whole, and the performance of each member, or make a group assessment then sum individual’s assessment based on a product of group.

### 2.4 Related Works

There are already many workshop fostering global competences conducted around the world, here are some that is a similar concept to this study.

Global Connections 2010: In the project, pedagogical applications were explored for collaboration between the two countries and tools for innovative instructional strategies, resulting in common educational themes of two different cultures.

Sky Labo: A project promoting Design thinking for middle school girls, in order to foster women in STEM related work. It is a program from the US and is introduced to Japan in 2016 in Fujimigaoka High School for Girls, as a starting point in Asia. However its setting is in informal education where participants from other schools applied to the program.

GLOBE: A worldwide community of students, teachers, scientists, and citizens working together to better understand, sustain, and improve Earth’s environment at local, regional, and global scales.

STEM-I: project-based learning activities and its effects on the effectiveness, processes, and characteristics of STEM integrative knowledge learning and imagination.

The Ship for World Youth (SWY): A program operated by Cabinet Office, Government of Japan, involving youths from Japan and countries around the world to promote cross-cultural understanding and global cooperation by exchanging knowledge and experiences, and developing their leadership skills and global mindset in a unique closed environment through activities while on board.

Above mentioned programs are promising to promote global awareness and
working together sense, however they are in an informal education setting such as a outside school program or a camp. Also, some of that was integrated with STEM subjects in class, but there were not carried out in Japan.

2.5 Summary

In sum, fostering youth of competencies in a formal education setting has become widely accepted and can be seen to effect positive outcomes for students in order to be prepared for the future. Nevertheless, promising in a leader role in this globally connected field, they need a inheritance of comprehension and adaptability to different cultures and uncertain environment in advance.

According to related works, this is relatively unfamiliar field for Japan school to have a class focusing on global competences. In addition, to create a program in a formal education setting even requires more regulations such as grading, therefore, a structure and detailed evaluation system, namely, rubric scoring, need to be developed along with grading system.
Chapter 3
Research Design

Regarding Chapter 1, this study proposes a workshop program to foster students’
global mindset for the 21st century to be used in a formal education setting for
Japan high school. This will be analyzed in agreement with research questions as
follows,

- How did participants acquire a global mindset through this program?
- What are the components that are required to conduct a workshop in formal
  education setting?

3.1 Global Workshop

3.1.1 Concept

Global Workshop was designed for 100 participating first-year high school students
as a part of Fundamental Sustainability compulsory subject, with the goal of
creating global leaders for 21st-century society with a skill set as follows,

- Attitude towards problem-solving
- Enhance of Global Awareness
- Improve communication and collaboration skills
- Improve digital literacy skills

3.1.2 Workshop Design

In this project, a renowned Framework for the Partnership for 21st Century Skills
from the US has been adapted to use as an indicator for designing this program,
taking into account the differences in educational systems and the current condition of education in Japan.

**Workshop Structure**

This single-academic-year program is divided into two modules for each semester with globally related topics—Global Society and Global Environment, etc. Moreover, this program also collaborates with several schools in other countries which are conducting the same workshop locally and also invites foreign students to the school in order to allow participants to have interactions with people from different cultures.

One module is comprised of four sessions adapted from 21st Century Learning indicators’ (2014) learning spirals of grade nine to twelve to support progress on attitude, skills, and knowledge, as well as give participants an opportunity to learn by doing and working with peers.

1. **Understanding**
   Participants will demonstrate an understanding of the global concepts by being introduced to a problem of the topics discussed by brainstorming ideas with people in the group.

---

2. Investigating
Participants will investigate further about the topic themselves through both primary and secondary sources in order to draw evidence to support an analysis of the topic. Foreign students will be welcomed to each group as both interviewees and group observers.

3. Connecting
Once all the data are gathered, participants will work collaboratively and efficiently with peers while valuing individual contributions. They will express a relationship of each of the idea in order to find insights or solutions. After that, they will create a prototype and a multimedia product as outputs (Figure1:Students create a video output), using iPad applications such as Adobe Spark Video $^2$ (previously known as Adobe Voice) to create videos presentation and posters. Through this, participants will be able to discuss and combine all of the insights they obtained to reflect what they perceived through the program.

4. Integrating
All their works will be exhibited to a diverse audience such as peers, including foreign facilitators and peers from overseas who will also show their output to the Japanese participants.

**Partner countries**

As mentioned before, this workshop has partners in other countries who are also doing the same program locally with an instruction from Global Education Project. Through a network of the main project, several partners collaborate and support in recruiting participants to join the program. They connect to Japan site in connecting sessions. In each location, there will be a coordinator who responsible for implementation and communicate with a design team.

- **Malaysia** Methodist Girls’ School, Penang has been collaborating with Global Workshop since 2015. It is a girl high school with a vision to enrich education focusing on 21st century learning.

- **Cambodia** School of Fines Arts, Cambodia. About 10 college degree students join this program since 2015.

$^2$ [https://spark.adobe.com/](https://spark.adobe.com/)
Indonesia Institut Teknologi Bandung (ITB) provided an infrastructure and recruited high school students to join this program.

Thailand Participants were ranging from high school students to university students. The setting was in a provided space in Bangkok.

However, not all above partners join in every workshop, the details will be explained in Chapter 4.

3.2 Evaluation Framework

Based on research questions, the evaluation of each part will be described in aspects as follows.

**Program design**

It analyzes how did it deliver the goals and what was the difficulties in conducting the program through survey and observation from stakeholders.

**Participants encouragement**

Through observation, this aspect shows participants’ satisfaction, engagement, and motivation individually and towards a group, which was reflecting on hands-on activities, as well as peer review from students and rubric assessment from facilitators.

**Infrastructure**

It analyzes how the workshop technology and setting were implemented through observation and feedback from facilitators and teachers.

Rubric assessment from facilitators, outputs and peer review from students will show whether how was their behavior and attitude towards joining the activities with peers and foreigners, then it can be analyzed together with teacher feedback about their change of the mindset. The indicators are shown as follows.

Group work - How the group works together and task delegation.

Time-management - How participants managed the time for hands-on activities.

Attitude - How is participants’ attitude towards other cultures.
Enthusiasm - How do facial expression and body language show an interest and enthusiasm about the task, whether they ask and listen to facilitators when needed.

Program - Does the program provide user-friendly materials and whether participants seemed to understand the lecture and apply the concept to their task or not.

### 3.3 Action Plan

It is approached by a cycle of plan, act, observe and reflect on making this action research. An overview of three cycles is shown as follows

<table>
<thead>
<tr>
<th>Theme</th>
<th>Session</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Society</td>
<td>1.Understanding</td>
<td>May 9, 2015</td>
</tr>
<tr>
<td></td>
<td>2.Investigating</td>
<td>June 27, 2015</td>
</tr>
<tr>
<td></td>
<td>3.Connecting</td>
<td>September 5, 2015</td>
</tr>
<tr>
<td></td>
<td>4.Integrating</td>
<td>September 12, 2015</td>
</tr>
<tr>
<td>Global Environment</td>
<td>1.Understanding</td>
<td>November 7, 2015</td>
</tr>
<tr>
<td></td>
<td>2.Investigating</td>
<td>December 5, 2015</td>
</tr>
<tr>
<td></td>
<td>Follow-up</td>
<td>February 9, 2016</td>
</tr>
<tr>
<td></td>
<td>4.Investigating</td>
<td>February 20, 2016</td>
</tr>
<tr>
<td>Global Society</td>
<td>1.Understanding</td>
<td>May 7, 2016</td>
</tr>
<tr>
<td></td>
<td>2.Investigating</td>
<td>June 4, 2016</td>
</tr>
<tr>
<td></td>
<td>4.Integrating</td>
<td>June 25, 2015</td>
</tr>
</tbody>
</table>
Chapter 4
Actions

This chapter describes and analyzes details of action cycles based on evaluation points mentioned in Chapter 3. Each cycle contains planning, implementation and observation, evaluation and improvements for the consecutive cycle.

4.1 Cycle I

4.1.1 Plan

Details about plan overview and components of the workshop in the cycle will be as presented below:

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Understanding</td>
<td>May 9, 2015</td>
</tr>
<tr>
<td>2 Investigating</td>
<td>June 27, 2015</td>
</tr>
<tr>
<td>3 Connecting</td>
<td>September 5, 2015</td>
</tr>
<tr>
<td>4 Integrating</td>
<td>September 12, 2015</td>
</tr>
<tr>
<td>Duration</td>
<td>100 minutes</td>
</tr>
<tr>
<td>Participants</td>
<td>101 students</td>
</tr>
<tr>
<td>Overseas participants</td>
<td>Cambodia, Thailand, Malaysia</td>
</tr>
<tr>
<td>Facilitators</td>
<td>24 Foreigners</td>
</tr>
<tr>
<td></td>
<td>10 Japanese</td>
</tr>
<tr>
<td>Outputs</td>
<td>Video presentation</td>
</tr>
</tbody>
</table>

Table 4.1: Cycle I - Global Society 2015 overview
Goal
Each session was created based on an objective to support the main goal. It describes required knowledge and skills.

**DAY 1 Understanding** The first session of the program is to let participants feel comfortable for the program by introducing a communication game and also students will think and describe relationships about global and non-global terms through brainstorming.

**DAY 2 Investigating** nurture participants’ interview and communication skills with international students. Students select and analyze relevant, credible sources to create multimedia outputs.

**DAY 3 Connecting** focusing on story-telling skills. They were interacting with groups in their local and global communities to consider further about different cultural dimensions. Then summarize findings and create a video presentation.

**DAY 4 Integrating** focusing on sharing works and comments with diverse audiences which are peers in the workshop and peers from overseas in a virtual simultaneous communication.

Theme
Global Society was decided to be the main theme of this program. The goal is participants should acquire a basic concept of what global society means and related to them by describing their own cultural identities and values and realizing how the people around the world became more connected and related through cultural dimensions.

Participants
A total of 101 students participated throughout this workshop. All are from three classes of the first year of high school, and some of them came across each other for the first time. They were put into a group of five to six students from a mixture of classrooms.

Overseas participants
Participants from overseas were also join in this workshop. They came across to this program through a network of Global Education project as mentioned in
Chapter 3, there were four groups from Cambodia, one group from Thailand and two groups from Malaysia.

The communication were set up through emails between conduction team from Global Education project and coordinator in each country. Each were asked to conduct a workshop by themselves with local language, and in the connecting session they use English as a main language, therefore it is required a facilitator who can understand English or partners’ languages to translate to participants. However, four members from Japan were facilitating at the venue in Cambodia and Thailand.

Facilitators

More than 30 facilitators from KMD volunteered to participate in the activity. There were both Japanese speaking facilitators and international facilitators joining this program. Each one of them was assigned to at least one group to facilitate and being a part of activities with participants. Each classroom had one leading facilitators and at least four supporting facilitators.

Infrastructure

There were two types of rooms using in this workshop. One is a common room in Figure 4.1 for all participants, facilitators, and teachers for the activities that need everyone existence altogether. The second was a standard classroom for four to five groups of students and facilitators, in order to experience activities where it needs more space and concentration. Each room will be video recorded and photographed for observation.

Figure 4.1: Participants in a common room
For connecting sessions, each classroom was connected to other countries via Skype in session 3 for a mutual connection, and Google Hangouts in session 4 for connecting five classrooms and overseas sites altogether. Japan site was conducted using a portable WIFI hotspot and mobile tethering, and wired connectivity in overseas sites. Please refer the infrastructure to Figure 4.2.

Figure 4.2: Online infrastructure layout - Session 3 (top) and Session 4 (bottom)
4.1.2 Implementation and Observation

Session 1 Understanding

Activity Flow

The first session took place in a common space at the school. This program divided into three sections; communication game, hands-on, and learning session.

After an opening and introduction to the workshop, this program brought in a communication game called ‘building block game’ as an ice-breaker activity. The objective of this game is participants have to use their communication skills to create a replica of a model building block collaboratively. There were roles of each member to be delegated, which are a builder, director, runner, and observer. Each group had a model stacked piece of blocks which facilitators prepared beforehand, and then a director has to describe how it is constructed to the runner. The runner cannot look at any block but have to catch a keyword from director to explain to a builder so that she can build a replica of such model. The observer can see everything but can talk to no one, only observe the process. After a round has ended, observer and other members can discuss what was work and not for them. Then, they repeated the activity based on their discussion.

As a result, students showed high engagement and enjoyed throughout this activity where they can physically take part.

The next activity was brainstorming, they have introduced this method to come up with ideas, where they can use in future activities. The theme was about what participants perceived as ‘global’ and ‘non-global,’ they tried to jot down several ideas on post-its but hesitated to share with other members. (Figure 4.3)
Finally, in order to connect people not only in class time, but Edmodo was also introduced as a communication platform for participants and facilitators. One laptop was provided for each group to let each student activate their accounts.

Concerning an output, they were later asked to categorized group ideas and posted it in Edmodo after class. (Figure 4.4)

Figure 4.4: Homework submitted in Edmodo

Feedback

Regarding participants’ impressions of this workshop, some participants comments in an on-line survey (Appendix A) about how they enjoyed the game and working with international students as well as different classmates, furthermore, they noticed the importance of communication, as follows

３クラスごちゃ混ぜだから、色々な人と関われるなぁと思いま
した。レゴのは、とても難しくて、やっぱり人に言葉だけで説明す
るのは難しいなぁと再認識しました。エドモドでのやりとりは、なかなか大変なのではないかなと思います。

外国の人とコミュニケーションをとることで、日本以外の意見も聞けたこと。

1 https://www.edmodo.com
However, they were less responsive to Edmodo communication platform, and also not all groups submitted their homework nor surveys. Some of participants also asked to not be filmed.

During a feedback meeting, it seemed that since one of the goals of this program is enhancing digital literacy skills, therefore it would be preferable to provide more than one laptop to a group. As a result, from the next session, the school provided 20 iPads for this programs as Global Education design team gave feedback to them.

**Session 2 Investigating**

**Activity Flow**

This session goal is to nurture participants’ interview and communication skills with international students, as well as to get to know and consider more about other cultures. It was divided into three parts which are teaching session, hands-on and presentation.

Since the activities need more concentration on the topic, 20 groups of students were divided into five rooms of four groups. All facilitators observed and helped participants in a room, with international facilitator played a role as an interviewee to each group (Figure 4.5). There were also exchange students from KMD volunteered to join this program for the first time.

![Figure 4.5: Interview international facilitators](image)

Students experienced how to collect information from sources such as online and directly from a person. Also, a basic etiquette when conducting an interview, as well as copyrights of online sources through a lecture.
The first hands-on activity was they were given a situation scenario in order to use iPad to find on-line sources to support and present the consequence of that scenario.

The next activity was to interview international students. Each group brainstormed questions to ask about his or her interest in English.

At the end of the session, each group presented interesting insights they found by the interview as an output. Also, there was a homework for them to interview more people about news and situations in interest as pieces of information to use for final presentation.

Feedback

One of the facilitators who was an interviewee mentioned about the interview that,

\[
I \text{ was impressed with the students’ engagement and ability to focus and stay on task. They seemed interested in the activities, even when they were a bit shy to participate. Many students were very shy to speak English during the interview, but they did well.}
\]

However, the goal of interview seems not to be clear for participants, also they did not understand a relation to consecutive sessions.

Session 3 Connecting

Activity Flow

This session was focusing on story-telling skills. They were connected to peers from overseas and would practice story-telling skills through Adobe Spark Video application\(^2\) (formerly known as Adobe Voice), a video presentation creator in iPad.

Same group members as previous were working in the same classroom. It started out by connecting online through Skype for a short greeting. Each room connected to each country which was Malaysia, Cambodia, and Thailand, refer to Figure 4.2 (top).

\(^{2}\) https://spark.adobe.com
Then, they created and presented a video presentation to show ideas of what participants want people from different countries to know about their cultures and daily life.

As for final output of the program, they were asked to create a video presentation to analyze data they obtained from previous homework, which was an interview to find people insights about news around them.

**Feedback**

Regarding an online infrastructure, facilitators from Japan and overseas sites suggested that there should be a mobile web camera and microphone for a better environment;

> Next time, it would be much better if we could connect all sites as one big group...and also, be able to have conversation and see everyone’s face because it was very hard to get Japan sites voices and faces.

> Though the sound was not that good, I think there were some communication between the students in Japan and Cambodia which were good.

Also, participants output showed their
Session 4 Integrating

Activity Flow

This session was focusing on sharing works and comments with peers in the workshop and peers from overseas in a virtual simultaneous communication. Therefore, according to previous suggestions about online infrastructure, a communication tool was changed to Google Hangouts in order to connect several sites at the same time (Figure 4.2). Also, a mobile web camera was used in each classroom for a preferable vision.

![Figure 4.7: Video presentation output from Japanese participants (left) and Cambodia (right)](image)

The program set out by hands-on time since some groups did not finish their video presentation. Then all sites were connected to share works and comments on other groups. And finally, they delivered final messages to each other. Malaysia students did not create a video presentation in Adobe Spark Video, but in a slide presentation due to miscommunication about tools preparation, however they finished and all participants were able to see and comments their works.

Also, unfortunately, the server went down due to an earthquake on the day. Leading a provided website for sharing video went under maintenance, but in the end, it was all managed to work out using portable WIFI hotspot and share videos through an online blog platform of one of the facilitators.

Feedback

A total of 63 video presentations were uploaded (Appendix C), and a total of 49 comments were sharing on a website, an example is shown in Figure 4.9. However, it was discussed that the section was long and after a while, students seems to be bored and they were talking among themselves about other topic.
Figure 4.8: Connecting session and sharing final messages

Figure 4.9: Sharing comments on video
4.1.3 Findings

Program design

Participants showed high engagement during a communication game, therefore it is considered as a successful component which also been improved in another workshop series in Cycle II.

However, their engagement for the rest of workshop was not satisfied, leading to their lack of motivation to join the activities. The program can provide more options for them, as one component to help leverage their motivation.

However, even though the program provided a time for participants to reflect their takeaways, the goal was not clearly stated at the beginning which leaded to a misunderstanding.

There were very few homework that was finished on time, saying that, giving an independent overtime work was not efficient. In a determined session time, it might be preferable to give more hands-on period rather than lecture one to let them finish the work.

However, they were less responsive to this communication platform (Figure 4.10), also not all groups submitted their homework.

![Figure 4.10: Amount of comments for video presentations](image)
Participant encouragement

Video presentation outputs that they created showed that they reflect on how Japanese contributes to global society, as well as, surprisingly, global environment issues related topics. However, this session lack of a constructed evaluation for participants.

Infrastructure

In a connecting session, rather than virtually connecting with overseas, participants can also feel the connection physically if more international students were inviting and being a part of activities throughout the workshop.

4.2 Improvements from Cycle I to Cycle II

The contents of workshop will be changed in consequence with following topics. (Table 4.2)

<table>
<thead>
<tr>
<th>Topics</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Design</td>
<td>Physical activities</td>
<td>Less lecture time and contents</td>
</tr>
<tr>
<td></td>
<td>Less homework over class time</td>
<td>More hands-on</td>
</tr>
<tr>
<td>Participant Encouragement</td>
<td>Lack motivation and engagement</td>
<td>Give options for participants</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>Online communication</td>
<td>Multicultural communication</td>
</tr>
<tr>
<td></td>
<td>did not have a clear goal</td>
<td>in a local setting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No Edmodo platform</td>
</tr>
</tbody>
</table>

The program will provide more physical activities and also want participants realized about global context in more tangible aspect. Therefore, lesser a time and contents of lecture, as well as, more hands-on.
4.3 Cycle II

4.3.1 Plan

An overview of a workshop in this cycle is as follows,

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Understanding</td>
<td>November 7, 2015</td>
</tr>
<tr>
<td>2 Investigating</td>
<td>December 5, 2015</td>
</tr>
<tr>
<td>3 Connecting</td>
<td>January 23, 2016</td>
</tr>
<tr>
<td>Follow-up</td>
<td>February 9, 2016</td>
</tr>
<tr>
<td>4 Integrating</td>
<td>February 20, 2016</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration</th>
<th>100 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>95 students</td>
</tr>
<tr>
<td>Overseas participants</td>
<td>-</td>
</tr>
<tr>
<td>Facilitators</td>
<td>24 Foreigners</td>
</tr>
<tr>
<td></td>
<td>9 Japanese</td>
</tr>
<tr>
<td>Outputs</td>
<td>Video presentation, prototype, poster</td>
</tr>
</tbody>
</table>

Goal

Each session was created based on an objective to support the main goal. It describes required knowledge and skills.

**DAY 1 Understanding** Get to know global environmental issues and how to develop local actions towards a global effort. It was divided into two parts which are learning session and ideation.

**DAY 2 Investigating** Participants practicing prototype and storytelling, in order so they can use these skills in final work.

**DAY 3 Connecting** was focusing on hands-on which they can think creatively through prototype to connect all the data about environmental concerns and to make a final work.

**DAY 4 Integrating** Participants exhibited their works about global environmental issues to peers and international facilitators, and also get feedback from them.
Theme
As a consequence of previous series of workshop, to let them understand about global and gain necessary skills in a more particular aspect, this program proposed ‘Global Environment’ as a theme. It is defined as environmental issues occurring across the world.
Accordingly, this workshop focuses on obtaining global vision to deal with global issues. Participants will think, learn and realize how these issues are to them. Also, they will create action plans and prototype for solving global environmental problems surrounding them.

Participants
Same participants from the previous workshop were joining, but they will work with different group of four to five members, which will be discussed later in an implementation part. Regarding various reasons, some students were absent, but there were also exchange students joining the program. The total number of students are 95 people.

There were no communication with participants from overseas in this workshop, however, more foreigners were invited to join for maintaining a sense of multicultural.

Facilitators
There were one Japanese speaking as a leading facilitator, and at least one facilitator, particularly international, will be assigned to one group throughout the workshop to facilitate and also asses group work through rubric.

Infrastructure
Each room will not have the same amount of group and student due to a new grouping system, which will later discuss in implementation part. Each room will have a slightly different hands-on but similar concept.
4.3.2 Implementation and Observation

Session 1 Understanding

Activity Flow

The purpose of this session is understanding global environmental issues and how to develop local actions towards a global effort. It was divided into two parts which are learning session and ideation.

All groups with same members from the previous workshop were working together in the first session in the same room.

It started by introducing global environment and issues. Then, participants will go through a process of ideation through brainstorming method, in order to come up with a solution to those matters and classify.

At the end of session the, they chose which environmental issue theme and output form (Figure 4.12) they want to proceed, and then a new group will be rearranged regarding the choices.

Feedback

Facilitators mentioned in feedback meeting that there were a balance of lecture session and hands-on activity. Also they understand the concept of this program better than the previous one, one of the reason might be because some of them already research about environmental topics as seen in some video presentations previously.
Session 2 Investigating

Activity Flow

The goal is to let participants thinking through prototype, in order so they can use this skill in final work. According to the previous session, a new group was bonded based on the choices they chose; they were divided into four rooms based on output format which are a product room, a business and service room, and two campaign rooms.

Each group had the same goal to expand or promote Japanese snacks to other countries or the society.

The first activity, they started from fill out and drafted an action plan in a provided form, then they had to either create a rapid product prototype, website mock-up or campaign poster to promote the snack they chose based on each class. Lastly, they presented their ideas to facilitators and peers in the room. (Figure 4.13 and 4.14)

Next, each group had to decide the solution theme related to environmental issues they have chosen as a final work.
Feedback

There was feedback from several facilitators saying that the groups did not collaboratively work, and not communicate as much.

Also, if one facilitator can facilitate the same group throughout a workshop, it would be efficient for a group evaluation point. Therefore, from the next session and onward, Rubric has been adapted to use in the program.

Figure 4.13: Making prototype

Figure 4.14: Paper prototype (left) and Campaign poster (right)
Session 3 Connecting

Activity Flow

This session focused on hands-on of prototype. Based on previous feedback, group members did not collaboratively work with each other, therefore they asked to delegate roles at the beginning of the session.

Participants started by creating an action plan towards defined solution theme for environmental issues. Then they would continue their idea on prototyping. During the activity, each group could get feedback from a facilitator in order to improve own works for the final presentation.

Feedback

According to facilitators, the groups that works well together delegate roles and listen to the others, however there were some groups that did not collaborate and ended up with two different products.

Most groups did not finish the prototype and need more time. However, letting them finish as homework would not preferable, as well as providing more working time in the next session. Therefore, after a mutual agreement between teachers and facilitators, a follow-up session was conducted in the school before the final session start.

Session 4 Integrating

Activity Flow

Participants exhibited their works to peers and international facilitators, and also get feedback from them. Participants had their own space in their classroom to show the work which they have to set up and prepare a presentation.

Then, each group was divided into group A and B. For the first 30 minutes, group B will be staying at their booth, and group A will be an audience, they can visit all four rooms. While they were looking around the exhibit, they have to give a stickers as a score to the group they like (Figure 4.15 and 4.16). Then, the next 30 minutes group B would take turn as an audience.

At the end of session, they were asked to do a peer assessment as a reflection time which individual member assesses the performance of their peers in terms of their contribution to their group work. The criteria using were quality of work, quantity of work, creativity, reliability and teamwork.
Feedback

Even though the order of final exhibition confused participants, they seemed to enjoy the exhibition and the voting system. However, infrastructure features needs an improvement. As well as, judging from the voting system, they enjoyed but mostly give to a certain group of their intimates.
4.3.3 Findings

Program Design

They became much more aware after exposed to global issues and Global environment from this workshop through several activities showing in their outputs. Starting to think more about things around them.

They noticed that they also have to know about their own country better before talking with foreigner.

Through this program, they noticed that sustainability is essential for many issues not only the Global environment but it can also be used with other basic issues.

According to an evaluation of overall Fundamental Sustainability course which comprising of three subjects as follows mentioned in Chapter 1. It shows that Global Workshop came in second as what participants were impressed (Figure 4.17).

![Figure 4.17: Answer regarding Fundamental Sustainability overall impressions](image)

Participant encouragement

According to students comments (Appendix A), they perceived this as a good chance to use English with foreigner outside school, even though their English skill did not improve that much in this short time, but they were certainly feel encouraged to speak more. This made them understand how important communication skill is and want to improve more.

They experienced so much of discussion time in group work, and it was hard in the first place but finally, they can express their opinions more than before.
Some of them said that it was a good experience to work and discuss with others in a different topic rather than daily basis ones, also it gave them a variety point of views which was also reflect in their final products (Appendix C).

According to rubric assessment by facilitators (Appendix B), it shows that the ratio of the overall collaboration was improved. From tutors point of view, there were some group that did not collaborate well but in the end they can create a good outcome. Also their group works improved during the program. For this aspect, an evaluation such as peer assessment can be used to help motivate and inherit engagement for individual of a group.

As well as their presentation skills, it was improved through this workshop since they experienced a lot of talking in front of people.

**Infrastructure**

Final exhibition setting needs to be well-prepared, regarding a flow as well as a venue. It was confusing to facilitators and participants where to go. However, the rest of the program is better in a separated room.

Also, there should be an interaction not from between students and international facilitators, but also from a peer abroad of their generation to let them open and able to comprehend the condition in other cultures through a mutual output product sharing.

### 4.4 Improvements from Cycle II to Cycle III

According to the findings, contents of workshop will be changed in consequence with following topics. (Table 4.4)

<table>
<thead>
<tr>
<th>Topics</th>
<th>Cycle II</th>
<th>Cycle III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Design</td>
<td>Prototype was good</td>
<td>Improve ice-breaking</td>
</tr>
<tr>
<td></td>
<td>More related contents</td>
<td>Develop rubric</td>
</tr>
<tr>
<td>Participant Encouragement</td>
<td>Attitude toward group work was improved</td>
<td>More engagement from facilitators</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>Venue for exhibit session was separated</td>
<td>Exhibition in shared space</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integrate local and virtual</td>
</tr>
</tbody>
</table>

39
4.5 Cycle III

Follows are an overview of the Cycle III workshop.

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Understanding</td>
<td>May 7, 2016</td>
</tr>
<tr>
<td>2 Investigating</td>
<td>June 4, 2016</td>
</tr>
<tr>
<td>3 Connecting</td>
<td>June 11, 2016</td>
</tr>
<tr>
<td>4 Investigating</td>
<td>June 25, 2016</td>
</tr>
<tr>
<td>Duration</td>
<td>100 minutes</td>
</tr>
<tr>
<td>Participants</td>
<td>101 students</td>
</tr>
<tr>
<td>Overseas participants</td>
<td>Cambodia, Malaysia, Indonesia</td>
</tr>
<tr>
<td>Facilitators</td>
<td>28 Foreigners</td>
</tr>
<tr>
<td></td>
<td>7 Japanesees</td>
</tr>
<tr>
<td>Outputs</td>
<td>Video presentation, Paper prototype, Poster</td>
</tr>
</tbody>
</table>

4.5.1 Plan

Goal

Each session was created based on an objective to support the main goal. It describes required knowledge and skills.

DAY 1 Understanding Started with a communication game, participants will realize how communication skills play its role in working together and multicultural environment

DAY 2 Investigating Participants will understand the global society and cultural diversity, and relationships among Japan and other countries, through customization and localization of a chosen Japanese product.

DAY 3 Connecting They will make an output and action plan based on the Four Ps of marketing towards final exhibition.

DAY 4 Integrating It is a connected session, participants integrate communication skills, presentation skills, English skills and ICT skills they have learned to present their works to overseas peers and colleagues as well as facilitators.
Theme
According to workshop structure mentioned in Chapter 3, this module is a beginning sessions for new first-year high school students of 2016 academic year.

In order to introduce them to global awareness, Global Society became a theme of this module. Even though some concepts of workshop remained similar to the one in module I, but the activity was improved according to the feedback and reflection.

Participants
There was a total of four classrooms A to D of 101 first-year of high school students joining this session. Participants divided into 20 groups of five to six.

As mentioned above, a survey was developed and use consecutively throughout the program (Appendix A). Furthermore, a peer review in this session was also improved to let students reflect about individual and group performance. The criteria are responsibility to finish task expected of each own role, manage to complete work in a limited time, collaboratively work with other members in a team, showing a positive attitude towards program and contribution towards group.

Overseas participants
Same participants from Malaysia and Cambodia were also joining this workshop, as well as two sites from Indonesia who joined for the first time. Before the connecting session, two facilitators from Japan went to conduct a workshop for Malaysia, and four facilitators conducting an online workshop for Indonesia sites.

Facilitators
Facilitators are assigned as a group tutor who have to evaluate using rubric assessment form (Appendix B), as well as a being a part of the activities with participants.

Infrastructure
A common room as in Cycle I was used for first and last sessions, in order to assemble all participants, facilitators and teachers. For the hands-on sections,
they will be in four rooms.

There will be an online communication at the last session as for presenting and sharing works from both Japan site and overseas sites. One PC, with a micro-speaker for a quality audio, will connect to each site through Skype; Cambodia, Indonesia and 2 sites from Malaysia. (Figure 4.18)

![Network Environment Diagram](image)

Figure 4.18: Global Society 2016 - Network environment

### 4.5.2 Implementation and Observation

#### Session 1 Understanding

**Activity Flow**

This session expected students to improve their communication skills, through a communication game which will include communication between new members and international students. (Figure 4.19)

All Participants were gathered in a common room to start a program. The ‘building block game’ was also used in this program but have some additional rules.
One of that was after they played the first round with student peers, they will be given time to brainstorming about communication improvement. The other rule was the entire group would be a director and play with and international facilitator in English who will be a builder.

At the end of this session, participants reflected the session in a survey.

Feedback

Students started to realize and see this as an opportunities to find a way to communicate with foreigners with an English as a mean.

英語がわからなくて上手に組み立てることができなかった。

留学生も頑張って理解しようと、伝えようとしてくれて、私も伝えたいという気持ちが強くなった。

Also, regarding the survey, 69.1 percents of participants mentioned that they think they can communicate with foreigner more than expected, while 38 percents of all participants think that their English skills is below intermediate.

Session 2 Investigating

Activity Flow

There were two parts which are learning section and hands-on section.
After been introducing some Japanese product that was sold in other countries as an example of global society, each group started by choosing one provided snack or drink to customize for selling in a country of facilitator assigned to each group. Then, they would do an online research and interviewed the international facilitator in order to fill in an action plan.

A Presentation was done at the end of the session, followed by a survey form.

**Feedback**

Feedback from facilitators said that there should be a break between each activities and it should be more flexible.

*Should deliver each section slower and little by little*

*Some contents can be mixed such as interview and on-line research, give them more freedom proceeding*

Participants expressed about how interesting of other countries are, from the data they found on internet and interview, as well as, communicating in English.

インドネシアが大体どういう国なのかをわかり、そのためにたくさんコミュニケーションをとることができた。

**Session 3 Connecting**

**Activity Flow**

This focused on making an output and action plan based on the Four Ps of marketing towards final exhibition.

Participants created outputs based on the information they have obtained from online research and interview from previous session. They filled in an action plan then created outputs which are paper prototype, poster and video (Figure 4.20). During all the activities, participants could get feedback from facilitators as needed.

Participants enjoyed making prototype, they created all art works neatly which requires more time to finish.
Feedback

Feedback from facilitators suggested that, their should be a limit of how much should facilitator interfere with students work when were asked for comments. Therefore, a guide and rehearsal beforehand should be done properly.

*Clearer instruction and goal. The limit of the interference from the facilitator.*

Also, participants were satisfying with their work, where every members has a role and collaborate with each other. Though, some groups still have a problem working together, they ended up creating more than one prototype for the final works since they want to make different things but both was still under the same concept.

Session 4

Activity Flow

This activity expect participants to integrate communication skills, presentation skills, English skills and ICT skills they have learned to present their works.

It was a connecting session in a in a common room where participants were able to they have to present, as well as see and get comments from colleagues, facilitators and overseas peers. During that, they also gave a vote to the work they like. Then participants filled out peer review form after session ended.
Feedback

Internet connection had some problem at preparing step, school’s network was not accessible. Therefore, the rest of the session needed to connect via mobile tethering, which also went smoothly. However, the room was too crowded that the audio for overseas site went downplayed. The interesting point is students tried to communicate through gestures and video presentations.

4.5.3 Findings

Program Design

Figure 4.21: Final exhibition

Figure 4.22: Program understanding
According to participant survey, when ask about program understanding regarding flow, explanation and materials, 90 percent of them mentioned that the program is easy to follow and materials are user-friendly (Figure 4.22).

![Figure 4.23: Satisfaction about the program](image)

When asked about how satisfy participants were in this program, 41 percent of participants were satisfied with the program and 54 percent needed more improvement (Figure 4.23). This can be considered as a high standard of their aesthetic of the art work, in accordance with facilitators mentioning in the feedback.

Using prototype can help make a topic more tangible and related to participants, as well as facilitators. As well as, balancing each hands-on activity and lecture section help maintain participants engagement.

**Participants encouragement**

Rubric assessment from facilitators (Figure 4.24) shows that an overall collaboration of the groups was improved. However, time-management aspect was not analyzed since the contents of the program was slightly overload according to facilitators comments. Group members communicate and collaborate more when there is a support from facilitators during activities. Reflecting on final products (Appendix C), participants also show eager to know about other cultures when adjusting their prototype because the topic is related to them. Facilitators feedback showed that, rather than shy to talk to foreigners they try to speak with the help from other members, their contribution and collaborate in a group was improve throughout sessions.
Infrastructure

Shared space of exhibition for local and online environment can loosen their stress. However, some students and facilitators did not notice a presence of overseas peer, therefore this should be mentioned more clearly to both sides.

Utilizing technological equipment in some activities to balance out traditional way of hands-on displayed a more satisfying result.
Chapter 5
Analysis and Conclusion

Through three action cycles, the analysis and findings were discussed to answer research question in this chapter.

- How does participants acquire a balance of skills, knowledge and attitude through this program?
- What are the components that are requires to conduct a workshop in formal education setting?

5.1 Results: Changing in Mindset

According to comments, there was a significant change in how students think towards the broader environment. They realized the importance of culturally dependent, communication as well as collaboration. They said that it is a good chance to work with people from different classes and when having a curiosity towards other cultures, they want to communicate with foreigners, and tried to and want to speak more English with them.

‘留学生も頑張って理解しようと、伝えようとしてくれて、私も伝えたいという気持ちが強くなった。’

‘今回は留学生の国について知ることのできたので、これからも様々なところで、会話する機会を大切にしたい。’

The activities such as prototype and brainstorming also suggested them to get a start on new things and be prepared to solve the problem approaching, rather than afraid of failure which is the main concept of a growth mindset.

It can be analyzed that a changing environment such as inviting foreigners and activities which require a different perspective also give them an opportunities to
be able to think in a more complicated situation and flexible towards a challenge. This also shown through their creative works with a consideration towards other countries.

According to a discussion with teacher, they decided to integrate the contents of next Global Economy topic to contents of their class.

As well as, feedback from teacher, The first thing they notice about their students’ changes is an eager to learn English and also want to discuss more about foreign countries.

‘生徒は英語がもっとしゃべれるようになりたい。。。それだけではなくて、興味を持って海外のことも実際にやりたい、話し合いしたい、ディスカッションしたいと言いました’

Also, according to the teacher, 30 students chose to join a continuous sustainability program, within that 10 of them went to fieldwork in Singapore. And this year, around 45 of them opted to join the mentioned program. It can considered that through this course, students cultivated global mindset to be more openness and more expose to other cultures.

5.2 21st Century Competencies

According to participant survey, they would always mention a recent thing they just learned or experienced. It is what they found interesting, which is a reflection of the environment they were surrounded.

Even though participants were enforced to join several activities that require a basic understanding of other countries, they ended up searching for more and even come directly to facilitators to ask about personal aspect. It shows that they became aware of global aspects.

There were also significant changes in the way the work. Though some groups which had a problem of attitudes and did not talk to other much, each was using and offering personal skills to collaborate with other members in the end. They quickly learned to use new application by themselves with some guides and can perform a work efficiently.
5.3 Key Components for Workshop Program in Formal Education

Since the goals of this program are initially aim towards the society itself. The topic being used should also relate to foster their skills and knowledge simultaneously. The followings are some factors than considered important to implement in Japan school and also proposed to a future Global Workshop series.

- **Collaboration**
  School needs to collaborate with conducting team in most steps from design, implementation to evaluation, in order to mutually understand each other. Also, collaboration with higher education institute can provide resources such as facilitator and method for the school. Furthermore, to have a satisfying program, it is also recommended to integrate program topics with regular school subject.

- **Stimulus**
  Special program for a compulsory subject can sometimes be perceived as a rule, therefore, giving participants options and freedom can effect in their engagement. The higher their motivations are, the more contribution to the group they are; more cultivation on skills obtained.

- **Facilitators**
  Staff needs to facilitate and support participants, not to teach. And by inviting people from outside the school can create an exciting environment for participants. However, it is dominant that facilitators also engage and commit to the program, so they have to have a clear picture of the program beforehand.

- **Measurement**
  Formal education came with a school system of grading, which it is needed to evaluate not only knowledge acquired but all competencies along with a reflection of participants, in order to see their improving mindset. This can be developed by rubric assessment as mentioned earlier.

- **Classroom infrastructure**
  Infrastructure in regular classroom can be used, but it requires some equipment and tools such as, PCs or tablets and a proper network environment.
In summary, mindset and competencies for 21st Century can be fostered in a countless platform. Implementing Global Workshop in the school can affect significant changes in many areas. Certainly, youth who participants will gain knowledge, skills, and attitudes, but also ‘adults’ who are playing a major role of stakeholders in the program can open to a new perspective.

Education is not the only section to prepare students for the uncertain future workforce, but it can support the students to obtain the mindset in early stage since they can express an improved way as lifelong learning process.

5.4 Future Plan

After proposing a new plan for the second semester of Global Workshop series in the 2016 academic year with Global Economy theme, teachers proposed to integrate the topic into his teaching class as a collaborating course. Regarding this matter, the theme and concept can be decided between conducting team and teachers at an early stage.

Also, as for maintaining a sustainable of the program, it is possible to consider about finding overseas partner schools to implement as a global interactive program collaboratively. Currently, this program is conducting separately and get connected only in the presenting session, providing more interactive activity can result in a more meaningful output and global understanding for participants regardless of a school system or time zone differences.
References


REFERENCES


Appendices

A  Participants Survey Form
Global Workshop 2015
先日はGlobal Workshopにご参加いただき、誠にありがとうございました。
ワークショップはいかがでしたか？皆様の率直な意見・感想を伺いたく、振り返りシートを用意しました。
お忙しいとは存じますが、ご協力のほど、よろしくお願い致します。
*所要時間10分程度

* Required

第一回Global Workshopについて

先日ご参加いただいた「第一回Global Workshop」について、あなたの意見・感想を聞かせてください。

1. 1-1. 先日おこなった「LEGOコミュニケーションゲーム」について、あなたの役割を教えてください。*  
   Mark only one oval. 
   ○ a. ディレクター  
   ○ b. ランナー  
   ○ c. ビルダー  
   ○ d. オブザーバー  
   ○ e. 視えていない  

2. 1-2. 「LEGOコミュニケーションゲーム」について、あなたのチームはうまく機能したと思いますか？*  
   Mark only one oval. 
   ○ a. 大変よく機能した。  
   ○ b. 機能した。  
   ○ c. 機能しなかった。  
   ○ d. 全く機能しなかった。  
   ○ e. どちらともいえない。
3. 1-3. 全問1-2の回答に関して、それは何故ですか？理由を具体的に教えてください。*
記述で、できるだけ詳しく教えてください。


4. 1-4. 「LEGOコミュニケーションゲーム」を通じて気付いたこと・学んだことを教えてください。
記述で、できるだけ詳しく教えてください。


5. 2-1. 先日おこなった「ブレインストーミング」の「アイディア出し」の作業はいかがでしたか？*
Mark only one oval.

- a. アイディアが沢山でた
- b. アイディアがわりとでた
- c. アイディアがあまりでなかった
- d. アイディアが全くでなかった
- e. わからない

6. 2-2. 前問2-1の回答に関して、それは何故だと思いますか？*
アイディアが沢山でたチームはその理由として考えられること、でなかったチームはどこか改善できるかを記述してください。


https://docs.google.com/forms/d/1o7P98jK_DymQ_paKL4M1ry20a5GI32W2V_jbwVxDSjiU/printform
7. 2-3. 「ブレインストーミング」の「アイディア出し」ステップを通じて気付いたこと・学んだことを教えてください。*
記述で、できるだけ詳しく教えてください。

8. 3. 先日おこなったGlobal Workshop全体を通して、印象に残ったこと・あなたの感想を教えてください。*
記述で、できるだけ詳しく教えてください。

9. 4. 5月〜9月の4回のワークショップを通じて、あなたがやってみたいこと・期待することについて、自由に書いてください。*
複数回答可

Check all that apply.

☐ 英語を使ってみたい
☐ 海外の人と会話をしてみたい
☐ パソコンやタブレット端末を使ってみたい
☐ 「グローバル社会」に関する知識を得たい
☐ Other:

アンケート調査

皆さんの海外経験や、日本や世界についての興味や関心についてお答えください。

10. 1-1. あなたは海外（日本以外）で二ヶ月以上、生活したことはありますか？*

Mark only one oval.

☐ a. はい
☐ b. いいえ
☐ Other: ________________________________
11. 1-2. 1-1で「はい」と答えた方へ、暮らしていった場所（国名）を教えてください。

12. 2-1. あなたは（国内外に住む）海外の人と日常生活で交流する機会はありませんか？

*Mark only one oval.*

- a. よく交流する（週1回以上）
- b. ときどき交流する（月に1回程度）
- c. あまり交流しない（年に数回程度）
- d. ほとんどない（年に1回程度）
- e. まったく交流がない

13. 2-2. 前問2-1でa~dと回答した方へ。主に、どのように交流しますか？

複数回答可

*Check all that apply.*

- a. 主に直接会って話す
- b. 主に音声や映像によるコミュニケーション（電話やスカイプなど）
- c. 主に文字によるコミュニケーション（メールやSNSなど）
- Other:

14. 2-3. 前問2-1でa~dと回答した方へ。主にどういった目的で交流していますか？

複数回答可

*Check all that apply.*

- 英語を学習するため（富士見丘高校の授業にて）
- 英語を学習するため（学外にて）
- 家族や親戚とのコミュニケーションのため
- 友人とのコミュニケーションのため
- Other:
15. あなたは海外から人が来たら、日本のどのような文化を教えたいですか。 *

複数回答可
Check all that apply.

- ガイドブックに掲載されている観光地（富士山・ディズニーランドなど）
- 伝統文化（お寺巡りや茶道など）
- 伝統芸能（歌舞伎や能など）
- ポップカルチャー（アニメや漫画など）
- 美術館や博物館に所蔵されている作品・アート
- グルメ（日本食など）
- スポーツ（相撲など）
- 日本語
- Other: ________________________________

16. あなたは自分が海外に行くとしたら、その国/地域のどのような文化を知りたいですか。 *

複数回答可
Check all that apply.

- その国/地域のガイドブックに載っている観光地
- その国/地域の伝統文化
- その国/地域の伝統芸能
- その国/地域のポップカルチャー
- その国/地域の美術館や博物館に所蔵されている作品・アート
- その国/地域のグルメ
- その国/地域のスポーツ
- その国/地域の言語
- Other: ________________________________
17. あなたが日頃、よく使うメディアは何ですか。（複数回答可）
Check all that apply.

- a. テレビ
- b. 新聞（紙）
- c. 雑誌、本
- d. オンライン新聞（ヤフーニュース、LINEニュース等を含む）
- e. Facebook
- f. LINE
- g. Twitter
- h. その他のSNS
- i. オンライン・ゲーム
- Other:

18. 前問5-1の回答に関して、主にどういった目的で、そのメディアを活用していますか。 *
記述で、できるだけ詳しく教えてください

19. あなたは日頃、海外のニュースを気にしますか？ *
Mark only one oval.

- a. はい
- b. いいえ
- Other:

20. 前問6-1でaと回答した方へ。主にどういったニュースが気になりますか？
複数回答可
Check all that apply.

- 国際情勢
- 政治・経済
- 芸能・エンターテイメント
- スポーツ
- Other:
21. あなたはグローバル社会（Global Society）という言葉をこれまでに聞いたことはありますか？ *
Mark only one oval.
- a. 間だったことがある
- b. 間いただことがない
- c. よく覚えていない
- Other: ________________

22. あなたはサステナビリティ（Sustainability）という言葉をこれまでに聞いたことはありますか？ *
Mark only one oval.
- a. 間だったことがある
- b. 間いただことがない
- c. よく覚えていない
- Other: ________________

23. あなたは自分がグローバル市民だと思いますか？ *
Mark only one oval.
- a. はい、そう思う。
- b. いいえ、特に思わない。
- c. どちらもでもない。
- d. 「グローバル市民」という言葉の意味が分からない
- Other: ________________
Global Workshop 2016 - SESSION 1

先日はGlobal Workshopにご参加いただき、誠にありがとうございました。
ワークショップはいかがでしたか？皆様の真剣な意見・感想を伺いたく、振り返りシートを用意しました。
お忙しいとは存じますが、ご協力のほど、よろしくお願い致します。
*所要時間:10分程度

* Required

1. 1-1. 先日おこなった「LEGOコミュニケーションゲーム」について、あなたの1回目の役割を教えてください。 *
   
   Mark only one oval.
   
   ○ a. ディスカライバー
   ○ b. ランナー
   ○ c. ビルダー
   ○ d. オブザーバー

2. 1-2. 「LEGOコミュニケーションゲーム」について、あなたのチームはうまく機能したと思いますか？ *
   
   Mark only one oval.
   
   ○ a. 大変よく機能した。
   ○ b. 機能した。
   ○ c. 機能しなかった。
   ○ d. 全く機能しなかった。
   ○ e. どちらともいえない。

第一回Global Workshopについて

先日ご参加いただいた「第一回Global Workshop」について、あなたの意見・感想を聞かせてください。
3. 1-3. 全問1-2の回答に関して、それは何故ですか？理由を具体的に教えてください。 *
記述で、できるだけ詳しく教えてください。


4. 1-4. 「LEGOコミュニケーションゲーム」を通じて気付いたこと・学んだことを教えてください。 *
記述で、できるだけ詳しく教えてください。


5. 2-1. 先日おこなった「ブレインストーミング」の「KPT(Keep, Problem, Try)」のアイデア出しの作業はいかがでしたか？ *
Mark only one oval.

- a. アイデアが沢山だった
- b. アイデアがわりとだった
- c. アイデアがあまりでなかった
- d. アイデアが全くでなかった
- e. わからない

6. 2-2. 前問2-1の回答に関して、それは何故だと思いますか？ *
アイデアが沢山でたチームはその理由として考えられること、でなかったチームはどこか改善できるかを記述してください。


https://docs.google.com/forms/d/1JOvbHDQazaDJLcY9DzW_Sz0joneBs8P4MSndz7-T4/printform
7. 2-3. 「ブレインストーミング」の「KPT」の「アイディア出し」ステップを通じて気付いたこと・学んだことを教えてください。*
記述で、できるだけ詳しく教えてください。

8. 3. 留学生と英語でのコミュニケーションは、いかがでしたか
Mark only one oval.
○ かなり通じた
○ 思っていたより通じた
○ 思っていたより通じなかった
○ あまり通じなかった

9. 4. 先日おこなったGlobal Workshop全体を通して、印象に残ったこと・あなたの感想を教えてください。
記述で、できるだけ詳しく教えてください。

アンケート調査

皆さんの海外経験や、日本や世界についての興味や関心についてお答えください。

10. 1. あなたの英語能力はどう思いますか。

11. 1-1 LISTENING
Mark only one oval.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>通じないと思います</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>よく通じると思います</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12. 1-2 SPEAKING  
*Mark only one oval.*

1 2 3 4 5

通じないと思います ☐ ☐ ☐ ☐ ☐ よく通じると思います

13. 1-3 READING  
*Mark only one oval.*

1 2 3 4 5

通じないと思います ☐ ☐ ☐ ☐ ☐ よく通じると思います

14. 1-4 WRITING  
*Mark only one oval.*

1 2 3 4 5

通じないと思います ☐ ☐ ☐ ☐ ☐ よく通じると思います
Global Workshop 2016 - SESSION 2
June 4th 2016

1. チーム名・名前

2. 今日のワークショップで「4P、Product(製品), Price(価格), Place(流通), Promotion(販促)」を理解し、説明することができるようになりましたか？

3. 4Pについて ショッププランの紙はどのように役に立ちましたか？（複数可）

   Check all that apply.
   
   □ プランを作るときの手順が簡略化されていて、わかりやすかった
   □ プランを作るとき、役に立った
   □ 私たちのプランとは関係がなかった。
   □ よく理解できなかった
   □ Other: ________________________________

Online Research

4. インターネットで検索するためのヒントを聞くのは初めてでしたか？ それはインタビュー相手の留学生の国についてより深く知るために、どのように役立ちましたか？

Interview
5. 留学生と、どのくらい話せましたか？
Mark only one oval.

1 2 3 4
あまり話せなかった ☐ ☐ ☐ ☐ たくさん話せた ☐

6. あなたはどうやって、留学生とコミュニケーションを取りましたか
Check all that apply.

☐ iPadを使って翻訳しながら、コミュニケーションを取った。
☐ 配布されたインタビューヒットやiPadを使ってインターネットで調べて、コミュニケーションを取った
☐ 日本語が話せるファシリテーターに手伝ってもらった。
☐ これらの方法をいろいろ使った。
☐ Other:

7. 今日のGlobal Workshopはどう思いますか？
Check all that apply.

☐ プログラムは分かりやすく、スライドや資料も使いやすかった。
☐ 満足しているが、まだ改善の余地がある
☐ そこそこ満足している
☐ 満足していない

8. 印象に残ったこと・あなたの感想を教えてください。
記述で、できるだけ詳しく教えてください。


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Google Forms

https://docs.google.com/forms/d/1_Lh-fM103by5QAoBQx960aZ1-5K6Ah04rOenokzd_VpMjprintform
Global Workshop 2016 - SESSION 3
June 11th 2016

1. チーム番号とチーム名

2. 今回のあなたの役割は何でしたか？その役割をしっかりと果たせたと思いますか？

3. 今回のワークに対する満足度を教えてください
   Mark only one oval.
   - 非常に満足している
   - 満足しているが、まだ改善の余地がある
   - そこそこ満足している
   - 満足していない
   - Other: __________

4. 上記の解答を選んだ理由を教えてください

5. アウトプットを作るにあたって、Action Planはどれだけ役に立ちましたか？
   Mark only one oval.

   1  2  3  4  5
   全く役に立たなかった  ☐  ☐  ☐  ☐  ☐ 非常に役に立った
6. AdobeVoice/Perstext アプリについての感想を教えてください。

7. 印象に残ったこと・あなたの感想を教えてください。
記述で、できるだけ詳しく教えてください。
B  Rubric Assessment Form
## Evaluation Form

<table>
<thead>
<tr>
<th>DATE:</th>
<th>Facilitator name</th>
<th>Group</th>
<th>Criteria/Score</th>
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<td></td>
<td></td>
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### 1. Communication and Collaboration

#### 1.1 Working together

- **Almost always** listens to, shares with, and supports the efforts of others. Tries to keep people working well together.  
- **Usually** listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group.  
- **Often** listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.  
- **Rarely** listens to, shares with, and supports the efforts of others. Often is not a good team player.

#### 1.2 Share responsibility

- **Assisting others** with tasks as needed  
- **Completing given task in a timely manner**  
- **Accepts feedback but individualizes project**  
- **Blaming others for negative aspects** * Taking sole responsibility for positive aspects

#### 1.3 Contributions

- **Routinely provides useful ideas when participating in the group and in classroom discussion.**  
- **Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!**  
- **Sometimes provides useful ideas when participating in the group and in classroom discussion.**  
- **Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate**

#### 1.4 Time-management

- **Routinely uses time well throughout the project to ensure things get done on time.**  
- **Usually uses time well throughout the project, but may have procrastinated on one thing.**  
- **Tends to procrastinate, but always gets things done by the deadlines.**  
- **Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities**

#### 1.5 Attitude towards accomplish the task to share with foreigner

- **Never is publicly critical of other cultures. Always has a positive attitude about other countries.**  
- **Rarely is publicly critical of other cultures. Often has a positive attitude about other countries.**  
- **Occasionally is publicly critical of other cultures. Usually has a positive attitude about other countries.**  
- **Often is publicly critical of other cultures. Often has a negative attitude about other countries.**

#### 1.6 Interaction an Interpersonal communication

- **Always interacted with peers and collaborated to publish a finished work**  
- **Usually interacted with peers and collaborated to publish a finished work**  
- **Often interacted with peers and collaborated to publish a finished work**  
- **Rarely interacted with peers and collaborated to publish a finished work**

Comment:
<table>
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<tr>
<th>Criteria/Score</th>
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<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
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<td>Tends to procrastinate, but always gets things done by the deadlines.</td>
<td>Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities</td>
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**Comment:**
# Facilitator Evaluation

**Global Workshop 2016 - Global Society DAY 2 (June 4th, 2016)**

<table>
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<tr>
<th>Name</th>
<th>Group</th>
<th>Role:</th>
<th>○ Main MC</th>
<th>○ Interviewee</th>
<th>○ Facilitator</th>
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</table>

## TOPIC

<table>
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<tr>
<th>POINTS/POINTS</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

### 1 Group Work

The group worked well together with all members contributing significant amounts of quality work.

The group generally worked well together with all members contributing some quality work.

The group often did not work well together and the game appeared to be the work of only 1-2 students in the group.

### 2 Time Management

They managed the time well.

They were slow but managed to finish it in time.

They did not finish it in time.

### 3 Attitude

Never is publicly critical of other cultures. Always has a positive attitude about other countries.

Occasionally is publicly critical of other cultures. Usually has a positive attitude about other countries.

Often is publicly critical of other cultures. Often has a negative attitude about other countries.

### 4.1 INTERVIEW: Preparation

Before the interview, the student prepared several in-depth AND factual questions to ask.

Before the interview, the student prepared a couple of in-depth questions and several factual questions to ask.

Before the interview, the student prepared several factual questions to ask.

The student did not prepare any questions before the interview.

### 4.2 INTERVIEW: Contributions of Group Members

Each person in the group has contributed at least one question without prompting from facilitators or peers. Group members help each other when a person is struggling.

One or more students in the group required quite a lot of reminders from peers before contributing one question. They did not help each other that much.

There were more than one members that did not contribute to the interview. They did not help or remind each other.

### 4.3 INTERVIEW: Enthusiasm

Facial expression and body language show a strong interest and enthusiasm about the interview. They try to communicate with facilitators, mainly using a help from internet.

Facial expression and body language show a strong interest and enthusiasm about the interview. They try to communicate, mainly with a help from Japanese speaking facilitators.

Facial expression and body language depict apathy or boredom with the topic. They barely try to communicate with facilitators.

### 5 PROGRAM

Program is user friendly. Easy to use materials. Participants seemed to understand the lecture and apply the concept to their task well.

Program is simple but has some difficult parts. Materials provides good assistance. Participants seemed to understand the lecture and apply the concept to their task.

Program is complicated. Materials is difficult to follow and understand. Participants took sometimes to get starting on the hands-on.

Program is hard to use. Help guide is hard to follow and provides very little, if any, assistance. Participants did not apply anything in the lecture to their task and did not finish on time.

## Comments:

Please describe in details. (Program, groupwork, layout, preparation ...)

---

### Final Remarks

- The group worked well together, contributing significant amounts of quality work.
- Time management was generally good, with all members contributing some quality work.
- Attitude was positive, though occasional public criticism was noted.
- Preparation for interviews was thorough, with multiple questions prepared.
- Contributions from group members were active, with all members participating.
- Enthusiasm was high, with strong interest and engagement in the material.
- The program was user-friendly with clear guidance, though some parts were challenging for participants.

---

**Facilitator:** [Name]

**Group:** [Group]

**Role:** [Role]

---

*Note: The evaluation form includes specific points for each category, ranging from 1 to 4, with 4 being the highest.*
# Facilitator Evaluation

**Global Workshop 2016 - Global Society DAY 3 (June 11th, 2016)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Group</th>
<th>Role: ○ Main MC ○ Facilitator</th>
</tr>
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## POINTS

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<th>4</th>
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<tr>
<td><strong>Group Work and Role Allocation</strong></td>
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<td></td>
</tr>
<tr>
<td>The group worked well together with good task delegation. Each member did her own role well, and helped each other when needed.</td>
<td>The group generally worked well together and had a good task delegation. Most members did their own role well, and they sometimes helped each other.</td>
<td>The group worked fairly well together with allocated roles. But rarely help each other.</td>
<td>The group often did not work well together. Some members did not do their work or help others.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Time Management</th>
<th>They managed the time well.</th>
<th>They managed to finish in time.</th>
<th>They were slow but managed to finish it in time.</th>
<th>They did not finish it in time.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Attitude</th>
<th>Never is publicly critical of other cultures. Always has a positive attitude about other countries.</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>Enthusiasm</th>
<th>Facial expression and body language show a strong interest and enthusiasm about the task. They asked and listened to facilitators when needed.</th>
<th>Facial expression and body language show an interest and enthusiasm about the task. They sometimes asked and listened to facilitators.</th>
<th>Facial expression and body language show some interest and enthusiasm about the task. They barely communicate with facilitators.</th>
<th>Facial expression and body language depict apathy or boredom with the topic. They did not communicate with facilitators.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>Program</th>
<th>There was enough lecture. Participants seemed to understand the lecture and apply the concept to their task well.</th>
<th>Lecture was simple but need more explanation in some parts. Participants seemed to understand the lecture and apply the concept to their task.</th>
<th>Lecture is not enough and hard to understand. Participants took sometimes to get starting on the hands-on.</th>
<th>There should be more explanation. Participants did not apply anything in the lecture to their task and did not finish on time.</th>
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</thead>
</table>

**Comments:** Please describe in details. (Program, groupwork, layout, preparation ...)
C Outputs from Participants
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