

Thesis Abstract

No. _____

Registration Number	<input checked="" type="checkbox"/> "KOU" <input type="checkbox"/> "OTSU" No. _____ <small>*Office use only</small>	Name	Marcos Sadao Maekawa
Thesis Title Designing Global Education for Youth in the Internet-based Society			
Thesis Summary <p>This dissertation proposes a review of global education goals to meet the requirement of the Internet-based society, and presents a framework for design and implementation of ICT-supported global education practices for high school students in Asia. Pioneered in postwar Europe, global education was conceived to widen students' eyes and minds to universal and common values required for citizens of a global society. However, the Internet became a unique global infrastructure, and has been making profound impacts, rapidly transforming what global society used to be a decade or two ago.</p> <p>In order to find ways to foster a generation of young global citizens for the digital era, this research firstly summarized the current status of global education and identified the needs of global citizenship in the Internet society. Secondly, it conducted an action research between 2012 and 2014 to explore technology-supported global education practices in AGORAsia Youth---an online workshop community of global education for secondary students in Asia---. The results clarify the impacts and contributions of ICT and digital media to design and implementing those practices. AGORAsia Youth was created as a collaboration of Global Education project at Keio Media Design and UNESCO Jakarta to raise global awareness, stimulate multicultural collaboration and empower participants with digital literacy skills among Asian youth.</p> <p>The outcomes of this action research confirmed that online workshops programs were efficient to trigger global awareness and promote communication and collaboration, on and off-session. It also empowered participants with digital literacy and skills. Moreover, after-workshop steps suggested that these programs contributed to inspire youth to take global-oriented actions. Those outcomes also led to a framework for designing global education for the Internet-based society. It is consisted of three components: a) definition of global citizenship competences for the Internet-based society, b) program components of global education to stimulate global communication and collaboration, and c) deployment models for different scenarios. This framework is expected to be a reference for teachers, educators and designers to create global education initiatives for their communities, and to contribute to the establishment of a new global education for younger generations.</p>			