論文審査の要旨および担当者

<table>
<thead>
<tr>
<th>報告番号</th>
<th>甲第号</th>
<th>氏名</th>
<th>Komkid Topoklang</th>
</tr>
</thead>
<tbody>
<tr>
<td>論文審査担当者</td>
<td></td>
<td></td>
<td>主査 慶應義塾大学教授 博士（政策・メディア） 稲蔭正彦</td>
</tr>
<tr>
<td>副査</td>
<td>慶應義塾大学教授 博士（政策・メディア） 石戸奈々子</td>
<td></td>
<td></td>
</tr>
<tr>
<td>副査</td>
<td>Stanford University 教授／慶應義塾大学特別招聘教授（国際）EdD Shelley Goldman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>副査</td>
<td>聖心女子大学教授 博士（教育学） 永田佳之</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

（論文審査の要旨）
The thesis submitted by Komkid Topoklang presents “KomaKids Program”, a novel cross-cultural program in elementary classroom that aims to develop elementary school students’ understanding of world's diversity through media creation activities. The concept of the KomaKids Program entails the creation of a content series that helps teachers to foster students' global competence by using everyday technology to produce stop-motion animation and connect classrooms around the world for developing cultural understanding and empathy. The thesis is written as a design thesis consisting of five chapters.

Chapter 1 begins with an introduction about the importance of global competence and how to rethink about classroom education to prepare children to become global citizens from an early age.

Chapter 2 summarizes several frameworks to identify crucial skills and elements related to this research such as UNESCO Global Citizenship Education and OECD PISA Global Competence Domains. The chapter also reviews approaches and programs of global competence education around the world.

Chapter 3 proposes the KomaKids Program, a novel participatory cross-cultural workshop curriculum in elementary school classroom through media creation. The program connects classrooms around the world with creative media works. It focuses to develop four global competencies: cultural understanding, global awareness, 4C skills for the 21st Century (i.e. communication, collaboration, creativity and critical thinking), and media and technology skills. The chapter includes detailed design process and iterations of prototypes that led to the final KomaKids Program design.

Chapter 4 discusses the validation of KomaKids Program at five elementary schools. The validation looked at effectiveness of the program in developing elementary school students' global competence, feasibility of the integration into school curriculum, and adaptability of the program to various school cultures. Both qualitative and quantitative evaluation methods are used.

Chapter 5 concludes the thesis.

There are two major contributions of the dissertation. First, KomaKids Program was conducted to 10 schools in Asia, Latin America and USA and reached over 300 participants since 2015. This extensive design research includes detailed trial and error process. The committee values both the extensive length of research and the data collected. The dissertation documents important details of planning through execution, and findings from the stakeholders. Another contribution is the inclusion of multi-cultural aspect. This design is attained through the designer perspective to propose creative education in the classroom environment. This “creating education by designer” approach opens the door to design innovative curriculum with outside of the box thinking.

The reviewers came to conclusion that the contributions of the thesis in relation to social impact, research output and quality meet the requirements for a PhD in Media Design.

審査経過
2019 年 5 月 31 日 予備口頭試問審査会が開催され、2019 年 6 月 27 日に審査の結果合格した。

予備口頭試問審査委員: 大川恵子君、稲蔭 正彦君、石戸奈々子君、Shelley Goldman（Professor of Stanford University／慶應義塾大学特別招聘教授（国際））

2019 年 12 月 12 日、10:00-11:20 博士論文公聴会が協生館 6 階大会議室にて開催された。同公聴会終了後、同会議室で博士論文審査会が開催され、全会一致で合格を決した。なお、公聴会出席者は以下の通りであった：

博士論文審査委員 5 名
来場者 11 名