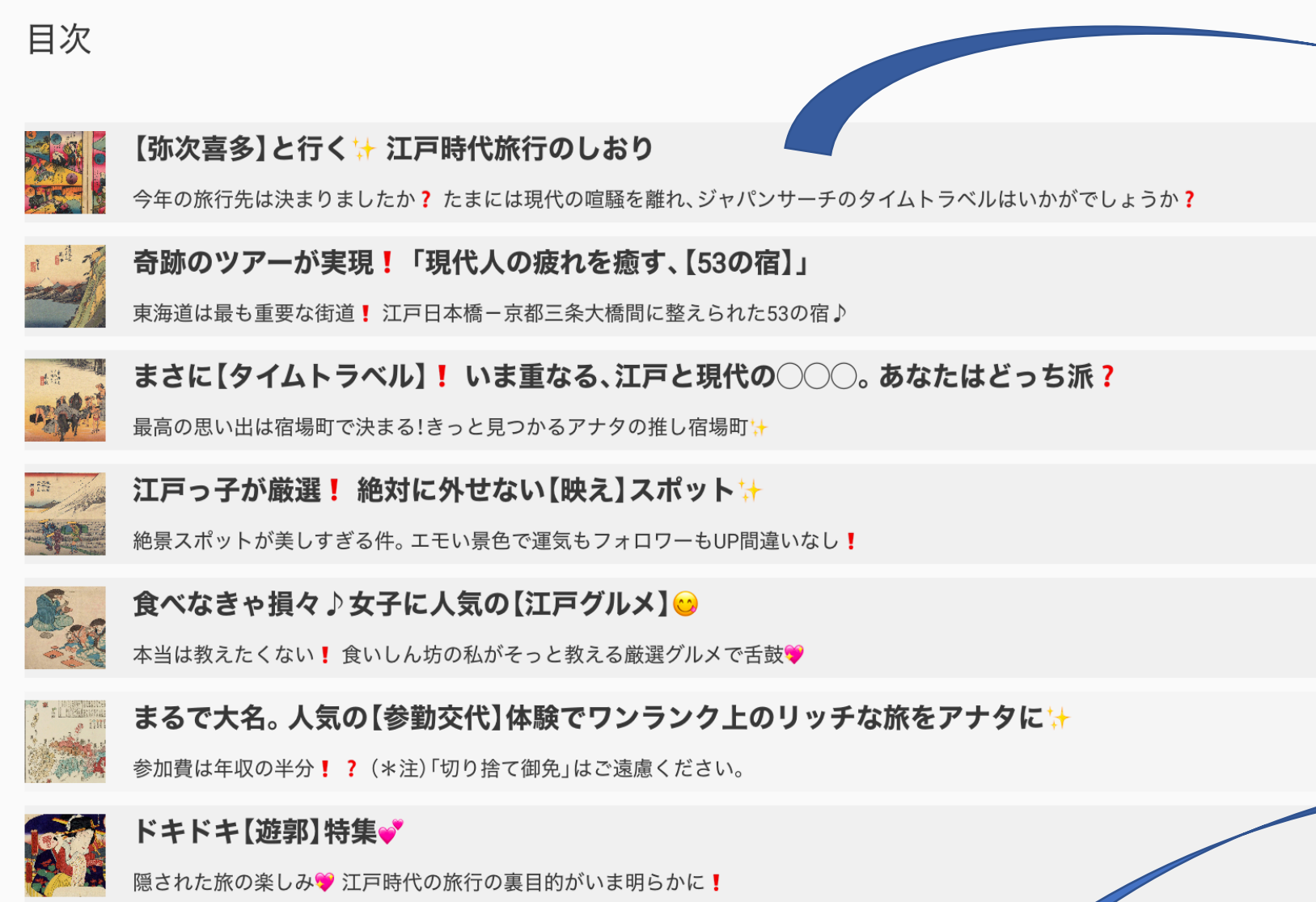# Trajectory of promoting educational use of Japan Search

University of Tokyo: OI Masao

①**On Japan Search Created a gallery work in**
【Concept】 "Curation design that raises the interest of non-experts"

②At the D.A. Society
Recommendations for building educational metadata
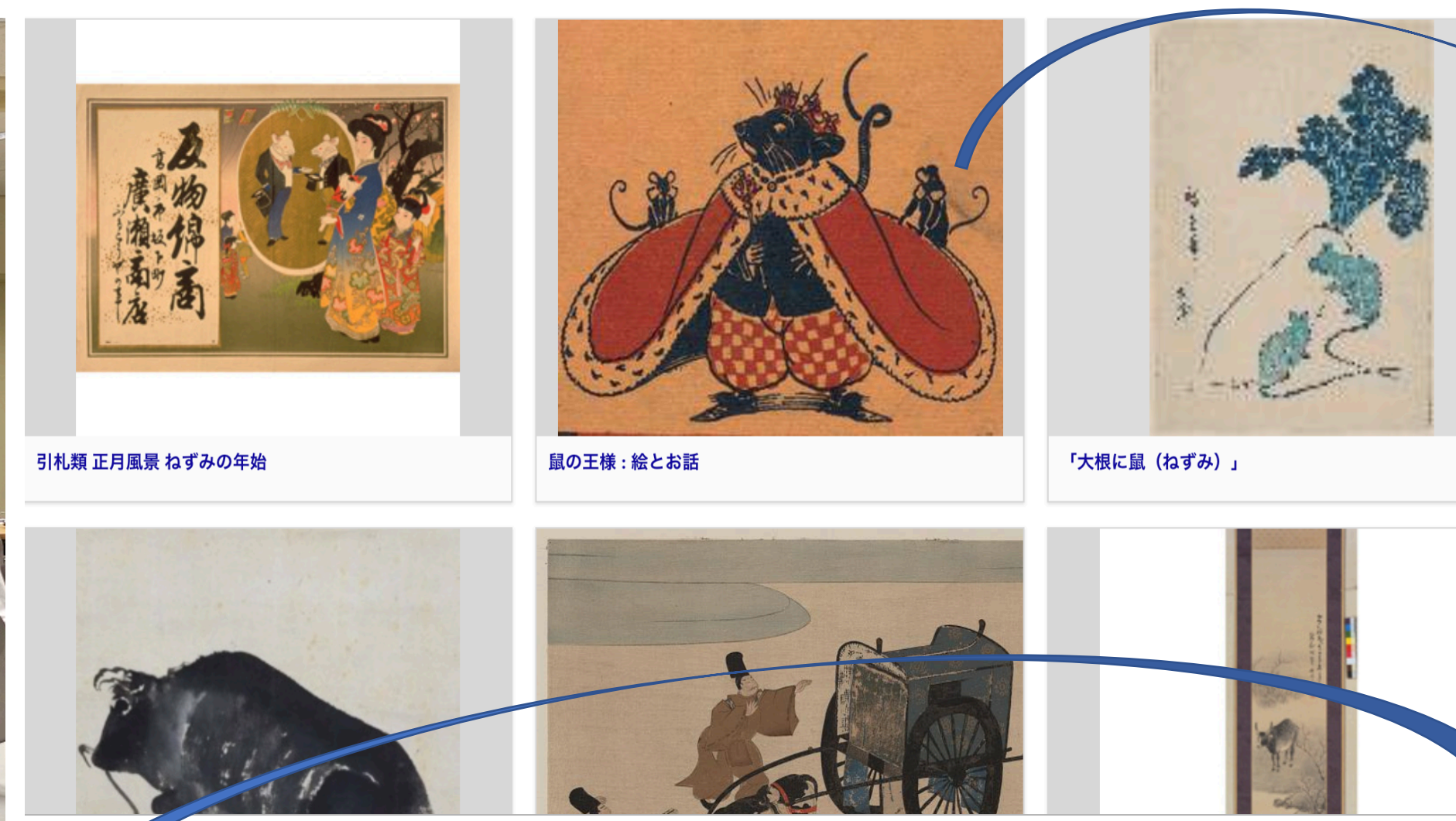
【Purpose】
Promote educational use of MLA digital archives

【Proposed method]】
"**Currication learning** in line with the educational curriculum"
"Archive design with educational metadata"

③Edit-a-thon @ NDL
【concept】 "Searching for new curation"
・Curation utilizing "My Note Function" by JAPAN SEARCH
・Divide into teams at the workshop to create works

④Temporary implementation of **"noteboard function"**

【concept】 For Educational Practice

【Purpose】 Implementation of functions that can be curated **collaboratively**

⑤ **Practice in elementary, Junior high school, high school** (2020-February)

【Educational goals】 : Fostering multifaceted and comprehensive awareness
【Class theme】 : Various histories that can be seen as "connecting"
 by collecting multiple materials from digital archives
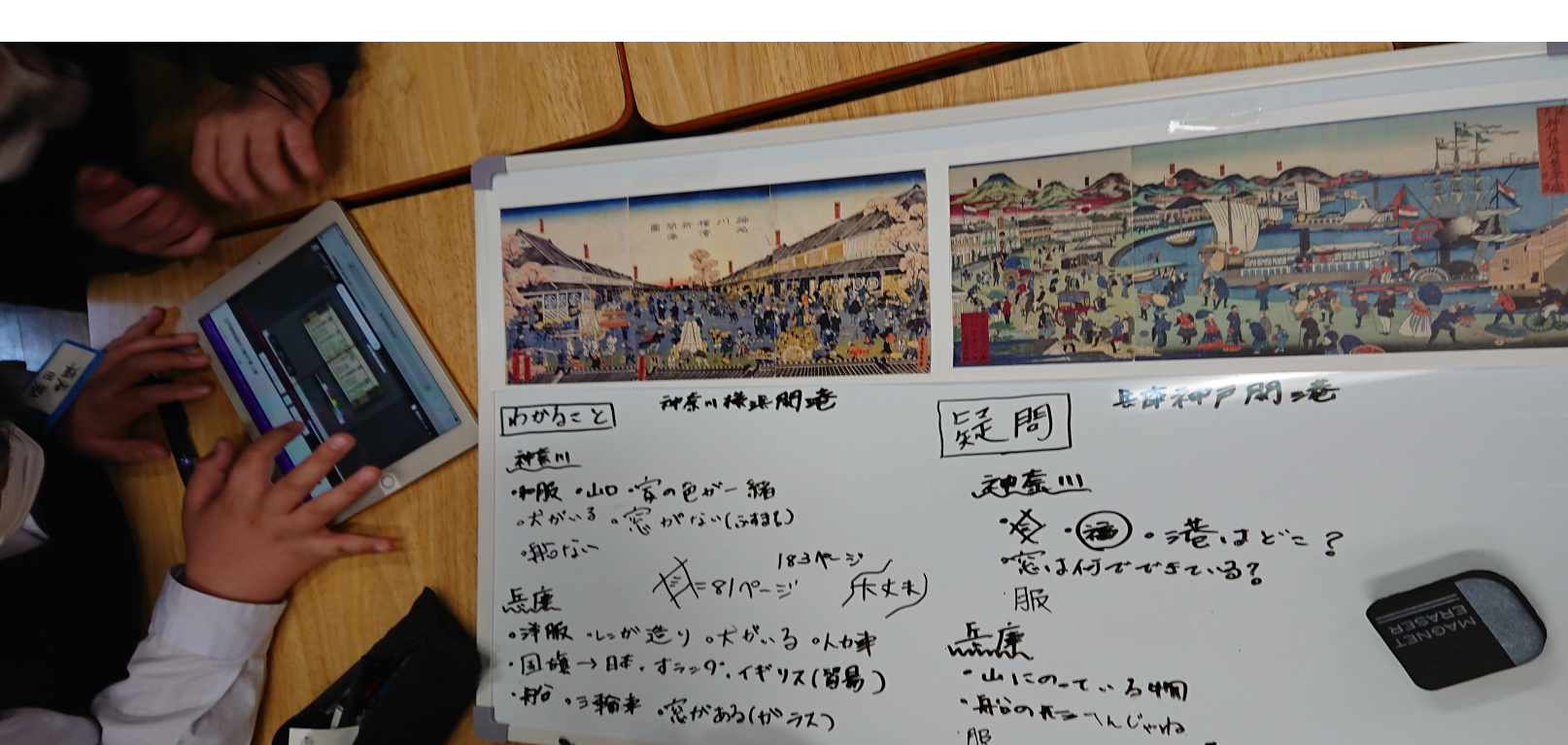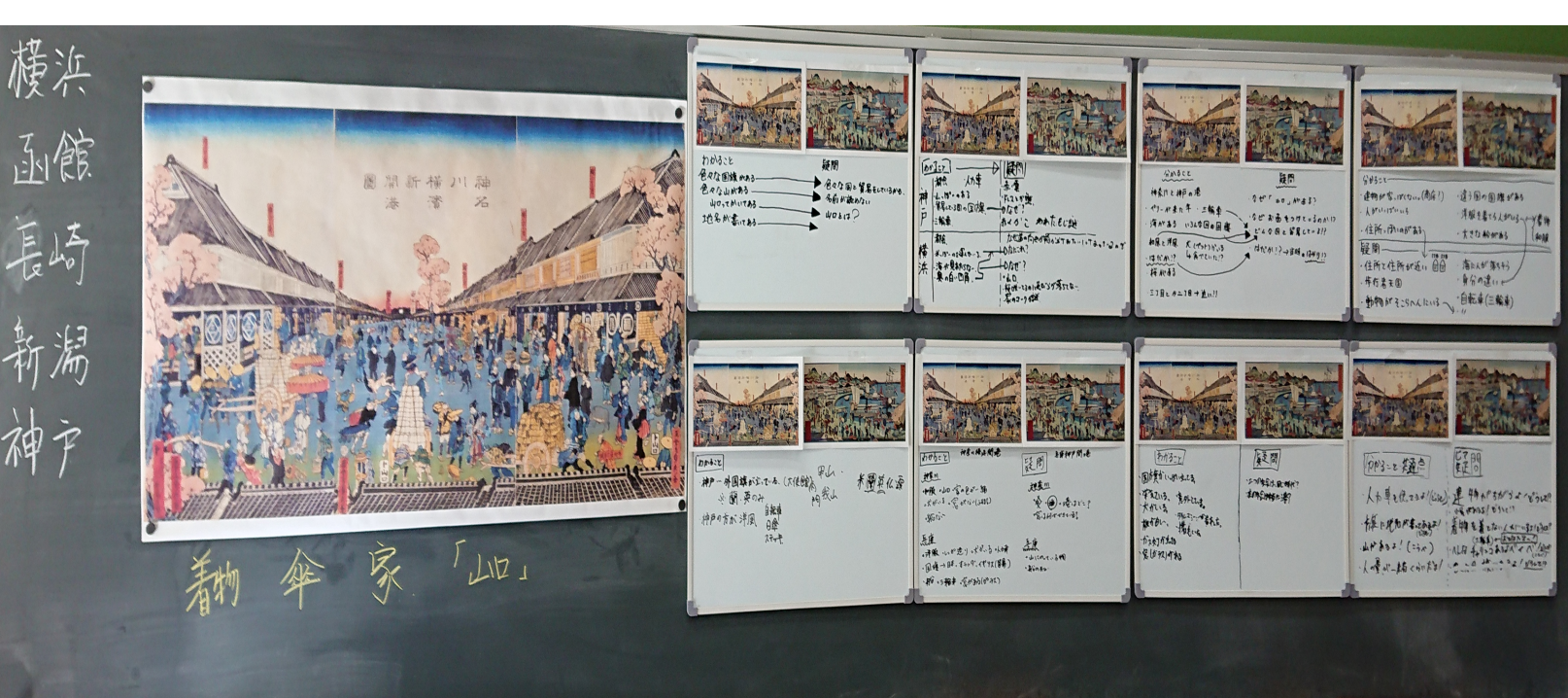
⑥April 2020-present / **under COVID-19**;
Long-term hybrid lesson practice
in elementary and middle school

⑥Hybrid lessons that combine face-to-face and online under COVID-19

デジタルアーカイブで
歴史探訪!!

Part 1

⑦Collaborative curation function "workspace" design

"Work space" new function

"Workspace" interface. You can also see the curation of other groups.

Multiple people can make one curated work
×
Multiple teams / Multiple galleries

⑧ Practice in elementary, Junior high school (2020-April～)
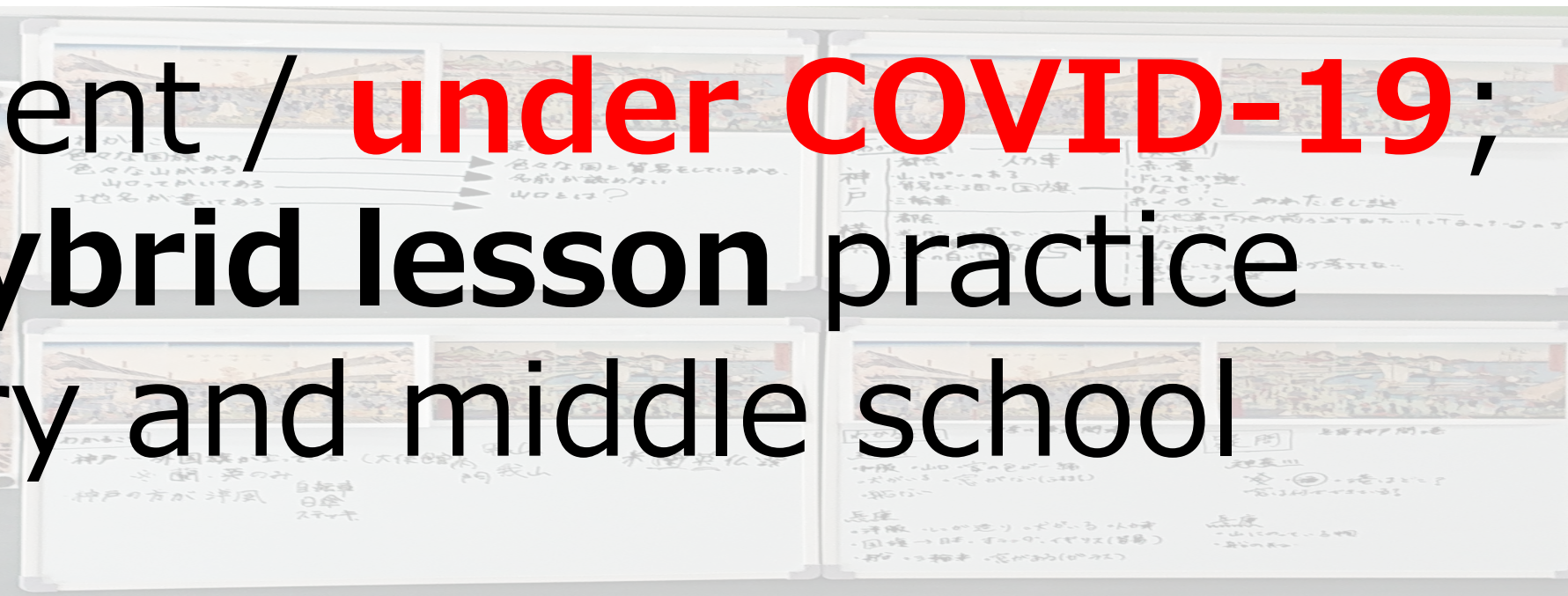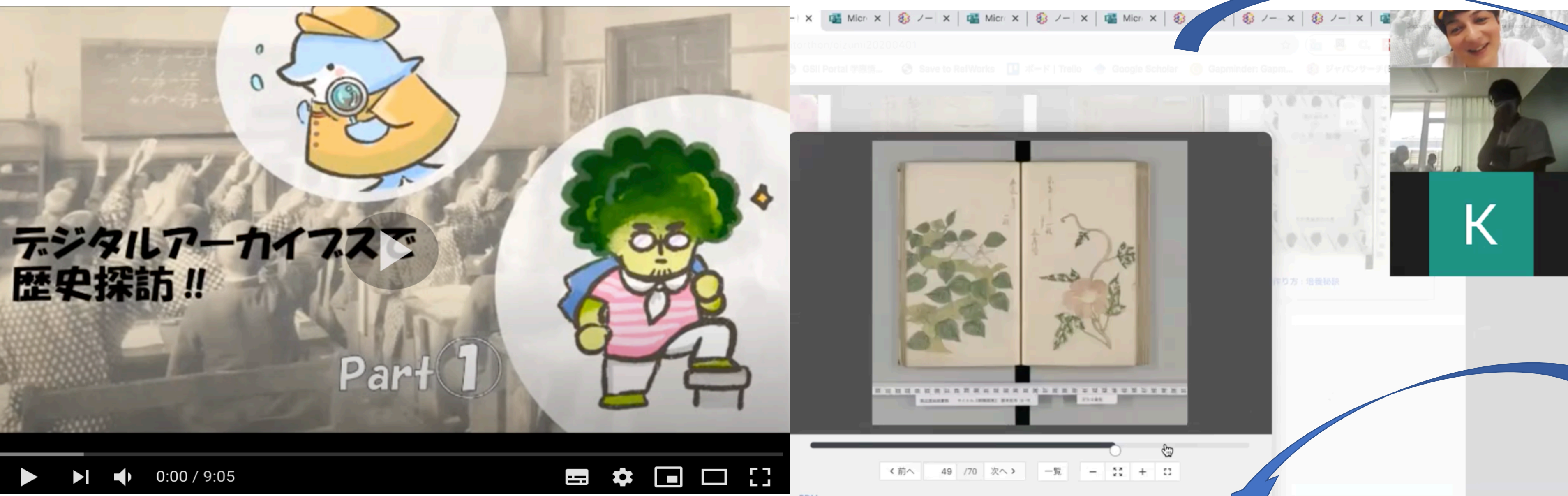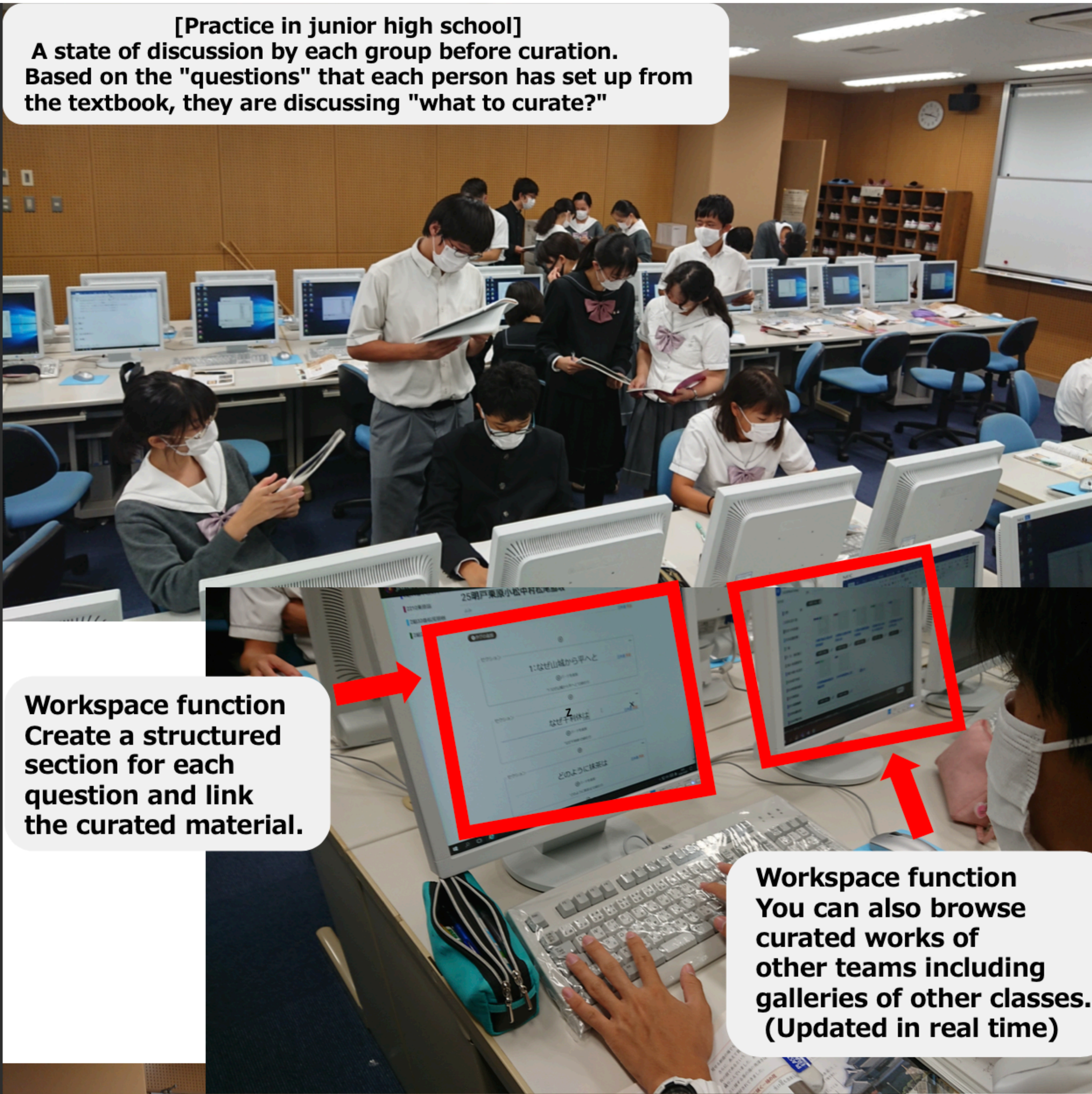
[Practice in junior high school]
A state of discussion by each group before curation.
Based on the "questions" that each person has set up from the textbook, they are discussing "what to curate?"

Workspace function
Create a structured section for each question and link the curated material.

Workspace function
You can also browse curated works of other teams including galleries of other classes.
(Updated in real time)

A state of the student's presentation.
The cycle of normal learning →
asking questions from textbooks →
curating with Japan Search → presenting is
continued at a pace of once every two weeks.

You can crop the image or turn pages and set any page as a thumbnail.

Hideyoshi's history

Mituhide's history
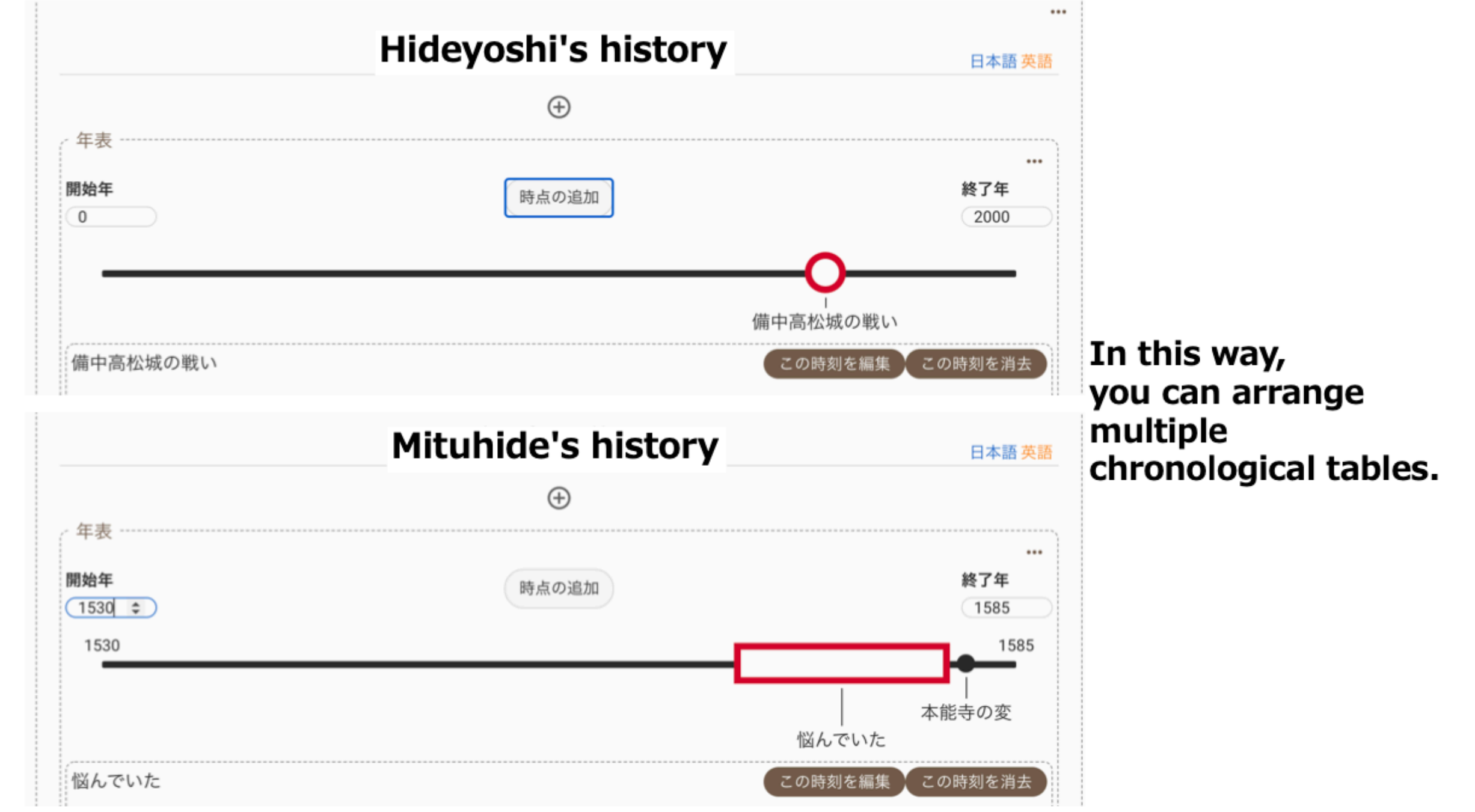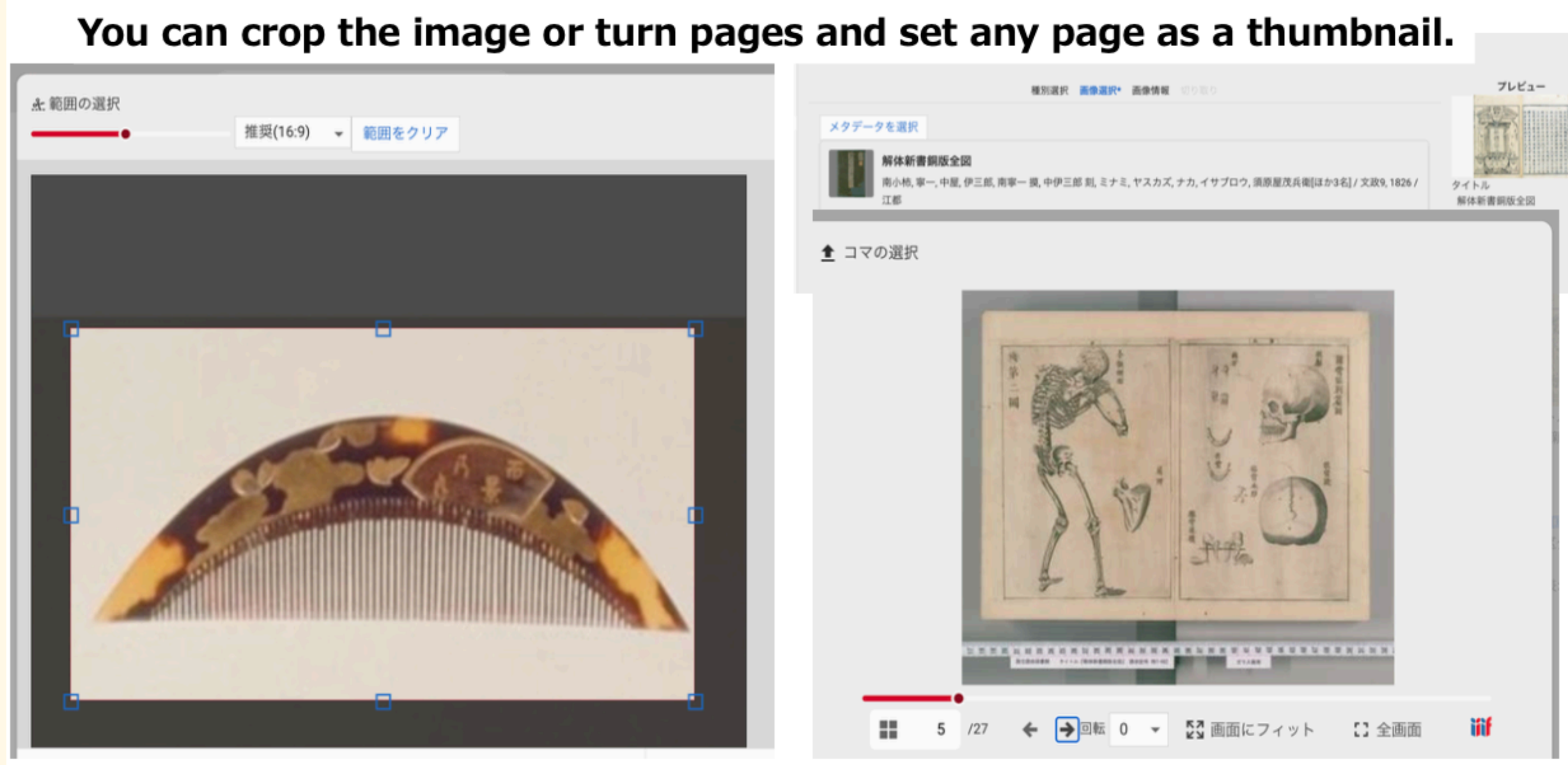
In this way,
you can arrange multiple chronological tables.

[Student's question]
What are the characteristics of the distribution of mines in the Edo period?

For materials with location metadata on Japan Search,
You can easily map materials on a map with just one click.
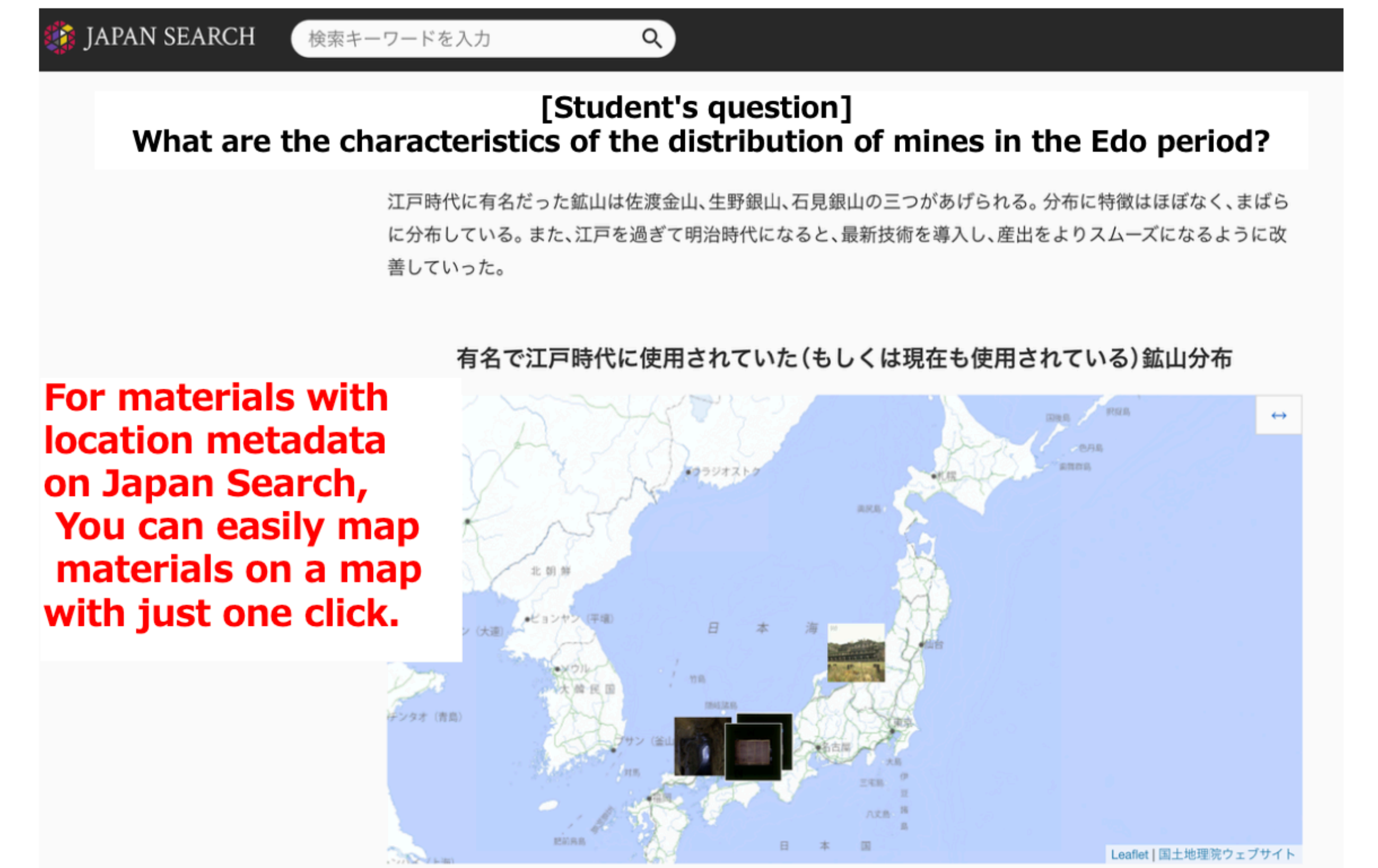
【 Points of interest in "curation learning" in this research 】

○It can be seen that the questions posed from the same textbook are **expanding** learning to **various fields** depending on the students.

○Digital cultural resources and MLA materials are **linked as evidence** to the inquiry learning of each student's question.

Chemistry / Industrial field

Food / Trade

Occupation / work, Job

Region and Nation

Agricultural field

Movement / Transportation

Education / Learning

Urban theory / cultural theory

Aesthetic consciousness

DO YOU THINK HISTORY IS MEANINGFUL TO LEARN?

survey	values
preliminary survey	31 / 31 / 10.3 / 13.8 / 13.8
Post-practice survey	55 / 35 / 5 / 5

0% 20% 40% 60% 80% 100%

- ■ I think so.
- ■ I think that is says either so.
- ■ I don't think that it says either so.
- ■ I don't think so.
- ■ I don't know
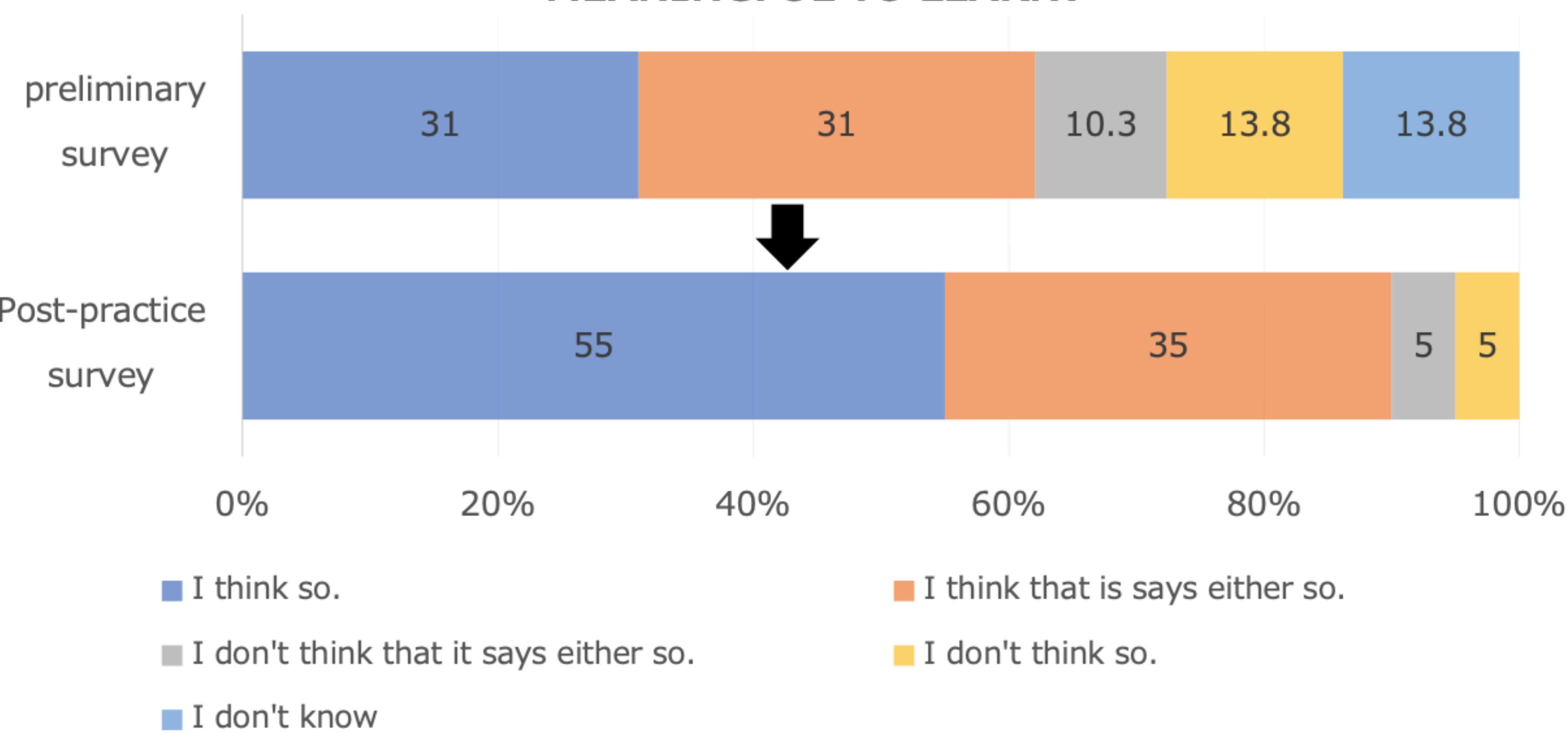
WHAT IS YOUR LEVEL OF ABILITY TO THINK IN YOUR "MULTIFACETED AND COMPREHENSIVE PERSPECTIVE"?

survey	values
Preliminary survey	13 / 31 / 68 / 8 / 5
Post-practice survey	3 / 24 / 69 / 15 / 14

0% 20% 40% 60% 80% 100%

- ■ Lv.1: I can think of questions from "one point of view"
- ■ Lv.2: I can think of questions from "multiple perspectives".
- ■ Lv.3: I can think of "the thoughts of others" and think about questions from multiple perspectives.
- ■ Lv.4: I can think of questions from "new perspective that has never been seen before."
- ■ Lv.5: I can continue to explore the "answers" of questions raised from a new perspective.

[Contribution of this research in the context of distance education]

○ **Supporting teachers who had problems such as not being able to grasp the learning status of students and having no way to submit assignments due to the school closure measures by COVID-19.**

○ **Supporting "remote collaborative learning" for students whose "interactive learning" is limited by spatial and physical distance constraints.**

【Future prospects】
Linking Digital cultural heritage
education-specific metadata
Bottom-up archive construction

Future outlook

Overall view of my future research

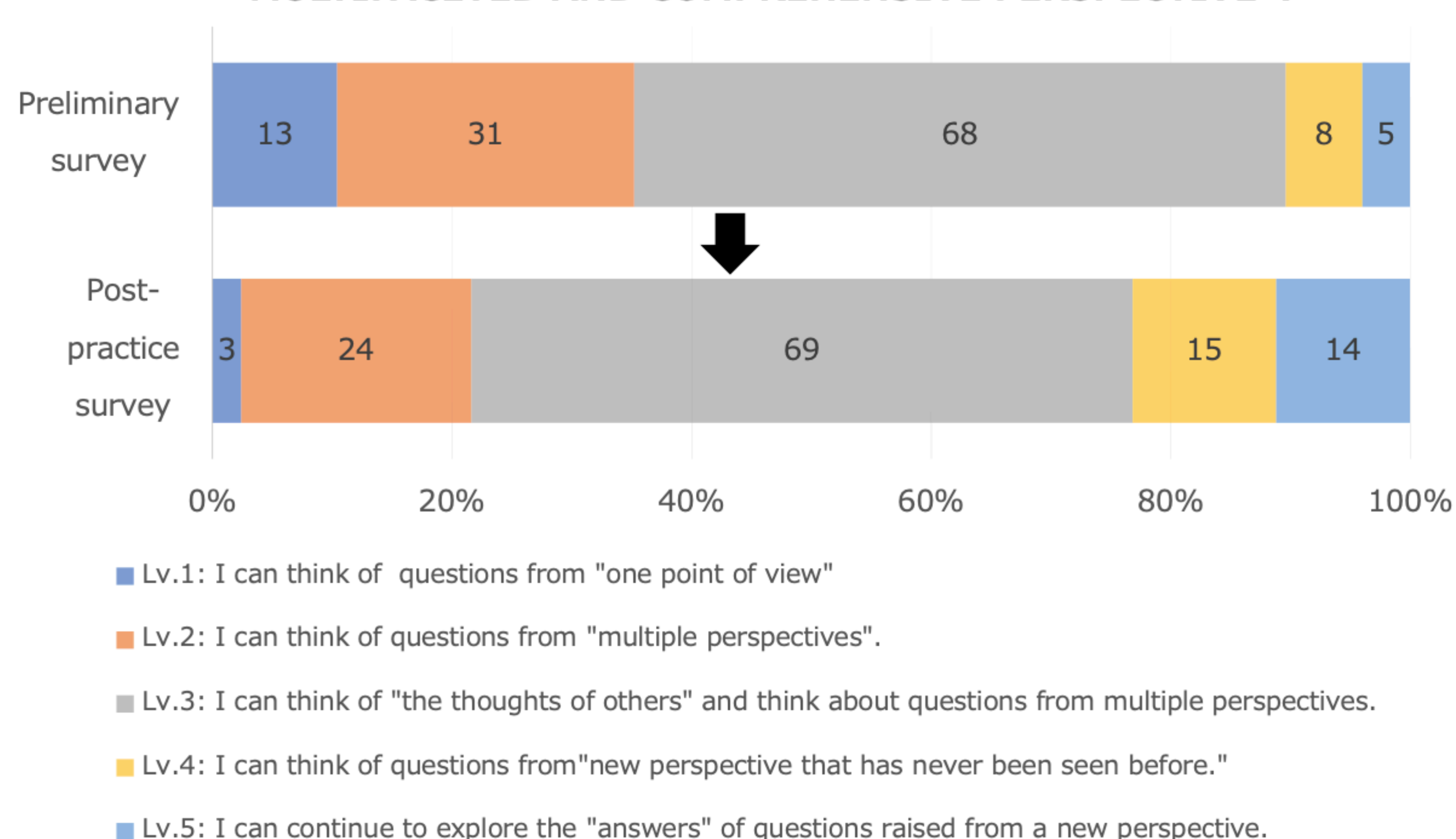Digital archive materials such as MLA facilities scattered on the existing WEB

Existing digital archive materials — Integrated digital Archive — Existing digital archive materials

(1)−A. [Development of teaching materials utilizing digital archives]

Development of social studies teaching materials according to the learning content of each unit

(1)−B. [Development of multicultural discussion platform content]

Diverse opinions around the world / Diverse opinions around the world / Diverse opinions around the world

Archive of various materials and opinions
(4) Construction of an online teaching material platform with **"Educational matadata"**
Archive of teaching materials and lessons developed in (1) and (2)
★ Link primary material metadata with "educational metadata"
such as textbook units and lesson examples

Utilization → Supporting teachers' preparation of teaching materials

Supporting children's inquiry learning ← Utilization

(2)Practice of inquiry based **Curation** learning in elementary school, junior high school and high school

Connect(1)to each unit and carry out throughout the year

(3)Evaluation and analysis using Rubrics

Appropriately evaluate performance issues. In this way, I'll analyze the changes in perspectives and ways of thinking and examine the validity of the lesson design

Utilization → To realize various "inquiry learning" **in distance learning** to solve the loss of learning opportunities and local educational disparities due to school refusal, infectious diseases, earthquakes, etc.

Utilization → To realize various "inquiry learning" in face-to-face lessons

[Future prospects]
Aiming to be a platform where various material use cases and various opinions are accumulated with educational metadata from **bottom-up** educational sites **around the world**