

## Providing Distance Learning over an Information Network<sup>1)</sup>

Children's public expression and self reflection

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### I The Network in the Faculty of Education

Providing education over a computer network is one important theme at our Faculty of Education. We have an octagonal room, which we use as a SCS (Space Collaboration System) room today. The eight-sided room was built in connection with 6 projects called the NIGHT (N-I-G-H-T) System. This is the Network between Nagasaki, Iki-, Goto-, Hirado- and Tsushima-island. The NIGHT System Projects were financially supported by ¥54,000,000 from the Kagaku-kenkyu-hi between 1971 to 1976. The hardware for these Projects costing ¥80,000,000 was paid by Monbusho (Ministry of Education, science and Culture) in 1974<sup>2)</sup>.

The New NIGHT Net began work in 1989 mainly to support teaching methods of every subject on the islands of Nagasaki.

In relation to my area, moral education, we began one moral lesson together over the network in plural classrooms from 1998. In 2002 we combined 3 classrooms in one moral lesson through ISDN and mobile phones<sup>3)</sup>.

Education in Nagasaki needs a constant network to overcome the geographical distance, to expand knowledge and to experience another way of thinking. It is important especially in moral education to meet another way of thinking for more effective learning.

The network can be developed to other countries.

## II A lady from Korea changed the consciousness of Japanese children

The stereotype consciousness about foreign people among pupils in Chiwata elementary school, a rural district of Nagasaki, has changed through a moral lesson, which had the theme of internationalization<sup>4)</sup>. This change was brought about by contact with a Korean lady.

The association map shows the consciousness of the word “foreigner” at the beginning of the class in 6th grade pupils in Chiwata elementary school. The word “foreigner” before contact with a person overseas meant for the pupils ‘English’ speaking, ‘blond hair’, ‘tall’ and ‘blue eyed’ people<sup>5)</sup>.

### 連想マップ (Association Map) before the moral lesson

Chiwata elementary school 千綿小学校 : 外国からの花嫁さん (外国人)  
 Date : 1995 Module Version 3.01 , Programmed by T. Fujiki 1999.11

Stimulate Word : 外国人 foreigner

testee : 29; kinds of response words : 29, number of all response words : 68

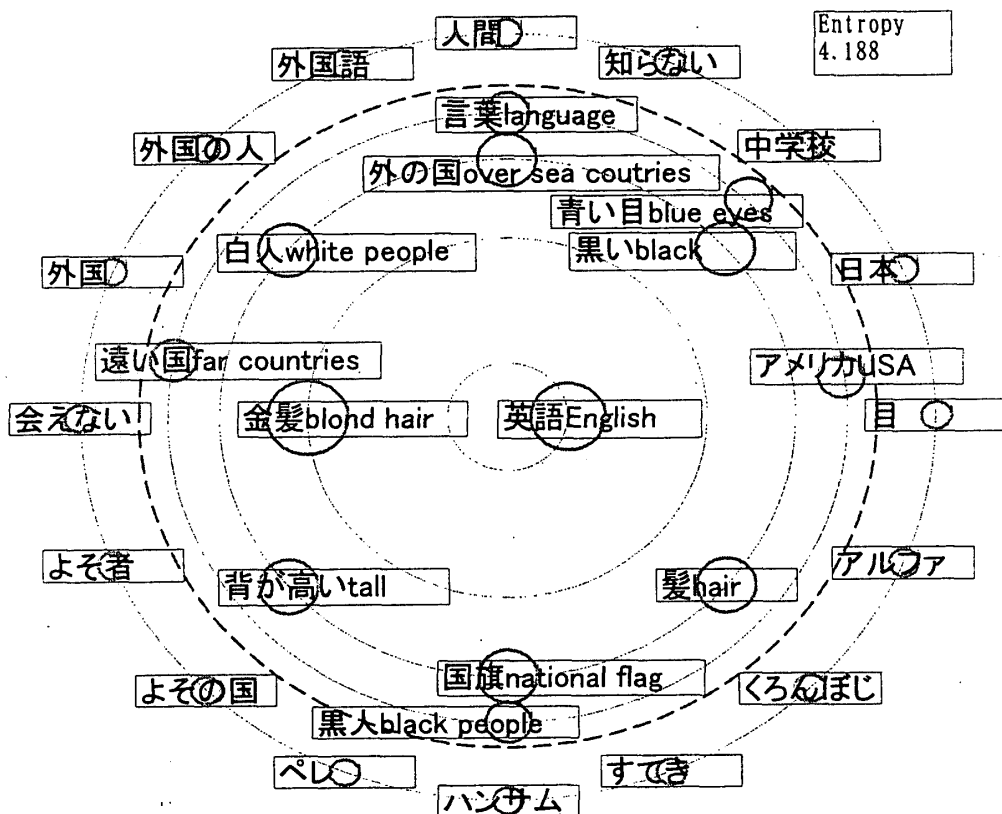


Figure 1. 62.1% of pupils remembered the word 'English' from the stimulate word "foreigner".  
 The word that most pupils answered is at the center of the whole circle. (1996)

In the moral lesson a lady from Korea explained her life in Japan. After the talk the stereotype consciousness was drastically changed.

Listening to her life in a foreign country was impressive for the children, especially

about the 'language', 'living', 'life' and 'food'. 'Language' is important to communicate, and 'living', 'life' and 'food' were concrete examples of different ways of living.

### 連想マップ (Association Map) after the moral lesson

Chiwata elementary school 千綿小学校 : 外国からの花嫁さん (外国人)  
Date : 1995 Module Version 3.01 . . . Programmed by T. Fujiki 1999.11

Stimulate Word : 外国人 **foreigner**

testee : 29, kinds of response words : 40, number of all response words : 70

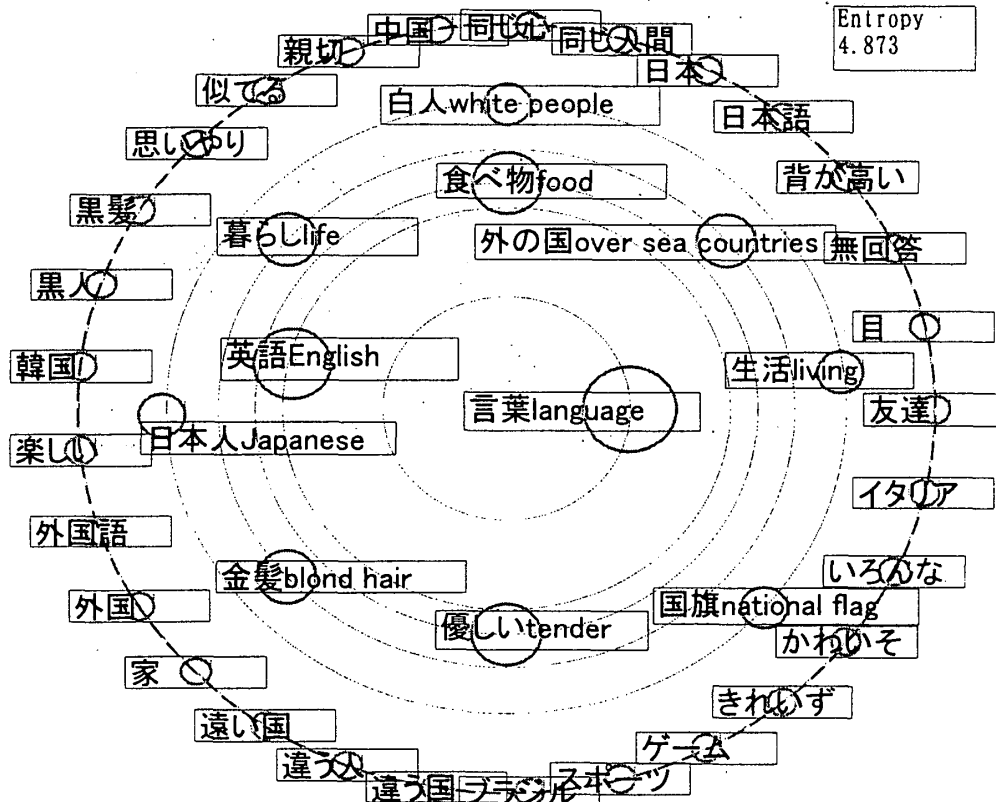


Figure 2. The association test is done in 30 seconds for one word. There were 29 pupils in a class.

Pupils felt this Korean lady 'tender', so the pupils answered that the word "foreigner" included 'tender' after the lesson. It was remarkable that the pupils had also a consciousness of themselves as 'Japanese'. While they are listening to the Korean lady's story they thought of themselves: thought about what they are and their way of living, so that a reflective thinking on oneself occurred through the moral lesson.

In this way a change in our images of each other, and reflection on ourselves, can be brought about by communication between Japanese and Koreans.

For reflection on oneself we need a mirror. The consciousness of another over distance on a network can be a mirror to look at oneself. Distance learning is a good method for reflection.

### III Self expression in Network

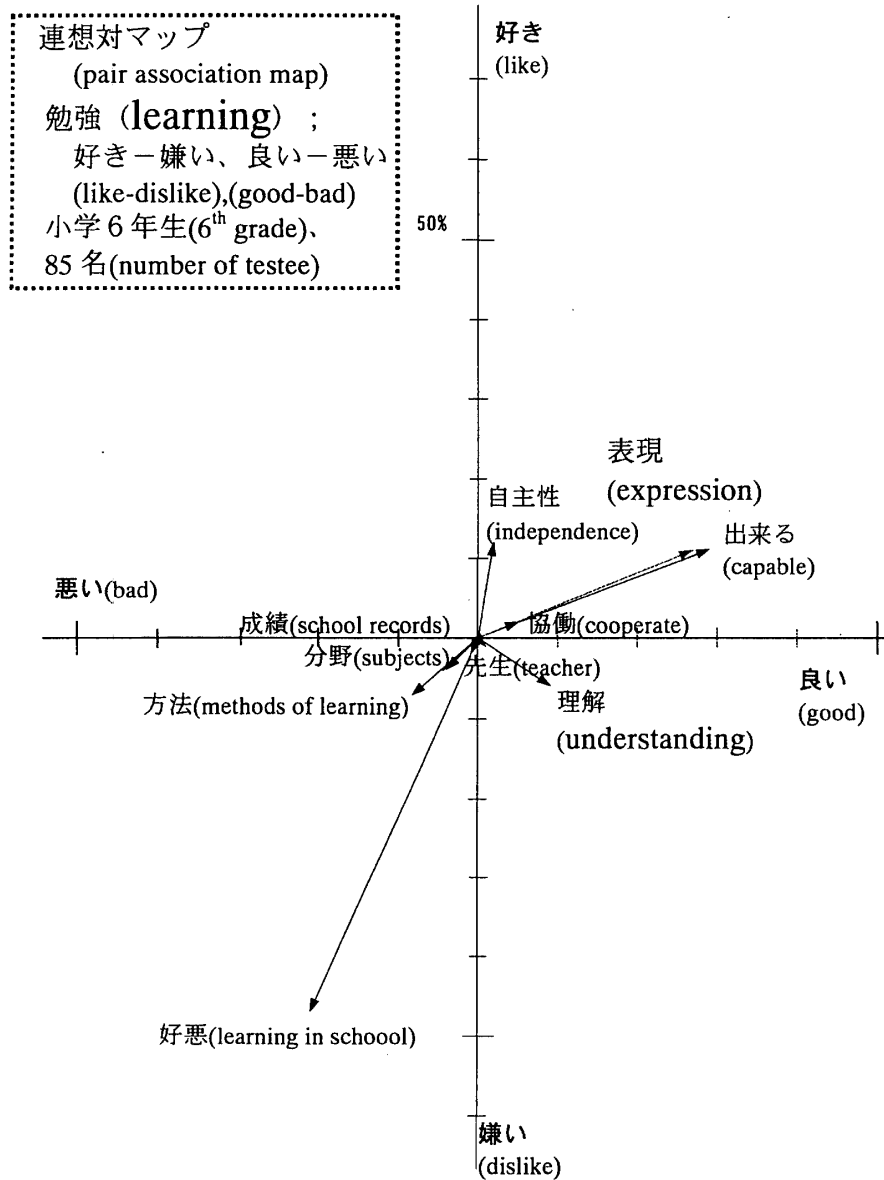


Figure 3. 3 classes in 3 elementary schools in Sasebo-city<sup>6)</sup>

Boys and girls like to express themselves. Figure3. shows what boys and girls feel is good and what they like about learning.

Pupils say many classes are 'not interesting', 'boring', 'too hard' and a 'headache' (stimulate word "learning in school"). If the pupils cannot understand, they feel frustrated. The position of [understanding] in the map shows many pupils are frustrated by not being able to understand a lesson.

But 'make something by hand', 'say my opinion' and 'do what is useful for the future' are a good and favorite type of learning. Pupils like to express themselves and feel it is good.

A Network can offer a field of expression for pupils. They can act and say something to another in a wide-open area. A Network can expand their self-expression.

Nowadays mobile network is used by people to express themselves directly to each other. Young people seek to be directly linked to each other. In the mobile network letters are used as if spoken.

But the style of communication in traditional school is still through words in books. Written words are treated as an indirect method of transforming information.

The combination of self-expression and a network will encourage a new style of learning in pupils.

#### IV For public Aspects

The difference between the mobile network and a class in a network is publicness. Personal expression should be reflected and refined during a lesson to a social dimension. School is not only an aggregate of personal wishes but an organization for public aspects. The expression of personal wishes should be organized as public expressions. Classes in a network can be a good method for learning expression in public.

Expression and reflection for public aspects in a network can show learning in the future.

The Project for distance learning will be productive and a good learning opportunity for pupils.

#### Notes

- 1) This Article is given as a 'Keynote Speech at *the Japan and Korea distance Learning Project Meeting, 12th Genkai-Hyeonhae Gigabit Network Workshop/Meeting, G-H/APII Joint Workshop/Meeting* on 31st October 2003 at Nagasaki University. The title of the speech at that time was 'Providing Education over a Information Network'.
- 2) Shohei Hatta, *Modern Methods of Education* first Part, Naruto University of Education Method of Education, Private Edition 1989, pp.76-78
- 3) Kohtaro KAMIZONO and Others, *A Moral Education in a Virtual Classroom Adopted Multipoint Telecommunication*, *The Research Bulletin for Methods of Moral Education* No.8, 2003, pp.11~20
- 4) The Moral lesson was done by Mr. Kazuyoshi Yamamoto under the organization of Kohtaro KAMIZONO in 1996. The lady from Korea was Ms. Kaya KUROIWA.
- 5) In this paper a stimulate word by a association test is written with " ", a response word is showed with ( ), and the category of the response words is written with [ ].

- 6) Kohtaro KAMIZONO, Kagehiro ITOYAMA, An example of measuring feelings by association test -what children feel about school--, Nagasaki-daigaku Kyoikugakubu Kyoiku-kagaku Kenkyu-hokoku No.54, 1998, p.35