

Education Informatics Workshop: Cyber-Physical Learning Environment to ensure Authentic Learning Fortified with MetaCognitive and Reflective Assessment

Workshop Organizers

Tosh Yamamoto, Ph.D

Researcher: CTL -Kansai University, Osaka JPN

Professor: Kansai University of International Studies, Kobe, JPN

Visiting Chair Professor: Asia University, Taichung, TWN

Yasuhiro Hayashi, Ph.D

Professor: Data Science, Musashino University



TOSH A. F. YAMAMOTO, PH.D.

ICT-Enhanced Active Learning

Curriculum, Instruction, eLearning, ePortfolio, COIL, Online Collaborative Learning
 Critical/Creative Thinking & Negotiation Practicum for Trust Building
 Tesseractive Global Education (PBL, TBL, AGILE)
 Corporate Human Resource Training & Development

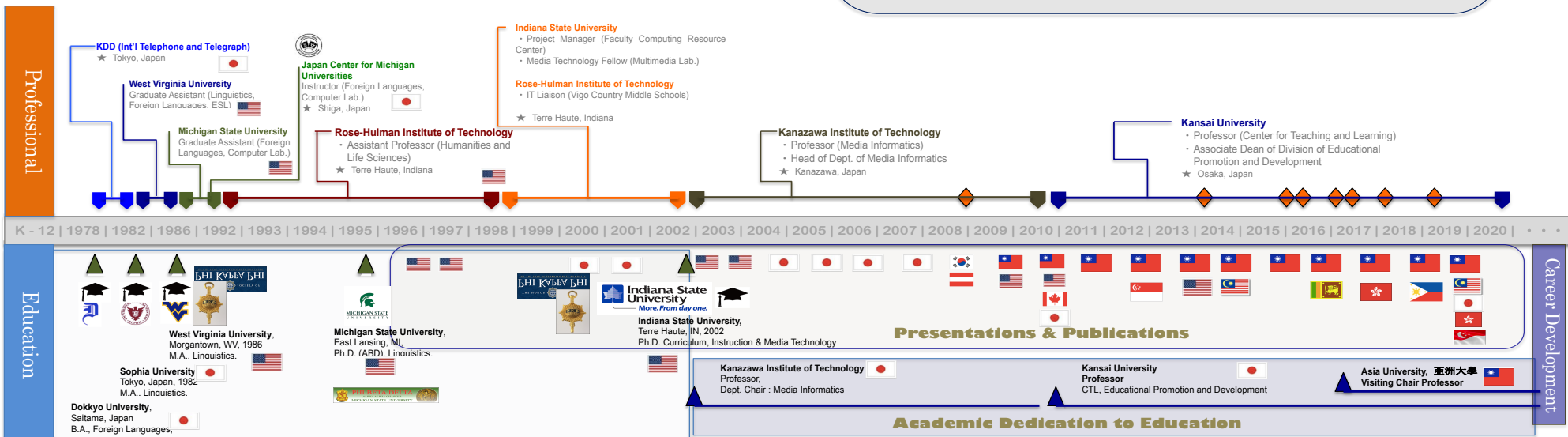
<https://www.linkedin.com/in/tosh-yamamoto-4ab2b627/>
ctltosh@kansai-u.ac.jp, soetosh@gmail.com



KEYNOTE
Presentations



Research Grant Details . . .



Philosophy

Decisions you make dictate the life you lead.

Strengths

Sense Making
 Social Intelligence
 Novel & Adaptive Thinking
 Cross-Cultural Competencies
 Computational Thinking

New Media Literacy
 Transdisciplinarity
 Design Mindset
 Cognitive Load Management
 Virtual Collaboration

Off-Site Activities

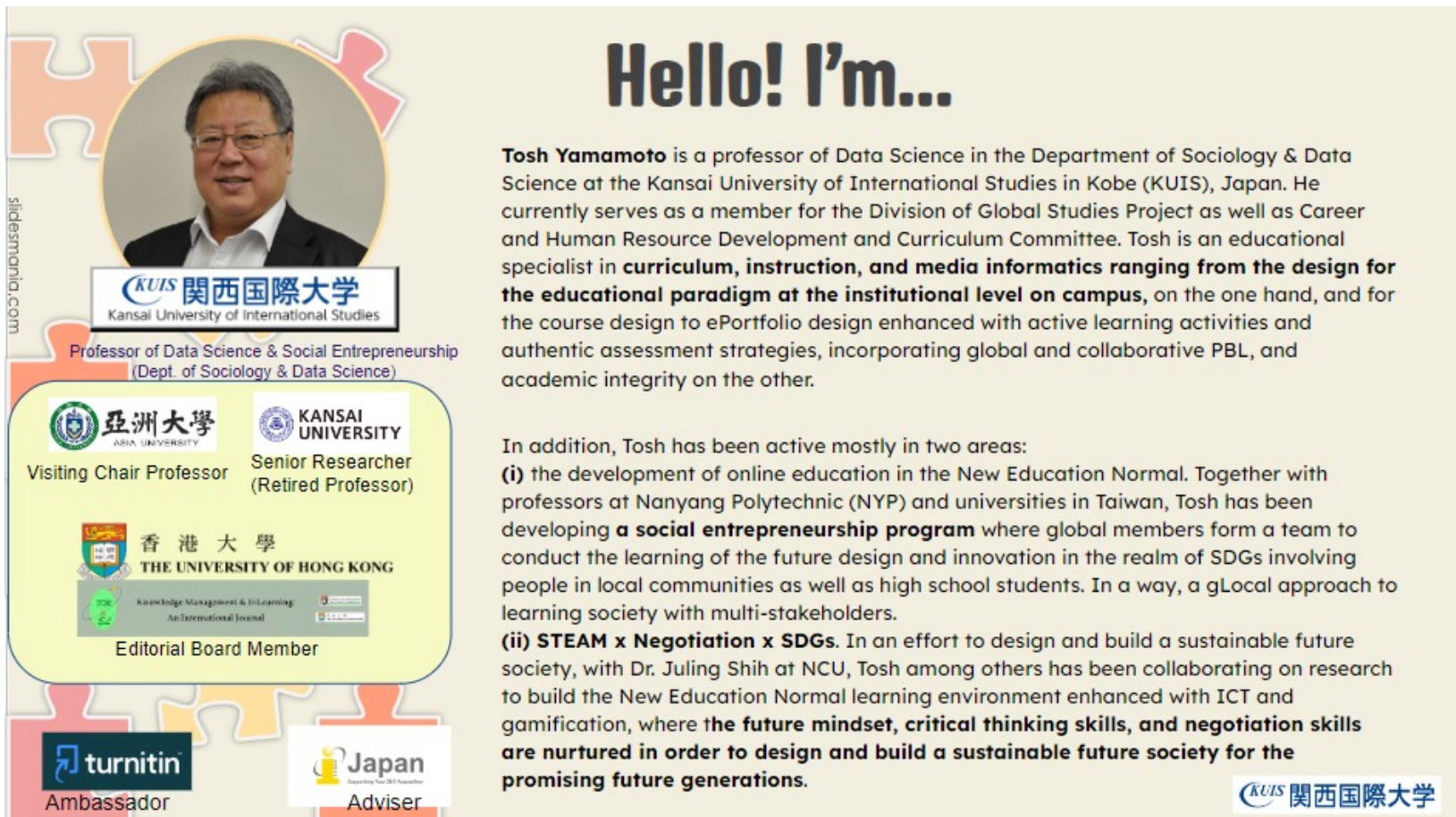
Organic Farming Operation by IoT & AI



Ocean FISHING



Profile: Tosh Yamamoto



The profile is presented on a light yellow background with a gear-like border. It features a circular portrait of Tosh Yamamoto, a man with glasses and a dark suit. Below the portrait is the KUIS logo and name in Japanese and English. The text 'Hello! I'm...' is written in a large, bold, dark font. To the right of the portrait, a paragraph describes his role as a professor of Data Science at KUIS, his involvement in the Division of Global Studies Project, and his expertise in curriculum, instruction, and media informatics. Below this, two paragraphs describe his active roles in online education and STEAM x Negotiation x SDGs. On the left side, there are three boxes listing his affiliations: Asia University (Visiting Chair Professor), Kansai University (Senior Researcher), and The University of Hong Kong (Editorial Board Member). At the bottom, there are logos for Turnitin (Ambassador) and Japan (Adviser). The KUIS logo is also present in the bottom right corner.

Hello! I'm...

Tosh Yamamoto is a professor of Data Science in the Department of Sociology & Data Science at the Kansai University of International Studies in Kobe (KUIS), Japan. He currently serves as a member for the Division of Global Studies Project as well as Career and Human Resource Development and Curriculum Committee. Tosh is an educational specialist in **curriculum, instruction, and media informatics ranging from the design for the educational paradigm at the institutional level on campus**, on the one hand, and for the course design to ePortfolio design enhanced with active learning activities and authentic assessment strategies, incorporating global and collaborative PBL, and academic integrity on the other.

In addition, Tosh has been active mostly in two areas:

- (i) the development of online education in the New Education Normal. Together with professors at Nanyang Polytechnic (NYP) and universities in Taiwan, Tosh has been developing **a social entrepreneurship program** where global members form a team to conduct the learning of the future design and innovation in the realm of SDGs involving people in local communities as well as high school students. In a way, a gLocal approach to learning society with multi-stakeholders.
- (ii) **STEAM x Negotiation x SDGs**. In an effort to design and build a sustainable future society, with Dr. Juling Shih at NCU, Tosh among others has been collaborating on research to build the New Education Normal learning environment enhanced with ICT and gamification, where **the future mindset, critical thinking skills, and negotiation skills are nurtured in order to design and build a sustainable future society for the promising future generations.**

Professor of Data Science & Social Entrepreneurship
(Dept. of Sociology & Data Science)

Visiting Chair Professor 亞洲大學 ASIA UNIVERSITY

Senior Researcher (Retired Professor) KANSAI UNIVERSITY

Editorial Board Member 香港大學 THE UNIVERSITY OF HONG KONG
Knowledge Management & eLearning: An International Journal

Ambassador turnitin

Adviser Japan Supporting Your SDG Aspirations

KUIS 関西国際大学

Goal of Workshop:

Description:

During the pandemic, enforced online learning has changed adolescent learners' learning paradigms and mindsets. And yet, traditionally trained teachers tend to cling to their familiar old-fashioned style of teaching with dignity. However, on the other hand, the young struggled and explored new strategies to be ready for the VUCA. Now workplaces are full of AI-initiated innovations to reduce human errors and stresses from work. The motive is not to give humans a hard time or stress, but rather the coming of an enriched future society. The future of the young generations is full of dreams and ideas of wellness to enrich the future of society. This workshop tries to shed some promising light on adolescents who want to explore their active learning for the benefit of their future lives as well as to young professors full of dreams and hopes to work on developing their professional skills to be promising teachers to contribute to future generations.

Speakers/Presenters

This workshop is lined up with carefully selected experienced professors in the field of Cyber-Physical learning environments across the border of campuses in the Big Asia region. (Some may not be present due to their teaching schedules.)

For example, in the field of [metacognitive reflective assessment for active learning in an authentic way](#), Dr. Hayashi and Dr. Tosh Yamamoto extend their currently working research.

In the field of [STEM / STEAM for K-12 as well as In the associated fields of STEM & STEAM with COIL in higher education](#), Prof. Juling Shih and Prof. Cathy Chen share their current progress in their educational research. In the field of [AI-enhanced writing with global collaborative authentic learning](#), Prof. Peggy Tsai and Prof. Rushan Chen will elaborate on their recent research. Prof. Chris Pang shares his experience in the AI use for skill assessment.

In addition, prominent showcases of our educational practices are demonstrated from the area of COIL-based social entrepreneurship (Tosh Y and Benson O)

Dr. Hayashi elaborates on our recent progress and the direction of our research.

Finally, the workshop concludes with a proposal for the integration of all the above for the benefit of future education in the post-pandemic era.

Outline : Schedule (14:00 – 17:30)

[14:00 – 15:30] - FOCUS: K-12 STEAM

(1) the general overview of the education paradigm presented by Tosh and Dr. Hayashi

(2) Innovative approach of K-12 STEAM cases by Juling Shih's graduate student, Jenny Tsai, and possibly Cathy (National Pingtung University).

If time allows, we will move forward and get into (3) the turf of EMI and writing enhanced with AI by Prof. RuShan Chen and Prof. Peggy Tsai.

COFFEE BREAK (the poster area)

[16:00 – 17:30] - FOCUS: K-12 STEAM and beyond & Higher Education

For the second half, the workshop focuses on:

(3) EMI and AI enhanced global collaboration.

Prof. RuShan Chen and Prof. Peggy Tsai are the expertise in this area. EMI and AI enhanced learning will be presented here. Peggy's presentation on AI-enhanced learning and RuShan's COIL-based EMI writing courses are elaborated. Also, on-going projects like ours will be given here.

Prof. Chris Pang may share his view on educational use of AI in the future of education.

(4) Also, on-going projects like ours will be given here. COIL-based entrepreneurship in the realm of SDGs. If Benson is available, he shares his experience in COIL-based Social Entrepreneurship with Kansai University and KUIS.

(5) Dr. Hayashi will present our recent development from the light of Data Science and the cyber physical learning environment for authentic learning.

And at the end, we will have an open discussion at the end to wrap up.

Visit the poster session area!



Join at mentimeter | use code 7463 9982

出身はどちらですか?
41 responses

ukraine 中国 china
ミャンマー 台湾 nepali
myanmar 英国
マレーシア 韓国 ベトナム インド
hong kong china



A Proposal for Post-Pandemic Educational Paradigm to Improve the Sustainability of a Global Learner Community consisting of learners with different time zones, spaces, cultures, and languages

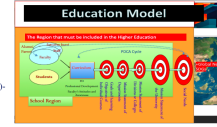
Tosh YAMAMOTO, Data Science in Sociology, KUINS
Yasuhiro HAYASHI, Data Science, Musashino University
Zhihua ZHANG, Data Science in Sociology, KUINS

(ID 057)

Educational Paradigm

Education Model must reflect:

- Global Needs in the Future Society
- Authentic Assessment in the Authentic Curriculum
- New Education Normal
- Singularity (2045)-Ready

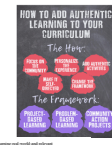


Future Skills



Authentic Learning

How to make Authentic Learning Experiences Real World and Relevant to Future Society?



Global Liberal Arts



Authentic Learning / Assessment

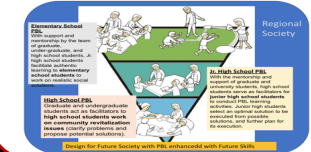
This research addresses the challenge of solving fast-emerging global issues with young generation with future mindset. Traditional negotiation methods are too slow to react the change in the global society. To respond, a new system is proposed for global collaboration to make the future a better space to live. It will use data analysis and culturally aware discussions to develop "win-win" solutions for a better future. This system aims to train future generations to collaboratively create these solutions through effective communication and negotiation.



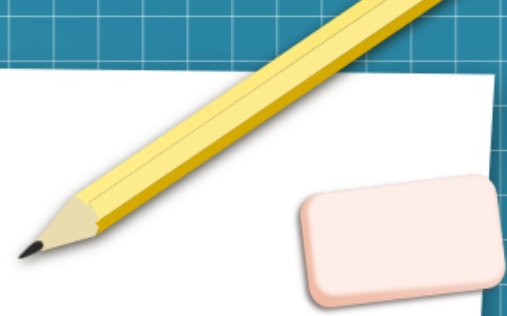
Theme of Research

Our Challenge: "Improving the sustainability of a global learner community consisting of learners with different time zones, spaces, cultures, and languages"
[Goal 1] To standardize authentic learning content items toward a proposal (learning objectives) that everyone can agree on.
[Goal 2] To calculate and realize the degree of contribution of learners in collaborative activities both in real space and online using cyber-physical systems

Educational Paradigm for Learning

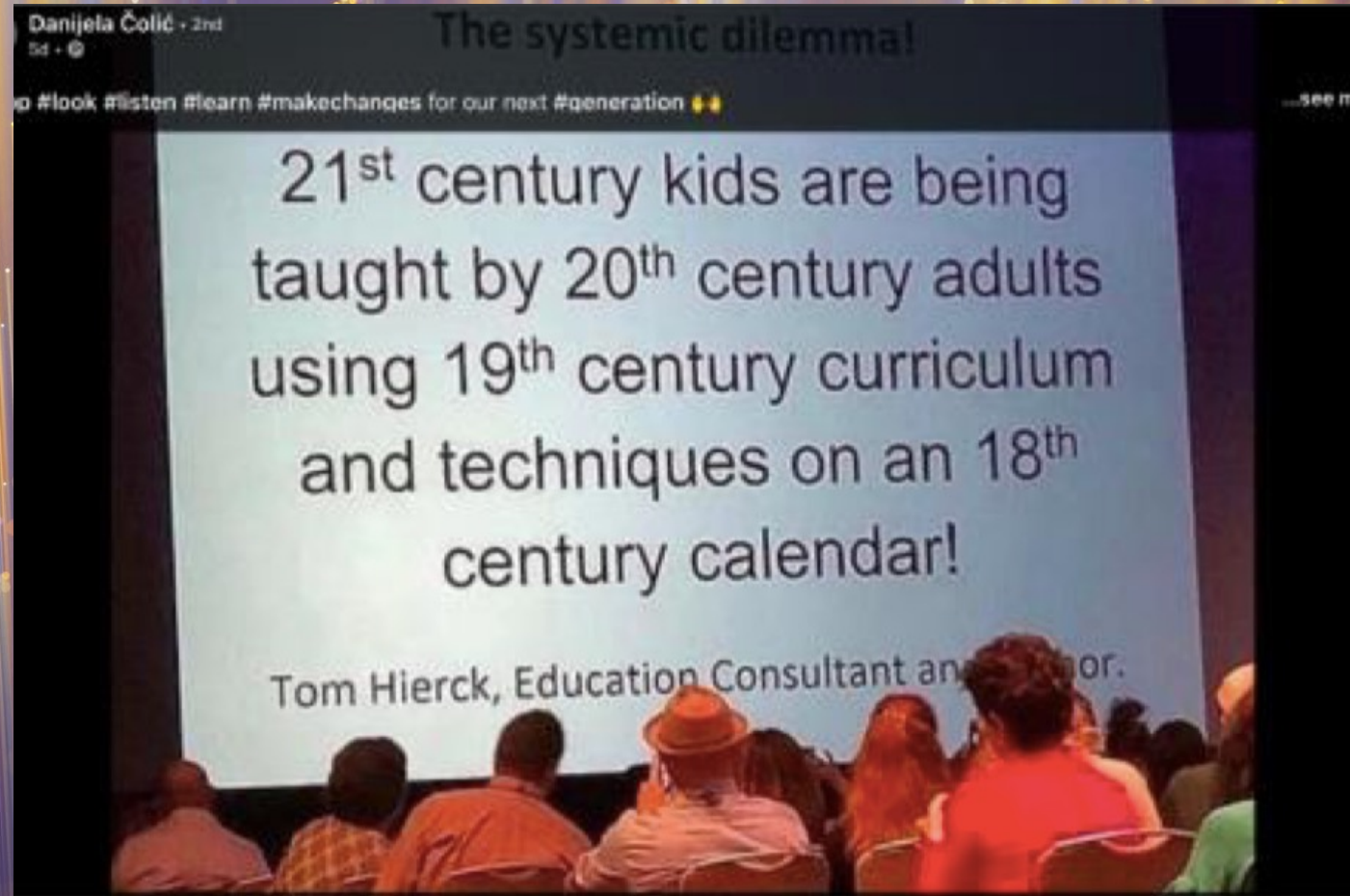


Introduction



Introduction: Let's Start from here . . .

**THE BIGGEST
CHALLENGE IN
EDUCATION
TODAY!
*EVEN BEFORE
PANDEMIC!***



From Facebook

Let's Start from here . . .

HISTORY OF EDUCATION

Educational Paradigm Today

The Prussian (German) Educational System

1806

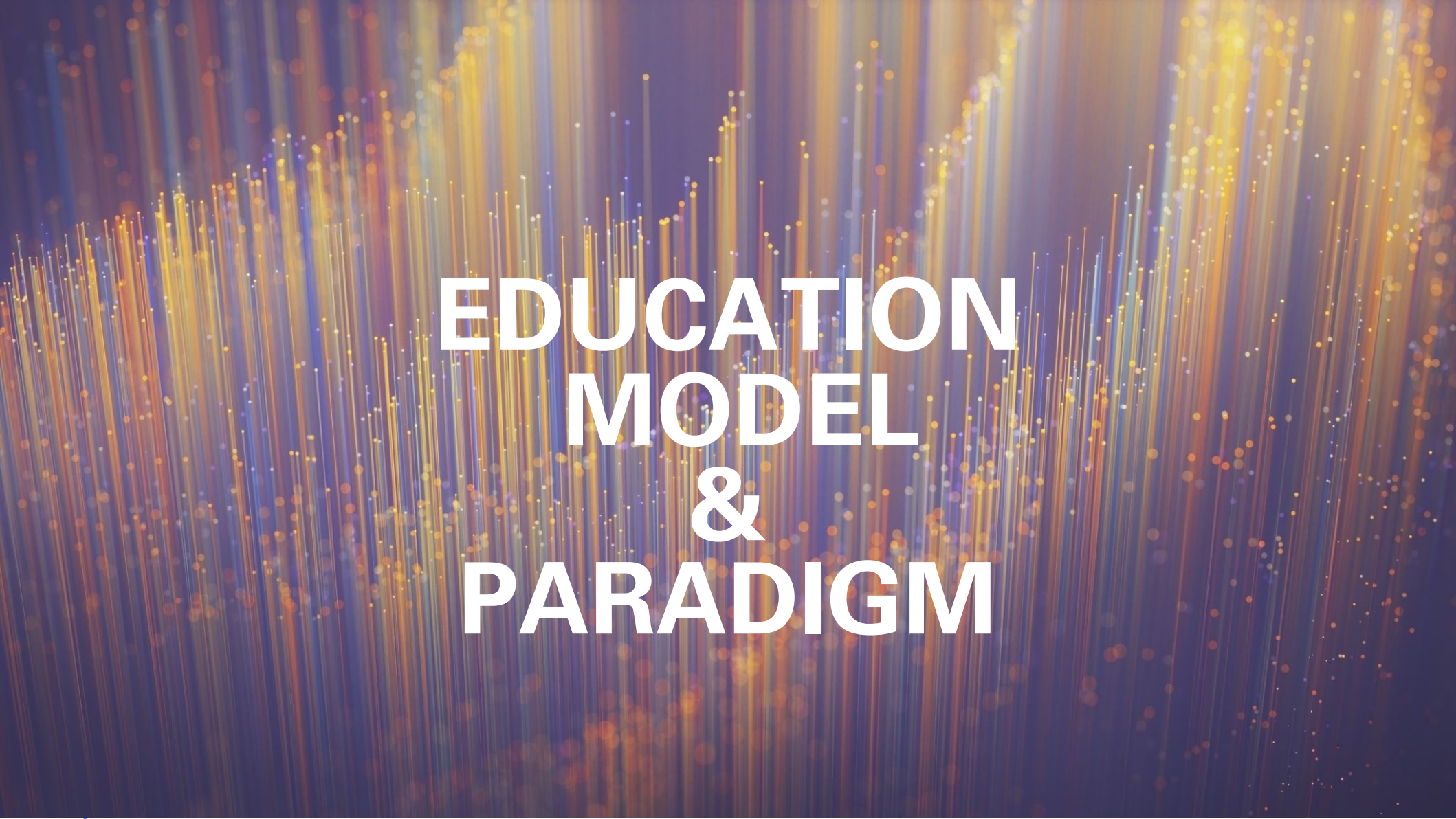
<https://feltd.wordpress.com/2010/09/16/the-prussian-german-educational-system/>



The Role of University: LAST Gas Station for life?

Filling the knowledge tank in the students' brain for the life-long career?

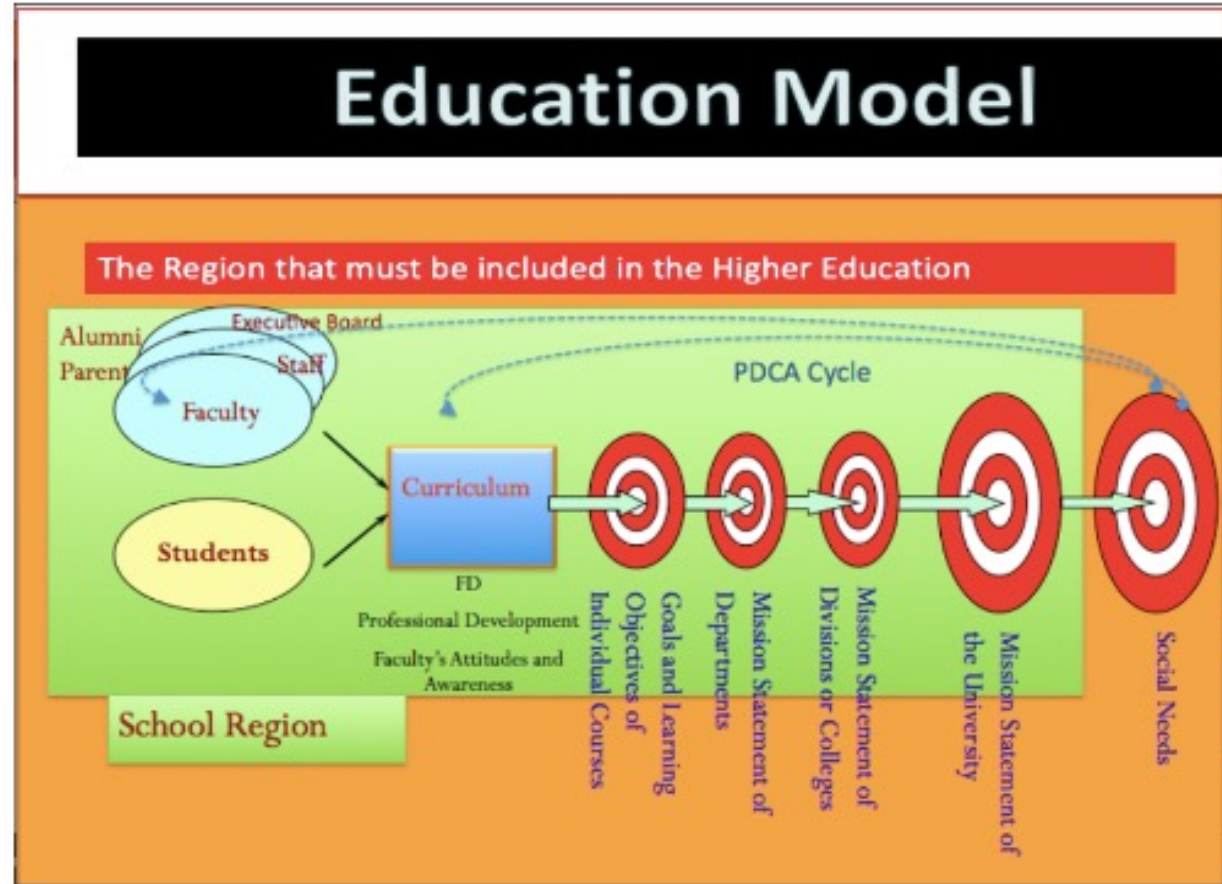




**EDUCATION
MODEL
&
PARADIGM**

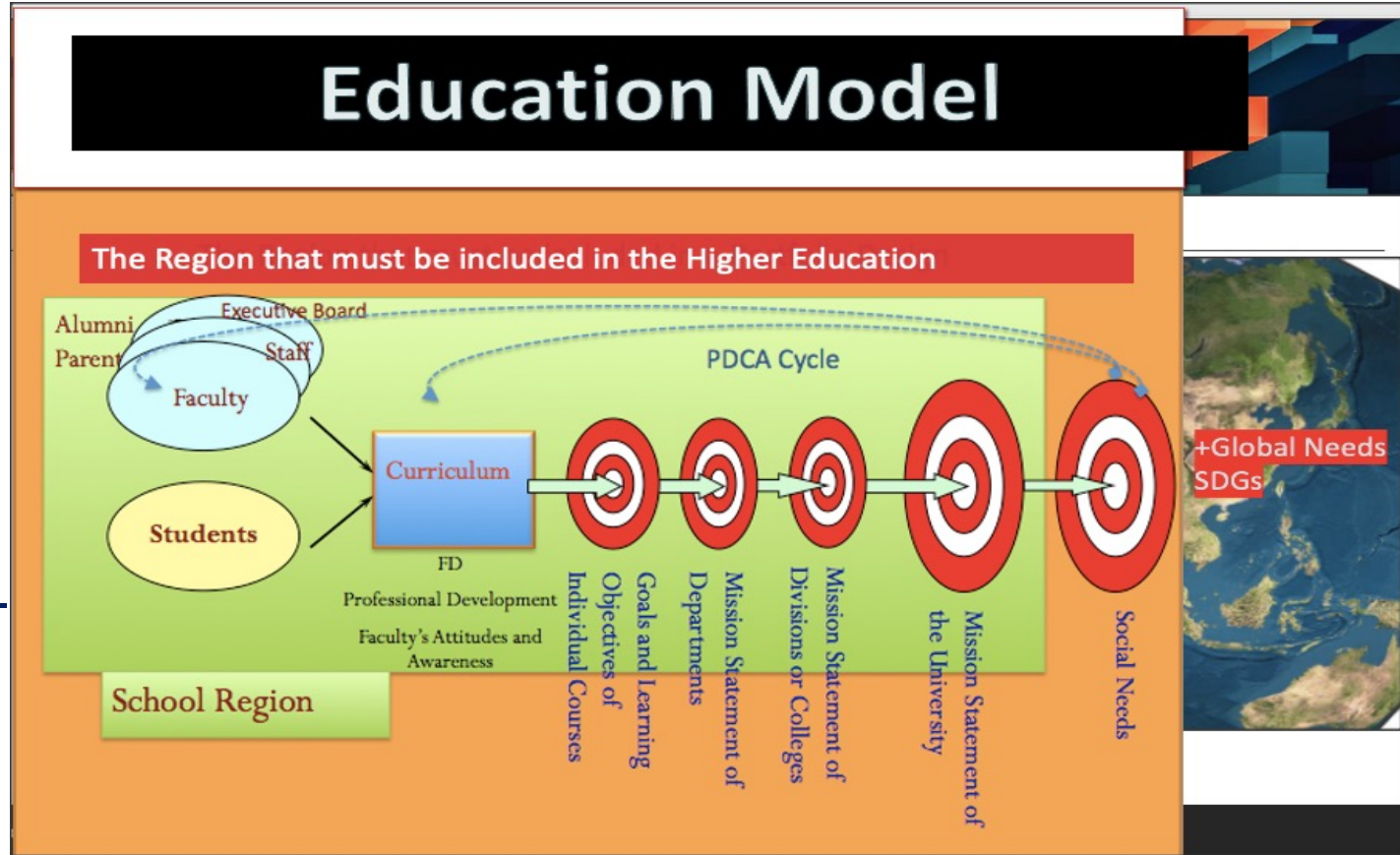
Education Model NOW

- GOAL: Wealth of a Nation
- Strong Economy
- Education Goal
- Enrichment of a Nation



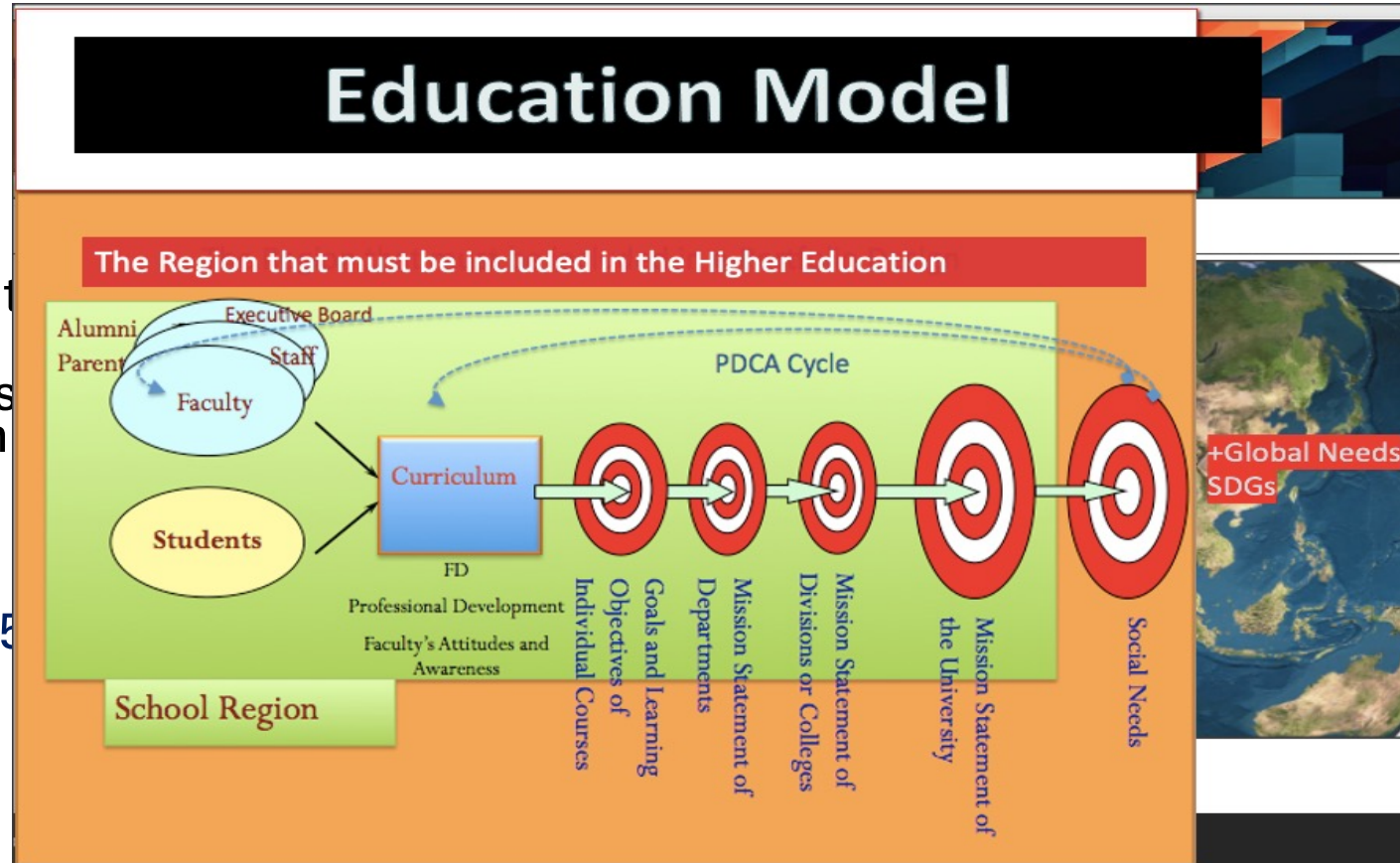
Education Model must reflect:

- Global Needs in the Future Society
- Authentic Assessment in the Authentic Curriculum
- **New Education Normal**
 - Singularity (2045)-Ready



How do you define authentic assessments

- In order to be authentic in Edu,
- Education Model must reflect:
 - Global Needs in the Future Society
 - Authentic Assessment in the Authentic Curriculum
 - **New Education Normal**
 - Singularity (2045) Ready



Coping with the advancement of Technology

Pros and Cons Innovative – Non-Innovative

THE CHRONICLE OF HIGHER EDUCATION



ChatGPT Has Changed Teaching. Our Readers Tell Us How.

By *Beth McMurtrie* and *Beckie Supiano*

DECEMBER 11, 2023



ILLUSTRATION BY THE CHRONICLE

Be aware! chatGPT is coming!




Be aware! chatGPT is coming!



11:14 Fri Dec 1

head in sand turkey way

LinkedIn



Don't Bury your head in the sand.

画像は著作権で保護されている場合があります。詳細

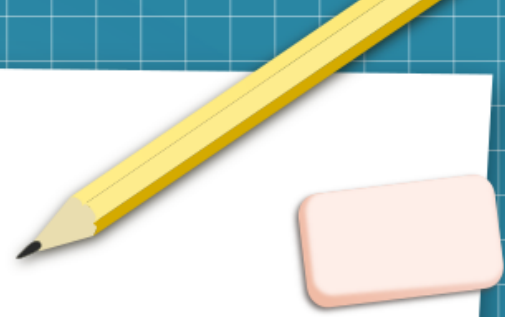
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590+ kuvapankin valokuvaa, kuva...

Sky Dancing
bury-your-head-in-the-sand | Sky ...

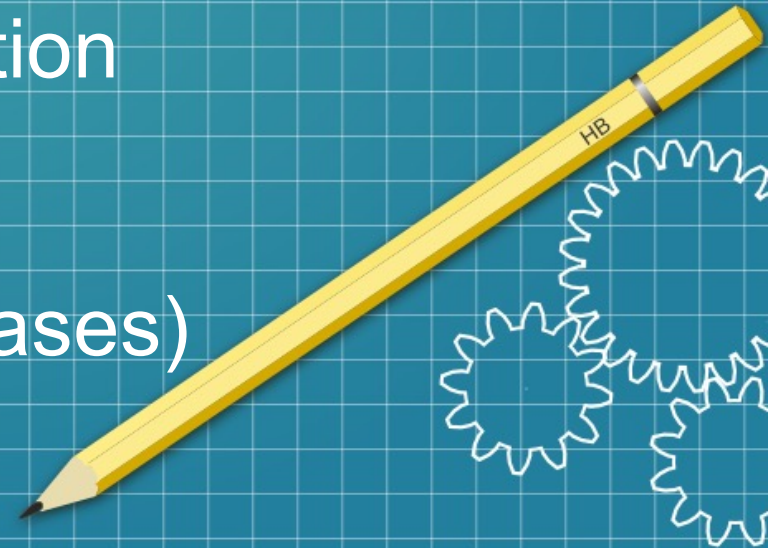
Main Body



Outline

Education Informatics in the New Normal

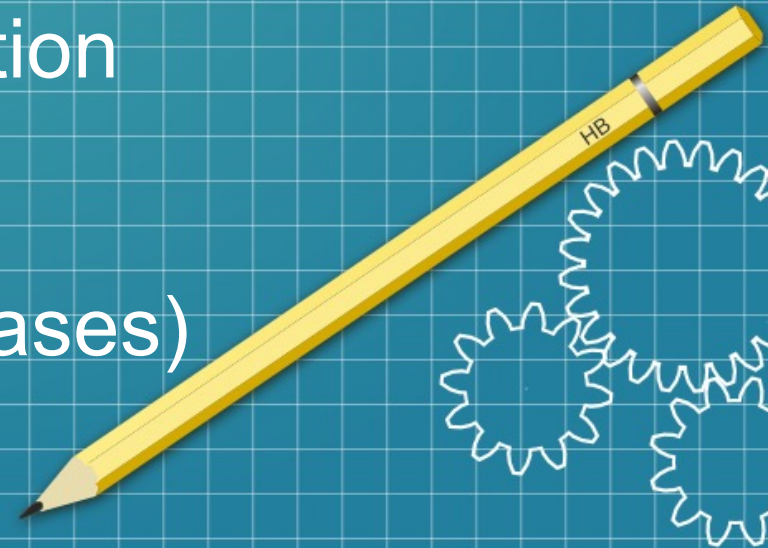
- (i) Be Authentic! - Facts around Education
- (ii) Journey to Authentic Education
- (iii) Future Skills
- (iv) Authentic Learning (Showcases)



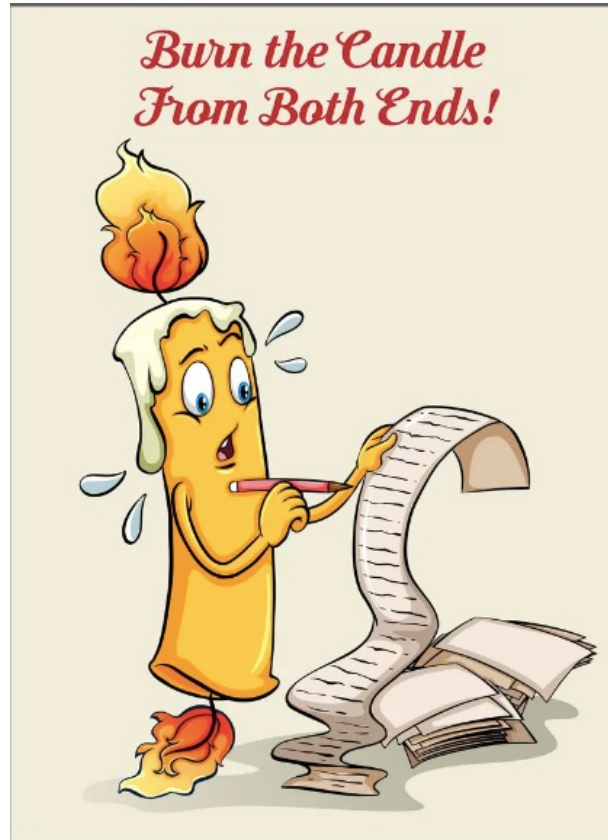
Outline

Education Informatics in the New Normal

- (i) Be Authentic! - Facts around Education
- (ii) Journey to Authentic Education
- (iii) Future Skills
- (iv) Authentic Learning (Showcases)



Burning both ends of a candle . . .



<https://www.vectorstock.com/royalty-free-vector/burning-the-candle-from-both-ends-vector-3965807>

【Let's Start from here!】

- Is that true?
- What is the Mission of Education ?

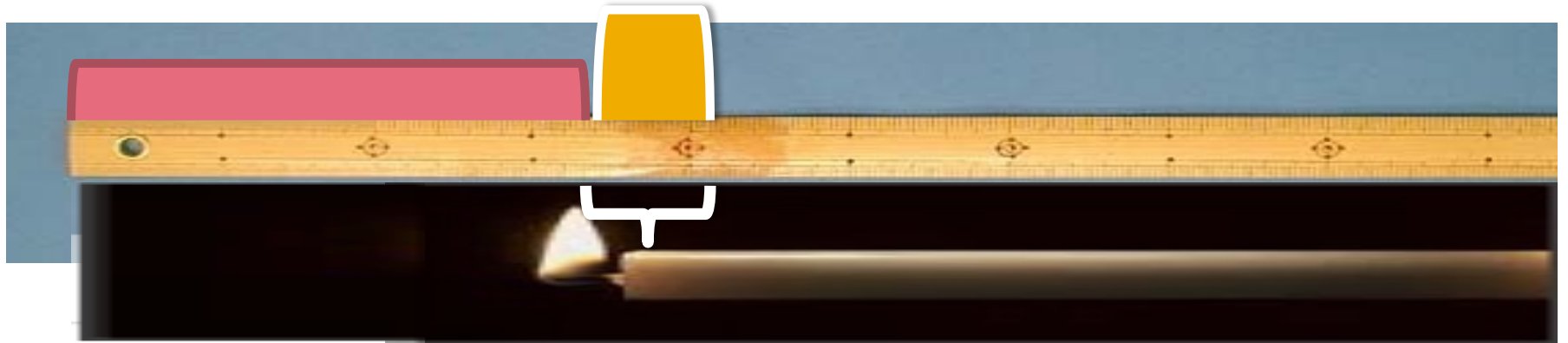
【For students, college life is ...】

- Let's compare a human life to a 100 cm candle!



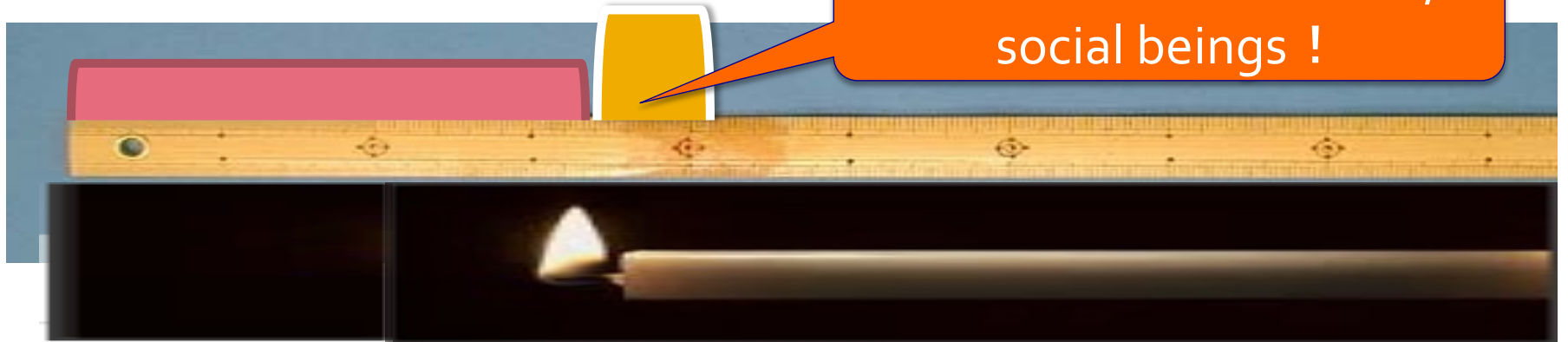
【For the students, college life is ...】

- 18 ~ 22 cm : 4 Years of College Education



【For the students, college life is ...】

- 18 ~ 22 cm : 4 Years of College Education



【For the students, college life is ...】

- 18 ~ 22 cm : 4 Years of College Education



Time to become adults,
social beings !

What do they acquire in 4
years?

Knowledge, Wisdom,
Competencies, Skills to become
Social beings.

【For the students, college life is ...】

- 18 ~ 22 cm : 4 Years of College Education

Time to become adults,
social beings !

These 4 years of learning will
dictate the lifelong career of the
students!

4 Years of Education means . . .

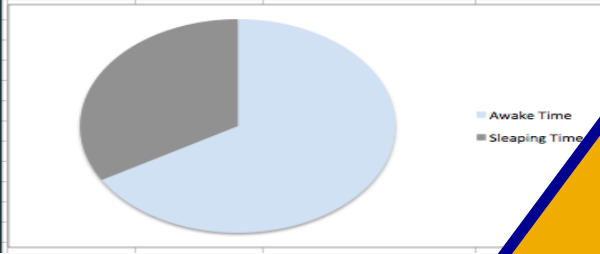
Actually Speaking

- **4 Years** = 48 months { 365 days * 24 hours (= 8,760 hours) * 4 years} = **35,040 hours**
 - 2/3 ----- awake, 1/3 ----- sleeping
 - 23,360 hours ----- active , 11,680 hours ----- being idle
 - 130 ~ 220 credit hours for in-class learning ---- only **1/10th ~ 1/11th** of the waking hours.
- Our students spend **10 times** more outside the class!

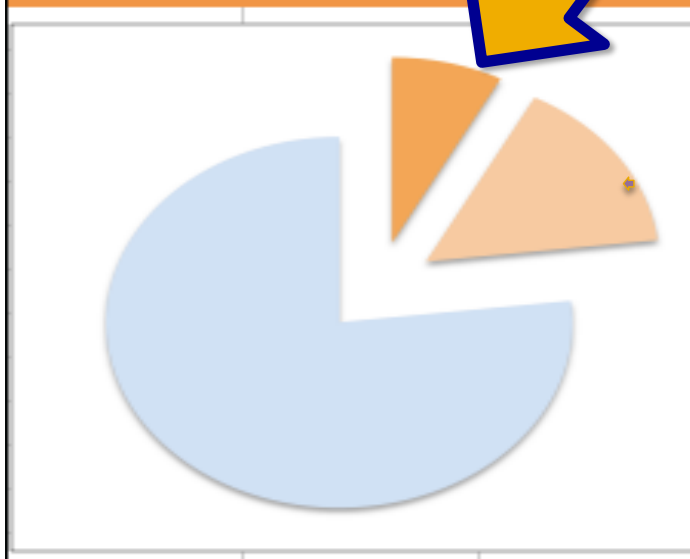
Visually Speaking . . .



4 years of College Life (Awake Time vs. Sleeping Time)

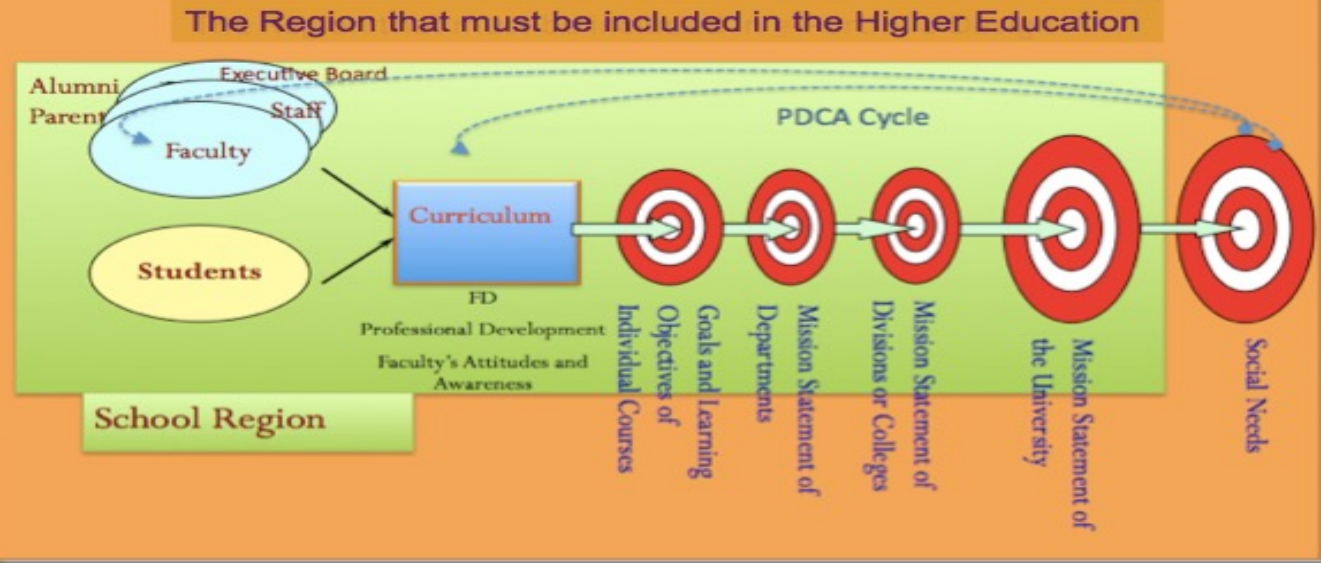


Out of Awake Time, Curriculum-Controlled Learning Time
The Curriculum-Controlled Learning Time

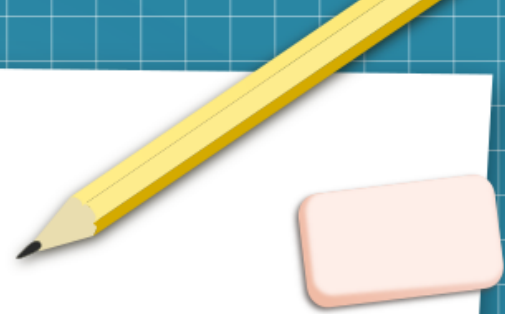


So, Are we talking about the educational Model (In-Class Face-to-Face) for the small dark orange slice?

Education Model



Furthermore . . .



Disappearing Jobs

47% of Jobs Will Disappear in the next 25 Years ^{US}, According to Oxford University

🕒 December 27, 2016 by PHILIP PERRY










Disappearing Jobs and Reasons

☰ BUSINESS INSIDER CAREERS

<http://www.businessinsider.com/15-jobs-that-are-quickly-disappearing-2015-10/#printing-worker-1>



15 jobs that are quickly disappearing

 Rachel Gillett 
🕒 Oct. 14, 2015, 4:52 PM 🔥 837,929

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2017 Big Data Trends

Free Whitepaper! What's New for Big Data in 2017? Download Now. tableau.com



<https://jp.reuters.com/article/mizuho-restructuring-idJPKBN1CX07R>

Happened Recently

One of the major banks in Japan

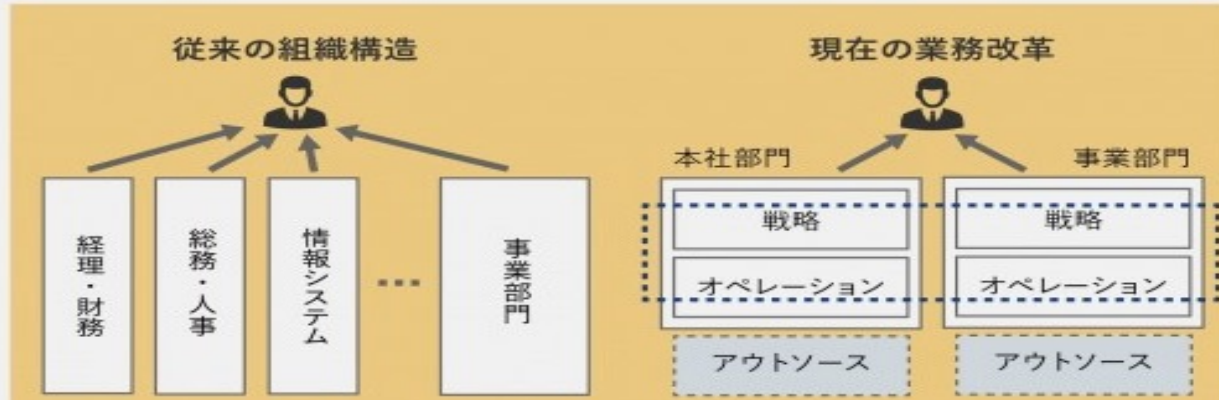
みずほ、10年間で1.9万人削減検討 |
ITや店舗統廃合で=関係筋

19,000 bank employees will lose their jobs!

[東京 28日 ロイター] - みずほフィナンシャルグループ(8411.T)は、今後10年間で1万9000人を削減し、現状の約6万人から4万人規模に移行する検討に入った。IT活用による業務効率化や、店舗の統廃合を進める方針だ。



人の役割の二極化 Two-Tier Structure

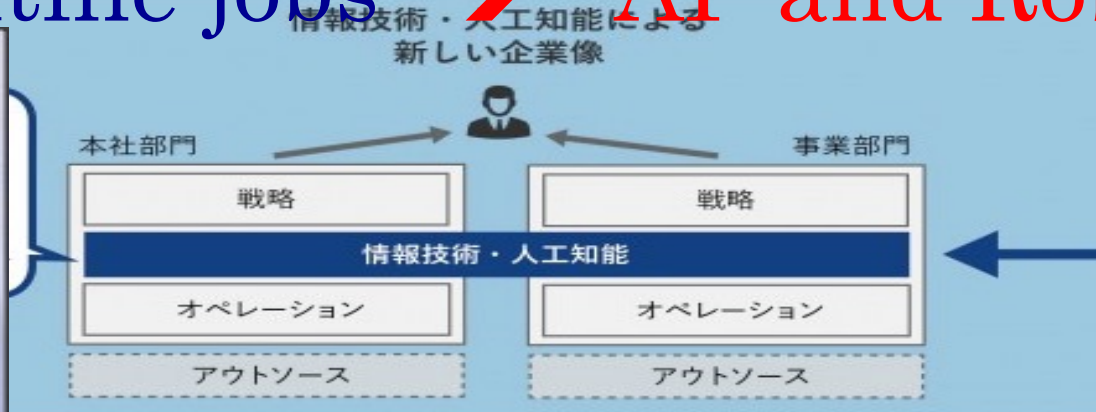


Routine jobs → AI and Robots

The Case
Against
Education

Why the
Education System
Is a Waste of
Time and Money

Bryan Caplan



mirai.doda.jp/series/interview/tomota-terada-part1/

作成：野村総合研究所

JOB MARKET IN THE FUTURE

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Technology

Stephen Hawking warns artificial intelligence could end mankind

By Rory Cellan-Jones
Technology correspondent

🕒 2 December 2014 | Technology | 🗨️

📌 🐦 💬 ✉️ 🔄 Share



ggest threat facing mankind is
in some ways only just been
artificial intelligence (AI). The
then Hawking has said that AI
'a real danger' in the 'not-too-
re. Hawking added that 'the
computers develop intelligence
and take over. Humans, who are limited by
slow biological evolution, couldn't compete,
and would be superseded.'

<http://www.bbc.com/news/technology-30290540>

<http://www.spiked-online.com/newsite/article/the-robots-are-not-taking-over/16299#.WgJmDmKCzdc>

Stephen Hawking

<http://www.newsweek.com/stephen-hawking-artificial-intelligence-warning-destroy-civilization-703630>

amazon.co.jp

STEPHEN HAWKING AI WARNING: ARTIFICIAL INTELLIGENCE COULD DESTROY CIVILIZATION

BY HANNAH OSBORNE ON 11/7/17 AT 4:43 AM



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MOST READ



Papa John's Is The Official Alt-Right
Pizza, Nazis Say




The 1 Percenters Are Middle Class:
House Republicans



Corey Feldman Names Actor Who
Allegedly Molested Him

During a year and a half in the Pandemic, employees' mindset has been changing

 **Ali Merchant** · 3rd+
I help managers become leaders.
3mo · 🌐 [+ Follow](#)

I want remote work to succeed.

Here are 5 stats you didn't know you need.

Did you know:



- 💔 49% of employees are signaling burnout.
- 🕒 40% of companies haven't communicated remote policies.
- 👉 30% of employees might switch jobs if asked to return 5 days.
- 📅 50% of employees want 3 days at home, 2 days in the office.
- 💜 47% of employees are anxious about the future.

Remote isn't easy. Remote requires dedicated leadership and an inclusive strategy to work for all of us.

We can make history by making work truly flexible and swinging!

[#leadership](#) [#management](#) [#motivation](#) [#bestadvice](#) Ali Merchant

5 stats for the future of work. · 12 pages

- 💔 49% of employees are signaling burnout.
- 🕒 40% of companies haven't communicated remote policies.
- 👉 30% of employees might switch jobs if asked to return 5 days.
- 📅 50% of employees want 3 days at home, 2 days in the office.
- 💜 47% of employees are anxious about the future.

I post daily to help you become a **better boss**.

[Follow](#) for tips and strategies.



Ali Merchant · 3rd
I help managers become leaders.
Talks about #culture, #coaching, #leadership, #management, and #productivity

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5 DATA POINTS YOU NEED TO KNOW ABOUT REMOTE WORK

AI



5 DATA POINTS YOU NEED TO KNOW ABOUT REMOTE WORK

AI

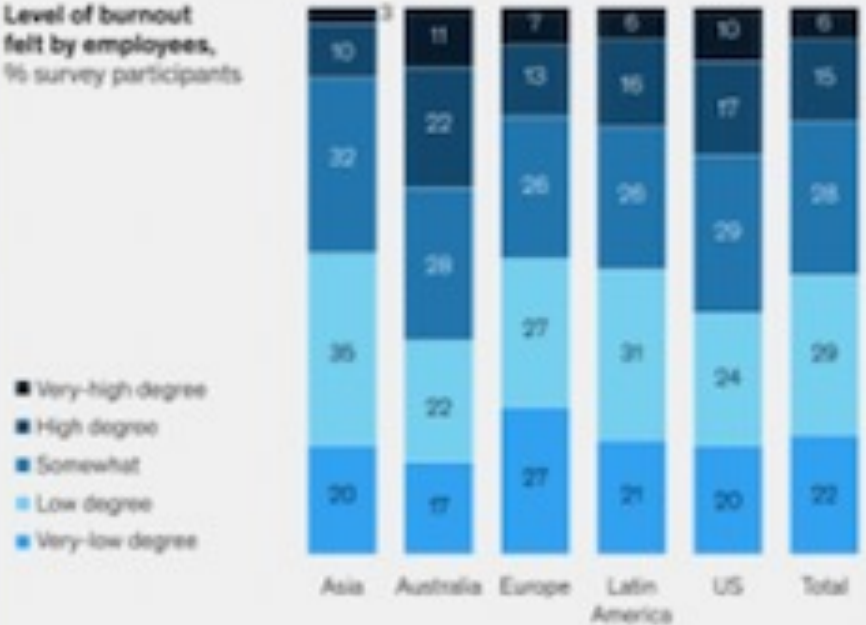
49% OF YOUR EMPLOYEES ARE FEELING SIGNS OF BURNOUT



AI

Almost half of all employees report being at least somewhat burned out—and that's likely an underrepresentation of the real number.

Level of burnout
felt by employees,
% survey participants



49%

of respondents say
they are feeling at
least somewhat
burned out



5 DATA POINTS YOU NEED TO KNOW ABOUT REMOTE WORK

AI

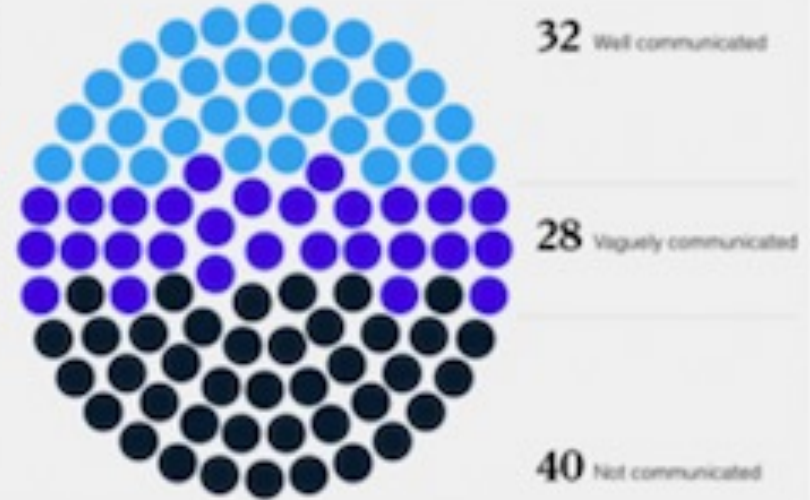
40% OF COMPANIES HAVE YET TO COMMUNICATE REMOTE POLICIES



AI

Most organizations have not clearly communicated a vision for postpandemic work.

Employees that report their organization has communicated a post-pandemic vision, % survey participants



AI



5 DATA POINTS YOU NEED TO KNOW ABOUT REMOTE WORK

AI

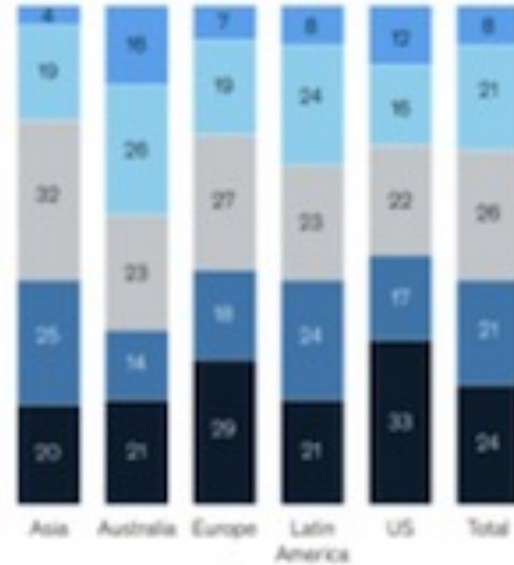
30% MIGHT SWITCH JOBS IF REQUIRED TO RETURN FULL TIME.



AI

Employees who are likely to switch jobs if work returns to fully on-site, by country participants

- Very likely
- Likely
- Neutral
- Unlikely
- Very unlikely



~30% of employees say they are likely to switch jobs if returned to fully on-site work





5 DATA POINTS YOU NEED TO KNOW ABOUT REMOTE WORK

AI

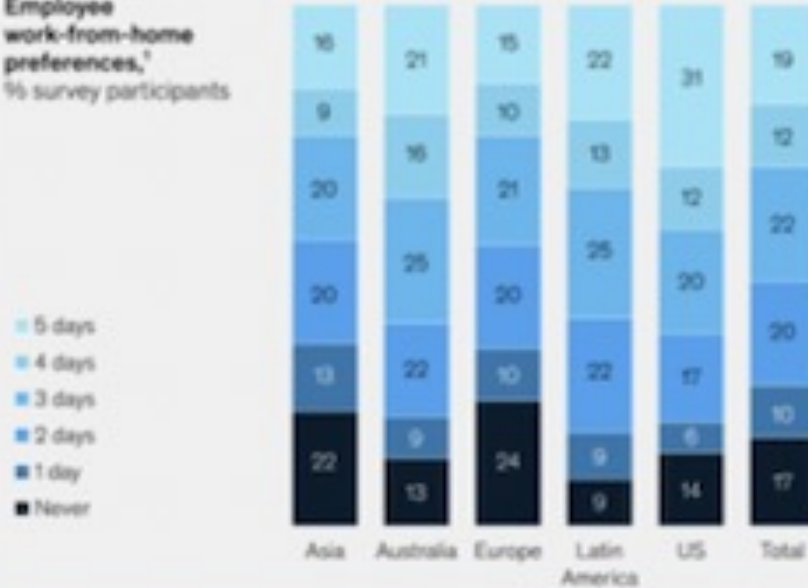
”

50%
EMPLOYEES
WANT 3 DAYS
AT HOME.



AI

Employee
work-from-home
preferences,¹
% survey participants



>50%
of employees would like
to work from home for 3
or more days every week.





5 DATA POINTS YOU NEED TO KNOW ABOUT REMOTE WORK

AI

”
47%
**EMPLOYEES
ARE ANXIOUS
ABOUT THE
FUTURE.**



AI

The lack of clear vision or plan for postpandemic work is causing me concern or anxiety,
% survey participants



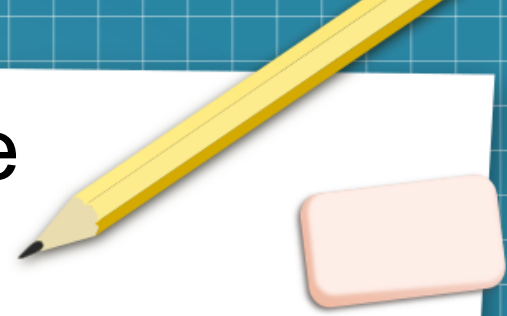
47% feel a lack of clear vision about the post-pandemic world is a cause for concern

Good reference:

- <https://guthriejensen.com/blog/future-of-work-statistics-infographic/>

Evidence from Data Science

- Lifelong Learning Mindset



Lifelong Learning Mindset



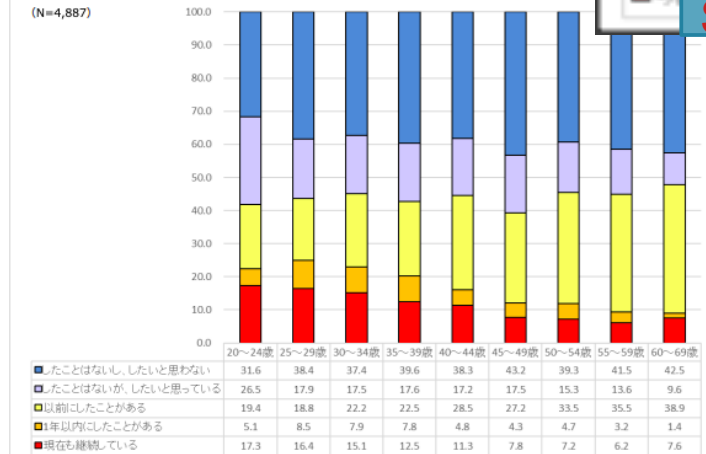
- https://www.recruit-mp.co.jp/news/180330_01.pdf

■ 学び事・習い事の実施率（年齢帯別比較・男性 単一回答）

【質問文】あなたはこれまで、勤務先からの指示以外で、学び事・習い事をしたことありますか。
【質問の趣の注記】※学び事（習い事・学習含む）とは、趣味に関するものだけでなく「資格取得」などの仕事・学的なものだけでなく、1回完結のものや短期集中講座のものを含みます。※先生（インストラクター等）に指導し

	20～24歳	25～29歳	30～34歳	35～39歳	40～44歳	45～49歳	50～54歳	55～59歳	60～69歳
この1年間で学び事・習い事の実施率(%)※1	22.4	24.9	23.0	20.3	16.1				
学び事・習い事の未経験率(%)※2	58.2	56.3	54.9	57.2	55.4				
集計数(人)	98人	414人	862人	409人	664人				

※1「現在も継続している」「1年以内にしたことがある」と答えた人の合計
 ※2「したことはないが、したいと思わない」「したことはないが、したいと思っている」と答えた人の合計



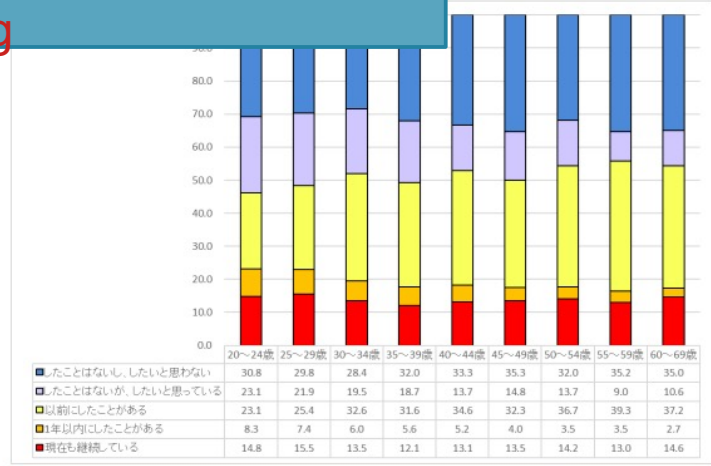
Don't want to learn anything
 Never tried. Maybe later
 Tried but failed
 Tried within a year
 Still learning

■ 学び事・習い事の実施率（年齢帯別比較・女性 単一回答）

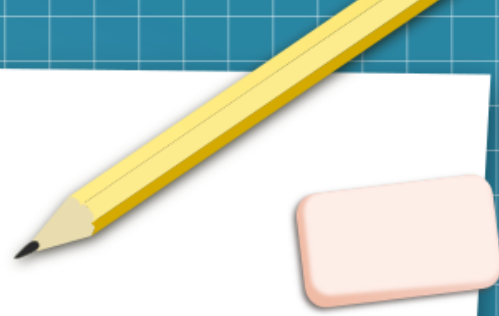
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学び事・習い事の未経験率(%)※2	47.9	50.7	47.1	50.1	45.6	44.2	45.6		
集計数(人)	11人	588人	633人	569人	848人	545人	226人		

※1「現在も継続している」「1年以内にしたことがある」と答えた人の合計
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学び事・習い事の未経験率(%)※2	53.8	51.7	47.9	50.7	47.1	50.1	45.6	44.2	45.6
集計数(人)	169人	484人	651人	588人	633人	569人	848人	545人	226人

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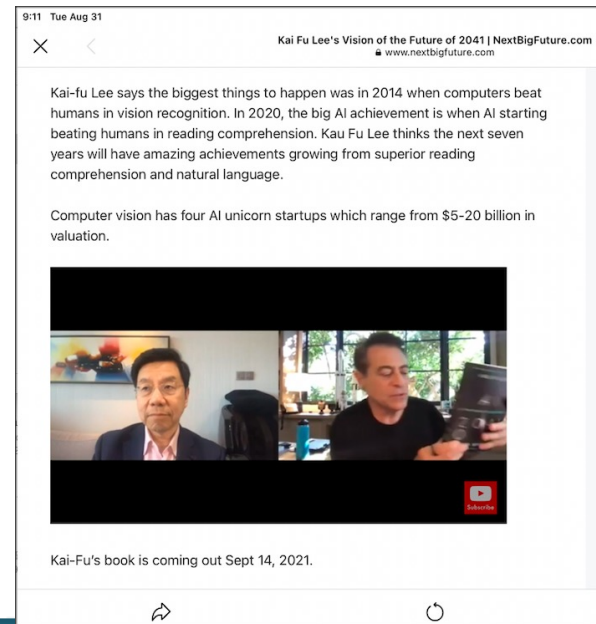


Lifelong Learning Mindset
 will not grow in life!

Which means . . .

- No such scenario for career life!

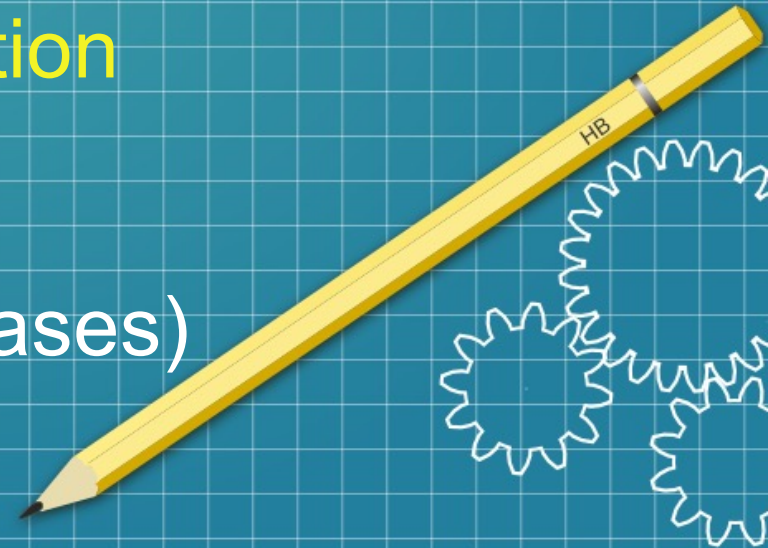
Singularity(2045) → Lay off (47%) → Relocation (Re-Training Program) →?



Outline

Education Informatics in the New Normal

- (i) Be Authentic! - Facts around Education
- (ii) Journey to Authentic Education
- (iii) Future Skills
- (iv) Authentic Learning (Showcases)

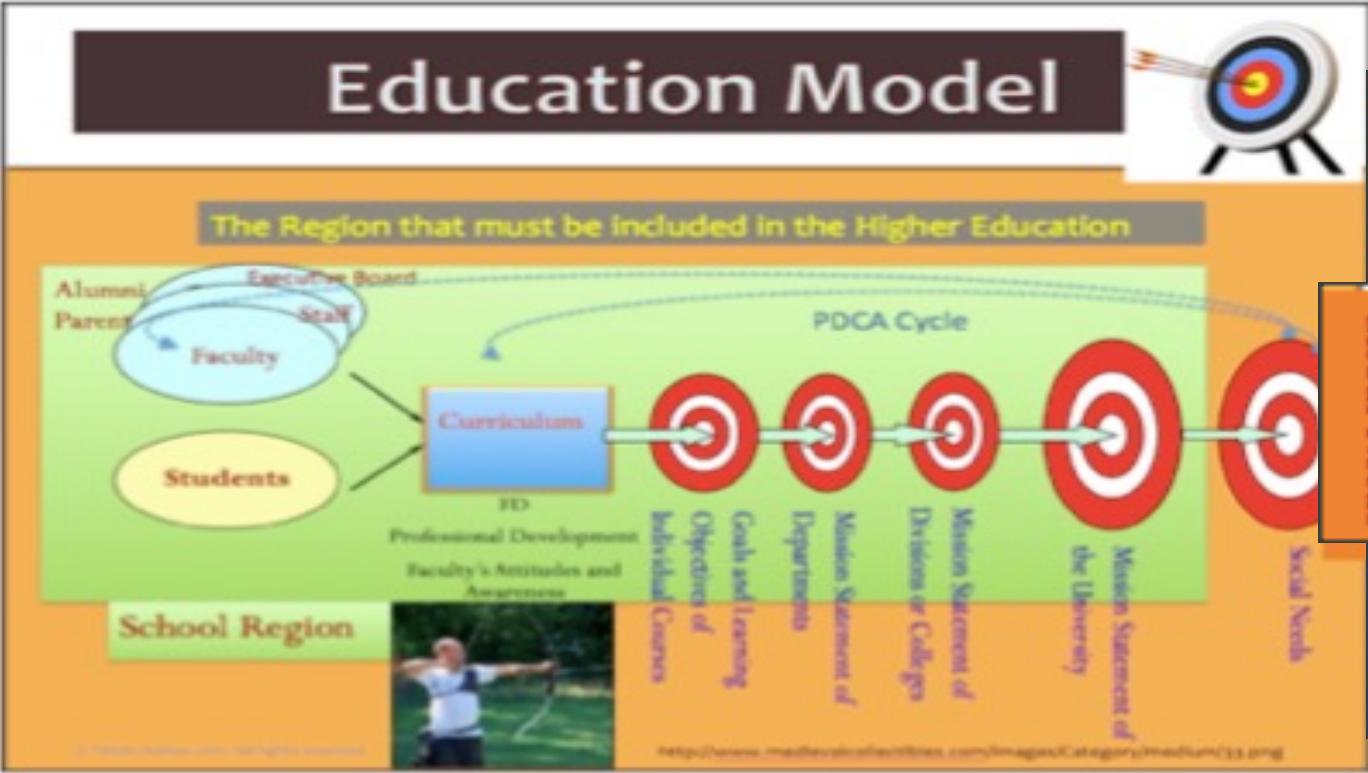


What needs to be included in Authentic Education?

- Education Model
- Bloom's Taxonomy Matrix
- Future Skills Defined!
- Showcases



EDUCATIONAL MODEL



New Education Normal

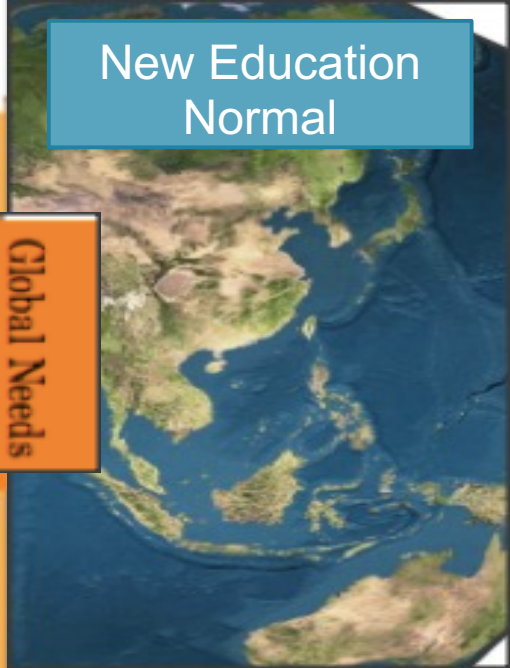


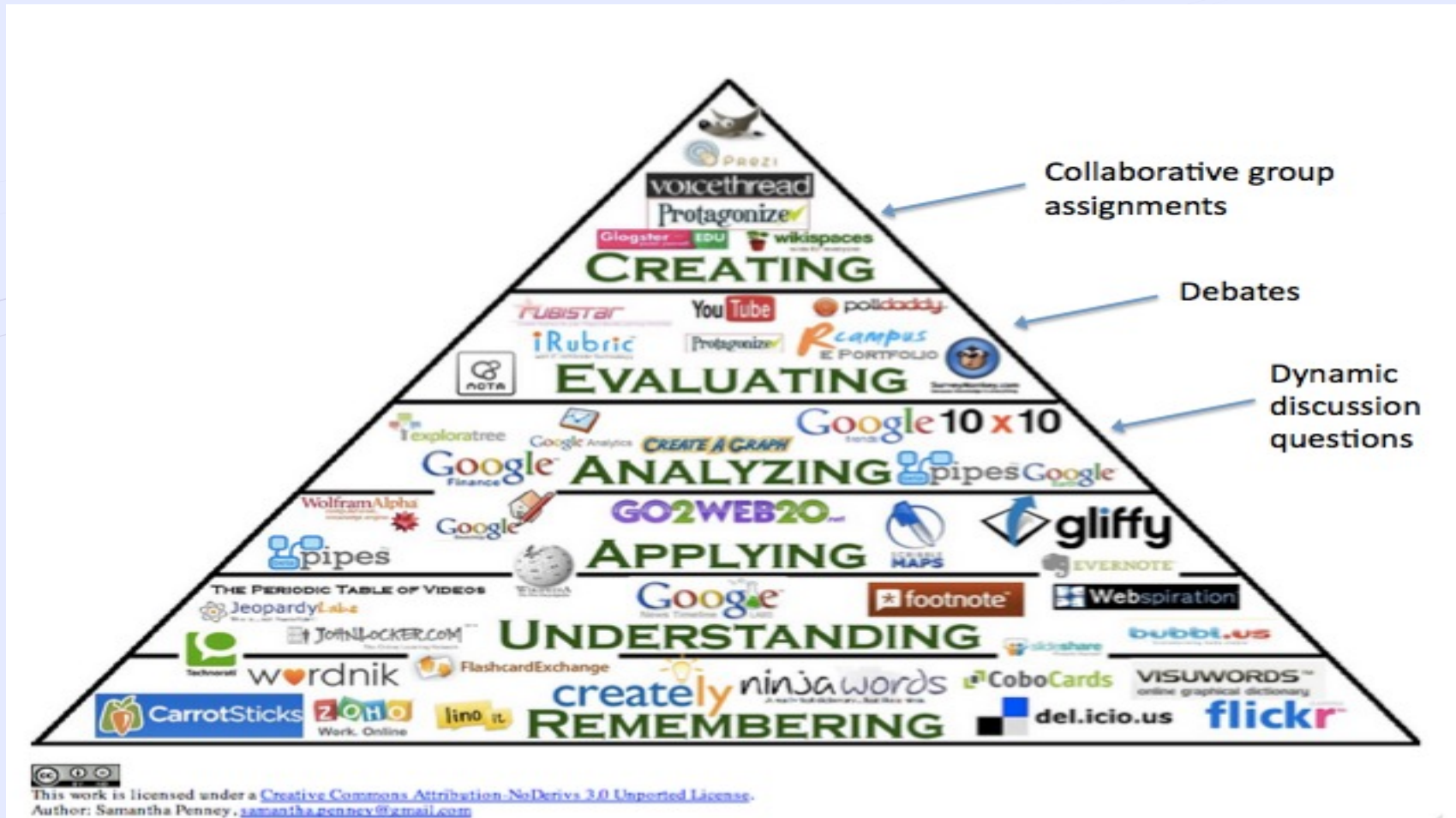
Figure 1. ABET Educational Model



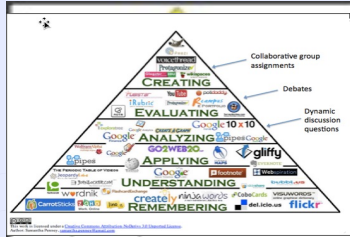
		The Cognitive Process Dimension					
		Activities by Learners					
		Passive Learning			Active Learning		
		Remember	Understand	Apply	Analyze	Evaluate	Create
		(knowledge)	(Comprehension)	(Application)	(Analysis)	(Evaluation)	(Synthesis)
The Knowledge Dimension	What is offered to learners	Factual					
	Conceptual						
	Procedural						
	Meta-Cognitive						

Bloom's Taxonomy enhanced with ICT

<http://catlintucker.com/wp-content/uploads/2012/04/Blooms-with-notes.png>

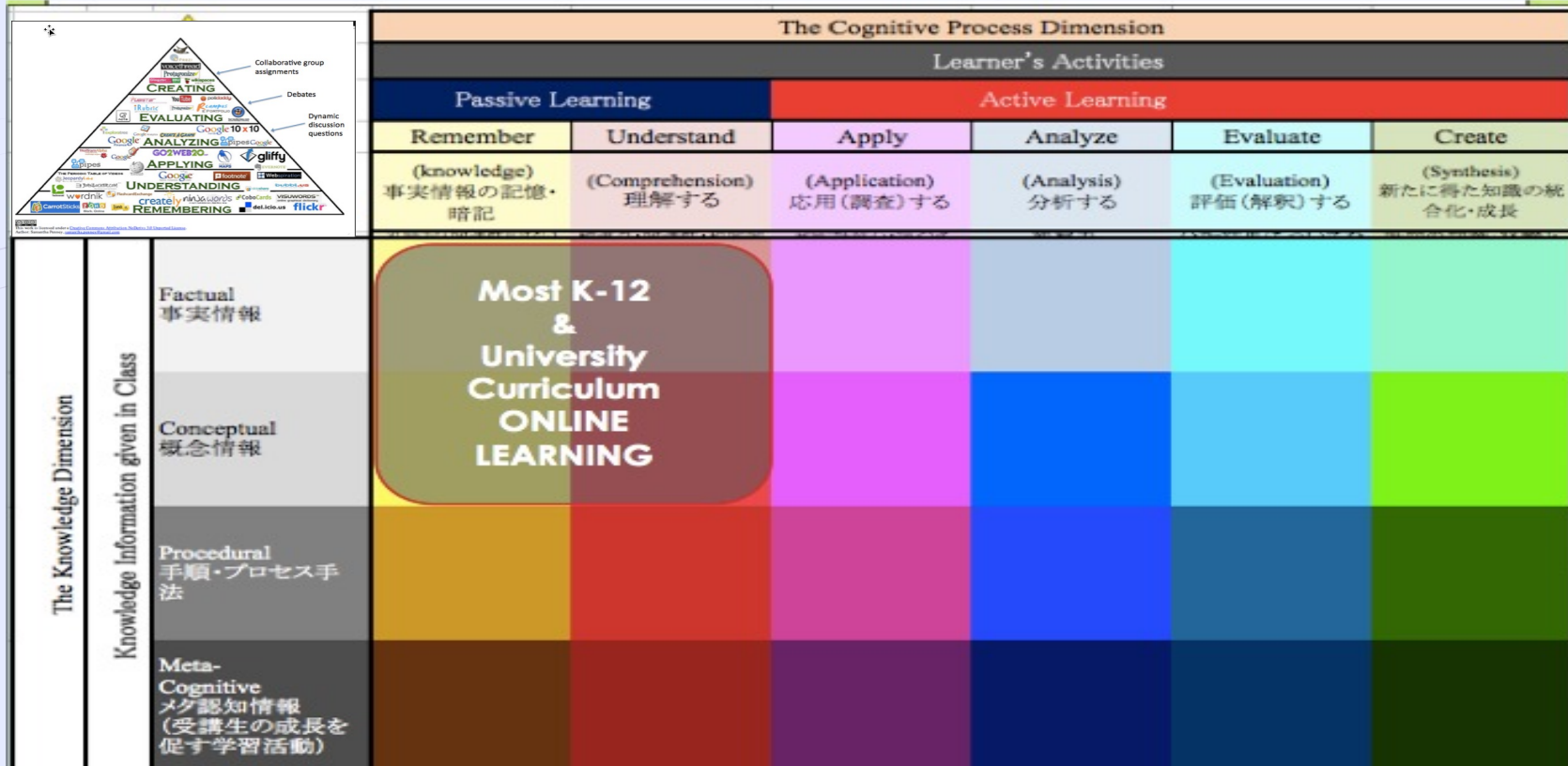


REALM OF ACTIVE LEARNING

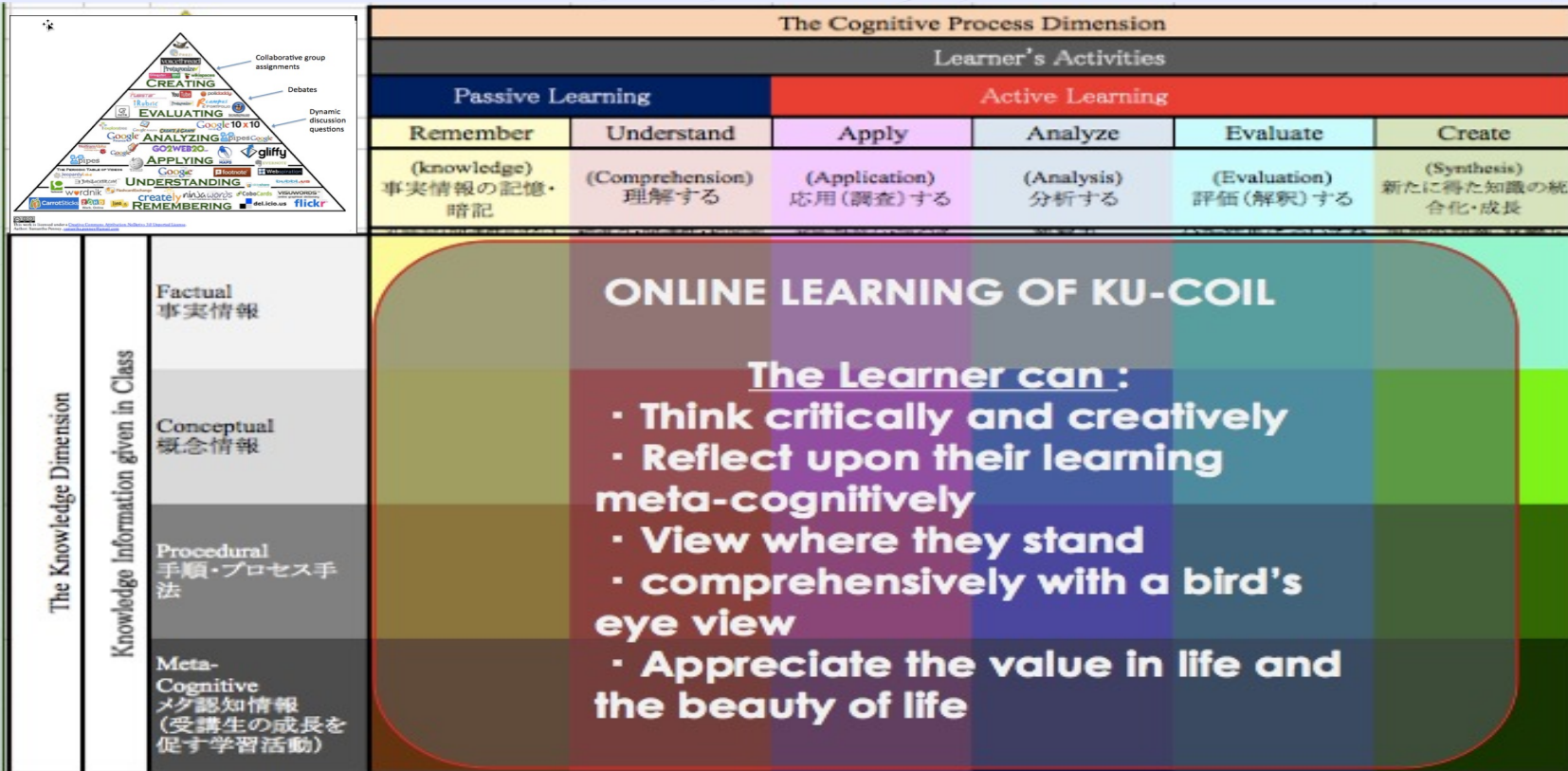


		The Cognitive Process Dimension					
		Learner's Activities					
		Passive Learning			Active Learning		
		Remember	Understand	Apply	Analyze	Evaluate	Create
		(knowledge) Rote Memorization of Facts & Retrieval of them	(Comprehension) Comprehending what is memorized	(Application) Application/Investig ation/Conducting research	(Analysis) Analyzing results of research	(Evaluation) Evaluating findings/Interpretin g results of analysis	(Synthesis) Integrating new knowledge to what is known/ Growing into a new paradigm of knowledge
		Rote Memorization (Memorizing unrelated facts)	Understanding of Differences/Relate dness/Correlation /Causal-Result Relation	Awareness/Intelle ctual Curiosity Explore the world of unknown Designing Research Steps	Insight to see things Logical Thinking	Causal-Results Thinking/Interpret ing Results	Integrating what is already known with new findings./Growth
The Knowledge Dimension	Factual Information						
	Conceptual Information						
	Procedural Information/ Procedural Information						
	Meta- Cognitive Opportunities to Grow						

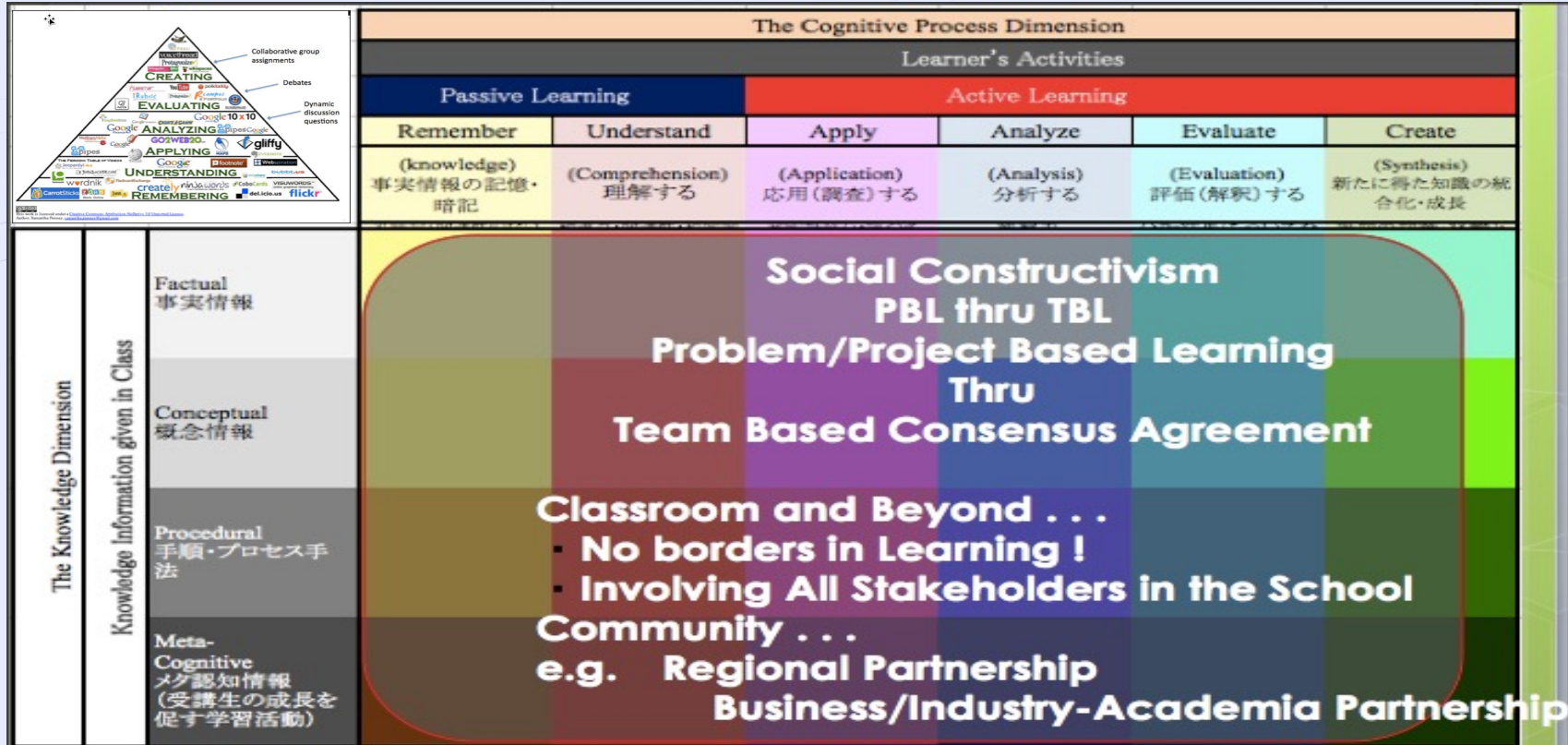
GOING BEYOND TRADITIONAL LEARNING



ACTIVE LEARNING



ACTIVE LEARNING



In order to work in a team . . .

- **Problem-Based Learning through Team-Based Learning**
- All members must be on the same page!
 - ICT enhanced Visual Organizers: SimpleMind[®], Post-It Plus[®]
- Social Constructivism
- Consensus Building through Discussion/Communication
 - Using Cases: Authentic Situations that we may encounter in our daily life.

Sense Making: ICT and Communication

- ◆ Communication Skills:
Needs for communication with students from other cultures and values.
 - ◆ Long-Lasting Trust Building (Win-Win Negotiation Skills)
- ◆ **Problem Solving Skills:** Common issues in our society
- ◆ Project Management Skills:
Working in Teams: International/Global Teams
- ◆ **Consensus** Building through TBL
- ◆ Go Global ! – Diversity, Cultural Differences, Inclusive Society

Future Work Skills 2020

While all six drivers are important in shaping the landscape in which each skill emerges, the color-coding and placement here indicate which drivers have particular relevance to the development of each of the skills.

KEY



Drivers—disruptive shifts that will reshape the workforce landscape



Key skill needed in the future workforce

extreme longevity
Increasing global lifespans change the nature of careers and learning

computational world
Massive increase in sensors and processing power make the world a programmable system

superstructured organizations
Social technologies drive new forms of production and value creation

rise of smart machines and systems
Workplace robotics nudge human workers out of rote, repetitive tasks

new media ecology
New communication tools require new media literacies beyond text

globally-connected world
Increased global interconnectivity puts diversity and adaptability at the center of organizational operations

Trans-disciplinarity

Design Mindset

Virtual Collaboration

Sense-Making

New Media Literacy

Cross Cultural Competency

Novel and Adaptive Thinking

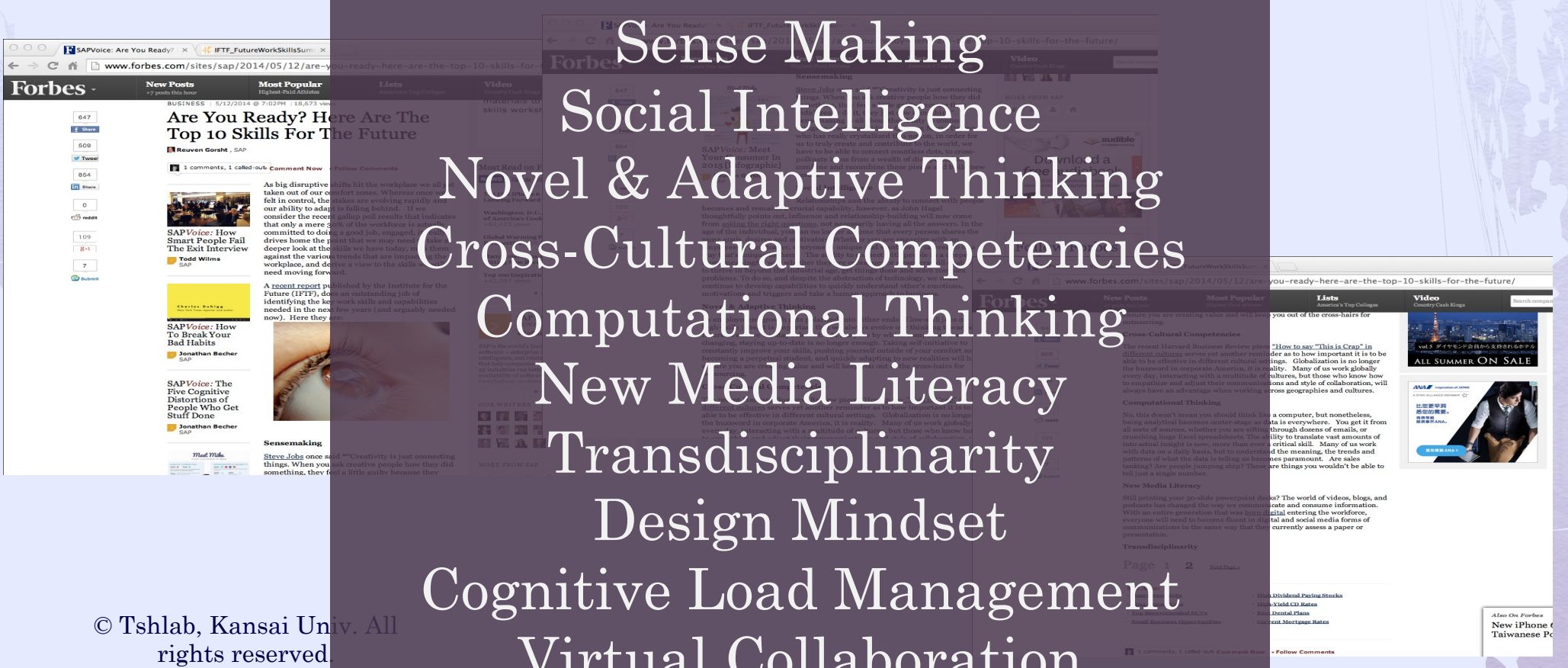
Social Intelligence

Cognitive Load Management

Computational Thinking

The Future,
Better Life,
Transcendancy

10 Needs for Future Education



Sense Making
Social Intelligence
Novel & Adaptive Thinking
Cross-Cultural Competencies
Computational Thinking
New Media Literacy
Transdisciplinarity
Design Mindset
Cognitive Load Management
Virtual Collaboration

CHARACTERISTICS OF 21ST CENTURY LEARNERS - *ACTIVE LEARNING FROM THE VIEWPOINT OF BLOOM'S TAXONOMY MATRIX*

For the sake of the discussion, it would be beneficial to talk about the characteristics of 21st Century Learners. Following Kharbach (2024),

1. Collaborative

The modern world is interconnected and cooperative, where collaborative skill is the key. The collaborative skill involves the ability to work in global teams, both in-person and virtually. Being deft in communication for empathy building to conduct projects to achieve team-defined goals. To guarantee the quality of globally collaborative teams, the members must be proficient in using online collaborative tools for communication and project management.

2. Creativity and Innovation

As Kettler et al. (2019) put it, creativity and innovation are essential learning skills in the 21st century, which will make learners think outside traditional frameworks and thus generate new ideas in terms of Problem-Based Learning. (henceforth, PBL)

3. Critical Thinkers

R. Sternberg (1985) views and defines critical thinking as “the mental processes, strategies, and representations people use to solve problems, make decisions, and learn new concepts” (cited in Shaw, 2014, p. 66). It follows that critical thinking is the basis for future learning skills to lead to problem-solving and authentic learning through recursive reflection.

4. Global Citizens

21st-century learners are aware of global issues in the realm of SDGs, cultural diversities, and perspectives. UNESCO emphasizes Global Citizenship Education (henceforth GCE) as an education that embodies a radical paradigm shift, focusing on developing learners' knowledge, skills, values, and attitudes essential for a world that is more just, peaceful, tolerant, inclusive, secure, and sustainable, referring to Maslow's Hierarchy of Needs.

5. Digitally Proficient

21st-century learners are digitally proficient or of high AI literacy, confident in identifying valid and reliable information in the digitally connected and archived internet world at large. They can make use of educational apps and software effectively and productively for authentic learning by interacting with global team members connected on the Internet. (For AI literacy, see below).

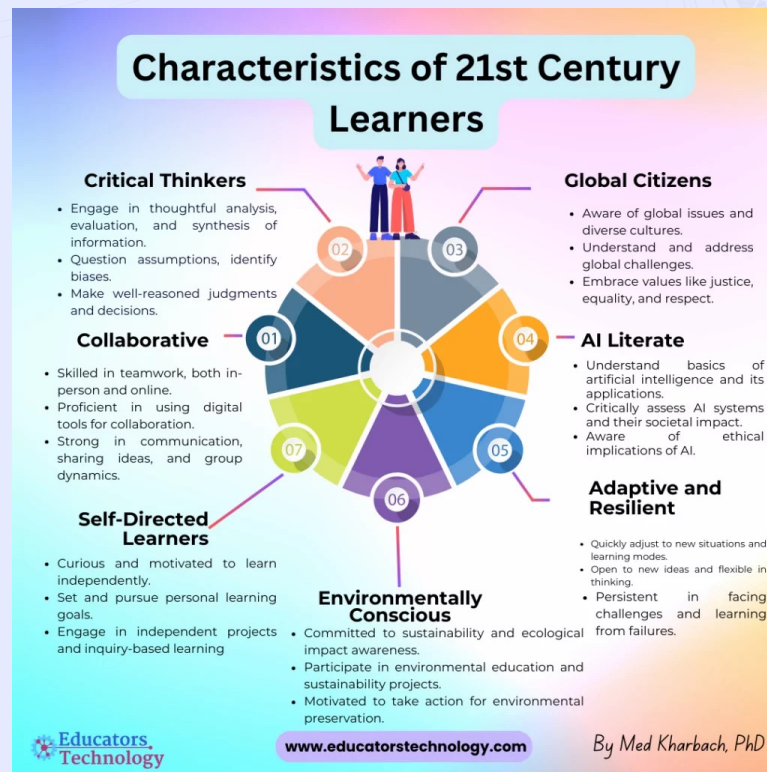


Figure 4. Characteristics of 21st Century Learners
From Kharbach (2024), 21st Century Education/ 10 Characteristics of 21st Century Learners

CHARACTERISTICS OF 21ST CENTURY LEARNERS - *ACTIVE LEARNING FROM THE VIEWPOINT OF BLOOM'S TAXONOMY MATRIX*

For the sake of the discussion, it would be beneficial to talk about the characteristics of 21st Century Learners. Following Kharbach (2024),

6. AI Literacy

Although Klein (2023) emphasizes understanding the basics of artificial intelligence and its applications in various fields, 21st-century learners here are capable of using AI as one of the thinking tools to conduct critical thinking in PBL.

7. Adaptive and Resilient

As symbolized by VUCA, adaptability and resilience are key traits for 21st-century learners. Ployhart and Bliese (2009) define that they include an individual's ability, skill, disposition, willingness, and motivation to change for the better or fit different tasks in social or environmental conditions at the global or gLocal levels.

8. Environmentally Conscious

As the concepts of SDGs prevail, 21st-century learners must be environmentally conscious and committed to sustainability and an understanding of ecological impact at the global level, demonstrating pro-environmental behaviors.

9. Self-Directed Learners

21st-century learners must take initiative in their own life-long learning mindset, arousing their own curiosity and motivation to continue learning by setting and pursuing their own goals. The ultimate goal of learning is to lead to innovative solutions for the benefit of the future society.

10. Ethically aware

Integrity in digital contexts is the most important trait for 21st-century learners. Taking ethical actions using digital tools and platforms is the key. In spite of the advancement of AI and IT technologies, it is humans to make fair decisions or set directions for the future.

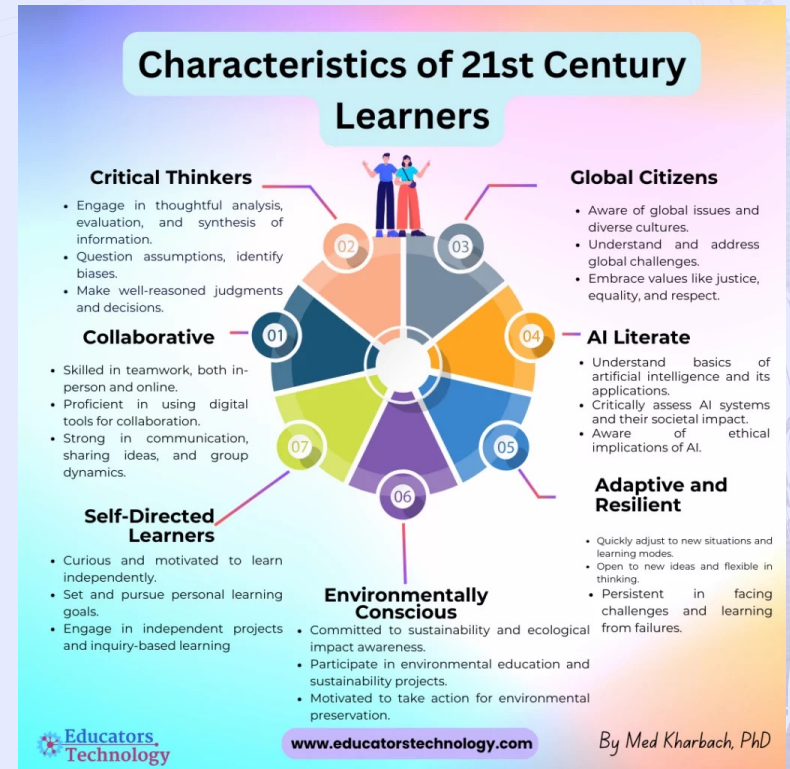


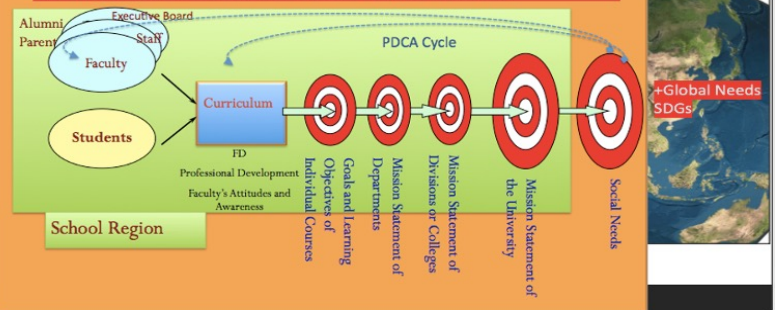
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Education Model

Incorporating Future Skills in the Curriculum

Education Model

The Region that must be included in the Higher Education



<http://www.forbes.com/sites/sap/2014/05/12/are-you-ready-here-are-the-top-10-skills-for-the-future/2>

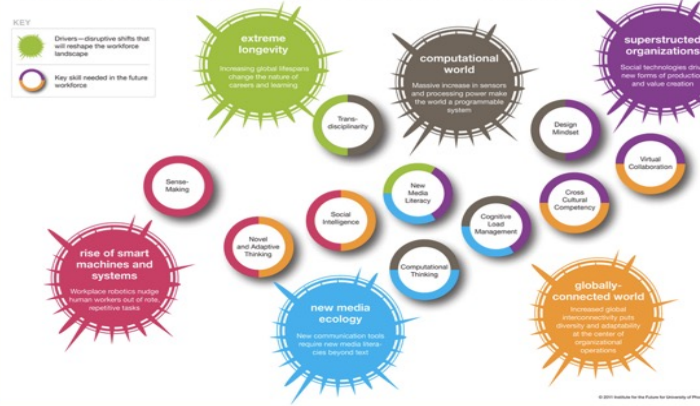
10 Needs for Future Education

The Future, Better Life, Transcendancy

- Sense Making
- Social Intelligence
- Novel & Adaptive Thinking
- Cross-Cultural Competencies
- Computational Thinking
- New Media Literacy
- Transdisciplinarity
- Design Mindset
- Cognitive Load Management
- Virtual Collaboration

Future Work Skills 2020

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Characteristics of 21st Century Learners



Innovation => Connecting the Dots in the Past

You can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something - your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life

~ Steve Jobs ~

www.StatusMind.com

MY MODERN MET
POPULAR ART DESIGN PHOTOGRAPHY STORE MORE TOPICS ENGLISH

Amazing Sculptures Show People Carving Their Ideal Figures Into Their Own Bodies

By Margherita Cole on September 28, 2020

Facebook Pinterest Twitter



The image shows a sculpture of a man in a reddish-brown material, possibly wax or resin. He is standing on a wooden base and is actively carving his own body. He has a large, inflated, rounded belly and thick, muscular legs. He is holding a chisel in his right hand and is carving into his own torso. The background is a plain, light-colored wall.

Mexican artist **Victor Hugo Yáñez Piña** is known for his incredible figurative sculptures in wax, resin, and bronze. His recent work explores the power of autonomy in forging your own path. The piece, entitled *Self-Made Man*, features a male subject staffed with the traditional sculpture tools of a hammer and chisel, who is taking it upon himself to carve out his idealized form from a larger body.

**We can only
cause
innovations
from what
we already
have!**

https://mymodernmet.com/victor-hugo-yanez-pina-sculptures/?fbclid=IwAR0W6UzIiKtNm05esgysXm7J9Shpq3goJiZtUZDTTNb_mkGhYIF_W58jZpA

Learning Opportunities

Global Learning

COIL (Collaboration Online International Learning)

COIL is a method which two classes (or more) from different universities (and possibly from different countries) can work on a same project together, or simply create an opportunity to have intercultural/international communication with the ICT enhanced tools. Various tools available in Web 2.0 era are used in order to enable this kind of connection among them. Kansai University is interested in formally adopting this kind of activities as institutionally encouraged / promoted endeavor as a part of globalization/internationalization act for us. KU is going to have its 130th anniversary year very soon (2017), and it wants to include the development of Kansai COIL platform with overseas network by then.

COIL has begun in SUNY, USA. More information can be found in their homepage, and some relevant parts are cut



padlet


Tosh Yamamoto + 36 • 7mo

SE padlet 2020
SDGs - Area of Interest

SE Area of Interest

Teams

Advice in Yellow
by instructors/Facilitators



Template Format

Area of Interest


Team members

master copy
<https://docs.google.com/document/d/1B50s0mY008M7zJccz2BjExLjYfCysessKvzCfmlg/edit?usp=sharing>

Week 07
Class View

Team 01

Poverty
Society and Economic





Kaho
kahohirasaki@gmail.com

A country I wanna support
Sri Lanka

team activity report
<https://docs.google.com/document/d/1b5s0mY008M7zJccz2BjExLjYfCysessKvzCfmlg/edit?usp=sharing>

Team 02

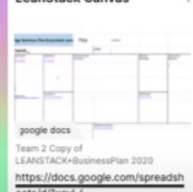
Kantaro
Environment and Ceating opportunity for youth.

Add Team's focused area
Use color purple


team 2 activity report
https://docs.google.com/document/d/1czulw95C1Te7BKN1q7P88Jp5QWYfCWlpozj_et4I/edit?usp=sharing

email:kan.7.zaki.o@gmail.com


LeanStack Canvas



Team 03



Education



Taro Sugawara Education



taro82768276@gmail.com

Riku Fukuta
fukutanku@gmail.com

team activity report
will be updated

Activity Logs
<https://docs.google.com/document/d/17mcy2k3LqA9KeloCKa2eVYDZLNyX3Yf4zYfngJL/edit?usp=sharing>

Team 04


Responsible consumption and products

Kanon Terada
kanohero@gmail.com


Ryoya Ishikura
Ryo08surf09@gmail.com

Takuro Shikita
group_09021018440@yahoo.co.jp

Team 05



Sustainable cities and Communities



Kanta akutagawa
Kanta5624@icloud.com


Seiya suzuki
s.seiya.624@gmail.com

team activity report
https://docs.google.com/document/d/105vgskpVioCqkWhJq10RA-NOGbzC_-AbR4teii.3JE/edit?usp=sharing


<https://mirail.jp/leader/sdgs/27>

LeanStack Canvas

Team 06



Clean Water and Sanitation



Tsumimi Takasato
k970473@gmail.com

Maho Oishi
k019534@kansai-u.ac.jp

team activity report
<https://docs.google.com/document/d/17mcy2k3LqA9KeloCKa2eVYDZLNyX3Yf4zYfngJL/edit?usp=sharing>

LeanStack Canvas

Share your Teams' achievements

A. Company Name

B. Logo

C. MISSION
Statement

D. Product Design
1. Product Name
2. Package Design

E. Brochure/Trifold

Week 09
First half : Finish up what's left out from week 08.
Second half : Video/Web site production

F. Promotional Video
Use Video production Apps such as InShot, Vivavideo, Filmora.

How to use video APPs?
Google search or YouTube search with the key word: "InShot"



G. Company Web Site

Web production
Use <https://a.wix.com/> for easy production.

Put your company URL.

Team 03


A. CULMORE

Mission
Living richly by learning cultures


Product design of Music Course

CULMORE Music Courses



Team 04

A. 株式会社 渾本



wear'e environment

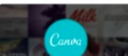
PRODUCT DESIGN

product name
渾本Tシャツ (渾1)
渾本ロングシャツ
渾本フーディー
渾本シャツ
package design
paper bag that is made from recycle materials

Mission
Living richly by learning cultures

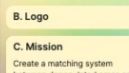
Product design of Music Course

Brochure



Team 05

A. dutzumleben
dutzumleben (ドイツ語で住みやすい 理想の都市)



C. Mission
Create a matching system between depopulated areas and people who want to live in the country

D. Product Design.
Product Name2. Package Design

strong point

- Supporting any things to start your new life in the local area) Ex. network environment
- AR apps (is connected with real world/local area) -like users make hoping to live there

Presentation Slides

Give a nice TITL Company Nam


TEAM Number
List Names

google docs
https://docs.google.com/presentation/d/1oG7AK3FLAN_U20cPqUCUd1Pro0VWwu78mVixMl-7EdR7/edit?usp=sharing

Team05 of SE Presentation Template
https://docs.google.com/presentation/d/1oG7AK3FLAN_U20cPqUCUd1Pro0VWwu78mVixMl-7EdR7/edit?usp=sharing


PITCH Prez
Upload your pitch here.

Make Happine from Waste




Team 06

A. TM Revolution



Product Design



Make happiness from waste

Presentation Slides


Give a nice TITL Company Nam

TEAM Number
List Names

google docs
https://docs.google.com/presentation/d/1oG7AK3FLAN_U20cPqUCUd1Pro0VWwu78mVixMl-7EdR7/edit?usp=sharing

Team05 of SE Presentation Template
https://docs.google.com/presentation/d/1oG7AK3FLAN_U20cPqUCUd1Pro0VWwu78mVixMl-7EdR7/edit?usp=sharing

Make Happine from Waste



SDGs as the realm of global learning

Padlet opens up many possibilities for COIL-based Learning with Meta-Cognitive Reflection!

The Padlet board is organized into columns for different teams and a reflection session. The content is as follows:

- FINAL PRESENTATION**: Layout of this section
- Company Name**: [Blank]
- PHOTO (Members)**: [Blank]
- LEANSTACK Canvas**: Link from Team Google Drive
- Promotional Video**: [Blank]
- Company Web Site**: [Blank]
- Company in Action!**: Activity Snapshots & Artifacts
- Film Story of In-Class Activity**: [Blank]
- Comments by Other Teams**: [Blank]
- KU Team 01**: Suiber (Video: 01:15)
- KU Team 02**: EDUBON (Video: 02:47)
- KU Team 03**: Dinners Legumes Magic (Video: 01:42)
- KU Team 04**: Recott (Video: 01:11)
- Reflection Session**: By LA - Kazuki (Graph: LA index)
- KU Team 01- Reflection**: Group 1 (Handwritten notes)
- KU Team 02- Reflection**: Group 2 (Handwritten notes)
- KU Team 03- Reflection**: [Handwritten notes]
- KU Team 04- Ref**: [Handwritten notes]

Course Matetials

Contents

Lecture
Module

+

Lesson 1

Lecture



drive.google.com
2020S1BM4401L1.pptx
PPT format (large file)

Lecture(PPT)



drive.google.com
Benson-2020S1BM4401L1.pdf
same as above - PDF format


Module



drive.google.com
BM4401T1 lean.pptx
Tutorial


Lesson 2

Lecture



drive.google.com
2020S1BM4401L2.pptx

Module




drive.google.com
BM4401T2 student BB final.pptx

+


Lesson 3

Lecture



drive.google.com
2020S1BM4401L3.pptx

Module




drive.google.com
BM4401T3.pptx

+


Lesson 4

Lecture



drive.google.com
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Module




drive.google.com
BM4401 T4.pptx

+

Lesson 5

Lecture




drive.google.com
2020S1BM4401L5.pptx

No Module

+


Lesson 6

Lecture



drive.google.com
2020S1BM4401L6.pptx

Module



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BM4401 T6.pptx

+

Lesson 7

Lecture



drive.google.com
2020S1BM4401L7.pptx

No Module

+

2020 and beyond ... NYP Course Contents



Active Learning – PBL (Global Learning)

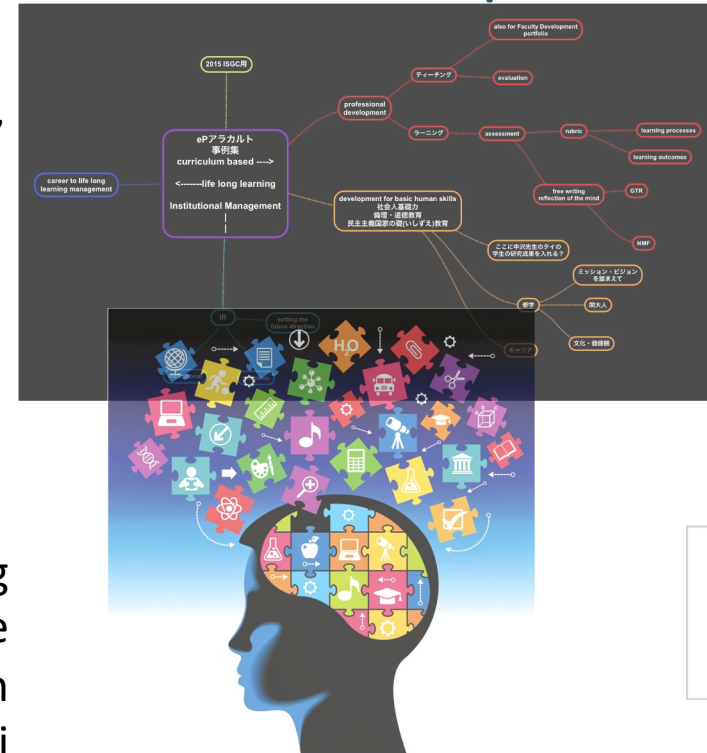
Showcase::Realm of Learning:: SDGs

Learning Opportunities

Industrial/Business Coalition/Partnership

Design your Ideas! In the fall semester, a total of 67 students and learning assistants (LA) will participate in business design and industrial design as a part of the class "Design Ideas!", run by Professor Toshiyuki Yamamoto, Division of Promotion of Educational Development.

This program aims at fostering communication skills in teams to come up with innovative products, which can be marketable as the Kansai University brand. Based on the



Collaborative Online International Learning



Social Entrepreneurship

Kansai U – NYP, Singapore - Texas A & M

Connecting the world. Brought to you by IIGE & Class2Class.



CLASS 2 CLASS

Course Contents

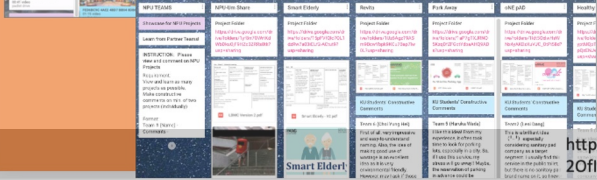
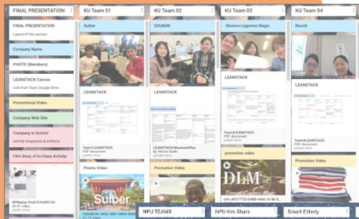
• Social Entrepreneurship

KU – Singapore NYP – USA Texas A & M

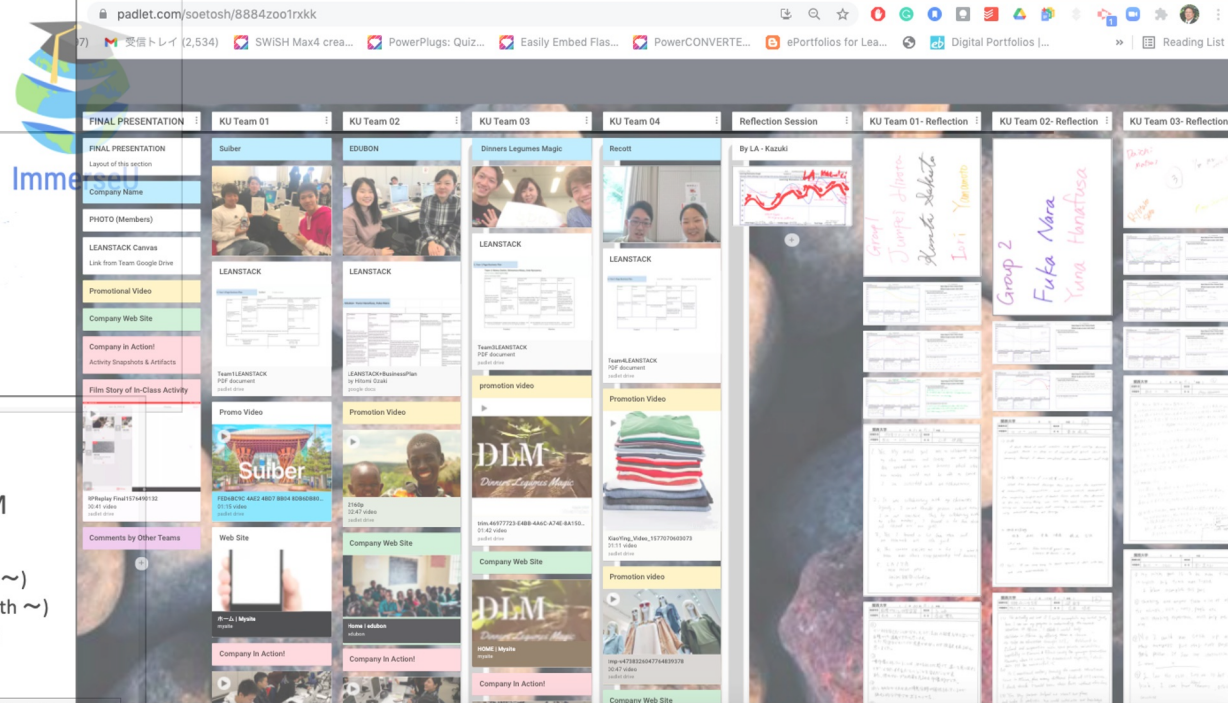
• Period: June – Sept

- Texas A&M Summer Term 6 Teams (End of May ~)
- Nanyang Polytech(NYP) 20 Teams (April 20th ~)
- Kansai University 1~2 Teams (April 20th ~)

• Students: =>Study Abroad



https://www.youtube.com/playlist?list=PLD3_vtr_3D52l20f11_CK0tkKlrfxbBa9



SE 2019 KU – NYP and beyond . . .

<https://padlet.com/soetosh/8884zoo1rxkk>

Collaborative Online International Learning



Social Entrepreneurship

Kansai U – NYP, Singapore - Texas A & M



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CLASS 2 CLASS

Course Contents

• Social Entrepreneurship

KU – Singapore NYP – USA Texas A & M

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• Students: =>Study Abroad

FINAL PRESENTATION	KU Team 01	KU Team 02	Singapore NYP	KU Team 04
Team Name	Team 01	Team 02	Team 03	Team 04
Company Name				
Logo				
MISSION Statement				
Product Design				
Brochure/Trifold				
Web production				
Company Web Site				

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Team Name	Team 01	Team 02	Team 03	Team 04
Company Name				
Logo				
MISSION Statement				
Product Design				
Brochure/Trifold				
Web production				
Company Web Site				

Foundations of Entrepreneurship PPT videos

9 videos • 221 views • Last updated on May 24, 2020

Dr. Flib - Texas A&M University

https://www.youtube.com/playlist?list=PLD3_vtr_3D52l20f11_CK0tkKlrfxbBa9

padlet.com/soetosh/nopqkrmyqhwqtht

97 | 受信トレイ (2,534) | SWISH Max4 crea... | PowerPlugs: Quiz... | Easily Embed Flas... | PowerCONVERTE... | ePortfolio

Share your Teams' achievements	Team 03	Team 04	Team 05	Team 06
A. Company Name	A. CULMORE	A. 株式会社 瀬ネ	A. dutzumleben	A. TM Revolution
B. Logo				
C. MISSION Statement			Create a matching system between depopulated areas and people who want to live in the country	
D. Product Design	1- Product Name 2. Package Design			
E. Brochure/Trifold				
Week 09				
First half : Finish up what's left out from week 08.				
Second half : Video/Web site production				
F. Promotional Video	Mission Living richly by learning cultures	Product design of Music Course		
Use Video production Apps such as InShot, Vivavideo, Filmora.				
G. Company Web Site				
Use Video production Apps such as InShot, Vivavideo, Filmora.				
How to use video APPs? Google search or YouTube search with the key word: "InShot"				
Web production				
Use https://ja.wix.com/ for easy production.				
Put your company URL.				

SE 2020 and beyond... KU – NYP

<https://padlet.com/soetosh/nopqkrmyqhwqtht>

KUINS-NYP-TAIWAN_padletCANVAS

Why you are here? Introduction for this session

KUINS students (0/22)

KUINS Members (0)

KUINS Members (2)

KUINS Members (3)

KUINS Members (4)

KUINS Members (5)

KUINS Members (6)

KUINS Members (7)

SDGs

Goal-01

Goal-02

This Padlet canvas displays a grid of student profiles and project information. The top row includes a 'Why you are here?' section, an 'Introduction for this session' section, and a 'KUINS students (0/22)' section. Below these are columns for 'KUINS Members' numbered 0 through 7, each containing a student's photo and name. To the right of the members are sections for 'SDGs' and 'Goal-01' and 'Goal-02', which contain various project descriptions and images.

NYP (Singapore) **NYP-TEAM_01** **NYP-TEAM_02** **NYP-TEAM_03** **NYP-TEAM_04** **NYP-TEAM_05**

NYP Project Team are excited to be working together with KUINS Project Team.

How to Execute Project?

Team 01

Team 02

Team 03

Team 04

Team 05

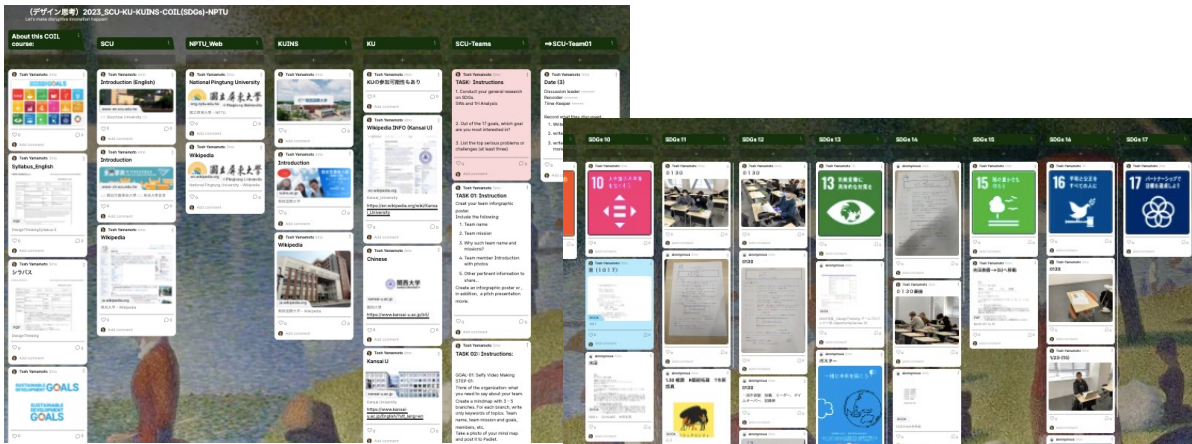
This Padlet canvas displays a grid of project presentations for five teams. Each team's section includes a title, a brief description of their project, and a small image or graphic. The teams are labeled NYP-TEAM_01 through NYP-TEAM_05. The content is organized into columns and rows, with each team's information presented in a consistent format.

NYP-Taiwan_padletCANVAS

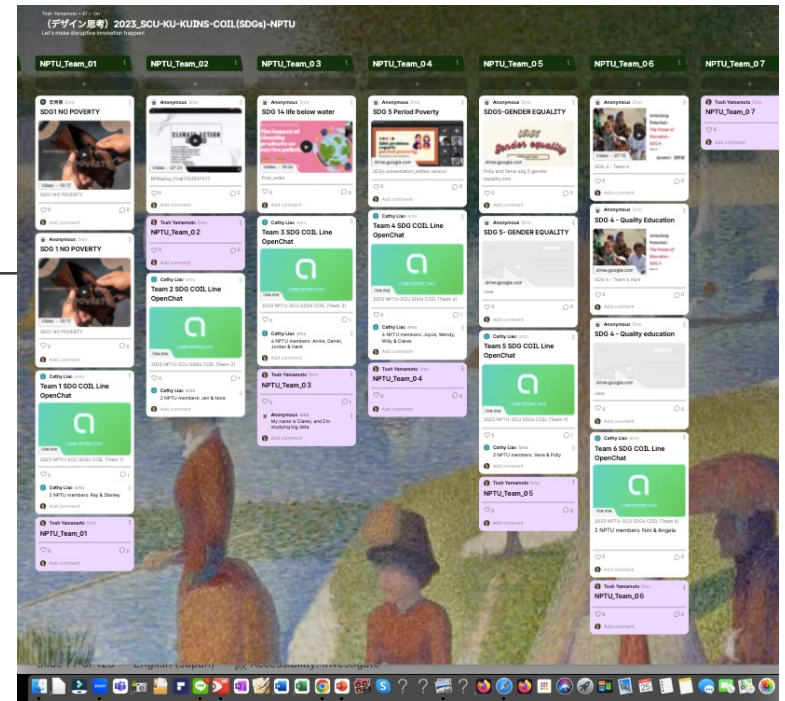
Goal-03 **Goal-04** **Goal-05** **Goal-06** **Goal-07** **Goal-08** **Goal-09** **Goal-10** **Goal-11** **Goal-12** **Goal-13** **Goal-14** **Goal-15** **Goal-16** **Goal-17** **Goal-18** **Goal-19** **Goal-20**

This Padlet canvas displays a grid of project presentations for 18 teams. Each team's section includes a title, a brief description of their project, and a small image or graphic. The teams are labeled Goal-03 through Goal-20. The content is organized into columns and rows, with each team's information presented in a consistent format.

SE KUIS-NYP-Taiwan and beyond...
https://padlet.com/soetosh/kuins-nyp-taiwan_padletcanvas-li6utqiid4d5c9hy



SCU 東呉大學








National Pintung University

SE KUIS-NYP-Taiwan and beyond...
https://padlet.com/soetosh/2023_scu-ku-kuins-coil-sdgs-nptu-pd34xtq33ae07q0g

Pitches

- access to five videos via this link: <https://drive.google.com/drive/folders/bv7SFOoYHPgMstYa0gnmbhLx0ggCRc>
-
- You will be assessing 5 pitches assessment run
-
- Assessment link: <https://forms.office.com/r/SW>

Name	↓
	KB Threazure G4 &G13
	HC ExploreXpress G1, G4
	HB Tailored Tastebuds G4 & G8
	HA Pets and Love G4 & G8
	HA MediCare G4 & G10

Learning Opportunities

Authentic Learning

Global Learning

Regional Coalition/Partnership

Industrial/Business
Coalition/Partnership

Social Entrepreneurship



COIL → Collaborative Online Global & Tesseractice[©] Learning

Image of Learning compared to bridge building in Rome.

Snapshots for the learning process as well as the development flow of the learning set by the learner.

PBL → Social Entrepreneurship



シミュレタルの遺跡より
From Google

JOINT Project	東呉大學	関西国際大学	Quick Research on SDGs (Continues)	SCU GROUP 1	SCU GROUP 2	SCU GROUP 3	SCU GROUP 4
Area of Interest SDGs	Introduction	Introduction	Results in Step ONE will be presented in posters.	List members	List members	List members	List members
							
SCU Professor's Greeting Hello, my name is Tim Chen	Introduction (English)	Wikipedia	FINAL PRESENTATION PDF document padlet drive	Can we live without plastic? Public policy y Venus Chen google docs	Water Pollution Public policy y Venus Chen google docs	Water Pollution Public policy y Venus Chen google docs	Water Pollution Public policy y Venus Chen google docs
KUIS Professor Hello! This is Tosh Yamamoto.				<Proposal report> Can we live without plastic? https://docs.google.com/presentation/d/1-Ogk8NkxthUhf0LurbM78dJcSBSLjSD0BbG_JNtCbE/edit	yamaguchi 水質汚染についてわかりやすかったです	yamaguchi 水質汚染についてわかりやすかったです	

KUIS (Kobe) – Soochow University (Taipei)



Area of Interest ==> Quick Research ==> Sharing Research
 Results/Identifying Problems ==> PBL in Team



025_a2211097_吉宇田美優_Q1
PDF document
padlet drive

COIL → Collaborative Online Global & PBL Learning

— Image of Learning compared to bridge building in Rome. —

Snapshots for the learning process as well as the development flow of the learning set by the learner.

PBL → Social Entrepreneurship

Our Mission is . . .

Building more bridges with capstones of active learning (PBL)!

What are **the main challenges** to designing authentic assessments?

- Professional Development
 - From Full-time researchers to Future Education Designer
 - Teaching → Learning : Pedagogy to Andragogy
 - Passive Learning to Active Learning (AGILE Learning)
- Instructor Mindset
 - Future Design in Education
 - Be responsible for raising future generations with Future Skills
 - Future generation must face Singularity (2045):
Freshmen today will be almost 50 years old!

What Technology Can & Cannot Replace In The Classroom

by **Terry Heick** — October 16, 2019 in The Future Of Learning 12 min read



What Technology Can & Cannot Replace In The Classroom

teachthought

Can replace

Can improve

Less likely
to improve

Know the limitation of Technology
in Education!

Lecture

Letter grades

Report cards

Student creativity

Project-based learning

Teacher professional
development

<https://www.teachthought.com/the-future-of-learning/what-technology-can-and-cannot-replace-in-the-classroom/>

Learning the limitation of Technology in Education

What Technology Can & Cannot Replace In The Classroom

teachthought

Can replace

- Schools and teachers
- Lessons and units
- Worksheets
- Tests
- Textbooks
- Lecture
- Letter grades
- Letter grades
- Report cards

Can Improve

- How students ask questions
- Student confidence
- Grading process
- Reteaching of content
- Reteaching of content
- Differentiation
- Student creativity
- Differentiation
- Student creativity
- Teacher professional Development

Less likely to

- improve
- Critical thinking
- Quality of student
- Utility of academic content
- Quality of student questions
- Utility of academic content

What Technology Can & Cannot Replace In The Classroom

by Terry Heck — October 16, 2019 in The Future Of Learning 12 min read



What Technology Can & Cannot Replace In The Classroom

teachthought

Can replace

Schools and teachers

Lessons and units

Worksheets

Tests

Textbooks

Lecture

Letter grades

Report cards

Can Improve

How students ask questions

Student confidence

Grading process

Reteaching of content

Differentiation of content

Differentiation

Student creativity

Teacher professional

Development

Less likely to

improve

Critical thinking

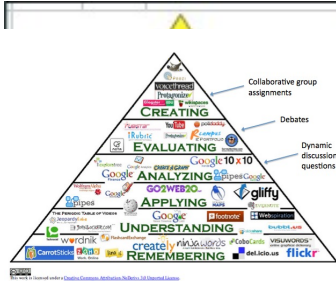
Authentic Learning/Assessment must reside here!

Utility of academic content

<http://catlintucker.com/wp-content/uploads/2012/04/Blooms-with->

Bloom's taxonomy: Learner's Activities





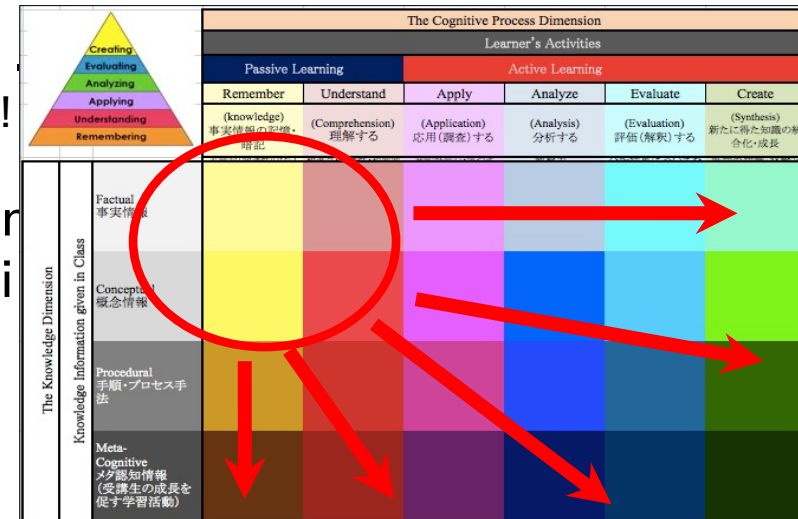
The Cognitive Process Dimension							
Learner's Activities							
Passive Learning			Active Learning				
Remember	Understand	Apply	Analyze	Evaluate	Create		
(knowledge) 事実情報の記憶・ 暗記	(Comprehension) 理解する	(Application) 応用(調査)する	(Analysis) 分析する	(Evaluation) 評価(解釈)する	(Synthesis) 新たに得た知識の統 合化・成長		
The Knowledge Dimension	Knowledge Information given in Class	Factual 事実情報					
	Conceptual 概念情報						
	Procedural 手順・プロセス手 法						
	Meta- Cognitive メタ認知情報 (受講生の成長を 促す学習活動)						

How can educators measure the success of assessment design and what role if any does student feedback play in this process?

- **Authentic Assessment in the traditional education paradigma**
 → will lead nowhere!

New Education Normal choreographed around ICT is a must!

- Need for Innovative Future Educator
 - Bloom's taxonomy Matrix and beyond . . .
 - From the top left corner to the entire matrix!
 - In order to set the realm of authentic learning & associated learning assessment Learning Tools to enhance the Future Skill (e.g. Critical Thinking) must be applied in AGILE Learning!

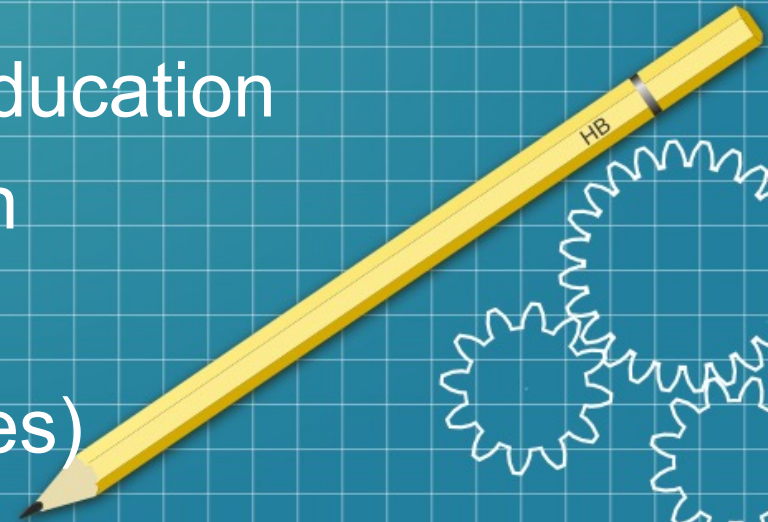


We have viewed:

Outline

Education Informatics in the New Normal

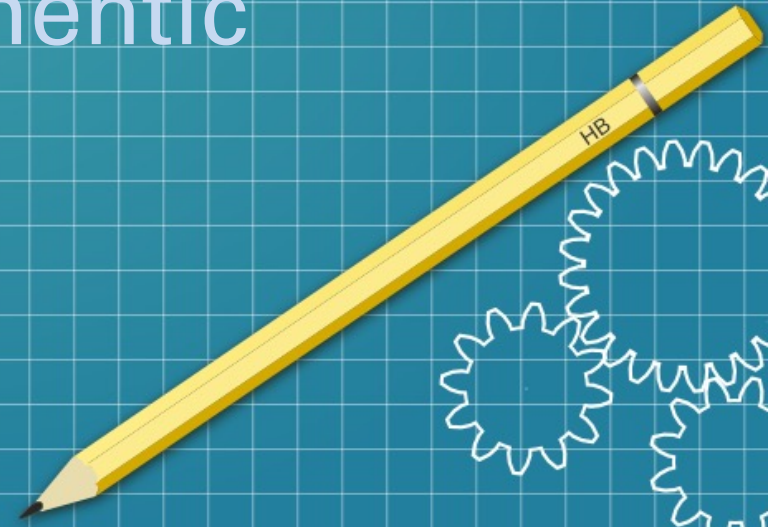
- (i) Be Authentic! - Facts around Education
- (ii) Journey to Authentic Education
- (iii) Future Skills
- (iv) Authentic Learning (Showcases)



Focus Today

We will focus on the
Innovative and Authentic
Learning

to-yamamoto@kuins.ac.jp
soetosh@gmail.com



MIRROR

Active Learner

Assumption:

The MIRROR of the Learning Mind → The Learner's Writing about Learning in Process (Goal Setting, Learning Anxiety, Reflectionon, etc.)

Visualization
of Learning
Mind

DATA SCIENCE APPROACH

```
...
r_mod.use_x = False
or_mod.use_x = False
or_mod.use_y = True
or_mod.use_z = False
eration = "MIRROR Z":
or_mod.use_x = False
r_mod.use_y = False
r_mod.use_z = True
...
.action = "add back the deselected mirror modifier ob
...
_ob.select=1
ier_ob.select=1
.context.scene.objects.active = modifier_ob
int("Selected" + str(modifier_ob)) # modifier_ob is the active
#mirror_ob.selected = True
 bpy.context.selected_objects[0]
...
or_mod = modifier_ob.modifier_names[0]
...
mod.mirror_object = mirror_ob
```



**Thank you very
much!**

End of Tosh & Dr. Hayashi' Presentation



Join US!

Our Team Solicits Global COIL Team Members!

to-yamamoto@kuins.ac.jp
soetosh@gmail.com

Outline : Schedule (14:00 – 17:30)

[14:00 – 15:30] - FOCUS: K-12 STEAM

(1) the general overview of the education paradigm presented by Tosh and Dr. Hayashi

(2) Innovative approach of K-12 STEAM cases by Juling Shih's graduate student, Jenny Tsai, and possibly Cathy (National Pingtung University).

If time allows, we will move forward and get into (3) the turf of EMI and writing enhanced with AI by Prof. RuShan Chen and Prof. Peggy Tsai.

COFFEE BREAK (the poster area)

[16:00 – 17:30] - FOCUS: K-12 STEAM and beyond & Higher Education

For the second half, the workshop focuses on:

(3) EMI and AI enhanced global collaboration.

Prof. RuShan Chen and Prof. Peggy Tsai are the expertise in this area. EMI and AI enhanced learning will be presented here. Peggy's presentation on AI-enhanced learning and RuShan's COIL-based EMI writing courses are elaborated. Also, on-going projects like ours will be given here.

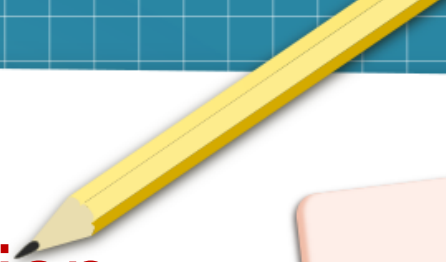
Prof. Chris Pang may share his view on educational use of AI in the future of education.

(4) Also, on-going projects like ours will be given here. COIL-based entrepreneurship in the realm of SDGs. If Benson is available, he shares his experience in COIL-based Social Entrepreneurship with Kansai University and KUIS.

(5) Dr. Hayashi will present our recent development from the light of Data Science and the cyber physical learning environment for authentic learning.

And at the end, we will have an open discussion at the end to wrap up.

Go to (2) Jenny Tsai Presentation



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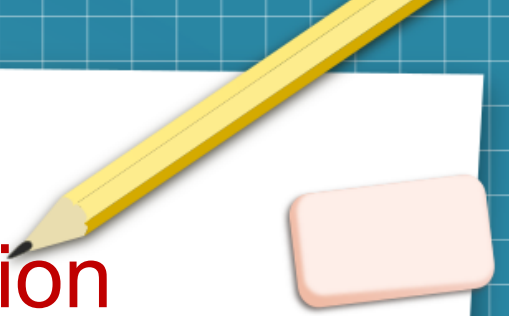
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Go to (4) Peggy Tsai Presentation



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Go to (5) Ysasuhiko Hayashi Presentation

