

Chapter 5

In this report, Chapter 1 introduced the basic information on NAKAHARA Animation as a part of the carrier educational activities implemented in Nakahara Elementary School. It also introduced the 7 abilities that Mitaka city holds up and are expected to be fostered through these educational activities.

Chapter 2 tried to find out what kinds of abilities were bloomed or demonstrated among 64 sixth graders who participated in FY 2015 NAKAHARA Animation through the practical and professional animation production activities tracking the data of the externalizing cards that the students wrote and subcategorize the results according to the 7 abilities mentioned above.

While subcategorizing, even only one externalizing card containing a description related to an ability that was approved of necessity for a specific situation existed regardless of more or few social usefulness, the author added it as a new type of subcategory on the ground of the card. A variety of 59 types including newly added one were consequently found.

Not only abilities bloomed in each student but also ones bloomed in a group combining with each students' ability were found while working on categorization. The author intentionally included these abilities in above mentioned subcategory without distinguishing them from individual abilities.

Especially in this fiscal year's activities, because the students were accustomed to writing an externalizing card in other learning activities before starting this fiscal year's carrier education according to a definite learning concept applied by the teachers in charge, as long as the author observed, not only every student could write an externalizing card without a problem but also descriptions in them were totally at a higher level than usual qualitatively and quantitatively. Therefore, the author could find out a number of cards that were applied to each category more than before while categorization mentioned above.

In reality, still more abilities or skills that the author could not find out through reading descriptions on the externalizing cards or ones that were not mentioned in the cards should exist. On the other hand, even ones that were found could fully introduce in the chapter that how many abilities were demonstrated or bloomed among the students who participated in FY 2015 NAKAHARA Animation.

As mentioned in the chapter, there is no specific meaning in the categorization. Instead when someone asks what kinds of abilities or skills the participating students really acquired through the carrier educational activities, in other words when someone

asks whether the carrier educational activities have enough value to implement in public education or not, we can be sure even in the eyes of the author that a variety of bloomed or demonstrated abilities and skills were confirmed. Therefore, the categorization was conducted in order to reply clearly that the carrier educational activities have enough value to implement socially.

In Chapter 3, a questionnaire survey that aimed to make sure of learning achievements of the whole class was implemented and the results were analyzed. 16 questions that were related to learning achievements confirmed through NAKAHARA Animation were prepared and we could see a tendency that the sum of positive choices that admitted each learning achievement was considerably more than the sum of negative ones in every question.

Because there were statistically significant differences between them, we could make sure that most of student admitted 16 learning achievements. One hand categorization was applied to make sure of bloomed or demonstrated abilities in Chapter 2, on the other hand this chapter confirmed learning achievements that the whole class could share through the questionnaire survey.

Same questionnaire survey has been conducted almost every year after the carrier educational activities in each fiscal year were finished and every time statistically significant differences in all questions were confirmed. This truth also proves that NAKAHARA Animation activities as a learning program keep showing high learning achievements steadily even participating students and teachers in charge were changed every year. Considering the 11 year history of the continuity, we can say that these learning activities are reaching a maturity stage.

Chapter 4 introduced results of reflecting learning achievements at a group unit with the record of the externalizing cards and SAKANA system. 16 groups in 2 classes led to own conclusion and consideration as reflection according to a reality of each group's activities based on descriptions on the externalizing cards showing firm ground that even outsiders could review.

Regarding the results of reflection by each group, the author reviewed the analysis process once again and examined what kinds of data were selected and how each group led to a conclusion and consideration from there. In the results of examination, though there were some analysis processes with problems, most of them were acceptable to all showing data as firm ground.

We can see that only members who belonged to a specific group could lead to such kind of conclusion and many of them contained precious knowledge. We can highly acknowledge educationally that the students reflected the whole activities and proved

what they learned through the activities by themselves as self evaluation from the side of “education” in carrier education while firmly accepting social evaluation in a screen party from the side of “carrier”.

At the end of this report, as the whole conclusion, we could confirm based on the externalizing cards that a variety of abilities were demonstrated or bloomed in each participating student through the FY 2015 carrier educational activities that Nakahara Elementary School implemented. We could also confirm common learning achievements in the whole class through the questionnaire survey. Moreover, the students analyzed learning achievements at a group unit by themselves and most of conclusions and considerations led by them were acceptable even from the viewpoint of outsiders.

This report introduced learning achievements in the FY 2015 carrier educational activities from these kinds of different analysis standpoints and showed enough in each standpoint. Therefore, it indicates that these activities become established in Nakahara Elementary School and we can say that it proves that these activities have been building up a solid track record that can steadily expect high learning achievements even participating students and teachers in charge are changed every year.

In Nakahara Elementary School, every year based on the foundation of the carrier educational activities, the activities’ goals or content have been improved in concert with a tendency of the whole grade in each year or features that each class had. Because these kinds of detailed adjustments have been done every time, we can be sure that high learning achievements could be expected every year. In the background, we can point out that the teachers in charge deeply understand and are enthusiastic about these trials. Because of the declaration of amateur, they can keep away from teaching animation production directly. On the other hand, while the participating students work on animation production by themselves, these activities are established by strong support from the teachers in charge for the students through carefully preparing opportunities that let them promote zest for living autonomously in the backside.

As a new challenge of recent years, through an international judge who is active internationally, a global perspective has been adapted in social evaluation. Even following the foundation of NAKAHARA Animation that can continuously expect high learning achievements as introduced in this report, the carrier educational activities in Nakahara Elementary School are expected to contribute more than a little to fostering zest for living that can deal with the trend of global society from this time on through further new challenges.