

## Chapter 4

This chapter will introduce the results of self evaluation on what the participating students conducted during a series of production activities by themselves through detailed analysis based on the data of the externalizing cards from the side of “education” in carrier education. A session for reflection based on analysis and evaluation is usually held at a group unit and this trial itself is one of features that the carrier educational activities implemented in Nakahara Elementary School have.

SAKANA system was introduced to implement the session for reflection in order to promote the reflective activities among the students. This system that was developed by the author and other colleague aims to make the best use of the externalizing cards that the students wrote and contained various and rich learning histories.

As a basic mechanism in this system, it has a database function to record the externalizing cards and another one to analyze them word by word through text mining. For your reference, the name of SAKANA is derived from “Let’s play together” in Kikongo that is spoken around Congo’s peripheral provinces in the African Continent.

As the specification of this system, you can make sure of all externalizing cards recorded on the database over again on a computer screen. The described data are automatically divided word by word and you can also immediately find out how many times which word is used in order of the number of times until top 50.

You can set up the scope of the inquiry at a group unit, a role unit, a session unit or a class unit freely and the system can flexibly allow you to examine the results of multiple groups or classes as a whole. You can also find out a certain description in which a specific word is involved among divided ones in the externalizing cards easily by the click of a mouse.

Furthermore, not only you can examine each aggregate the result or average of “Learning type”, “Emotional type” and “Effort Type” on the externalizing cards but also can easily conduct a complex analysis in combination with a frequently appearing word. For example, the system can quickly show you which word is most frequently used in the externalizing cards that “Difficult” in “Emotional type” is selected on.

This fiscal year’s 6th graders also reflected what they learned through the carrier educational activities at a group unit making the best use of the externalizing cards that they described by themselves and above mentioned various functions that SAKANA system has.

It is common that a reflective activity with a widely used essay style has few chances to prove the content or conclusion in essays once again and only persons who directly

participated in the activity can understand what it really means in most cases. On the other hand, SAKANA system enables the students to show sufficient evidence for reflection with multilateral data. In other words, showing certain evidence can open a way for third persons who do not know well about NAKAHARA Animation activities to review why such kind of conclusion the students led to after they reads the results of reflection.

Though it is basic for university level academic papers to enable someone to review, trying a reflective activity that enables to review by even the elementary school students aims to show learning achievements through NAKAHARA Animation with their hands as fairly as possible.

Because this kind of academic analysis or self evaluation itself is the first trial for most of children as same as animation production, of course there were some groups that could not analyze as they expected every year. However, it is also true that some other groups could find out analysis viewpoints that only persons concerned could aware and lead to the excellent results of reflection that even university researchers have no way to reach.

As a basic step for a reflective activity, a session with 2 consecutive hours is prepared every year. However, in this fiscal year 4 more hours were added and totally 6 hours were spent for the session. Nakahara Elementary School puts strongly emphasis on this reflective activity as same as animation production.

Each group is requested to analyze their own externalizing cards and lead to some sort of analysis result and a conclusion based on it within a session. Basically each group can take any kinds of analysis approaches freely and there is no specific standard or limitation on a conclusion led by them.

On the other hand, because a reflective activity itself is positioned as a part of job as same as animation production, the students can take any kinds of analysis approaches freely and lead to any kinds of conclusions. However, it is necessary for each group to lead to some sort of conclusion. It also means that each group needs to take responsibility for a conclusion that they led to. In other words, if some groups reflect irresponsibly, they will be laughed by other groups in a presentation.

Because conclusions through reflection led by each group contain precious information to be shared among not only group members but also all class members, furthermore for the future carrier educational activities in Nakahara Elementary School, it is necessary for each group to outline a conclusion on condition that it will be introduced to others. It means that some conclusion that only group members can understand is unacceptable.

During an analysis job, 1 laptop PC that was installed SAKANA system, 1 Android tablet PC as a device to show the analysis results of the system and 2 sets of printed documents that contained the analysis data regarding the whole grade and each group were distributed to each group. For your reference, various data withdrawn from SAKANA system as same as ones that 6th graders actually used are separately introduced at the end of this report.

As an analytic procedure, each group starts to find out features as an analysis item and write them down one by one. For example, as compared with a list for frequently appearing top 50 words that the whole grade used, some group can pick up words that do not exist on its own list or ones that are apparently more often used at a frequently appearing average.

Next each group picks up ones that can link to or implicate in the production activities among the features reflecting what it has conducted in the past, examines how to lead to a conclusion based on picked ones and itemizes what it examined. Though most of groups directly described the results of their examination in analysis items in this fiscal year's activities, this process can be positioned in an interim analysis in some cases.

Then each group selects the most agreeable one among what it examined as an interim analysis or combines some of them and leads to a conclusion. Furthermore, consideration was also added based on a conclusion in this fiscal year. Because the consideration is similar to a common essay, it is not necessary to be based on evident data and each group can describe it freely only to the extent that it is not far away from the conclusion that each group led to.

Each group can take any annalistic procedure freely. For example, it is no problem even if some groups lead to a conclusion deductively from the beginning based on experience so far and find out data suitable for it after that. However, it is true that it is easier for most of groups to find out featured data at first and then lead to a conclusion recursively.

Some actual analysis results that each group concluded are introduced hereafter. The author reconfirmed whether evident data were appropriate and especially really existed or not and examined what kind of analysis and conclusion that each group led to.

#### 6-1 Group 4

##### ◇ Analysis items

1. “Change in Communication” in Learning Type was often selected (24 times). --> We discussed enough and made a film carefully.
2. “However” that was used 12 times contained both positive and negative thought. “We failed, however it was good.”, “We felt regretful, however we did well.”
3. “We made a lawn with the leftovers of a pencil sharpener” in an externalizing card described on November 21. --> We used a property that we made the idea of. “Lawn” was used 6 times.
4. As compared with other groups, a phrase “Work hard” was fewer used. We used it 5 times. Other groups used it from around 10 to 20 times.
5. “Painful” or “Angry” in Emotional Type was fewer selected. --> Positive

#### ◇ Conclusion

Our group reflected adapting both positive and negative thought through the usage of a word “However”. We used many properties such as a lawn that we made with the leftovers of a pencil sharpener that we made the idea of. Considering that we often selected “Change in Communication” in Learning Type, we could figure out that we discussed enough. However, a phrase “Work hard” that was used 5 times and fewer than other groups is our shortcoming.

#### ◇ Consideration

Our group learned a variety of things such as difficulty to meet a certain deadline or the hardship of working during about 3 ~ 5 months. We thought that we had an easygoing attitude for too long time. Though we had a margin of time for production at first, we gradually started feeling impatient and spending uneasy days. However, we could complete our jobs and put our whole heart into them. We felt a little regret for the result but the bitter experience made us keenly realize that it was important to complete a film from scratch.

#### ◆ Examination

The author reconfirmed the validity of the data that were used to lead to the analysis results by this group. Regarding No.1 analysis item, “Change in Communication” in Learning Type was definitely selected 24 times and most often done in 5 choices alongside of “Change in Occupation Understanding” that was also selected 24 times. This result proves that this group discussed actively. In the background of active discussion, it is unique that this group explained how carefully it dealt with jobs. This kind of analysis can be held by only this group that knows well about its own inside

affairs.

Regarding No.2 analysis item, the author could confirm that a word “However” was used 12 times. As this group explained, the word was definitely used to combine two different contexts such as “Today we shot a film and failed a lot, however it was good that we could do it well at the end.” or “Today our group added sound effects for the first time and we wondered whether we could finish the job or not, however it was good that we could complete it all”.

Regarding No.3 analysis item, a word “Lawn” that was one of creative originalities that this group demonstrated was definitely used 6 times and mainly in the period of making properties. The word was never used in the other groups’ externalizing cards. Therefore, it is considered that the word represents the feature of this group.

Regarding No.4 analysis item, this group used a phrase “Work hard” 5 times. On the other hand, the whole grade used it 10.6875 times on average (totally 171 times). The author could confirm that this group used the phrase obviously fewer than the whole grade. Even there was no explanation why the number of times the phrase was used was fewer, a part of it was described in a conclusion as we shall see later.

Regarding No.5 analysis item, “Sad” in Emotional Type was definitely selected 2 times and “Painful” was selected 1 time. The number of times that the options were selected was definitely fewer as compared with the whole grade that selected “Painful” 2.4375 times on average (totally 39 times) and “Angry” 2.375 times on average (totally 38 times). Based on these truths we can read that an atmosphere or production environment in this group was comfortable.

Regarding Conclusion, after paying attention to the conjunction “However” that combines two different contexts, this group’s logical argument that examined its own activities from both the positive and negative side is sufficiently acceptable. Communication with these different viewpoints proves that this group discussed actively and made a decision carefully. It seems that assessing things with different viewpoints may also affect on the background in which this group could invent unique ideas.

On the other hand, even communication was done smoothly inside this group, it explained with the fewer number of times a phrase “Work hard” was used that there was a problem on total performance. Because the average of Effort Type in this group was 3.828125 that was the almost same as the whole grade’s average that was 3.89175, it is lacking in sufficient explanation with only the analysis result. However, this group described a truth in Consideration that its activity pace was slow in the early stage of production and we can read it reversibly that this group could have enough

communication and evaluate things carefully and make the best use of inventiveness but spent too much time on them. If performance issues were described logically on this context, everybody could understand it.

Regarding Consideration, we can nod the description that this group worked on the production activities in the second half feeling anxiety about a deadline coming everyday in sharp contrast with the first half in which its activity pace was slow.

It is to be regretted that probably other reasons that made this group's motivation work in top gear might exist without anxiety about a deadline during the production activities. If this group could analyze this kind of part a little deeper, point out the analysis results in its conclusion and describe that how seriously every member worked in the second half of the production activities, we can guess that its consideration might be more suitable for this group.

#### 6-1 Group 5

##### ◇ Analysis items

1. We frequently selected "Change in Occupation Understanding" in Learning Type as our good point.
2. Especially we frequently selected "Change in Self-Affirmative Tendency". --> We could work with joy.
3. We never selected "Easy" in Emotional Type. --> We went into the detail of each job.
4. As compared with the top group, we could work with joy. However, we gave in to negative thinking. Our effort was not enough.
5. As our problem, we paid too much attention to detail and could not meet a deadline. We did not see a reality.

##### ◇ Conclusion

As our good point, we could work with responsibility because "Change in Occupation Understanding" was selected frequently. We understood that we could work with joy because "Change in Self-Affirmative Tendency" was selected 34 times and more than other choices on our externalizing cards. As our problems, we could not meet a deadline because of paying too much attention to detail. As compared with the top group, we gave in to negative thinking and needed more effort. Because especially quarrels and disputes with each other frequently happened, we lacked in teamwork. This was our most serious problem. It should be good if we could improve this problem.

#### ◇ Consideration

At first we felt nervous about whether we could complete it or not but we could complete our animation work eventually. However, we were given a very low rating. We thought that the reason was our negative thinking. If we could work with positive thinking like the top group, we could make a better work.

#### ◆ Examination

The author reconfirmed the validity of the data that were used to lead to the analysis results by this group. Regarding No.1 analysis item, “Change in Occupation Understanding” in Learning Type was definitely the second most often selected in 5 choices, actually 29 times. The number was more than the average of the whole grade that was 21 times (totally 336 times). Based on these truths, we can read that this group worked on the production activities with high professional consciousness.

Regarding No.2 analysis item, it is confirmed that “Change in Self-Affirmative Tendency” was most often selected, actually 34 times and the number was definitely more than the average of the whole grade that was 28.625 times (totally 458 times). We can be sure that each member in this group worked on the production activities with a sense of fulfillment.

Regarding No.3 analysis item, “Easy” in Emotional Type was definitely never selected in this group. For your information, the average of the whole grade for this choice was 4 times (totally 64 times). The author confirmed that “Difficult” in Emotional Type was most often selected in 8 choices, actually 42 times. It was more than the average of the whole grade that was 16.5 times (totally 264 times). These truths proved that this group obviously worked on the production activities very seriously and actually dealt with each job carefully.

Regarding No.4 analysis item in relation to No.2 analysis item, this group compared with another group that received the highest social evaluation. The top group with 3 members selected “Change in Self-Affirmative Tendency” 21 times. If the top group was composed of 4 members, the number would be 28 time ( $21 \div 3 = 7$ ,  $21 + 7 = 28$ ) and we can interpret that it was less than 34 times in this group. However, we need to consider that the top group also selected “Change in Self-Affirmative Tendency” more often than other choices.

Regarding the description about negative thinking, unfortunately this group did not show any data to identify it. If an atmosphere in this group always inclined to negative thinking, there is no problem because only the members of this group knew the

information. However, they could still provide some sample externalizing cards that showed a deteriorating atmosphere such as “I learned that it was difficult to complete jobs by a deadline. I thought that even we tried but we felt difficult because we could not do them as scheduled.” or “Today many things screwed up and I did not know what I could do.”. It could also pick up remarkable data to show a deteriorating atmosphere such as “Angry” in Emotional Type that was more often selected, actually 15 times than the average of the whole grade that was 2.375 times (totally 38 times).

We can understand this group’s logical argument because spreading negative thinking caused low performance as compared with the top group. On the other hand, as long as the author confirmed, the average of Effort Type in this group was 3.85245 and the one in the top group was 4.41666. There is a gap between them obviously. However, it is almost same with the average of the whole grade that was 3.89175. It means that each member worked hard even this group had problems.

Regarding No.5 analysis item, it was led by the results of each analysis. The author could find some externalizing cards that showed being pressed for time such as “Today we started film shooting. I needed a long time to make characters with clay but could not finish them. I think that I will do the job quickly.” or “I spent a long time to make a human character with clay. I would like to do it more smoothly from now on.”. We can read through these descriptions that this group made properties finely and carefully.

The description “We did not see a reality” is probably common understanding in this group and only this group among 16 ones actually faced miserable fate that it could not add sound effects on its film because it continued the production activities until the last one minute before a deadline.

Regarding Conclusion, it was made properly based on the results of each analysis. This group also pointed out another problem that the members could not establish tight collaborative relationships as a group. However, even there is no reason to defend this group, it is still notable that each member worked with high professional consciousness and dealt with own jobs with a sense of fulfillment.

In case an atmosphere in a company is deteriorating, it is common that nobody can work with high professional consciousness. However, it is remarkable that the members of this group never gave up own jobs even in a hard situation mentally and completed them to the last. It is also admirable that this group could properly prove it with analysis results.

On the other hand, in a real society as a matter of fact, completing own jobs is not enough. As this group pointed out in Consideration, if every member could improve an



atmosphere in this group and work together with strong team spirit, it could make a better film because each member worked with high professional consciousness.

A reflective session sometimes reveals very difficult inside affairs like this group. For this reason, it is also true that we can find precious knowledge in them. The truths that each member worked with high professional consciousness and dealt with own jobs with a sense of fulfillment can regard them as reliable human resources. Even you can expect a good atmosphere, if each member in your group works with low professional consciousness and performance in jobs or the quality of work is low, you cannot make business sense. On the other hand, it is also true that we can realize high quality jobs or enterprises that one person can never complete only because a great number of people work together. This case definitely represents how an individual or group involves in social activities and a relationship between them.

#### 6-1 Group 8

##### ◇ Analysis items

1. “Sato” (6times), “Fairy” (4 times), “Amendment” (5 times), “Background” (4 times)  
--> We made properties carefully and loved them.
2. “Good” (20 times), “Painful, Sad, Angry” was selected only 1 time for each. --> Positive
3. The average of Effort Type was 4.41666. The result of selection follows from top choice to bottom one; “Tried Hard Enough” (29 times), “Tried Hard” (11 times), “Tried” (7 times), “A Little Insufficient” (1 time) and “Quite Insufficient” (0 time).

##### ◇ Conclusion

Our key words are “Sato” (6times), “Fairy” (4 times), “Amendment” (5 times) that was used for especially Sato character and “Background” (4 times). All of them are related to properties. It means that how much we put a lot of love into making them such as characters. We still remember that the face of Sato was cracked and we strongly focused on characters including making Sato stand still and their clothes.

As for the rest, “Good” was used 20 times. “Painful, Sad, Angry” was selected only 1 time for each in Emotional Type. All of those were the choices of negative thinking. Our self evaluation in Effort Type follows from top choice to bottom one; “Tried Hard Enough” (29 times), “Tried Hard” (11 times), “Tried” (7 times), “A Little Insufficient” (1 time) and “Quite Insufficient” (0 time). Furthermore, the average of Effort Type was 4.41666 and it was a good score. Based on these truths, we understand that we tried

thinking about everything positively.

#### ◇ Consideration

Our group's animation was "Ojipuri of hope" and the story was that a middle aged man transformed to be a weird princess and defeated UFOs. We never thought that our animation work that was made by only 3 members (1 member less than other groups) could go to the top. During the production activities, argument happened so that we could not work smoothly and failed a lot times at first. However, it was great that we could collaborate with each other to complete the work in the end. Usually we had not talked a lot with each other but it was also great that we could deepen our friendship.

#### ◆ Examination

The author reconfirmed the validity of the data that were used to lead to the analysis results by this group. Regarding No.1 analysis item, "Sato" (6times), "Fairy" (4 times), "Amendment" (5 times), "Background" (4 times) were definitely in frequently appearing top 50 words. "Character" (6 times) and "Ojipuri" (4 times) were also found. Considering these words, we can easily read that this group was very particular about properties including "Sato" as a main character. It also proves that this group worked hard on the production activities.

Regarding No.2 analysis item, "Good" was definitely used 20 times and the author confirmed that "Painful, Sad, Angry" in Emotional Type was selected only 1 time for each. Based on these truths, we can be sure that this group worked on the production activities with positive thinking.

Regarding No.3 analysis item, the author confirmed that the average of Effort Type in this group was 4.41666 and the number of times each choice was selected was correct and in the exact order as this group checked. The average of 4.41666 was the second highest figure in the whole grade and this kind of high figure was never seen before in previous reflective sessions with SAKANA system and definitely astonishing.

Regarding Conclusion, what this group concluded is that it focused on properties from the stage of making materials and also worked hard on the production activities with quite positive thinking and is acceptable within the range of what we can read from its analysis results. This group received the highest social evaluation in a screen party and we can be sure that the best reason was making materials very carefully. As the author's impression, a middle aged man who transformed to be a weird princess was a quite impactful character.

Even you can write an interesting story but cannot make a character that is able to extract the interest, it is difficult to attract audience's attention. However, this group wrote a very weird story and worked hard to make unique characters that were able to extract the feature so that it could succeed to catch audience's attention.

This group combined its analysis results and conclusion based on them with the result of social evaluation in a way that everybody can understand. In other words, we can say that the reason why this group's social evaluation was high is not a product of chance but the result of what they accomplished through the production activities. If this group could not analyze the reason why its film received a high evaluation precisely through this opportunity for reflection, it might be difficult for this group to expect same result when there is another chance to try animation production.

On the other hand, as described on the part of the consideration, every job was by no means completed smoothly in this group. The production activities in this group were the continuous process of trial and error as same as other groups. There are truths that it needed to work on the production activities facing arguments and problems among its members and difficult work environment with only 3 staffs from the beginning because of a long-absent one.

As the last part of Consideration showed, we can say that how this group could deepen the bond of trust through sharing hardship among all members is one of ideal educational achievements in the carrier educational activities that Nakahara Elementary School has implemented.

It is to be regretted that this group had a chance to lead to a better conclusion or consideration if they could analyze how it could overcome conflicts that were mentioned in Consideration and show the results. As far as the author guess, considering one externalizing card that was described by the director of this group, "Now I strongly feel great because I am a member of this group. At first I felt nervous about our future because only our group had 3 members and 1 member less than other ones. So the reason why we made our subject as "To have hope for our future". During the production activities, even we had arguments, we could not make our work without the ridiculously strong power of idea that Mr. F showed and creativity to make characters adorable that Miss. S demonstrated. I really feel good because our three members could team up as a group.", we can guess that this group could overcome conflicts through firmly admitting each member's unique abilities and deepening the relationship of mutual trust and transform them into a driving force for the production activities.

## 6-2 Group 4

### ◇ Analysis items

1. “Change in Self-Discovery Tendency” was often selected (48 times). --> We always kept improving through finding good points and bad points about the production activities.
2. “Happy” in Emotional Type was often selected (43 times). --> We completed animation with having fun.
3. We frequently selected “Tried” (37 times) and “Tried Hard” (33 times) in Effort Type. --> We engaged in sessions positively.
4. “Change in Role Grasp and Recognition” was fewer selected (11 times). --> Regardless of division of roles, we could find jobs and work on them.
5. “Easy” in Emotional Type was fewer selected (3 times). --> We tried something difficult (23 times).
6. “Sad” was selected (3 times). --> We guess that it was selected because the results of a prototype edition presentation and a screen party for a completed edition were worse than expected.
7. Totally we get along with each other.
8. As pros, we always kept improving through finding good points and bad points about the production activities because “Change in Self-Discovery Tendency” was often selected (48 times). Moreover, we completed animation with having fun because “Happy” in Emotional Type was often selected (43 times).
9. As cons, we could work more effectively because the number of “Tried Hard Enough” in Effort Type was fewer selected than the top group. The top group selected it 29 times and we did it 12 times.

### ◇ Conclusion

As our group's feature, totally we get along with each other. As pros, we can say that we always kept improving through finding good points and bad points about the production activities because “Change in Self-Discovery Tendency” was often selected (48 times). We could also enjoy animation production because “Happy” in Emotional Type was often selected (43 times). As cons, we could work more effectively because the number of “Tried Hard Enough” in Effort Type was fewer selected than the top group. The top group selected it 29 times and we did it 12 times. The reason why we could not go to the top is the difference of effort per each activity. We did not demonstrate the whole strength that we had per each activity as compared with the top

group and that is the difference and reason.

#### ◇ Consideration

Through one thing that is making “animation”, we think that we could deepen our friendship more than before. Even we could not go to the top, this is very precious. Because we could grow professional consciousness in our mind through working on what we could do as much as possible to meet a deadline, we could learn that we need to work on own occupation in the proper way when we go into the workforce in the future.

#### ◆ Examination

The author reconfirmed the validity of the data that were used to lead to the analysis results by this group. Regarding No.1 analysis item, “Change in Self-Discovery Tendency” in Learning Type was definitely selected 48 times and most frequently selected in 5 choices. The number was significantly more than the average of the whole grade that was 28.625 times (totally 458 times).

This group pointed out its effort to keep finding good and bad points as the reason why the choice was frequently selected. The author also confirmed that the choice was definitely selected in the context of improving own work as much as possible after reading some externalizing cards with the choice such as “When we prepared for presentation during today’s NAKAHARA Animation session, it was good that we could make sure of the content and consider how to improve it once again.” or “Today we talked about materials. While talking about how we will use materials and how efficiently we can make use of them, I started to create a sense of being a director”.

Regarding No.2 analysis item, “Happy” in Emotional Type was selected 43 times and most frequently selected in 8 choices. It was more than the average of the whole grade that was 35.4375 times (totally 567 times). Based on this truth, we can be sure that this group worked on the production activities with a sense of fulfillment.

Regarding No.3 analysis item, “Tried” in Effort Type was definitely selected 37 times and “Tried Hard was done 33 times. The average of this group in Effort Type was 3.65476 and it was slightly lower than the average of the whole grade that was 3.89175. However, if we think that “Tried” is a median (the middle figure in 5 choices), it is at least 0.6 higher than the median so that we can be sure that this group worked hard on the production activities as this group asserted. For your information, because the average of Effort Type totally in this fiscal year’s activities was quite high and it is usually around 3.2, we can say that any figures that are more than 3.6 should be enough high regardless of the median as a standard.

Regarding No.4 analysis item, “Change in Role Grasp and Recognition” was definitely selected 11 times and fewest in 5 choices. As compared with the average of the whole grade that was 12.875 times (totally 206 times), the number was slightly lower. As this group asserted, it is true that most of groups could easily manage division of roles since the early stage of the production activities in the tendency of the whole grade. Therefore, even this group did not dare to select this choice, it cannot prove that division of roles did not work in this group.

Regarding No.5 analysis item, “Easy” in Emotional Type was definitely selected 3 times and “Difficult” was selected 23 times. Because the author found some externalizing cards such as “While shooting a film, I learned that making animation was very difficult. Even it was fun, there were some difficulties. Next time I would like to devise the way of doing better.” or “Today we considered a design for our title. It was difficult to draw fluffy clouds (when we cut them).” that showed this group’s effort to improve the quality of its film or visual expression, we can be sure that this group kept trying something difficult.

Regarding No.6 analysis item, “Sad” in Emotional Type was selected 3 times and each of them were selected on the externalizing cards that were described just after receiving social evaluation in a prototype edition presentation and a screen party. For example, we can read this group’s regret about losing a chance to receive higher evaluation from a following externalizing card; “Our result was 5th by a narrow margin. We should add more sound effects to make our work understandable.”.

Regarding No.7 analysis item, though there was no specific data or description to show good relationship among its members, as long as this group commonly felt good relationship through the entire production activities, there is nothing wrong with it. If the author tries to show a reasonable proof, there was an externalizing card; “Through making animation, we thought that our bonds were deepened because when we presented our story, what each of us was particular about was same among us.”. As another proof, there was no word related to argument or problem in frequently appearing top 50 words and in the externalizing cards when the author directly searched.

Regarding No.8 analysis item, based on the analysis results of No.1 and No.2 analysis item mentioned above, this group drew its strong points. We can agree with them because there is no unreasonable interpretation in its analysis results.

Regarding No.9 analysis item, this group definitely selected “Tried Hard Enough” in Effort Type 12 times and the top group selected it 29 times. There is a huge gap between them. Though its interpretation based on this truth that it could work more

effectively as cons sounds very strict self-analysis, as long as this group commonly felt like this, there is nothing wrong with it.

Regarding Conclusion, because it was firmly based on the detailed analysis results mentioned above, it is reasonably enough. Especially what this group pointed out as a reason why it could not work more effectively in each production activity based on the analysis result of No.9 analysis item as compared with the top group is excellent because it showed its internal conditions openly and its feature clearly.

Regarding Consideration, even this group could not receive higher social evaluation as a result, it evaluated valuable things such as deepened membership that they could obtain. It also described that it could understand the importance of completing jobs with responsibility within a deadline. We can say that both of them are ideal as learning results that the carrier educational activities implemented in Nakahara Elementary School wish to achieve. In a real society, it is necessary to learn social nature to cooperate with other colleagues while working in a group and it is ideal if each of us can firmly complete jobs with responsibility instead of shifting the responsibility to a group.

## 6-2 Group 8

### ◇ Analysis items

1. As an advantage, we received an opinion that our work was simple and easy to understand when a screen party was held inviting guardians.
2. As a problem, our work was short of interest as compared with the top group. “Interest” was not in frequently appearing top 50 words for our group but used 4 times in the top group.
3. As an advantage, because “Happy” was more frequently selected than the top group, we think that we could firmly work on jobs. We selected it 37 times and the top group did it 28 times.
4. As an advantage, a word “Amendment” was often used (13 times). We think that it means that we tried to improve our work. We used the word 13 times and the top group did it 5 times.
5. As an advantage, because “Material” was frequently used and we used the word in sentences that aimed to improve our animation work devising materials, we think that we worked on jobs enthusiastically. We used the word 14 times and the top group never did it.

#### ◇ Conclusion

We thought that a work that we made could impress an audience because it was simple and easy to understand. However, we did not adopt the perspective of interest sufficiently and we needed to review it. A word “Amendment” was frequently used. We think that we tried to improve our film. We also found a description that we wished to devise materials in order to make our work understandable. We think that we worked on jobs enthusiastically. Because a word “Fun” was frequently used in the externalizing cards, we could have interests in animation activities this time and have good experience with them. “Happy” in Emotional Type was frequently selected and “Difficult” was also. We think that it is the feature of this group. A phrase “Work hard” was used 17 times and the top group never used it. We think that we could keep working very hard.

#### ◇ Consideration

Through this learning, we could consider how to get across to opponents effectively.

#### ◆ Examination

The author reconfirmed the validity of the data that were used to lead to the analysis results by this group. Regarding No.1 analysis item, it seems that it is based on a comment that this group directly received from an audience in a screen party. We can read that this group could firmly develop attitude to evaluate the quality of its own work from the perspective of an outsider. It is considered that NAKAHARA Animation activities in this fiscal year made emphasis on this point more than before and that would have an effect on No.1 analysis item.

Regarding No.2 analysis item, there was no “Interest” in frequently appearing top 50 words for this group. On the other hand, the word was used 4 times in the top group (5.33333 times in terms of 4 members). As long as the author reconfirmed, the word was used 2 times in the externalizing cards that this group wrote. One of them was used in a sentence that “Today we decided our group’s work. I thought that it needed more interest.” as this group asserted. In the externalizing cards that the top group wrote, the word was used in the context of working hard to attract an audience such as “Today we decided the setting of characters. They seem very interesting and we can expect a good animation work.” or “Finally we completed Ojipuri of hope! We added BGM and sound effects overwhelmingly by design and it made the work more interesting. I really would like to watch other groups’ works.”.

Regarding No.3 analysis item, this group selected “Happy” in Emotional Type 37



times and the top group did it 28 times (37.33333 times in terms of 4 members). Though both of numbers are almost same, the author confirmed that the one for this group was slightly higher than the average of the whole group that was 35.4375 times (totally 567 times). It is not necessary to compare with the top group as long as this group could actually recognize that it sufficiently worked on jobs without major problems. If the author tries to show reasonable data, it should be good enough to pick up a truth that “Happy” was second most frequently selected among 8 choices in Emotional Type.

Regarding No.4 analysis item, “Amendment” was definitely in frequently appearing top 50 words for this group and used 13 times as compared with 5 times in the top group (6.66666 times in terms of 4 members). Even as compared with the average of the whole grade that was 4.4375 times (totally 71 times), there was a huge gap between them. In the externalizing cards that this group wrote, we can read that the word was obviously used in the context of wishing to improve a work such as “We amended our animation work. We worked hard to improve it. I would like to keep working hard to make a good work.” or “Our animation work is getting much better. I would like to keep amending it and doing my best for it.”. Based on these truths, we can fully agree with its assertion that this group worked hard to improve the quality and result of its animation work.

On the other hand, as described in one analysis item through reflection by 6-1 Group 8 that received the highest social evaluation, though the top group did not use a word “Material”, “Character” and “Sato” that suggest its meaning were used a reasonable number of times. It means that it is difficult to assert that the top group did not devise making materials. Therefore, it should be enough to show how much this group attached its mind to making materials through comparing with the whole grade instead of comparing with the top group.

Regarding Conclusion, at first the author reconfirmed parts that were not included in the analysis items mentioned above. A word “Fun” was used 12 times in this group and it was not included in frequently appearing top 50 words for the top group and the whole grade. Considering how frequently this group used the word, we can say that it should be a word that represented one of features that this group had. The author checked the externalizing cards in which the word was included and found that the word was used in the context of having highly interests in the development of the production activities such as “Today we decided materials for a storyboard. While doing it, I noticed that we could devise materials too and make an idea for visual expression to draw more attraction from everybody. I am looking forward to it.” or

“Today we made materials. Though there were many happenings, we could relatively make them. I am looking forward to completing them.”. Regarding a period when the word was used, it was used evenly from the early stage of the carrier educational activities until the final moment without focusing on some certain period. Based on this truth, we can fully agree that this group interpreted keeping interests in animation production and the activities to the end as valuable experience.

“Difficult” in Emotional Type was selected 46 times and most frequently done among 8 choices. It is obvious that the number is extremely high as compared with the top group that was 17 time (22.66666 times in terms of 4 members) and the whole grade that was 23.4375 times (totally 375 times). It definitely represents one of features that this group had. However, unfortunately there was no interpretation of what this group could read from the number. In some externalizing cards in which the choice was selected, we can read that how hard this group continued to amend, for example “Today we knew interim results and understood that our work came down to an audience less than expected. I would like to concentrate on amending it from now on.” or “Today we amended. It was very difficult. Even we can almost complete it, I will stay sharp.”. If this group interpreted combining the choice with these cards, it could draw a more persuasive conclusion.

Because this group definitely used a phrase “Work hard” 17 times, the top group never used it and the average of the whole grade was 10.6875 times (totally 171 times), the author could confirm that the number in this group was obviously higher. Based on only this truth, it is difficult to say that this group worked on the production activities harder than the top group considering a difference in Effort Type between them. This group was 3.75 and the top group was 4.41666. However, at least it is enough to conclude that this group engaged in jobs seriously.

It is to be regretted that this group could not show some externalizing cards in which the world was involved as detailed cases such as “Today we made materials and a title. Because we allotted a portion of the work to each, it was good that it worked smoothly. Film shooting as far is going well. We will keep working hard.” or “We made a presentation paper. We worked hard to make an animation film. I would like to show our effort on January 16th”. If this group provided these cases, it is considered that it could add more weight on its conclusion.

This group had several problems with interpretation in its analysis results and analysis subjects to compare. Even theses problems are regrettable, because this group could recognize that its film had been lack of factors to attract an audience since the planning stage while working hard to amend its film and make it simpler and

understandable for an audience, we can say that it was totally excellent analysis.

Regarding Consideration related to Conclusion mentioned above, even with a great story, if you make a work with abstract visual expression, an audience cannot understand it. On the other hand, if a work is lack of factors to catch audience's eyes, it is difficult for it to be a target for evaluation from the beginning. In other words, this dilemma happens between impotence to bring words simply to a society and importance to try creating new expression as much as possible. Therefore, we can say that one of learning results especially in this group through NAKAHARA Animation activities is that they could firmly recognize this dilemma between them based on a real experience.

In this physical year's NAKAHARA Animation, every group worked on the production activities very enthusiastically and kept division of roles in place from an early stage and prepared enough for each job in advance. As the proof of it, the average of Effort Type in the whole grade was extremely high and every group completed their works 2 weeks earlier than usual. Considering these truths, we can be sure that each group engaged in the production activities at a higher level. Therefore, as the total tendency of the reflective activities in this fiscal year, it is considered that the reason why the number of the analysis items was fewer is probably that gaps or differences among the groups were smaller than usual.

Moreover, as the first trial in this fiscal year's reflective activities, a paper that cited only the results of frequently appearing words for the whole grade and the top group that received the highest social evaluation was distributed to every group and each of them could fill its own results next to the ones for the whole grade and the top group in the paper. It aimed to facilitate each group to easily find data that featured its group as compared with the whole grade or the top group visually. We can guess that because each group described only characteristic data in the analysis items after finding gaps as compared with the whole grade or a top group with the paper and selecting ones that featured own group in advance, the number of the analysis items was fewer than usual through this kind of trial.

On the other hand, though the author could not reconfirm some data that were picked up for the analysis items, most of them including proper decision to select them were reasonable from the perspective of outsiders. Furthermore, as the feature of this fiscal year, some groups added audience response or the characteristics (appeal points) of their films to the analysis items. Through adding these kinds of new viewpoints, they succeeded to lead to a conclusion or consideration that characterized them.

As mentioned before, conducting this kind of analysis and leading to a conclusion are regarded as a part of job and showing a conclusion in a way that outsiders can examine and understand is also inside the scope of responsibilities of its job. It is obvious that most of students could understand the importance of logical and empirical activities and definitely demonstrated them, even adults acknowledge the difficulty of them.

Only central players who engaged in the learning activities could lead to these kinds of analysis results and they were all the more valuable based on the reality of the activities. Even how many times outsiders like the author observes the activities, it is impossible for them to understand the situation of the activities in each group or an atmosphere inside a group correctly because they are not in the center of the activities and cannot directly feel a variety of dramas that are going on there and changing human relations.

The carrier educational activities that Nakahara Elementary School has implemented seek demonstrating a variety of abilities that each member has and simultaneously work performance as a group. It is also necessary to show a visual result as a film at the end. Furthermore, results that each group achieved will be evaluated socially through a screen party. It will turn to be the evaluation of “Carrier” part in carrier education.

On the other hand, this reflective session at a group unit is the evaluation of “Education” part in carrier education by the students themselves showing what kinds of things they learned through incidents that happened during the production activities in a way that even outsiders can understand.

In NAKAHARA Animation activities, both the evaluation of “Carrier” part and “Education” part are necessary. Because both of them are firmly built in these educational activities, they lead to enhance the social meaning and value of implementing carrier educational activities in public education.

In this chapter, it is supposed that the students themselves could sufficiently introduce the social meaning and value of implementing NAKAHARA Animation activities from the side of “Education” part in carrier education in this fiscal year’s activities too.