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Designing and Practice of world history class to understand "Meaningfulness of studying" :The action research in the prep school

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Today, the education in Japanese high schools has two big problems. Firstly, the class is really just a one-way thing from a teacher to students and it is conducted with a teacher cramming students for an exam and, therefore, the students don't think or study on their own. Secondly, the number of hours spent by students in study is decreasing and more and more students don't study for themselves.

As a result, the scholastic ability of students' is said to have declined greatly recently. In order to solve these problems, the means such as the increase in class hours or the increase in the contents of textbooks have been gradually introduced since 2008.

Through writing this report, I built up the hypothesis that, in addition to these increases, by making students understand meaningfulness of studying I could improve spontaneous motivation of students and finally this could lead to the academic development of the student. In order to demonstrate this hypothesis, I designed and practiced world history class and tried to make students understand "meaningfulness of studying" at the two major prep courses, and now I report the results in this report.

The practical purpose of this study is:

- (1) To contribute to a change in the direction of the history education from force-fed education to interdisciplinary education
- (2) To propose from the prep school a new form of learning to remind students of "meaningfulness of studying"
- (3) To transform a class for traditional school work into the place of collaborative learning.

The theoretical purpose is to build the model.

Specifically, I performed action research in cramming schools (K prep school and J prep school).

This time, I performed and analyzed the label work to inspect the effect of the class methodology.

To achieve the purpose of the study, I set the following research questions:

Measure research question (MRQ)

By practicing world history class to remind students of "meaningfulness of studying" and by introducing a label, how did the attitude and consciousness toward the learning change?

A subsidiary research question (SRQ)

SRQ1: How did the student as an individual change?

SRQ2: How did the teacher change?

SRQ3: How did the class as a group change?

I divided a learning stage into four phases and, based on them, I made the lesson plan and carried it out.

Phase1: performing a class while asking students [transmission of knowledge]

Phase2: creation of the knowledge by the unification of the label [creation of knowledge]

Phase3: an interdisciplinary education • a cross-subject class / top students make a test on a conjoint basis [collaborative learning]

Phase4: self-schooling

As a result, I come to understand what has changed on the six points and report the followings:

- (1) The learning that was "passive" changed into the learning that was "active"
- (2) A one-time learning came to have an evolving nature.
- (3) Students were able to place themselves and the modern society where they live in historic phenomena.
- (4) Students came to be interested in the public at large.
- (5) The teacher became able to keep students under control.
- (6) Students came together as a collective, so that personal learning changed into the learning as a member of the communal society.