Does gamification work outside education? Information designing: What and how I learned inside (and outside) a games+multiliteracies seminar

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Graduation Seminar on Language, Education and Technology:

“The Game Terakoya”

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Thesis Overview

In the Game Teyakoya seminar, students study and do activities following the Pedagogy of multiliteracies. There is an important flow: Experiencing, Conceptualizing, Analyzing, and Application. In each step, we play games, have discussions about games, and think of a way to connect games to society, then do our own project with our interest. The participatory project literally connects to our future, I think.

I first thought the most important step in the seminar was only the last application step, but after finishing all of the steps, I know that every single step was necessary and important. If I lacked even one step, I wouldn't conduct a satisfactory project or become what I want.

In this seminar, it is important to face myself a lot and I can find a way to the future.This thesis is how I developed and changed through the seminar.

This seminar is a little different from other seminars in that the most focused target is myself, not the study thema.I'm so proud of being at this seminar and realizing this seminar's goal.

A message / letter to the other Game Terakoya students

Dear Game Terakoya students,

I was really struggling with seeking what I wanted to do or selecting my career. Sometimes I was overwhelmed. But at any moment deHaan sensei listened to me carefully and willingly suggested some solutions to me. At the beginning of the seminar, I was really worried how to connect my interests and games but I could

finally find the things that I wanted to do thanks to deHaan sensei and surroundings which let me attempt anything. Finally, thanks to the activities and reflections in the seminar, I could find what I want to do in the future.
Therefore, please take your time in searching your future in the seminar with a lot of communications with seminar friends and various activity tasks. Good luck to your future.

From Yuua Ishimura

January 2021

1. Introduction

1.2 The pedagogy of multiliteracies

Our seminar is based on this flow and we started our seminar with reading ’A Pedagogy Of Multiliteracies’. This idea (the flow above) was introduced by Bill Cope and Mary Kalantzis in 2000. Their idea, in a sense, is an updated version of Multiliteracy by the New London Groups study over the years of 90s to 00s. Experiencing is to encounter something consciously. Conceptualizing is to construct a hypothesis for events. Analyzing is to think critically by using practical analysis. Lastly, Application is putting concepts into practice in society.

1.3 The Game Terakoya: What? Why? Where? Who?

Through learning games in the seminar, students are expected to reflect what they have learned in the future. 1: to make society better with games 2: grow myself through seminar activities.

Environment

Game Terakoya is a series of activities in Prof. deHaan's seminar. Students in Prof. deHaan's seminar can research for and do a project based on their interest. Speaking of interests of my seminar friends and mine, it varies a lot, for example, natural disasters, holding events, charity, language teaching, Classroom Assessment Techniques, and graphic design.

Flow: know myself with a reflection sheet, read the pedagogy of multiliteracies information, play games, research the game, connect the game to society with seminar members so far, then, work on their own project.

Seminar structure

Different stages of the seminar, the goals of each stage

As well as the pedagogy of multiliteracies, our 2-years seminar can be sorted into 4 steps. These steps have their own goals as below.

1. Experiencing stage, the goal of this stage is to understand the structure of my seminar, which is based on the pedagogy of multiliteracy, as an experience by playing the game. For example, we played UNO at the beginning of the seminar to understand the flow of the pedagogy of multiliteracy: experience, conceptualizing, analyzing, applying.

2. Conceptualizing stage, the goal of this stage is to debrief and review the game in Experience stage in more detail. For example, we played UNO again to understand the rules, and searched for the other country's play styles.

3. Analyzing stage, the goal of this stage is to think deeply about the game. The difference from the former stage is the research target. Here, it is not only the game, but also your interest. Connecting the game and your interest is necessary for the next stage: connecting knowledge to the society.

4.Applying stage, the goal is to reflect all of the knowledge of each stage to real-life society. For example, in our seminar, we conduct the participatory project depending on our interest. Then reflect what we did by sharing a report in the thesis.

What I did in the seminar

During my 3-years seminar, I tried to do 2 things before and after my one-year-off from school.

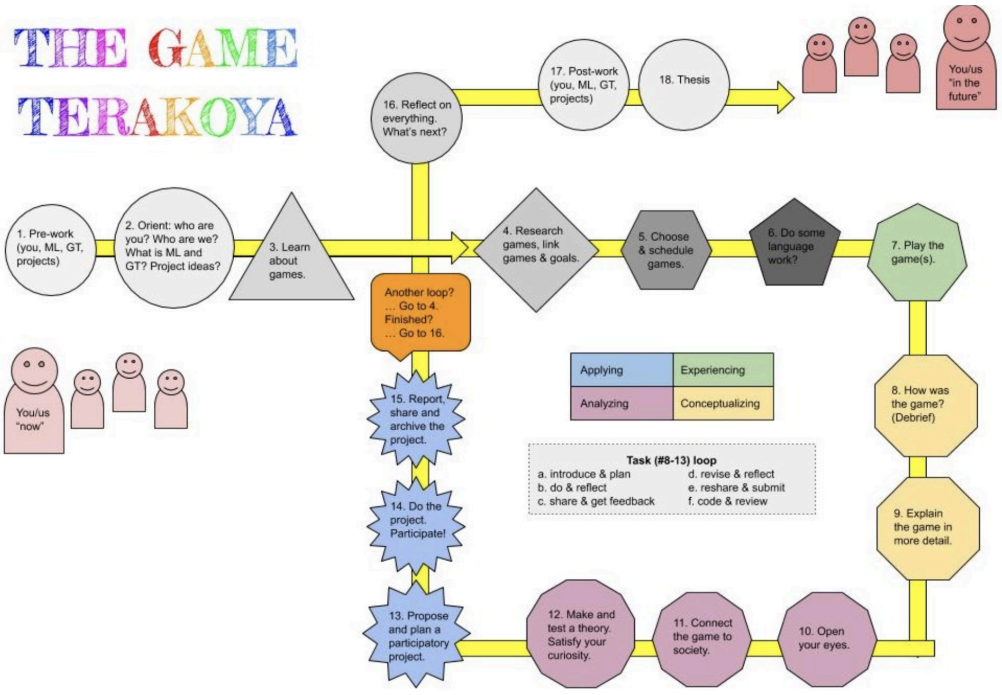
First, before taking a year off, I was trying to make a flier and a guidebook for GameExpo 2019 by borrowing the idea of gamification. I was supposed to cooperate with Yuna Ishikawa, but I stopped in the middle.

This was due to my lack of communication skills with others and the lack of design skills, and I wasn't good at taking care of myself from the stress of the job hunting.

Then, my first participatory project ended in a fail. In order to re-do my project, I decided to take a year off and do an internship at a design company.

After coming back to the university, my second project started. As covid-19 changed the circumstances, I decided to make a website to help the university students online.

I joined the member of student volunteer group, K-commu（けいこみゅ）, then I made a website, event fliers, SNS pages to share the university information as wide as possible.



2. My journey

Experiences

Seminar application:

Before I joined the seminar, I filled in the seminar application.

I filled out my background information,read, summarized and critiqued a "Pedagogy of Multiliteracies" article, wrote a game essay about my Othello experience, did text analysis,read some articles about games and society.

Pre material:

Through this work, I knew myself a lot to prepare the upcoming seminar.

For example, I looked back at my demographics, game history, and set my educational goals, future goals, and evaluated my skills as of 2018.

At this time, It seems I expressed my interest towards the gender gap, using English my English skills to help foreigners living in Japan. And I wanted to be a simultaneous interpreter after graduation.

Presentation about me :

In this work, I did a short presentation of myself. Following the contents of Pre material, I summarized my goals, dream project, and future vision.

Multiliteracies pedagogy presentation:

Before joining the seminar, we got an assignment that read the original article of pedagogy of multiliteracies and did its presentation.

But, we couldn't get a complete understanding of its structure.

Play known games:

To understand the 4 steps of the pedagogy of multiliteracies, we first use the game which we commonly used to play. We listed up some games and chose one single game, UNO.

UNO seemed to be simple at first, but after we played, discussed,analyzed the game, we could find the differences in rules by country, gain new vocabularies from gaming blog websites and so on.

We learned that the game has many aspects to learn.

Presentation about UNO:

Takeshi and I read a review text from a website, called BoardGameGeek, and analyzed a pattern of the text, vocabularies. Its blog-styled text, called prose, is relatively free, casual and uplifting and rhythmic.This text was so interesting that the author, in the text, apparently admired UNO, but the text actually criticized the game, I could realize it by finding sarcasm in texts.

And other seminar members did a presentation about UNO's game history.

Game interests:

To learn how we can use the various games in Prof. deHaan's collection in our future participatory project, I listed some games that matched my participatory project.

At the very first time, I roughly thought that I wanted to teach Japanese language or culture to foreign kids by using a game. So my game choice was a simple and easy, flexible one.

In the end, from a lot of games in Prof. deHaan's game collection I focused on 'Spyfall'. This game can’t be played without the player's communication.

End of Semester report:

We wrote an end of semester report in a group and I wrote about the short summary of activities based on the pedagogy of multiliteracies.

And we shared this on BoardGameGeek.

Participation Brainstorming

To step further into the project, I brainstormed 3 ideas with my participation project.

These were making booklets for an event, visiting a game company and reporting the experience, and designing a cover of a new game. And the most ideal plans were to make a booklet for the GameExpo, which Yuna Ishikawa was planning to hold.

It seems I changed my participation project plan from a teaching second language project to a design-connected project.

This was why my future interest at the very first time at GT has changed after the club activities in LGBT support. I will write this change in a later section: My journey.

Reading and report:

I read articles about gaming and design and reported ‘How can I put the essence of games to design ?’. In order to make beautiful booklets and to put originality and the speciality of being at gamelab, I learned game and design: gamification.

Here, I could see games are designed and used in education, politics, corporate management.

Participation proposal in 2019 (before taking one-year-off from school):

In the participation proposal, I made a plan for GameExpo. I wanted to make a booklet and flyer with its content of the space map, information of the shizuoka gamelab, game instructions, crossword, profile of event members and so on. I had worries in using design tools and making use of the idea of gamification in paper printing.

Participation Project in 2019:

I couldn't complete my original plan: making leaflets and flyers.

Due to the lack of design skills, I couldn't finish making leaflets.I had difficulty in putting my ideas into the works. Although I made a flyer for the GameExpo, it was not used.

The reason for the failure was that the targets at the event were mainly kids at Jidoukan who are around 5 years old or in elementary school. My flyer design lacked consideration for them, because it contained English letters and Chinese characters that they cannot read.

I realized I needed to gain design skills, for example, the knowledge of information organization, what is necessary/ unnecessary, and how to use design tools like Photoshop.

I decided to redo my project after learning design. And I took a year off from school and did an internship at a design company in Tokyo.

Participation proposal in 2020 (after taking one-year-off from school):

My plan was to make a website for Kendai students and spread school-related necessary information in order to relieve students' anxiety.

In March 2020, due to covid-19, my university gave all lectures online and we couldn't enter the university and therefore couldn't use the school facilities.

I targeted Kendai freshmen who are in trouble with getting touch with school information.

Participation Project in 2020:

I worked with my friends outside the seminar and set up the school group, named K-commu.

I was in charge of operating the website and SNSs.

Website URL: https://sites.google.com/view/k-commu--uos/

Please note that there are some changes from my original design. Now, other students take over the operation of the website.

The following works are web pages, logo, SNS posted images, flyers in K-commu events.



This is the logo for K-commu.

2.1 Who I was before the Game Terakoya

From junior high school, I had been studying English hard.

I wanted to be a simultaneous interpreter, because I like studying English,and gaining information, which updates day to day,and new vocabularies, and I like to communicate with other people.

And more than anything, I analyze myself that I get self-accomplishment by helping others express their ideas,which is stuck inside, to outside.

And I knew that to be an interpreter, I need to learn japanese culture, and various kinds of study fields other than English skills.

Thus I chose Kendai of international relationship course for studying English and various kinds of study fields. At the university, I have studied politics, second and third languages, gender problems, cultural anthropology and so on. But I was wondering and couldn't focus on what study area I should major in, when I had to choose a seminar.

Although I was in a different course with Prof. deHaan's seminar, I was attracted to its style: English-based and relatively free for research targets. So I joined the seminar, to study English and find what I want in the future.

I get self-accomplishment by helping others express their ideas,which is stuck inside, to outside.

2.2 What I did during the Game Terakoya

At the very first time of the seminar, I was interested in helping foreing-and-Japanese communication. And I wanted to be an interpreter. So I was planning my participatory project to make a game which helps foreign kids learn Japanese language/ culture. Although I wanted to be an interpreter, I was not sure I could be with my English skills and other academic knowledge.

And at the same time, I got interested in LGBTs and started doing activities at LGBT circle.

LGBT is abbreviations for Lesbian, Gay, bisexual and Transgender people.

I established LGBT-friendly group in Kendai with my friend. There, I made some hand-written posters of LGBT-related movies, the explanation of LGBTs, and sexuality and diversity.

In the 3rd year, I was wondering what I want to be after graduation and therefore I couldn't decide what to do for my participation project. Then Prof. deHaan advised me to do my hobby in the project.

From a little kid, I liked reading magazines and taking photos, so I changed my plan and tried to make a leaflet for GameExpo. Thanks to the advice, I could reconsider my project proposal, and thus my future career too. Prof. deHaan's advice and my experience in LGBT circle lead me to new participatory projects: designing things.

In the seminar, I challenged 2 projects. My 1st project was to make flyers and leaflets for GameExpo in 2019. I tried to make them by PC instead of

hand-writing. But I was overconfident about my design skills and therefore I set my project goals too high.
I couldn’t make my ideas into works, so I couldn't accomplish my 1st project.
To redo my project and I wanted to study design in earnest, I took one year off from school and did an internship at a design company.
During the internship, I was trained to input and output design ideas a lot in the company. Plus, to practice design a lot, I was looking for circles who want me to make flyers for their activities on Facebook and made New Year’s cards for my friends. Then I made 4 or more flyers and 8 New Year’s cards. I learnt a lot thanks to my internship and I got skill at using design tools.

After coming back from the internship, I started working on my second project in 2020 spring.
As my project, I made a website for Kendai students to reach school information enoughly.
I think I could operate well in my project, but it was difficult to measure the degree of success. I suppose that success depends on the number of reaches and how I can share information for people in need. But I couldn’t measure well.
Looking at my 2nd project overall, I could do better this time and succeeded in redoing my 1st project.

My 1st project : making leaflets and flyers for 2019 GameExpo

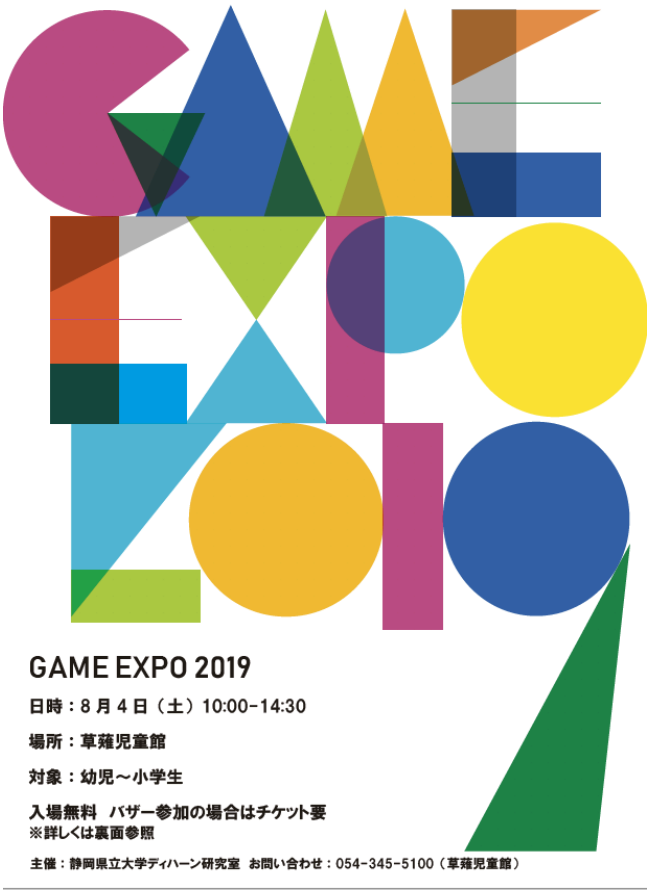
1. I learnt about gamification.

Gamification, defined as “the use of video game elements in non-gaming systems to improve user experience and user engagement” (Deterding, Sicart, Nacke,

O'Hara, & Dixon, 2011, p.1), has become a popular technique used across a variety of contexts to motivate people to engage in particular targeted behaviors. I read some articles about gamification and I tried to connect games and design. To use gamification in my project, I came up with an idea that I make a stamp rally for visiting and playing games at each booth, putting a crossword page in leaflets. But it was really hard to make it real because of my lack of skill at using design tools.

2. I studied how to use design tools by myself.

I borrowed the design books from Kendai library and practiced Photoshop and Illustrator. But I didn't have enough time to study whole design tools, and design basics like skills at layout and at using colors. So my work was completed in a dissatisfaction and I didn't release it.



My 2nd project : making a website for Kendai students

I made event fliers, SNS pages to share the university information.

To prepare for the 2nd project well, I took a year off from school and joined the design internship.

After coming back to the university, due to covid-19, my university gave all lectures online and students seemed to be in trouble with getting university information under the chaos situation of covid-19. So I helped my friend, Kyoka Suzuki by making a website and operating SNS and a website.

Why I chose this project was that in March 2020, due to covid-19, my university gave all lectures online and we couldn't enter the university and therefore couldn't use the school facilities.

So targeted Kendai freshmen who are in trouble with getting touch with school information to help them with my design skills.

Website URL: https://sites.google.com/view/k-commu--uos/

Event flyers: I made some fliers of online events which K-commu concerned and university circles.

1. Title: Oden project

This event was planned by Ryoichi, and advertised on K-commu website.

Under the covid-19 situation, an Oden shop, called Ogawa, provided Oden to university students.

This time, I first tried Japanese style design and I learnt the color choice to make it chic.



2. Title: Online talk sessions among Kendai students

K-commu held this event to create opportunities mainly for freshmens and foreign students to communicate. To express that people's diversity, and the way they communicate with, I designed colorful circles to overlap.

県大生同士のタテヨコのつながりを作る。
留学生と日本人学生が仲良くなる。
新入生や留学生に県大のことを知ってもらう。





\国際/

オンライン交流会

県大生がオンラインで、ゆるく楽しくおしゃべりするイベント

7月4日(土)

参加無料
定員30名

20:00 ～ 21:30

1. 県大のことがより分かるクイズ
2. 少人数グループに分かれてトークセッション

利用ツール　zoom

参加方法　K-commu 公式ラインを友だち追加
→ライン経由でご案内します！

公式 LINE
@623hvffl

定員に達し次第締め切ります。
応募はお早めに！

K-commu. けいこみゅ。

3. Title: Our traveling stories

This was also K-commu's online event, under the goal of sharing experiences while studying abroad. I mixed illustrations of a smartphone and a photo of Kenia.



Website design and its contents:I made a website by using Google Sites.

1. Home visual



K-commu

私たちにはパワーがある

We're, together, empowered.

私たちの想い ▶

私たちのサイトにようこそ。
ここは、静岡県立大学に関わる人が「集い」、「共に」、前に進むための
情報交換をしていく、私とあなたを繋ぐ、プラットフォームです。
対面での繋がりが実感できない今だからこそ、このサイトであなたと繋がっていたい。

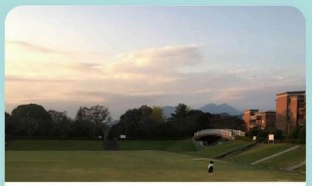
サービス



とくとく掲示板
valuable information

部活動、サークルによる在学生への質問受付の案内や、奨学金の情報、レポートの作成 TIPS など県大生へのお得な情報をまとめています。

see more ▶



在学生へのメッセージ
messages to students

静岡県立大学の先生方からのメッセージを掲載しています。おすすめの本や映画の紹介もあります。
先生方からのご寄稿募集中です。

see more ▶



オンライン座談会
online symposium

静岡県立大学の部活動・サークル・教職員によるオンライン配信の情報を掲載しています。

see more ▶



しずおかジョブ
Shizuoka job information

このページ“しずおかジョブ”では、アルバイトの情報提供を行っております。学生のみなさんは自らの判断によって連絡をお願い申し上げます。

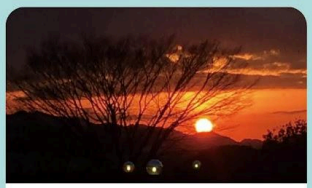
see more ▶



県大 snap
Kendai photos

在学生から募った気になるキャンパスライフと、しずおかの写真を載せています。状況が落ち着いたら実際に足を運んでみてください。

see more ▶



「ありがとう」の輪
to my guardian angel

コロナウイルスの感染拡大にともない、恐怖が世界中を襲っています。こんな時だからこそ、近くにいる人の些細な気遣いに「ありがとう」を送りませんか。

see more ▶

2. Messages to students from teachers





経営情報学部
財務会計専門

皆さん、こうした事態になって戸惑われているのではないでしょうか？緊急事態宣言が静岡にも出ている中、授業が始りました。私が今掲げているモットー「頑張らない、張り切らない、急ぎすぎない」です。アニメ一休さんでもありますよね「慌てない、慌てない、一休み、一休み」って（え、分からない？検索してみてください笑）。

色々トラブルがあり、うまくいかないことあるかもしれませんけど、「まぁ仕方ないか」「そうした時もある」ぐらいでやってください。私も実はボチボチやってます。なぜなら、職場からもテレワーク要請でてますからね。みなさんの健康と安全が一番。困ったことあれば、ぜひ身近な学生、教員に相談してみてください（ここの先輩方はきっと頼りになるはず！）。

自分の時間がとりやすい今、ゆっくり本を読んで過ごすのもいいですよね。私が今読んでいる本は、カミュ「ペスト」、ジャレド・ダイヤモンド「銃・病原菌・鉄」（上）（下）、ベック「危険社会」の４冊です。私たちは昔から、伝染病に苦しめられてきました。いかに今の経済社会、グローバル社会が脆弱か…そんなことを感じる本です。今は、新しい本よりも古典がいいかもしれませんね。新型コロナ禍が終わった後、私たちはどんな社会になっていくのでしょうか？変わっていくのでしょうか？それとも何も変わらないのでしょうか？その答えは古典、歴史書にあるかもしれませんね。



更新日　2020年04月27日



国際関係学部
東南アジアのイスラーム専門

今こそ、何を学んだらいいのか、考えるといいと思います。世界中の人たちが、ポスト・コロナの世界で求められる商品は何か、高く評価される仕事は何か、今現在も考え続けています。自分が学びたいと思ったことを学べば、それを生かす機会が来ると思います。

アンドレ・ブルトンの『ナジャ』（岩波文庫）は、「私は誰か？」で始まり、「そこにいるのは誰だ？」の繰り返しで終わっていく小説です。私とは誰なのか、本当に存在しているのは誰なのか、考えてみてください。

森薫『乙嫁語り』は、19 世紀の中央アジアを舞台にしたマンガです。本を読めば、外国に行けなくても外国の社会に思いを馳せることはいくらでもできます。むしろ、何も読まずに外国に行っても得ることは限られるといえます。「思いて学ばざればすなわちあやうし」といいます。同じく森薫の『エマ』も 19 世紀末の英国に親しむのによいマンガです。

私は常々、外国の社会や文化について学ぶうえで、その社会の一人一人の生活や思っていることを知るべきであると思っています。そんなことは無理なのですが、そう努めるべきであると思っています。次の二つの映画は、そういう理解の助けになります。

サタジット・レイ監督『大地の歌』。インドの男の子の幼少時の思い出の話です。おそらく世界史上最高の映画です。

侯孝賢監督『悲情城市』。台湾の、日本の統治時代の終わりから４年の間のある家族の話です。たとえば今の台湾について知ろうとした時、こういうごく普通の人々の過去にあったことを知らなければ、理解できるものではありません。



更新日　2020年04月27日



国際関係学部

新入生の皆さん　はじめまして、前山と申します。1992 年から県立大学に勤めております。あと定年まで５年余り（＝ことし還暦）ですが、最後に近くなってこういう事態に巡りあうとは（笑）。お互い大変だと思いますが、人生生きていると色々な経験をします。何事も経験と思いましょう。私も対面授業から遠隔に向けた準備をしております。長年の講義ノートを、改めてまとめ直す、これもいい機会と考えております。私の狭い専門は政治特に日本政治の歴史ですが、長い歴史の中では大学が正常に動かなかった時代があります（1960 年代後半、大学紛争）。時にそうした過去も振り返り、今の事態を考えてみるのも良いかと思います。幸い今はこういうサイトが出来るように、人とつながる技術は進展しております。孤独にならずにぜひ人とつながりましょう。



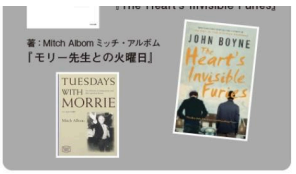


マイケル先生

言語コミュニケーション研究センター
特任講師

feeling you have now. When we get back to the classroom, be grateful for the privilege to be a college student and cherish that experience forever!

3ヶ月前、教室で普通に授業を受けていたことを覚えている？当時、授業を受けたり、期末試験のために勉強したりすることが面倒と感じることもあったと思う。
たまに授業をサボった人もいたかも…
今は3ヶ月前が3年前と感じるよね。人はモノがなくなったときに初めてその価値を感じる。皆、早く教室に戻り新しい友達を作って楽しく勉強したいと思っていない？それぞれが感じている今のこの気持ちを絶対に忘れないでほしい。
そしてやっと教室に戻ることができたら、大学に行くことができる環境に感謝して、大学生活で得た経験を永遠に大切に感じてほしい。



更新日　2020年04月30日



静岡県公立大学法人
法人経営室

元気ですか！元気があればなんでもできる！
かの有名なアントニオ猪木さん（もしかして知らない？）の名言ですが、私のモットーでもあります（笑）。このような時こそ、モリモリ食べてしっかり栄養をとって、いつでも動き出せるようにしておきましょう。
それはさておき、私たちは予測のできない変化、経験したことのない変化が目の前で次々に起こり、誰も将来像を描けない時代にいます。それを不安だ心配だと思うか、逆にこんな時こそチャンス！ワクワクする！と思うかで全く違った人生になるんじゃないかな～と思います。簡単に登れる山より、でこぼこ道、坂道、超細い道、暗い道、道がない所をを頭を使って考えて苦労して登れば頂上に着いたときは、格別の達成感を感じ素晴らしい景色が見えるでしょ。K-commu さんは、このような状況だから生まれたわけで、みんなが頭を使っていいものを作り出そうとしている姿は、まさに山登りとおなじ！
そして、なんと雑草にも似ています（笑）そんなことを教えてくれたのが、静岡大学の稲垣先生の雑草学。雑草はしたたかで、賢いです。予測不可能な逆境な事態の時に様々な戦略で生き延びています。興味のある方は是非「雑草に学ぶ「ルデラル」な生き方」を読んでみてください。
ほかにおススメは、「京大変人講座」も大学教授を知るのに面白くていいです。研究者って何？これでいいの？と思いますがこれでいいんです！
自宅でスッキリ爽快な映画は「THE GREATEST SHOWMAN」ですね！半分実話です。THE 多様性を感じます。そしてオープニングから踊りたくなります。
涙したい方は「八日目の蝉」。女の怖さと母性の深さ。いろいろな思いが交差する映画。自然に涙がでて、自分でも戸惑うはず。なんで涙がでるんだろう～と。泣くことはストレス発散効果があるという研究結果がありますので是非！
今ならたくさん時間があるので、自分のジャンルを広げてください！



更新日　2020年05月2日



国際関係学部
教育ゲームとシミュレーション、
第二言語習得・教授法専門

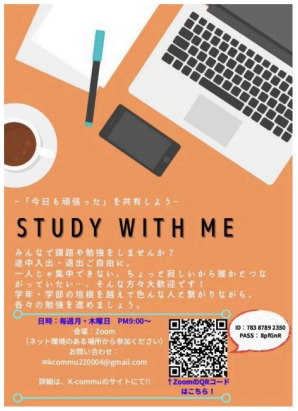
Hello, students! I research and teach using games. Search for "The Game Terakoya." People like to play games because games give us chances to learn new skills, to fail and to learn from our mistakes and ultimately to accomplish something amazing.
You can think of university as a game. To earn experience, you need to play the game well. There will never be another time in your life where you will have the freedoms, opportunities, and support systems to make (to play!) whoever you want to be. I hope you take every class, project, conversation and day as a chance to make decisions that will build who you want to be in the future.
Good luck in your "game of life." If you ever need help playing it, please let me know!



更新日　2020年05月3日

3. Information of school events





【“今日も頑張った”を共有しよう✨】
家に居ると勉強の邪魔をする誘惑って多いですよね…携帯、ゲーム、お果子、お布団🤔

✔️1人で家にいるとどうしても勉強に集中することが出来ない…
✔️だけど近くに勉強する場所もない

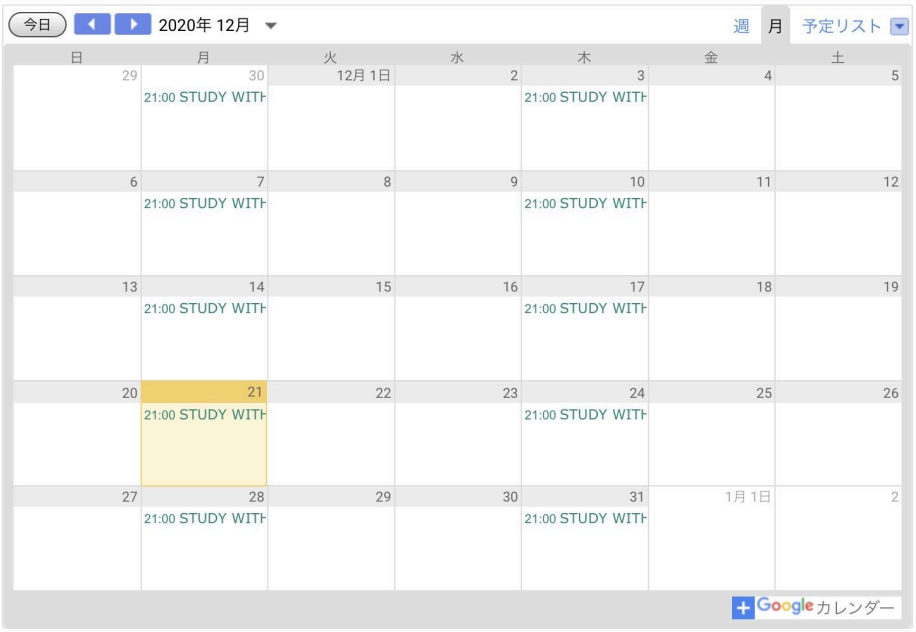


【卒業生と話そう！】
県大生の皆さま、こんにちは☀️
国際関係学部・研究科同窓会です。

毎年大好評の同窓会イベント「国関キャリア相談会～卒業生と話そう～」のお知らせです！

静岡県立大学の部活動・サークル・教職員によるオンライン配信の情報です。

参加方法や申し込み方法などの質問は以下の説明をお読みください。



英語/地域貢献/ゲーム興味ある人必見💡



ディハーン先生と一緒にプロジェクトを



4. Useful information, like scholarships, prize essays, and how to use the library. And on this page, I made a sheet of the instructions for library use. https://drive.google.com/file/d/1Hzs4KlJdr3RCFwcxb9woPDx9kEShS3rM/view?usp=sharing

とくとく掲示板

Valuable information

Here is some valuable information for you to know.
TAP white box to get further info.

学生相談窓口
Students Help Desk



このページでは、新入生や在学生からの質問を受け付けている静岡県立大学の部活動やサークル活動等を紹介します。

県大の情報
University Information Sources



このページでは、静岡県立大学の公式サイト・Facebook ページ・Twitter で更新された情報などを見ることができます。

奨学金・懸賞まとめ
scholarships and sweepstakes



学生のみなさんが応募できる奨学金や懸賞をまとめました。
新しい情報を入手したら随時更新します。

レポート作成手引き
How to write reports and emails



「レポートやメールってどう書いたらいいんだろう？」「構内立ち入り禁止中の図書館の使い方は？」このページではそんな疑問に答えちゃいます。

[国関]オフィスアワーまとめ
office hours of Faculty of International Relations



授業に関してわからないことを、先生に直接質問をしたいと思ったことはありませんか?国際関係学部の先生は、生徒からの疑問に一対一で答える「オフィスアワー」という時間を設けています。

クラサー活動まとめ
Club circle activities



このページでは、クラサー活動の日付や時間、活動場所、SNS のアカウント情報を掲載しています。
情報は変更される場合があるので各 SNS を確認してください。

Instagram post idea and posts: I made images for Instagram posts and thought of its content plan, texts.

1. A post that introduces easy-to-cook recipe for students living alone

Recipe ideas and photos are borrowed from K-commu members and I designed images in one post.

I cropped photos and corrected color tones for each photo. I proposed this post plan and here is my proposal.

https://docs.google.com/document/d/1Nk2n_W4qv1O20WBuBVpcSpbSk-2W5q9haN59z5N9v9w/edit?usp=sharing



ズボラ飯

VOL.5 人参サラダ



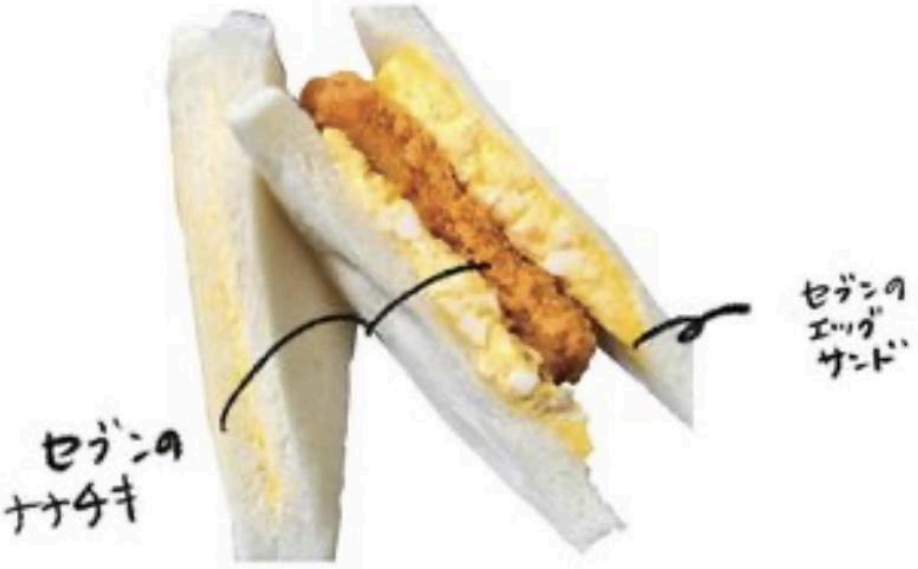
千切り
にんじん

カラムーチョ

マヨネーズ

ズボラ飯99

Chicken egg サンド



ズボラ飯 vol.1





https://www.instagram.com/p/CCYOXQyJ4PA/?utm_source=ig_web_copy_link

https://www.instagram.com/p/CCs3s4LpjjE/?utm_source=ig_web_copy_link

https://www.instagram.com/p/CDwBFzZJiYM/?utm_source=ig_web_copy_link

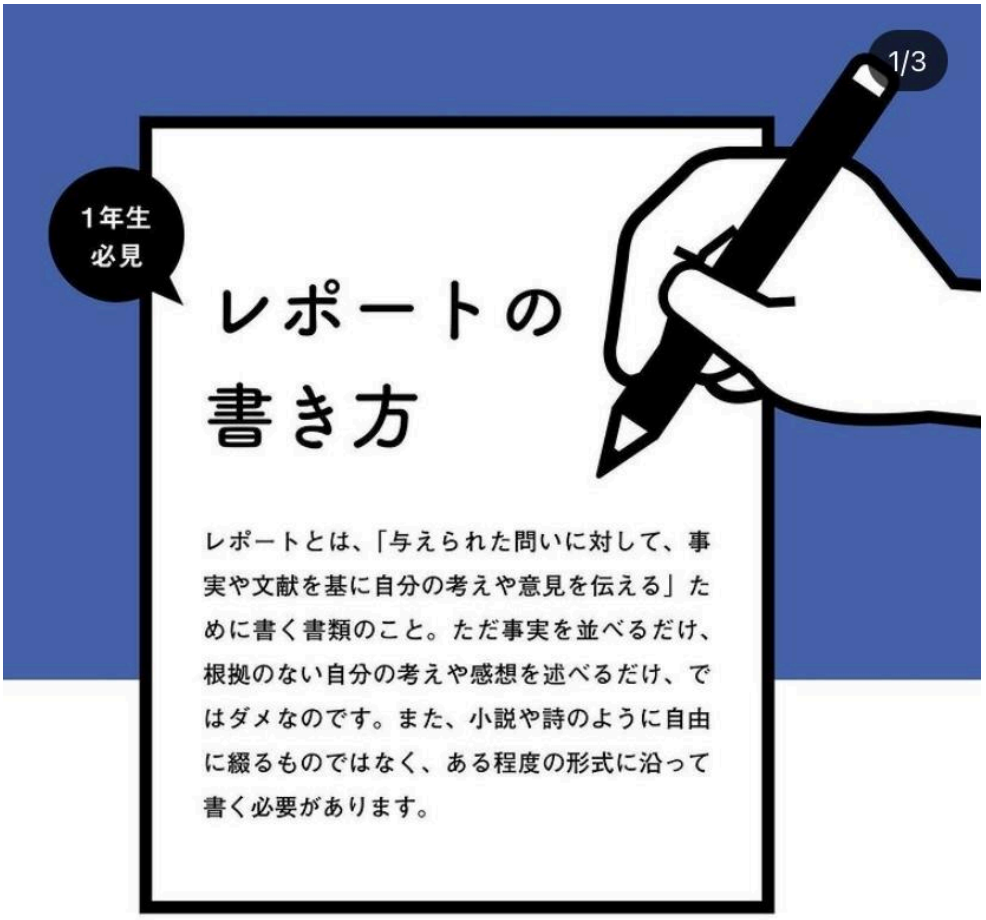
https://www.instagram.com/p/CET8NImpvX8/?utm_source=ig_web_copy_link

https://www.instagram.com/p/CEqzR2tp-jW/?utm_source=ig_web_copy_link

2. A post that shows what is a university report and how to write it for freshmen

This is a post for freshmen who may struggle with their online composition tasks. I thought that they weren't taught how to write a report in high school and university yet but they were forced to do it in lectures due to the covid-19 situation. Texts were composed by other circle members and I edited them and

designed them.



レポートの
レイアウトって？

「タイトル」

学籍番号　〇〇〇〇〇〇
氏名　〇〇〇〇〇〇

レポート課題には、必ず「題名」と「学籍番号・氏名」を書きましょう。

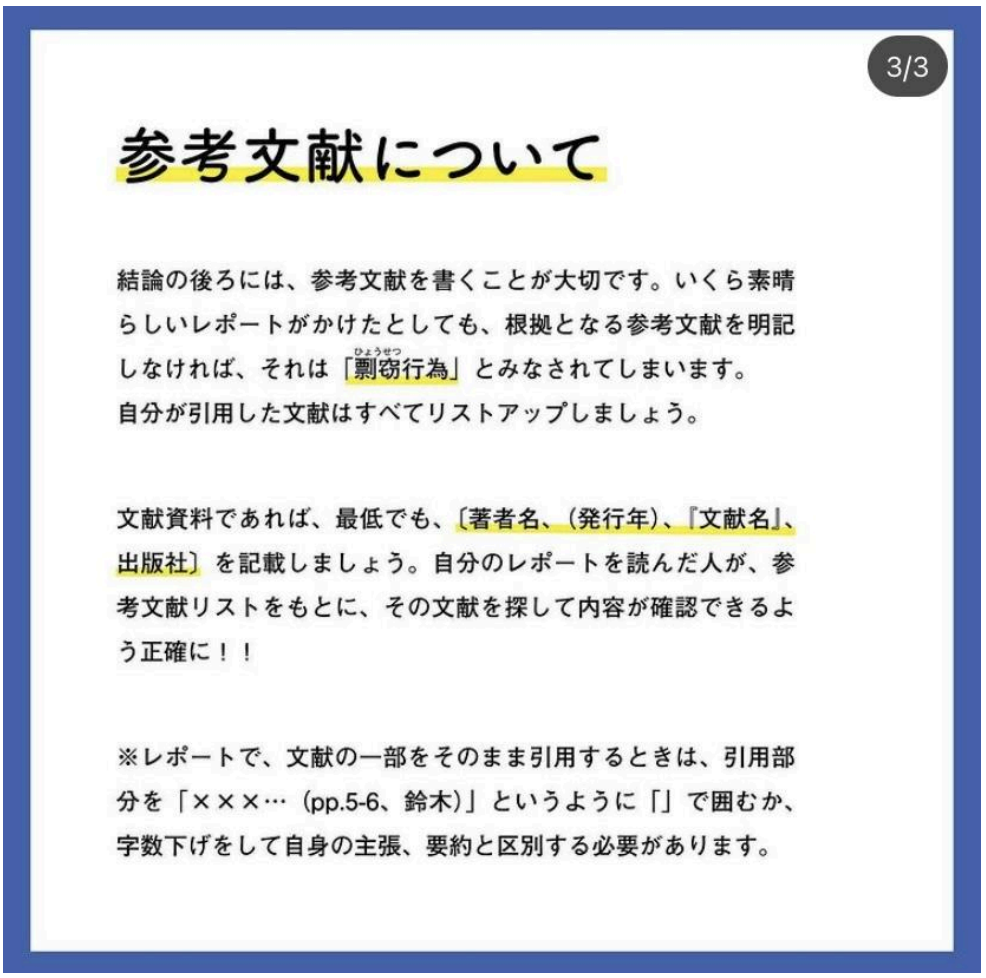
序論
そのテーマを選んだ理由、目的、レポートの方向付け…等

本論
文献や事実を根拠とした主張、考察…等

結論
主張の整理、今後の展望…等

〈参考文献〉

本文の構成は、アバウトに「序論」「本論」「結論」を意識して書くと上手くまとまります。



https://www.instagram.com/p/CBNrZ4yJdTK/?utm_source=ig_web_copy_link

3. A post that shares thankful letters to which arrived the website

We set an anonymous letter box in the website for someone in relation with Kendai to say thank you to someone. This idea was from Kyoka Suzuki and it was started to ease people's bad moods in the covid-19 by sharing people's thanks.

We got letters from Kendai graduated students, a parent of a Kendai student, and Kendai student and so on with a lot of warm comments. To reach as many as people, we posted them on Instagram besides the post of the website.


1/4
HP 4 Y
Thankyou
owa

HP より

Thankyou no wa

県立大学の先生方、職員の皆さんへ

静岡県立大学新入生の母より

ブレない姿勢にありがとう！

前期遠隔を早々に決めた大学もたくさんあります。静岡県大はどうするのかしら？と思っていたら、すごい！指針を決め、状況を見極め、周りに流されず対面授業開始を堂々と発表してくれました。他にもオンラインの講義や web エッセイ等、「学びを諦めない」発信にワクワクさせてもらっています。何が正しく何が間違っているのか誰にもわからない今。「うちの大学が今だからしたいこと！」を一番に動く、そのブレない姿勢にありがとうを伝えたいです。

Dear workers at Kendai
There are a lot of universities out there that immediately decided to do online classes. I was wondering 'What is Kendai going to do?' and then Wow! They decided the direction, considered the situation well and proudly announced that they would start their original online classes, which was great. Besides, I'm excited to see your attitude of not giving up on learning through your online classes, web essay and so on. Now, no one knows what is right or wrong. So I would like to thank you for thinking about 'do what this university wants to do especially now' first and being consistent with it.
-from a mother of a Kendai freshman

HPより

Thankyou no wa

静岡県立大学在学生のみなさんへ

静岡県立大学の卒業生より

明るい未来へ

私は国際関係学部の卒業生です。昨年から、青年海外協力隊として、ボリビアでボランティア活動をしておりましたが、新型コロナウィルスの蔓延により、３月下旬に緊急帰国となりました。現地を出てくるときは、すぐに帰って来られるものと思っておりましたが、帰国後、日本以上にボリビアでも、新型コロナウィルスが猛威をふるい、もうボリビアには戻ることができない可能性が高くなり、失意の底に突き落とされました。そんなとき、在学生が作ったというこのページのことを知りました。学校での講義が受けられなくなってしまったり、アルバイトが無くなってしまったり、大変な状況である中、このような取り組みをされていることを知り、元気をいただきました！私は在学中、このように人のためになることができなかったなぁ・・・と振り返ってみたり。きっと、このページの運営以外でも、この状況下、みなさんは色々なことに挑戦していることと思います。そう思ったら、私もこんなところで立ち止まらず、前へ進もうと思えました。本当にありがとうございます。私たちの未来は、きっと、明るく、輝いたものになるでしょう。

HPより

Thankyou no wa

静岡県立大学在学生のみなさんへ

静岡県立大学の卒業生より

明るい未来へ

-Dear Kendai students

I'm a graduate from the Faculty of International Relations. I had been volunteering in Bolivia as a member of JICA, but because of COVID 19, I was urgently sent back to Japan in late March. Back then, I expected to be able to go back there soon, but after arriving in Japan, I got bitterly disappointed to know that I wouldn't be able to go back there anymore since the situation there was even worse than Japan. And then, I got to know about this site made by students. I was cheered up to know about this kind of action like K-commu taken in this hard time when you can't take classes at university and do your part time jobs. I looked back at my university life and thought I didn't do anything helpful to other people... I think people are currently trying to do various things in this situation other than this site. That made me feel I shouldn't stop here and I should keep going. Thank you very much. Our future will be bright and shining.

-from a Kendai graduate


1/4
HPより
Thank you
の wa

HP より

Thank you
no wa

静岡県立大学で出会った友人達へ
静岡県立大学の卒業生より

生涯の友達に感謝

辛い時、大変な時、友人との何気ない会話に救われます。卒業して約10年、会う機会は減っても会う度に変わらない友人達にほっとします。コロナに限らず、辛い時はいつも救われた。ありがとう！
今の世の中SNSなどで人の悪意や汚い本音に触れる機会が増えましたが、所詮は赤の他人。惑わされず、近しい人達や、現実世界で前向きに生きる人達からエネルギーをもらって、私たちも前向きに過ごしていきましょう！

-Dear friends I met at Kendai
Talking with my friends helps me a lot when I face difficulties. I'm so relieved when I see they haven't changed even after 10 years from our graduation. Thank you as always!
These days, we have more chances to run into people's bad faith and dirty mind on social medias, but they are just strangers. Don't mind them, and get encouraged by those who you actually live with, and stay positive!
-from a Kendai graduate student

HPより

Thank you no wa

静岡県立大学の先生方へ

静岡県立大学の在学生より



最初は遠隔授業なんて…と思っていたけれど、実際やってみたら案外楽しいです。特に zoom でお互いの顔を見ながらできるのは実は最近の楽しみです。オンデマンドも、課題形式もいいけれどどうせなら先生たちや他の学生の顔をみながらやりたいなあなんてわがままを言いたくなるほど zoom の講義は楽しいです。なれない中試行錯誤しながら学生のために講義を行ってくださって本当にありがとうございます。なるべく発言・反応して一緒に講義を盛り上げていきたいです。

-Dear Kendai teachers
At first I was like ' Online classes...?', but actually it's fun.
I have been especially excited to talk face-to-face on Zoom these days to be honest. On-demand classes and homework are fine, but classes on Zoom are so exciting that I can't help wanting to see teachers and other students. Thank you very much for doing your best for students in this unfamiliar situation by making trials and errors repeatedly. I would like to cheer up the classes together by speaking up and reacting a lot!
-from a Kendai student


HPより
Thank you
ございます
1/4

HP より Thank you のwa

受講している学生さんへ
静岡県立大学の教員より

やさしい言葉を ありがとう

は じめてのオンライン授業、ドキドキしながら音声解説を配信しました。録音を聴き直し自分の声にちょっと落ち込んでいたのですが、ある学生さんが課題の回答に添えて「先生の話し方、わかりやすくて内容がすっと入ってきました」という一言を送ってくれました。本当にうれしくて、また録音がんばろう！と思えました。やさしいひと言を送ってくださってありがとう。

-Dear those who take my class
As I was recording a video for the very first online class, I was so nervous. I was depressed to listen to my voice when I double checked it. But a student who submitted his/her assignment wrote ' Your voice was clear and let me understand your class well.'. It made me really happy and I feel I need to keep it up!
Thank you for your kind words.
-from a Kendai teacher

HPより Thank you のwa

新形態での講義を届けてくれる先生方へ

静岡県立大学の学生より

遠隔講義は想像以上に、おもしろい

毎年行ってきた講義の内容やテキストの変更をして、新学期を始めてくださってありがとうございます。遠隔講義は想像していたよりも、面白く、先生方のダジャレや工夫でとても楽しいです。私たちもまだ慣れない事が多くわからない事があり質問した際も、ご丁寧に応えてくれてありがとうございました。課題も多く大変な部分はありますが、先生からのリアクションペーパーの一言が楽しみです。
これから半年よろしくお願いします。

-Dear teachers who do online classes
Thank you for applying the content of your regular classes to the new system to start this spring semester. Online classes are actually more fun than I expected thanks to your jokes and ideas. We, students, haven't gotten used to it yet either, and when I asked you questions, you thankfully replied carefully.
We get much tough homework, but I'm excited to see your comment on the reaction paper.
Looking forward to taking your class for the next half a year.
-from a Kendai student



https://www.instagram.com/p/CAFg2fnJH2e/?utm_source=ig_web_copy_link

4. A post that shares information of prize essays for who are in short of money

Under the covid-19, almost all students were hard to get on the part time job or they were working less hours. To make the situation better, we showed information about essay contests with prize money.

1/4

懸賞に
関心がある人へ



論文懸賞まとめ

奨学金に続き、学生の皆さんも応募できる懸賞の紹介です。新しい情報も随時更新していきます！
詳細はけいこみゅ HP の「とくとく掲示板」→「奨学金・懸賞まとめ」へ！

01

第 6 回

SDGs 学生小論文アワード

募集作品　企業が持続的に成長するために SDGsにどう取り組めば良いのか？

締切　6 月 15 日 (月)

文字数　本文 9500 ～ 1 万 500 文字 (要約 800 文字)

賞　●最優秀賞（1 名）　賞金 100 万円
●優秀賞（3 名）　賞金 10 万円
●最優秀次席（1 名）　賞金 50 万円

02

第 1 回

22 世紀アート短編小説賞

募集作品　未発表の短編小説
※ジャンル不問

締切　9 月 30 日 (水)

文字数　原稿用紙 10 枚以上 30 枚以内

賞　●最優秀賞　賞金 10 万円、
雑誌「エポック（仮）」および公式ホームページに作品を掲載
●優秀賞　賞金 5 万円
公式ホームページに作品を掲載

03

2020年度

国際ユース作文コンテスト

募集作品　2030年の私からの手紙
10年後の理想の世界は
どんなものかを想像してください

文字数　日本語の場合、1600字以内
外国語の場合、700語以内

締切　6月15日（月）

賞　文部科学大臣賞／各部門1点（賞状と賞金10万円、副賞）
優秀賞／各部門2点（賞状と賞金5万円、副賞）

04

第17回

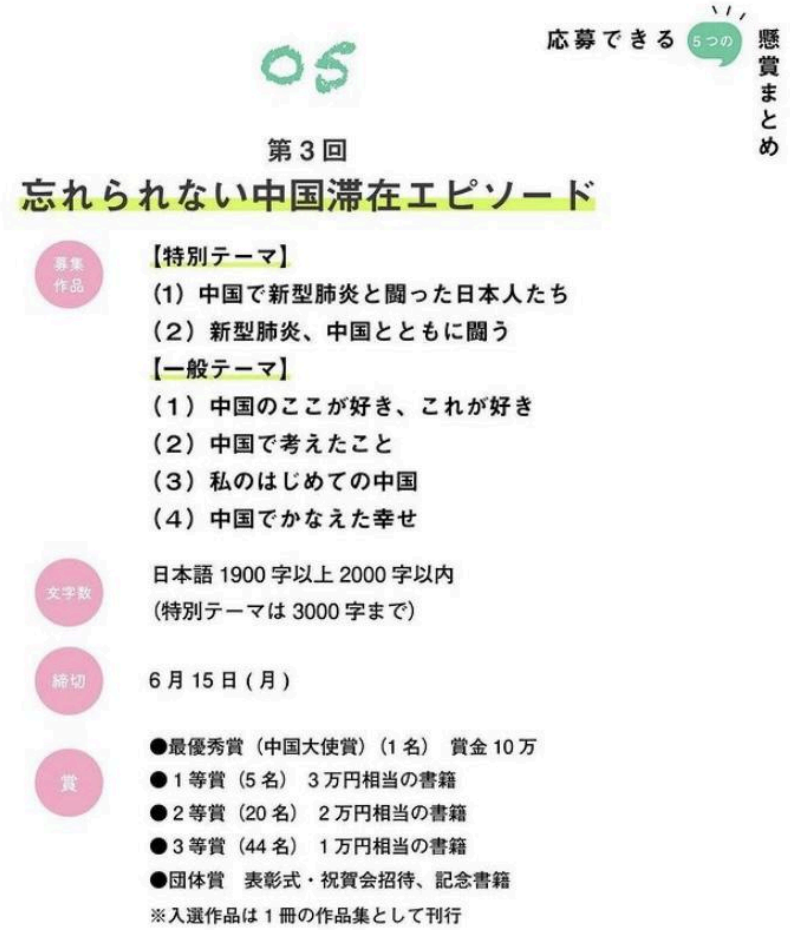
坊っちゃん文学賞

募集作品　ショートショート
テーマ不問

文字数　4000字以内

締切　9月30日（水）

賞　●大賞（1名）　賞金50万円
●佳作（5名）　賞金10万円



https://www.instagram.com/p/CBDcbF9p2-S/?igshid=34ad4gp4062w

5. A post that shares information of benefit scholarship for who are in short of money

As with the prize essay, we shared information to help students who are in short of money.

学費支払いに
関して
不安がある人へ



給付

奨学金まとめ

学生のみなさんが応募できる奨学金をまとめました。新しい情報も随時更新しています。
詳細はけいこみゅ HP の「とくとく掲示板」→「奨学金・懸賞まとめ」へ！

01
ダイオーズ記念財団奨学金

金額	月１万円
募集期間	2020.6.1 まで
支給期間	最短就業期間

応募資格

満 23 歳以下（留学生は満 31 歳以下）前年度の GPA3.0 以上、世帯収入 400 万以下（自営業などその他収入 150 万以下）

02
留学生対象奨学金

金額	月８万円
募集期間	2020.6.10 まで
支給期間	2020.10～2021.9

応募資格

2020.10 月以降の在留資格は『留学』で、日本国内で住所を有する者、2020 年 10 月時点で日本国内の大学１～４年生の私費留学生



https://www.instagram.com/p/CA2hBr3JEO-/?igshid=sf7iy4x8fbye

2.3 Who I am now after the Game Terakoya

After the Game Terakoya, I became a creator.

Thanks to the twists and turns at GT, I found what I want in the future.Thanks to the design activities in the participatory project, I got 2 paid works from Kendai professors. Seeing my works in K-commu, Prof, Takahata and Prof, Miyazaki offered me paid work.The former is to design the historical map around Shizuoka station, the latter is to make a website for selecting seminar courses for sophomores in Kendai.

I was very happy that I felt like my skills were recognized.

Map:


＼「新一万円札」肖像の ／
渋沢栄一の足跡をたどる
しぞーか町歩きMAP
渋沢栄一は「日本近代資本主義の父」といわれ、数多くの企業を立ち上げただけではなく、慈善事業・社会貢献と民間外交に尽力した功績で知られています。静岡はその輝かしいキャリアの第一歩を残した町です。その足跡を歩いてみましょう。
静岡県立大学
A 渋沢栄一、徳川慶喜との涙の再会
宝台院
徳川慶喜が慶応４年（1868 年）７月から謹慎が解かれる翌明治２年９月まで謹慎していた寺。明治元年 12 月下旬、慶喜はパリ万博から帰国した渋沢（篤太夫）を出迎えました。渋沢の欧州での見聞に耳を傾け、慶喜は静岡に残るよう要請しました。
B 渋沢栄一、企業家への第一歩
浮月楼
もと駿府藩代官役所。明治２年１月政府から割り当てられた資金と豪商・豪農による出資を元手にした銀行兼総合商社「商法会所」をここに設立。他地域から買い付けた米を藩内で販売し、茶・漆器といった藩内の物産を他地域に販売する商社機能と、商品を担保に商人に資金を貸し出す銀行機能を兼ねました。牧之原茶業開拓や養蚕業の振興といった経済活性化策がここから生まれたのです。
C 謹慎後の慶喜住居
「徳川慶喜公屋敷跡」石柱
商法会所が「常平倉」と改称・移転し、徳川慶喜は謹慎解除後の 1869（明治２）年９月から 1888（明治 21）年までここに居住します。東京へ移って後の渋沢は、かつての主君であった慶喜の見舞いに時折訪問しました。渋沢は 1893（明治 26）年には慶喜の汚名をそそぐため「徳川慶喜公伝」を企画し 25 年の歳月をかけて完成させました。
D 豪商が軒を並べた呉服町
里程元標跡
渋沢は当初呉服町の下駄屋の二階に下宿、駿府藩豪商が軒を 並べる一角から紺屋町まで通ったとされます。「商法会所」設立にあたり駿府（静岡）藩の豪商の出資協力が不可欠、実質的な運営は豪商たち自身の手に委ねられました。藩取渋沢は全体の総取りを行い、人的ネットワークを活かした情報入手と分析にリーダーシップを発揮しました。
Insta映えスポット
宝台院前
浮月楼門前
呉服町通り
青葉シンボルロードの並木
札の辻
E 常平倉、静岡藩時代最後の足跡
教覚寺
明治２年９月以降、現浮月楼に慶喜が引越す際「商法会所」を改組した「常平倉」がここに設置されました。商業振興に加え米穀の安定供給の業務を兼ねました。同時に静岡を離れる 11 月まで渋沢は妻子を呼び寄せ、ここに居住したのでした。
column
静岡と渋沢栄一とのゆかり
28 歳の時、大政奉還後にパリ万博から帰国してすぐの明治元年 12 月から 11 か月のあいだ、徳川慶喜公に請われ藩政立て直しのため「商法会所」（現在の浮月楼）を設立するなど静岡の商業発展に尽力し静岡復興に貢献しました。
さらに詳しい案内を Google map にて公開中
追手町
両替町
呉服町
紺屋町
新静岡駅
屋形町通り
七間町通り
青葉シンボルロード
N
名古屋方面
東京方面
静岡駅
現在の宝台院

Website:


UOSゼミ選択
国際関係学科
国際言語文化学科
国際関係学科 教員紹介
教育方針は「学生さんとともに学び、歩き、考える」、研究方針は「歩く、見る、聞く、書く」です。
高畑 幸
sachi TAKAHATA
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プログラム
日本研究
国際公共政策
グローバル・コミュニケーション
キーワード
多文化共生、移民の流入と結合過程、都市エスニシティ、在日韓国人問題、国際移動論
見学
不可
可
選考方法
※希望者多数の場合
要面接
GPA
その他
PDF

2.4 Who I will be in the future

My text step is to be a designer for advertising and magazines.

In the GT, I learnt that I like to express something, which someone has difficulty in expressing, into my works and letters.

I don't know but I will find interesting jobs other than designing in the future. If it helps express something new, I want to try them regardless of design or not.

3. My transformation

My journey visualized

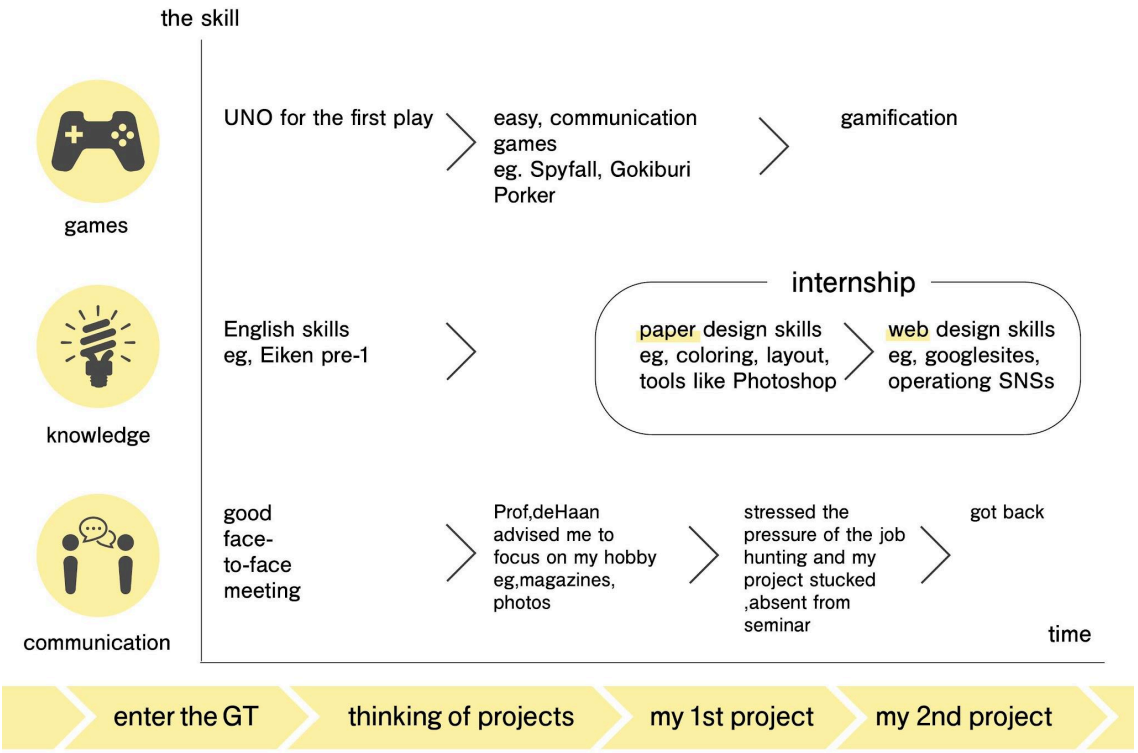


Diagram : My three elements and certain events in the Game Terakoya

This diagram is a timeline of how I developed three elements and certain events in the Game Terakoya.

In the GT, we played a lot of games and read articles about games.

To understand the seminar structure, we first played UNO.

The structure consists of steps of Experiencing, Conceptualizing, Analyzing and Application.

When I entered the GT, I was interested in becoming an interpreter. And I wanted to make a game that helps foreign kids learn Japanese / culture. ThereforeI focused on games that need player's communication, and games that are easy to play.

In the 3rd year, I was wondering what I really wanted to do in the future, then I asked Prof. deHaan for some advice. He said that I could focus on my hobbies and develop them for my participation project and my future. From young, I like reading magazines, I changed my participation plan to making leaflets for GameExpo 2019. This was my first participation project.

At the same time, I started to think of how to make use of games into design and learnt the idea of gamification. My first project was conducted during my job hunting, and it was hard for me and other seminar members to meet and have discussion. I was weak at the pressure of job hunting and my project, so I couldn't complete my project, just joined and helped at GameExpo. In that winter I decided to take a year off from school and study gamification and design well and redo my project.

During the internship, I learnt the basic rules of design, and how to use design tools, and information organization.

Then in my 4th year, when I came back to the university, I thought re-conducting the original plan was difficult. Due to covid-19, events like gathering people face-to-face were refrained.

I switched my plan into making a website, and was able to conduct online.
I was weak at communicating online, and sometimes skipped the seminar, but thanks to Ryoichi's care, I was able to get back on the track.
Ryoichi also took a year off from school and he cares for me and often talked to me.
Thanks to Prof. deHaan and Ryoichi, I was able to get back on the seminar. I really appreciate them.

Thanks to Prof. deHaan and Ryoichi, I was able to get back on the seminar. I really appreciate them.

4. Evaluations

4.1 Self Evaluation

The good

I could find interests in many things and try them. For example, I like reading magazines and taking photos, so I tried making leaflets, flyers, websites. And took time to study designing and how to use design tools. I played many kinds of games and thought about many patterns of participation project plans.

The bad

Sometimes I ran away from tasks and was absent from communication with seminar members.
I sometimes think of myself as a manic depression. For example, before working on a task, I tended to make a tight plan. Then I start, I realize I can't complete the

task and end up absent from the seminar when the first GameExpo flyer's project and writing my thesis.

Now, I try not to make a crummed plan, instead, I first make a simple plan or goals then add some fixes.

Thanks to Prof. deHaan and Ryoichi, they take care of me, I come back to my tasks. I really appreciate them.

If I redo the seminar, I want to make proper plans in time and project, and communicate well with people around.

4.2. Pedagogy of Multiliteracies Evaluation

The strength is that it provides the detailed steps and goals towards the final goal. Goals are to be achieved if it is followed all 4 steps.

The weakness is, on the other hand, if I fail at some point, it is hard and takes time to get back on the right track. And it is really stressful. I took one year to find another goal (project) and re-did it.

To solve the problem, I think we could add some activities and goals instead of one-single goal and we can focus on other opportunities. Or, if I do it in another way, I could set small projects and do them in a simultaneous progress, maybe.

To solve the problem, I think we could add some activities and goals instead of one-single goal and we can focus on other opportunities.

4.3 Game Terakoya Seminar Evaluation

Game Terakoya's feature is its freestyle. We can do several things by myself or groups, but in the end I have to develop my project by myself. Thus participating in the seminar and communicating with members is very important. And finding interests is very significant because we conduct a project based on one's interests. So facing oneself and thinking deeply about interests is really important. Regardless of the degree of success, I could face myself before I start working. Through the flows of pedagogy of multiliteracies helped me to face myself in a long run.

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6. Appendices

A. Seminar application

https://docs.google.com/document/d/13RPKb0vZAioupjiZoIY6BnXKeyCdeNLJA5dTPkuZiGM/edit?usp=sharing

B. Pre materials

https://docs.google.com/document/d/1T1NWR0sKfv1mn5gfCe1sMQwtzr4B-YeD_dqGfm5Z2Ug/edit#heading=h.qj8axgxh7kbq

C. Presentation About me

https://docs.google.com/presentation/d/1yx5C1y3YDUrX5zrLcGbBmX7pn0EitjgBH8zEgHHleow/edit?usp=sharing

D. presentation about UNO's history

https://docs.google.com/presentation/d/1HoJ5m0aBU66Nlp5Wu2WWvRm0iI5SemtD0_NIABJNJDY/edit?usp=sharing

E. Presentation about UNO's text analysis

https://docs.google.com/document/d/1jjQ_gJlQqG0AxGitUwGu5z57HcGlaq95xEpAaazW964/edit#heading=h.bj8axpx6kgik

F. Game interest

https://docs.google.com/document/d/1tAskY2zDYO-MqfHJrrbriCmu2NF4_3D_RobpRKdacNI/edit?usp=sharing

G. End of Semester report

https://docs.google.com/document/d/147rnGjVQgdjdC4rkXHzNK542VHsCLeUVwJknImvDT-Q/edit?usp=sharing

H. Participation Brainstorming

https://docs.google.com/presentation/d/1TV49jqQh0jzpufkinhFFpPV7252ZxWK9VFRoFN_5sbc/edit?usp=sharing

I. Reading and report (How can I put the essence of the game to designing?)

https://docs.google.com/document/d/1H7PraUmwYUEa7WOjq5lTS5Hh0OOQeXrvgF0DmvgYbuk/edit?usp=sharing

J. Reading, learning, reporting(How can I make magazines more attractive -exploring gamification-)

https://docs.google.com/document/d/1FgjUUURuxpmIABQTVO7SCMPr_BMrnW7e0qnXYAhxwXE/edit?usp=sharing

K. Participation project proposal

https://docs.google.com/document/d/1eV17773Ole81I1ZGtvFWJ4nC3TwYf4IcWVb87NlEA8w/edit?usp=sharing

L. Participation project reaction

https://docs.google.com/document/d/1puoBW21t3txaBIER76fwslvPc79JabIXvUxOqJCwSN4/edit?usp=sharing

M. Game expo Flyer

https://drive.google.com/file/d/1ORHkYmfpY8LSgoyLuZ0RaNQlDb1Da4Uz/view?usp=sharing