4TH INTERNATIONAL CONFERENCE ON YOUTH 2023

NYPI SPECIAL SESSION PROCEEDINGS
2023. 10.10. (Tue) 12:30-17:40 (KST)

Zoom Link

https://zoom.us/j/96157335024?pwd=RkFTaHJvZXdZelM5aHlOZjVCM0Q5QT09
Korean-English simultaneous interpretation service available

NYPI SPECIAL SESSION TIMETABLE
2023.10.10. (Tue)

Session 1	Presenter (Affiliation)	Title	Time Slot KST (MYT)
Opening	Hyuncheol Kim (National Youth Policy Institute)	WELCOME REMARKS	12:30-12:35 (11:30-11:35)

Chairperson: Prof. Mohd Zairul Mohd Noor(Universiti Putra Malaysia)

	Presenter (Affiliation)	Title	Time Slot KST (MYT)
Youth Career and Vocational Education for Sustainable Development	Toshihiko Tawaraya (Hokkaido Shikaoi High School)	CHALLENGE TO THE BINARY OPPOSITION BETWEEN 'CURRICULUM CONSTRUCTION TO FOSTER STUDENT AUTONOMY' AND 'REDUCTION OF FACULTY OVERTIME': A CASE STUDY OF A SMALL PUBLIC HIGH SCHOOL IN HOKKAIDO, JAPAN	12:35-12:55 (11:35-11:55)
	Atsushi Okabe (Seisen Jogakuin College)	POSSIBILITY OF HIGH SCHOOL VOCATIONAL EDUCATION THROUGH COMMUNITY AND BUSINESS INVOLVEMENT INTO EDUCATION	12:55-13:15 (11:55-12:15)
	Kei Shibuya (Hokkaido Ashoro prefectural Senior High School)	COLLABORATION BETWEEN HIGH SCHOOL AND MUNICIPALITY IN DEPOPULATED AREAS	13:15-13:35 (12:15-12:35)
	Hyun-jin Jang (Seoul National University of Education)	EXPLORING THE DIRECTION OF CAREER EDUCATION IN THE ERA OF ARTIFICIAL INTELLIGENCE	13:35-13:55 (12:35-12:55)
	Q&A		13:55-14:25 (12:55-13:25)

Session 2	Presenter (Affiliation)	Title	Time Slot KST (MYT)

Chairperson: Prof. Mohd Zairul Mohd Noor(Universiti Putra Malaysia)

	Presenter (Affiliation)	Title	Time Slot KST (MYT)
Security, Crime, and Youth Development	Yoori Seong* (Korean Institute of Criminology and Justice) Jeong Won Choi (National Youth Policy Institute) *Main Presenter	THE ROLE OF SUPPORT FROM MICRO- AND EXO-SYSTEMS IN FACILITATING THE EMOTIONAL AND PSYCHOLOGICAL RECOVERY OF YOUTH VICTIMS OF CRIME	15:30-15:50 (14:30-14:50)
	Sang Y. Bai (National Youth Policy Institute)	THE STUDY ON THE EFFECTS OF ELEMENTARY SCHOOL STUDENTS' ONLINE GAMING BEHAVIOR AND PARENTAL MEDIATION ON THEIR ACCEPTABILITY OF VIOLENCE	15:50-16:10 (14:50-15:10)
	Bu Kyung Kim (Seoul National University)	ASSESSING THEORIES OF ON/OFFLINE DELINQUENCY AMONG SOUTH KOREAN ADOLESCENTS: A META-ANALYSIS	16:10-16:30 (15:10-15:30)
	Jisu Park* (National Youth Policy Institute) Yoonsun Han (Seoul National University) *Main Presenter	EXAMINING THE EFFECT OF VICTIMIZATION EXPERIENCES ON CYBERCRIME AMONG SOUTH KOREAN ADOLESCENTS	16:30-16:50 (15:30-15:50)
	Amie Kim (Seoul National University)	"CAN'T I TRUST THE BIG COMPANY WITH MY PERSONAL DATA?": YOUNG PEOPLE'S PERCEPTIONS AND EXPERIENCES OF PRIVACY-RELATED RISKS ONLINE	16:50-17:10 (15:50-16:10)
	Q&A		17:10-17:40 (16:10-16:40)

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CHALLENGE TO THE BINARY OPPOSITION BETWEEN 'CURRICULUM CONSTRUCTION TO FOSTER STUDENT AUTONOMY' AND 'REDUCTION OF FACULTY OVERTIME': A CASE STUDY OF A SMALL PUBLIC HIGH SCHOOL IN HOKKAIDO, JAPAN

Toshihiko Tawaraya

CHALLENGE TO THE BINARY OPPOSITION BETWEEN 'CURRICULUM CONSTRUCTION TO FOSTER STUDENT AUTONOMY' AND 'REDUCTION OF FACULTY OVERTIME': A CASE STUDY OF A SMALL PUBLIC HIGH SCHOOL IN HOKKAIDO, JAPAN

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Bio:
Mr. Toshihiko Tawaraya is a principal at Hokkaido Shikaoi High School, which is one of the public high schools in Hokkaido, Japan. He has experience teaching English at several high schools in Hokkaido for 20 years, supervisor of high school education programs at Hokkaido Education Board, and administrator at several high schools in Hokkaido. He has completed a master's course at Heidelberg University in the United States of America. He has been focusing on creating collaborative education initiatives as a principal.

Abstract:
This case study examines the practical implementation of a curriculum that promotes student autonomy through inquiry-based learning and successfully reduces faculty overtime at a small public high school in Hokkaido, Japan. Since April 2019, the author has been working as the principal at Hokkaido Shikaoi High School to develop a new program for the compulsory unit "Integrated Inquiry Time" with the aim of enhancing students' autonomy and inquiry/problem-solving abilities. Simultaneously, the author significantly improved the working environment for the faculty, who were previously burdened with excessive workload, through organizational restructuring within the school and the utilization of external educational resources, which may suggest the possibility of sustainability of career-related education. As a result, this case study has become a model for schools seeking to advance inquiry-based learning and enhance the appeal of high school education in the future.

Challenge to the Binary Opposition between 'Curriculum Construction to Foster Student Autonomy' and 'Reduction of Faculty Overtime'

: A Case Study of a Small Public High School in Hokkaido, Japan

2023 ICYOUTH

202 3 , Oct 10th, Tue

Hokkaido Shikaoi High School
Toshihiko Tawaraya
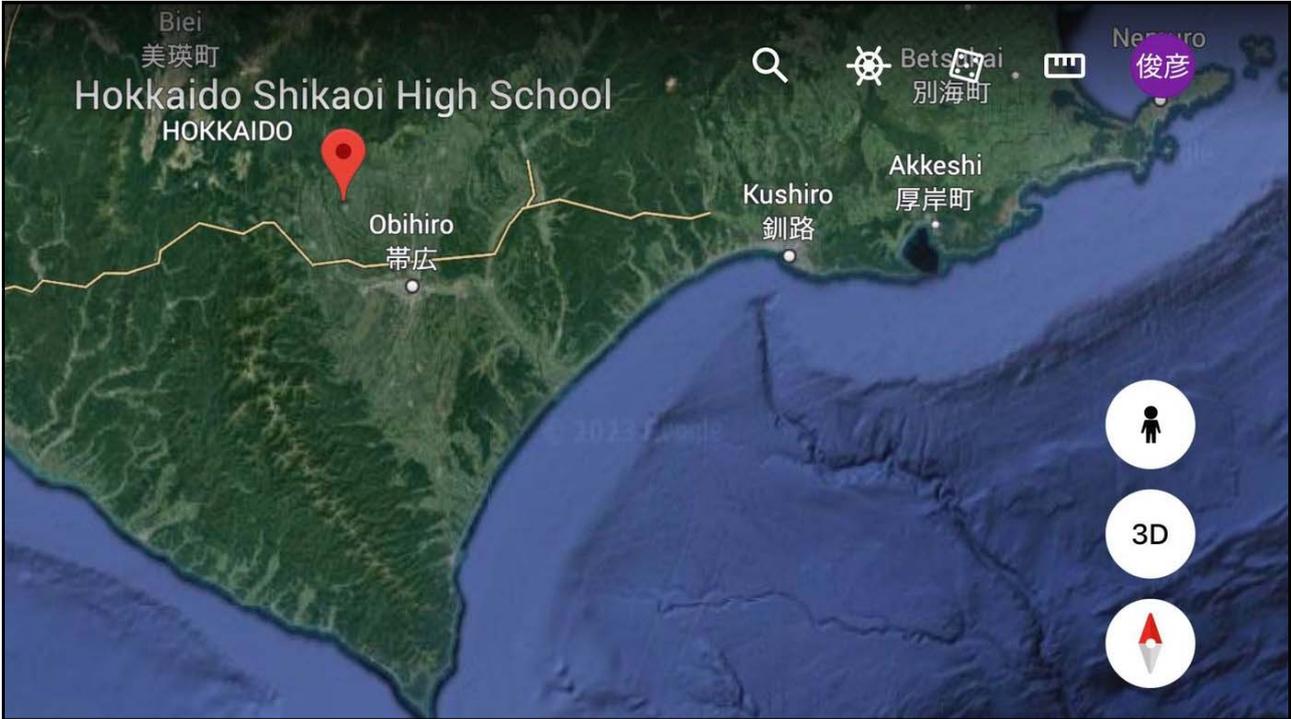
北海道鹿追高等学校 Hokkaido Shikaoi High School

The Public High School founded by Board of Education of Hokkaido, a prefecture of Japan

Student Population: Total: 148 students

1st grade, 2 classes, 52 students
2nd grade, 2 classes, 46 students
3rd grade, 2 classes, 50 students

Staff Population: Total: 29

1 Principal, 1 Vice Principal, 1 Office Manager, 21 Teachers,
1 School Nurse, 1 Practical Assistant, 2 Office Staff,
1 Public Service Assistant staff

Students' Career Path:

University/Junior College: 36%, Vocational School: 48%,
Employment: 16%

2 missions

1 Construct an attractive educational curriculum to Foster Student Autonomy

2 Promote reforms in the way we work aiming for reduction of faculty overtime

1st mission
Construct an attractive educational curriculum to Foster Student Autonomy

1st mission

Construct an attractive educational curriculum to Foster Student Autonomy

1 Why - to encourage active learning and to prevent passive learning

- to provide student autonomy and independence

- to counter the decline in enrollment

2 How - We launched a special committee called

"Steering Committee for Sustainable Development of Shikaoi High "(SCSDSH)

Procedure

1st mission

Construct an attractive educational curriculum to Foster Student Autonomy

SCSDSH

1 Constructs "Inquiry Learning Program" in 2019
 a. "Mandala Up Project,"
   an exploration of one's own career path,
 b. "Shikaoi Inquiry Project,"
   students solve town problems,
 c. "Free Inquiry Project,"
   students explore their own interests
   outside of class.
2 Began this program in 2020

Chief of SCSDSH

Steering Committee for Sustainable
Development of Shikaoi High

KUMAGAI Ryouma

Meetings of SCSDSH

The SCSDSH membership consists of representatives of each
department, the principal, vice principal, and volunteer teachers
and staff.

1st mission

Construct an attractive educational curriculum to Foster Student Autonomy

3 Set up "the Inquiry Promotion Divsion" in 2020

4   Reorganize the courses   3 ➡ 2
- abolished 2 of them
- set up one new course called
  " Global Inquiry Course"
  offering new learning classes

5 Work with Pro Bono mentors

1st mission

Construct an attractive educational curriculum to Foster Student Autonomy

Student Inquiry Activities

Examples;

Shikaoi Inquiry Project's teaching materials for students

総合的な探究の時間＠北海道鹿追高等学校

鹿追創生
プロジェクト

人生100年時代をどう生き抜いていくか
Society 5.0〜デジタルで創る、私たちの未来〜

A student learning
in Shikaoi Inquiry Project

Shikaoi Inquiry Project's teaching materials for students

Shikaoi Inquiry Project's teaching materials for students

月日	曜日	時数	実施内容	備考
６月１６日	火	1	SIPオリエンテーション	教務・学年
７月　７日	火	1	＜企業分析・職業分析＞ 企業の仕組み、外部とのつながりを知る。	教務・学年
７月１４日	火	1	＜仮説・課題設定＞ グループで得た情報を整理し、仮説・課題を設定する。	教務・学年
７月２１日	火	2	＜現状分析＞ 起業・専門家および町民からのヒアリングを実施する。　　■1 ■2	教務・学年 企業・専門家・町民
７月３０日	木	1	＜課題設定＞ ヒアリングをとおして、発掘された課題を整理し、新たに課題を設定する。	教務・学年
８月１８日	火	1		
１０月２０日	火	2	＜課題解決に向けた素案作成＞ 課題を解決するための手立てを考える。	教務・学年
１１月１７日	火	2	＜中間発表＞ 今まで得た情報や分析資料をまとめ、発表資料を作成する。	教務・学年 企業・専門家・町民
１２月　８日	火	2	＜課題解決に向けた詳細案作成・行動＞ 中間発表の課題を…	教務・学年
１月２０日	水	2	中間発表を振り返り、発表資料を作成する。　　■1 ■2	教務・学年 企業・専門家・町民

Shikaoi Inquiry Project's yearly schedule

富田　欣和　さん　　　渡辺　今日子　さん　　　鈴木　恵一　さん　　　篠原　岳司　さん

関西学院大学
経営…
※ 北…
学でも教鞭をとる

Knots Associates COO
…
…クション研究科の特
任助教を兼務する

（株）良品計画ソー
ッド事業部
北海道地域推進担当

北海道大学大学院 准教
授

鹿追創生プロボノメンターズの皆さ…

Shikaoi Iquiry Project's Pro Bono Mentors

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A list of Shikaoi Inquiry Project's Pro Bono Mentors

令和3年度 総合的な探究の時間 プロボノメンター一覧

	カテゴリー	担当教員		プロボノメンター			
1	看護・医療	名越	矢ノ目	鹿追町国民健康保険病院	菊池光浩 事務長	村川好恵 看護師長（退職された）	
2	農業	熊谷		有限会社内海ファーム	内海 洋平		
				株式会社中野牧場	中野大樹		
3	ネイチャー	吉岡	矢ノ目	然別湖ネイチャーセンター	松本 宏樹		
				鹿追ジオパーク	大西 潤	金森 晶作	
4	スポーツ	下川部	土井	関西学院大学専門大学院 経営戦略研究科	富田欣和		
				Knots associates株式会社 慶應義塾大学特任助教 Bridge-work Inc 取締役	渡辺今日子		
5	役場（行政）	正村	滝澤	鹿追町役場	草野 礼行	平山 宏照	
6	観光	吉岡	小森	鹿追町役場	大西 亮一		
7	グローバルビジネス	佐藤暢		カットオブワイズ	高橋 佑輔		
8	IT	棚橋	滝澤	浅野青果株式会社	金子 孝伸		
9	調理・製菓	熊谷	平澤	株式会社風景	清水 智久		
				有限会社内海ファーム	内海 洋平		
10	アート・デザイン	下川部	金谷	良品計画	鈴木 恵一		
				神田日勝記念美術館	川﨑 真由子		
12	国際交流		土井	JICA帯広	水谷 由美		
				鹿追町役場	迫田 明巳		
					佐藤 由衣（産休）		
13	教育		平澤	株式会社あしたの寺子屋	鴫本 倫介		

町の課題解決へ本気のプログラム

Shikaoi 6 Pedagogical Method — 鹿追町を舞台とした鹿追創生プロジェクト

Identity Problem 問題の特定 | Analyse Problem 問題分析 | Create Hypothesis 仮説立て | Plan Solutions 解決策立案 | Interim Report 中間発表 | Revise Solutions 解決策の改善 | Act, Act & Act 実行 | Final Report & Reflection 最終報告 振り返り

「鹿追創生プロジェクト」 鹿追町を舞台とした課題解決のPBLで学びのレベルが格段に上がる

プロセスに重点を置いたPBLの実践を通して人生100年時代の「学び方」を学ぶ。

鹿追町の様々な課題の中から1つを選択します。その課題を解決するために、状況を分析し、仮説を立て、具体的な解決策を生み出し、行動します。一人ひとりが「自分ごと」として考えることで、①何をやりたい（Will）②何ができる（Can）③何をやるべき（Must）が明確になります。また、地域や企業と連携することで激動の現代社会を知ることができ、柔軟な考え方やコミュニケーション能力を身につけます。
※PBLとはProject Based Learningの略でプロジェクト型の学習です。

鹿追創生プロジェクトの3つ構成
MUP マンダラアッププロジェクト
インターンシップを軸にキャリアや働く能力を身につける
SIP 鹿追創生プロジェクト
総合的な探究の時間における鹿追創生のためのプロジェクト
FIP 自由探究プロジェクト
SIPを基盤に、鹿追時間を活用して行うマイプロジェクト

プロボノメンターとして業界のプロフェッショナルが課題解決をバックアップ

課題の現状分析や解決を実現するために、最先端の知識やスキルを提供。

鹿追町内のプロフェッショナルをはじめ、十勝管内さらには日本全国のプロボノメンターが、鹿高生のために充実した探究活動をサポートしてくれます。とくに授業内では、自分たちが設定した課題について現状を知るため、ヒアリングを実施しています。これまでの大量生産を促す時代ではなく、0→1を創り出すことができる価値観の大切さを知ることができます。その価値観から…

渡辺今日子 氏 Knots Associates COO
富田 欣和 氏
鈴木 恵一 氏 良品計画

アウトプットを重視してプレゼン能力を育成 最終目的は「発表」ではなく「動きを生み出す」こと

プレゼンや資料作成のスキルを前段階として、いかに人に働きかけ協働するかを重視する鹿高プレゼンメソッド。

デザインスキルや論理的なプレゼンは確かに重要です。しかし資料や説明が全てではなく、その熱い気持ちが人を動かします。鹿高プレゼンメソッドでは、アイデアや意見は頭の中にとどめておくことはせず、「なぜ？」という本質や理念を効果的にアウトプットする技法を学びます。そして、新たな発見や気付きが生まれ、考えが深まります。

5W1H+α メソッド
What / Why / How / Whom / When / Where / +α 鹿高プレゼン

さらに自分のアイデアを自由探究プロジェクトで実現できる

自分の発想で次々とプロジェクトを生み出す。新たなコミュニティを作り、真の学ぶ意義、価値をつかむ。

Quality Of Life

Students learning
in Shikaoi Inquiry Project
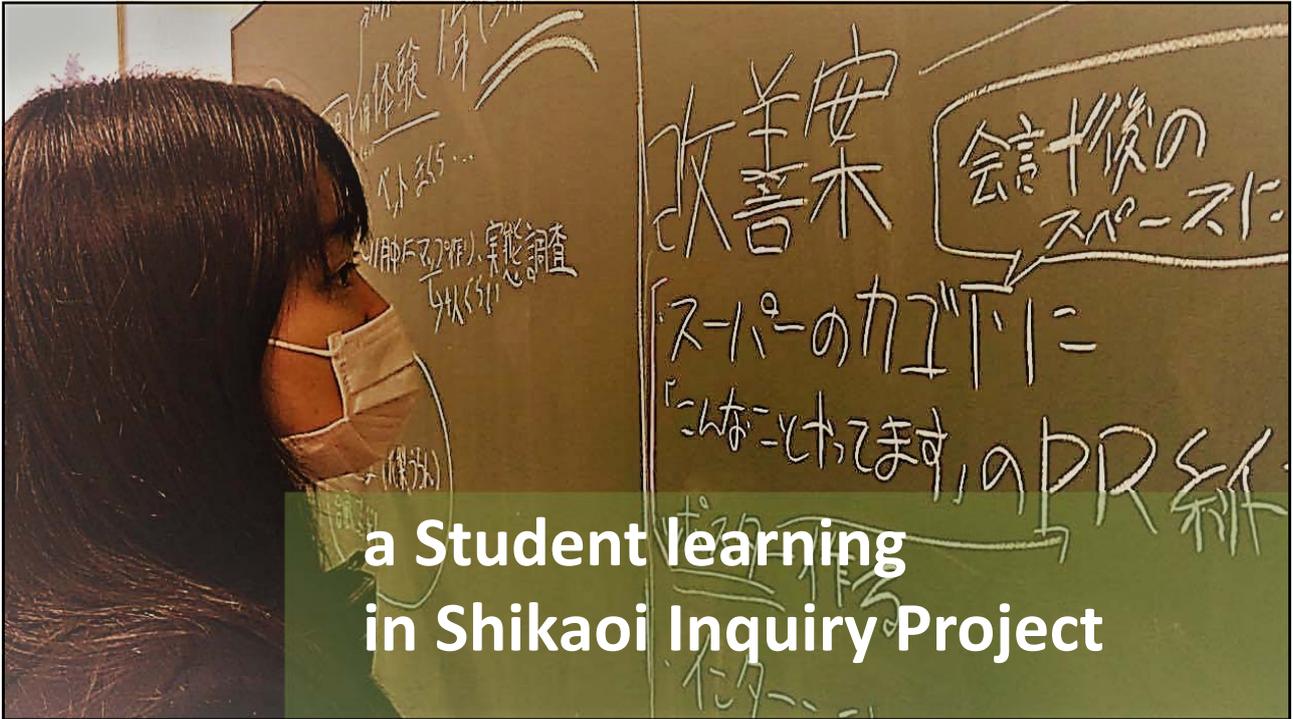
a Student learning
in Shikaoi Inquiry Project

Students explaining their own project

Pro Bono mentor giving feedback on students' presentation

A student facilitating
his own project

A group's project
with their theme
"Increase of the population
who enjoy life-long sports"

**Student group project:
Create a product using surplus whey,
agricultural ingredients**

自然な味 ホエークッキー商品化

**Student group project:
Create a product using surplus whey,
agricultural ingredients**

Student group project:
Planning borderless club system
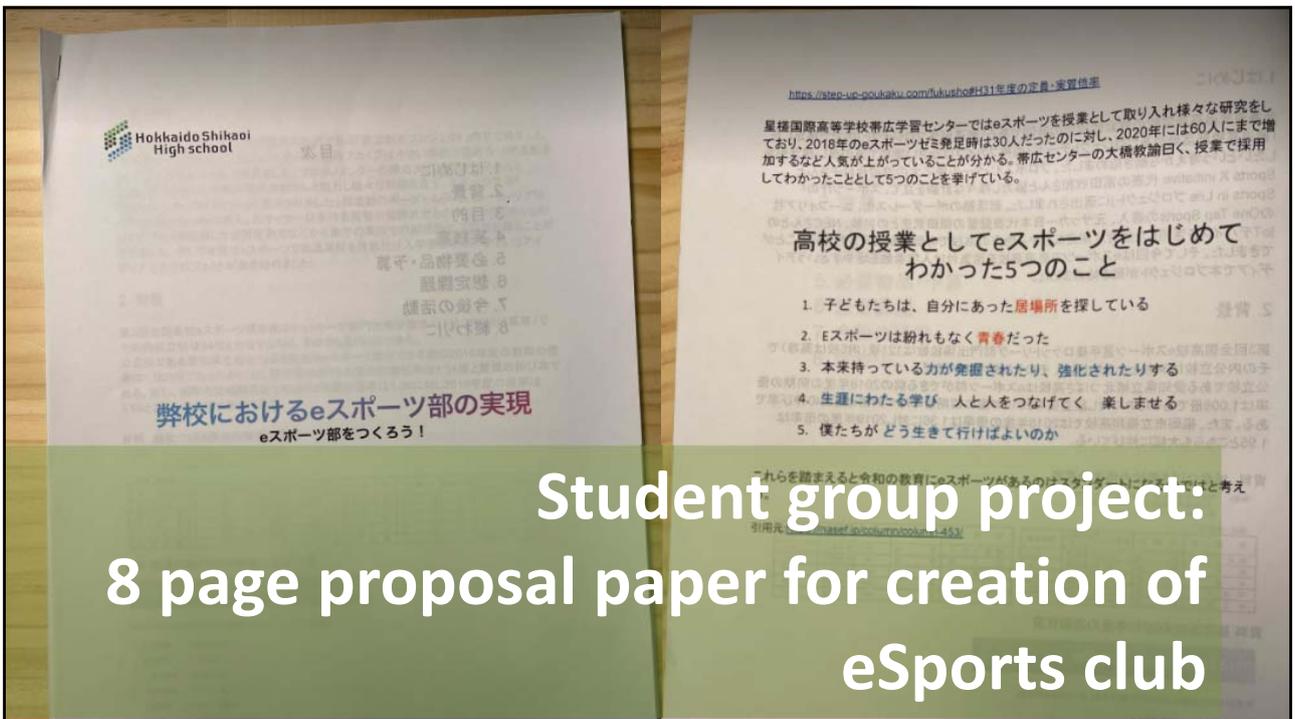
Student group project:
8 page proposal paper for creation of eSports club

8. 終わりに

eスポーツは世界的に人気があり、本校でも設立に賛成している生徒も多いです。このプロジェクトによって、入学者の増加が見込めて、スポンサーの方々と共に校外でのイベントも実施できれば地域活性化にも繋がります。学校一丸となって取り組んでさらなる鹿追高校の発展を目指しませんか。

SIP3年スポーツ班、IT班
　　1年スポーツ班

**student group project:
8 page proposal paper for creation of eSports club**

Free Inquiry Project's Laboratory opened in 2022

A student project: Basketball Class for Elementary School Students

A student project:
Basketball Class for
Elementary School Students

A student project:
Invitation of Hospital Crown [Kosuke Omune] lecture for Town People

A student project:
Invitation of Hospital Crown [Kosuke Omune] lecture for Town People

A student project:
Invitation of Hospital Crown [Kosuke Omune] lecture for Town People

Student group project: Development of potato ice cream and whey bread

Student group project: Development of potato ice cream and whey bread

Reaction from Students

<table>
<tr><td>

1st mission

Construct an attractive educational curriculum to Foster Student Autonomy

</td><td>

- This survey about the Shikaoi Inquiry Project was taken by all students after their final presentation
- 3-point scale was used
- Numbers representing the percentage of students who chose high and medium.

</td></tr>
</table>

Do you feel that you have acquired the ability to learn independently and make judgments?

「総合的な探究の時間」最終発表時のアンケート
Questionnaire at the final presentation of "Time for Integrated Inquiry"

2020

2021

2022

2020-2022

↑ 3p

93% 98% 96%

Do you feel that you have acquired the attitude to proactively engage in problem solving and research activities?

「総合的な探究の時間」最終発表時のアンケート
Questionnaire at the final presentation of "Time for Integrated Inquiry"

2020	2021	2022	2020-2021
94%	**98**%	**94** %	↑ **0**p

Reaction from Parents/guardians

1st mission

Construct an attractive educational curriculum to Foster Student Autonomy

- This survey as Annual School Evaluation was taken by all students' parents/guardians
- 4-point scale was used
  - 4 strongly agree
  - 3 somewhat agree
  - 2 somewhat disagree
  - 1 strongly disagree

学校評価 School Evaluation

Do you think our school is an "attractive school" which local junior high school students and their parents want to choose?

2.9 → 3.2 → 3.3

2020   **2021**   **2022**

1st mission

Construct an attractive educational curriculum to Foster Student Autonomy

Number of students enrolled in the school

- The requirement to maintain two classes (Enrollment Capacity: 80) is that there must be at least 41 students enrolled

- If there are less than 41 students enrolled in two consecutive years, Board of Education of Hokkaido plans to reduce the numbers of classes from 2 to 1, which means the enrollment capacity goes from 80 to 40.

Total number of new students enrolled in the school

1st to 4th year (R1 to R4)
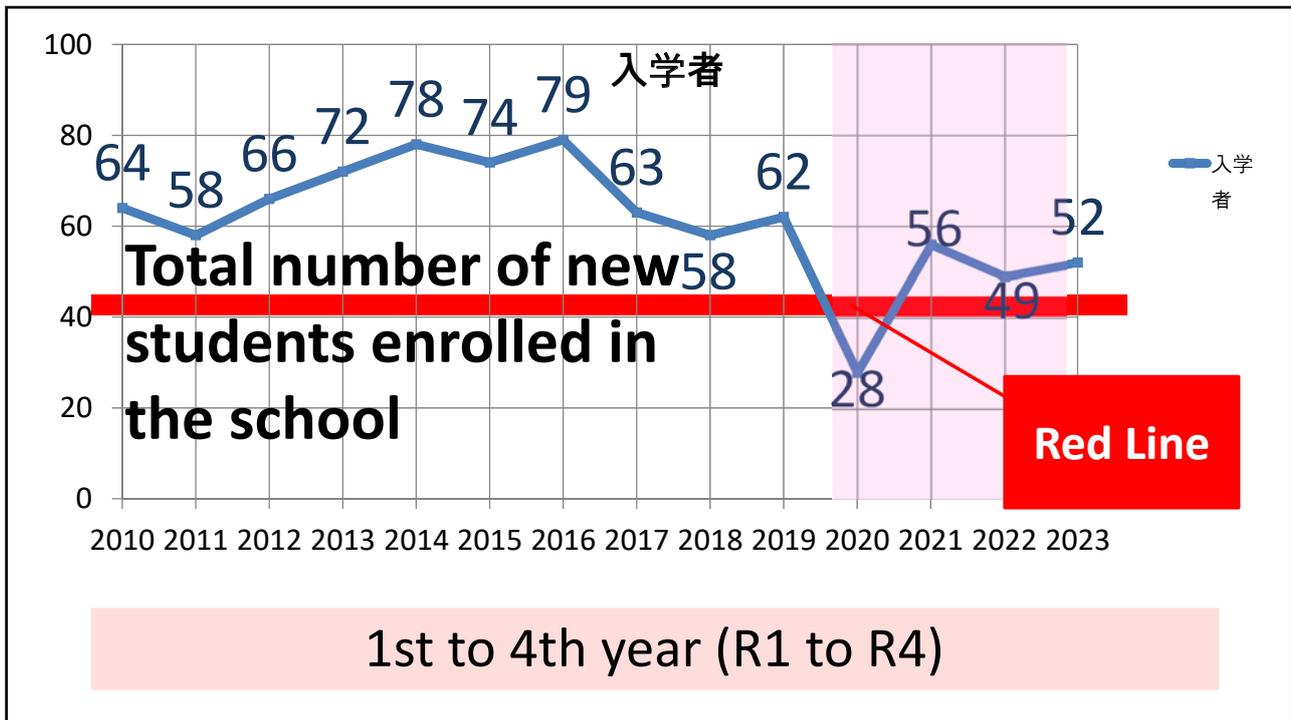
2nd Mission

1 Construct an attractive educational curriculum to Foster Student Autonomy

2 Promote reforms in the way we work aiming for reduction of faculty overtime

2nd Mission
Promote reforms in the way we work aiming for reduction of faculty overtime

2nd mission

Autonomy
Promote reforms in the way we work aiming for reduction of faculty overtime

1 Current situation

Teachers' working conditions and working style reform in Japan

- Regarded as a Serious Problem

- MEXT issues guidelines to reform the way teachers work

Teachers Working Conditions in Shikaoi High School

2nd mission

Autonomy
Promote reforms in the way we work aiming for reduction of faculty overtime

1 How to measure

- Every time teachers arrive at school and leave school, they shows their QR code to check in and out. This allows us to fully capture the working hours teachers spend at the school.

2 Effective since 2020

- This QR code check in and check out procedure began the first day of SY 2020

Total number of overtime workers

Working 46 hours or more during the year

116 → 73 → 50

2020　　　2021　　　2022

Monthly average overtime hours

spent at school per teacher

57 → 42 → 36

2020　　　2021　　　2022

Stress Level of Teachers

2nd mission

Autonomy
Promote reforms in the way we work
aiming for reduction of faculty overtime

1 How to measure

- Every year teachers answer the questionnaire regarding how they feel about their mental stress.

Stress check: Overall health risk

- A rough indication of how our school fares against the national average of 100.
- The higher the number, the greater the overall health risk

83 → 81 → 84

2020   2021   2022

How we reduce working hours

2nd mission

Autonomy
Promote reforms in the way we work aiming for reduction of faculty overtime

1 Establishment of a core team and reform planning

2 Creation of premises for judgment and decision making

3 Abolition of the vice principal communication game and long talks

4 Restructure of organization to increase efficiency

5 Conversion from analog to Digital

6 Making students self-driven - Japan's first online public tutoring school

1 Establishment of core team and reform planning

1 Core team building
- Establishment SCSDSH
- SCSDSH creates actual proposals to solve the issues in our school

2 Achievements
- Reduce teachers working hours
- Create Inquiry Learning Programs
- Create IT environment   etc.

2 Creation of preconditions for judgment and decision

○ **Sharing of Educational Philosophy**
- Set the school motto
- Determine "8 target abilities "
- Ensure the motto and 8 target are understood by students, the guardians and the public.
- Each teacher sets the target ability for each unit and outlines it in the school syllabus.

Chief of Curriculum Department

TOYOTA Yuko

（1）探究・課題解決能力
（課題発見・設定/情報収集/分析・評価/仮説設定/企画・立案/行動・修正/改善/ 新しい価値の創造）

（2）主体的に行動する力
（キャリアパス構想力、自己実現力、質問力、法令・規則）

（3）しなやかな耐性力・回復力
（レジリエンス：感情コントロール力、ストレス解消力）

（4）他者理解・最適マナー実践力
（感情的知能、傾聴力、最適な礼儀・言葉遣い、ストレス）

（5）対話しまとめて明確に伝える力
（ファシリテイト力、クリティカル・ロジカル思考、表現・発表・交渉力）

（6）人とつながり協働する力
（多様性受容力、ファシリテイト力、ピア・サポート力）

（7）**ICT**活用力
（新規情報収集力、情報リタラシー、倫理感、ICT運用能力）

（8）国際標準語（英語）活用能力

8 Target Skills/Abilities

(1) Inquiry and problem-solving skills

(2) Ability to act proactively

(3) resilience: ability to control emotions

(4) Ability to understand others and practice optimal manners

(5) Ability to interact, summarize and communicate clearly

(6) Ability to connect and collaborate with others

(7) Ability to utilize ICT

(8) Ability to use international standard language (English)

Slide 1

Real World
after graduation

Mainly
-Subjects Learning
-Other Activities of Events
-School trips
-Club activities

OLD

Real World
after graduation

Mainly
-Subjects Learning
-Other Activities of Events
-School trips
-Club activities

-Connecting with - Society
-Commnity Service Learning
-Inquiry Learning
-Project based Learning

NEW

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Slide 2

ロジャー・ハート
「参画のはしご」

1 操り参画
2 お飾り参画
3 形式的参画
4 情報提供と仕事の割り当て
5 大人主導で子供の意見聴取
6 大人主導で意思決定に子どもも参画
7 子ども主導の参画
8 子ども主導で大人を巻き込む

Roger Hart's Ladder of Children's Participation

Ladder of Citizen Participation

The Learning Pyramid

講義を聞く 5%
読む 10%
見て聞く 20%
実演を見る 30%
話し合う 50%
自ら体験する 75%
人に教える 90%

平均学習定着率

http://www.ichishin.mobi/gakulive/img/20171106/img_01.png

The Motto

That's why Shikaoi High School is to "nurture people who can take the initiative in creating a sustainable society to create a sustainable society"

だから鹿追高校は

持続可能な社会づくりの主体者

を育てる

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教科横断的な視点に立った資質・能力の育成　　　北海道鹿追高等学校「単元配列表」　　2学年　国際探究コ...
生徒に育成を目指す...

学校教育目標
（1）主体的に探究し協働し課題解決に取り組む態度と力を身につける。
（2）自ら省察し誠実に改善に取り組む態度と力を身につける。
（3）自他の生命尊重とともに心豊かな人間性を育み、健全な心身を 育成する。

（1）探究・課題解決能力（課題発見・分析・評価）【探課】
（2）主体的に行動する力（自己実現力・質問力）【主体】
（3）しなやかな耐性力・回復力（レジリエンス・感情コントロール）【耐性】
（4）他者理解・最適マナー実践力（傾聴力・礼儀）【他者理】

	（1）【探課】	（2）【主体】	（3）【耐性】	（4）【他者理】	（5）【対話】	
行事		・完歩大会6月 ・学校祭7月 ・見学旅行10月 ・球技大会12月 ・連携型入選会場設営2月	・学校祭7月 ・見学旅行10月 ・球技大会12月	・着任式・始業式4月 ・新入生歓迎会4月 ・避難訓練6月9月 ・完歩大会6月 ・学校祭7月 ・見学旅行10月 ・球技大会12月 ・卒業式3月 ・終業式・離任式3月	・新入生歓迎会4月 ・学校祭7月 ・見学旅行10月	・着 ・新 ・避 ・学 ・見 ・球 ・卒 ・大 ・終
ＬＨＲ		・服装調整検査　　・服役員選挙 ・ｷｬﾘｱｶﾞｲﾀﾞﾝｽⅣ,Ⅴ　・教科選択ｶﾞｲﾀﾞﾝｽ ・思春期保健講演会　・学校祭準備 ・薬物乱用防止教室　・学校祭反省		・思春期保健講演会 ・学校祭準備 ・学校祭反省 ・生徒会立会演説会	・生徒総会原案審議 ・学校祭準備 ・学校祭反省	・生 ・学 ・学 ・式
総合的な探究の時間	・鹿道創生ﾌﾟﾛｼﾞｪｸﾄｵﾘｴﾝﾃｰｼｮﾝ ・鹿道創生ﾌﾟﾛｼﾞｪｸﾄ1～8 ・ｲﾝﾀｰﾝｼｯﾌﾟ 事前学習1～4 ・ｲﾝﾀｰﾝｼｯﾌﾟ　・ｲﾝﾀｰﾝｼｯﾌﾟ 事後指導	・鹿道創生ﾌﾟﾛｼﾞｪｸﾄｵﾘｴﾝﾃｰｼｮﾝ ・鹿道創生ﾌﾟﾛｼﾞｪｸﾄ1～8 ・ｲﾝﾀｰﾝｼｯﾌﾟ 事前学習1～		・鹿道創生ﾌﾟﾛｼﾞｪｸﾄｵﾘｴﾝﾃｰｼｮﾝ ・鹿道創生ﾌﾟﾛｼﾞｪｸﾄ1～8 ・ｲﾝﾀｰﾝｼｯﾌﾟ 事前学習1～	・鹿道創生ﾌﾟﾛｼﾞｪｸﾄｵﾘｴﾝﾃｰｼｮﾝ ・鹿道創生ﾌﾟﾛｼﾞｪｸﾄ1～8 ・ｲﾝﾀｰﾝｼｯﾌﾟ 事前学習1～4 ・ｲﾝﾀｰﾝｼｯﾌﾟ　・ｲﾝﾀｰﾝｼｯﾌﾟ 事後指	・鹿 ・鹿 ・ｲ ・ｲ 導
国語表現	『書いて伝える』『話して伝える』小論文・討論『資料を使う』『散文から資料を読み取る』『韻文から資料を読み取る』『韻文を作る』絵手紙,自己PR,履歴書,模擬面接	『書いて伝える』『話して伝える』小論文・討論『資料を使う』『散文から資料を読み取る』『韻文から資料を読み取る』『韻文を作る』絵手紙,自己PR,履歴書,模擬面接		『書いて伝える』『話して伝える』小論文・討論『資料を使う』『散文から資料を読み取る』『韻文から資料を読み取る』『韻文を作る』絵手紙,自己PR,履歴書,模	『書いて伝える』『話して伝える』小論文・討論『資料を使う』『散文から資料を読み取る』『韻文から資料を読み取る』『韻文を作る』絵手紙,自己PR,履歴書,模	
現代文Ｂ	・『対話の精神』・『可能無限』・『山月記』『生命情報・社会情報・機械情報』『ホンモノのお金の作り方』『美神』『こころ』『多数決を疑う』『可能無限』『巨人の接待』『詩・短歌・俳句』			・『対話の精神』・『可能無限』・『山月記』『生命情報・社会情報・機械情報』『ホンモノのお金の作り方』『美神』『こころ』『多数決を疑う』『可能無限』『巨人の接待』『詩・短歌・俳句』	・『対話の精神』・『可能無限』・『山月記』『生命情報・社会情報・機械情報』『ホンモノのお金の作り方』『美神』『こころ』『多数決を疑う』『可能無限』『巨人の接待』『詩・短歌・俳句』	
世界史…	・西アジア世界 ・イスラーム世界	フランス革命とナポレオン戦争・ヨーロッパ国民国家の発展・アジア・アフリカ・ラ…		・ルネサンスと宗教改革	・世界経済体制の形成	・第 ・戦

（中央に重ねて）**Syllabus with 8 skills/abilities built in**

…力の育成　　　北海道鹿追高等学校「単元配列表」　　2学年　国際探究コース　※主に育成したい資質・能力
生徒に育成を目指す資質・能力

…解決能力（課題発見・分析・評価）【探課】
…行動する力（自己実現力・質問力）【主体】
…耐性力・回復力（レジリエンス・感情コントロール）【耐性】
…最適マナー実践力（傾聴力・礼儀）【他者理】

（5）対話しまとめて明確に伝える力（表現力・整理力）【対話】
（6）人とつながり協働する力（受容力・ファシリテイト）【協働】
（7）ICT活用力（情報収集力・倫理観）【ICT】
（8）国際標準活用能力【国際】

【耐性】	（4）【他者理】	（5）【対話】	（6）【協働】		（7）【ICT】	（8）【国際】
	・着任式・始業式4月 ・新入生歓迎会4月 ・避難訓練6月9月 ・完歩大会6月 ・学校祭7月 ・見学旅行10月 ・球技大会12月 ・卒業式3月 ・終業式・離任式3月	・新入生歓迎会4月 ・学校祭7月 ・見学旅行10月	・生徒総会　　・学校祭に向けて ・学校祭テーマ　・学校祭準備 ・学校祭反省　　・球技大会原案審議 ・式場設営	・生徒総会　・生徒総会原案審議		
	・思春期保健講演会 ・学校祭準備 ・学校祭反省 ・生徒会立会演説会	・生徒総会原案審議 ・学校祭準備 ・学校祭反省	・生徒総会　　・学校祭に向けて ・学校祭テーマ　・学校祭準備 ・学校祭反省　　・球技大会原案審議 ・式場設営	・生徒総会　・生徒総会原案審議		
	・鹿道創生ﾌﾟﾛｼﾞｪｸﾄｵﾘｴﾝﾃｰｼｮﾝ ・鹿道創生ﾌﾟﾛｼﾞｪｸﾄ1～8 ・ｲﾝﾀｰﾝｼｯﾌﾟ 事前学習1～4 ・ｲﾝﾀｰﾝｼｯﾌﾟ　・ｲﾝﾀｰﾝｼｯﾌﾟ 事後指導	・鹿道創生ﾌﾟﾛｼﾞｪｸﾄｵﾘｴﾝﾃｰｼｮﾝ ・鹿道創生ﾌﾟﾛｼﾞｪｸﾄ1～8 ・ｲﾝﾀｰﾝｼｯﾌﾟ 事前学習1～4 ・ｲﾝﾀｰﾝｼｯﾌﾟ 事後指	・鹿道創生ﾌﾟﾛｼﾞｪｸﾄｵﾘｴﾝﾃｰｼｮﾝ ・鹿道創生ﾌﾟﾛｼﾞｪｸﾄ1～8 ・ｲﾝﾀｰﾝｼｯﾌﾟ 事前学習1～4	・鹿道創生ﾌﾟﾛｼﾞｪｸﾄｵﾘｴﾝﾃｰｼｮﾝ ・鹿道創生ﾌﾟﾛｼﾞｪｸﾄ1～8 ・ｲﾝﾀｰﾝｼｯﾌﾟ 事前学習1～4		
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	・ルネサンスと宗教改革	・世界経済体制の形成	・第一次世界大戦とロシア革命 ・戦間期のヨーロッパとアメリカ	・ヨーロッパの主権国家体制		

（中央に重ねて）**Syllabus with 8 skills/abilities built in**

3 Abolition of the vice-principal transmission game and long talk

1 Removal of arrows

- a Teacher ➡ Grade Chief ➡ Student Guidance Department Leader (SGDL) ➡ Vice Principal ➡ Principal ➡ Vice Principal
➡ SGDL ➡ Grade Chief ➡ a Teacher

- How many arrows?
- Direct Communication between Teacher, Grade Leader, Vice-Principal and Principal"How about a discussion together?"
- Internet grouping "involves all staff and principals"

2 Creating a culture of criticism of
"long meetings, long talks, and reading what is written"
- Set up the new committee called Student Guidance Committee
  · It decides how we deal with each issue.
  · The smaller size of committee allows meetings to be more efficient

---

4 Restructure of organization to increase efficiency

1 Establishment of five divisions under four departments
  · General Affairs Department ➡ "Public Relations and ICT Division"
  · Curriculum Department ➡ "Inquiry Promotion Division"
  · Career Guidance Department ➡ "International Exchange Division"
  · Student Guidance Department ➡ "Special Ed Support Section"
                                  ➡ "Club and Club Reform Division"

2 Clear mission of each division
  · Clarification of each division's operations
  · Shared to all the staff

3 Abolition of grade group separation
  · Each grade groups' specific plans for "the time for Integrated inquiry", "LHR" was made by the related division, not the grade group.

令和4年4月7日　北海道鹿追高等学校長

5 divisions under 4 departments

■ 分掌　（★部長　◎課長　○副部長　課長補佐）

分掌	構成員	業務概要
総務部 （4名）	★正村琢磨 ○小森謙二	学校行事/資料整理保存/　　　　　　　　　　　選定/防災/図書/PTA/同窓会　等
広報・ICT課 （2名）	◎梅津優太郎 ○柳沼敦司	＋学校説明会/オープンキャンパス/パンフレット・ポスター作成・配付/広報（学校HP、町HP、Facebook）投稿作成/ICT管理・教員研修/情報モラル指導/ペーパーレス（職員業務、学級・教科経営）等
教務部 （5名）	★豊田裕子 ○佐藤暢紀 清水　孝	ABCD表彰/教務規定/留学/指導要録/教育実習/シラバス/授業評価/教科書/準教科書/考査・成績等/HR活動計画作成/成績証明書/皆勤賞/時間割/講師連絡/時数記録　等
探究推進課 （2名）	◎熊谷綾真 ○佐藤　潤	＋総合的な探究の時間/探究学習コーディネート/コンソーシアム/教科横断型探究シラバス/宿泊研修/地域連携協議会/中高一貫　等
生徒指導部 （6名）	★田和輝起 ○平澤朋子	生徒心得・生徒手帳/完歩大会/自転車通学の会/バス通学の会/高体連災害補償/特別指導/いじめ調査/外郭団体/校内生活指導/…

5 divisions under 4 departments

分掌	構成員	業務概要
（2名）	○佐藤　潤	コンソーシアム/教科横断型探究シラバス/宿泊研修/地域連携協議会/中高一貫　等
生徒指導部 （6名）	★田和輝起 ○平澤朋子	生徒心得・生徒手帳/完歩大会/自転車通学の会/バス通学の会/高体…/…調査/…団体/…指導/アルバイト/特別…活・交通安全指導/…/…/…/…/…免許/健康安全/環境整備/教育相談/QUテスト/生徒会・部活動・委員会統括/教育…
部・クラブ改革課 （1名）	◎吉岡直哉	＋校内部活動の再編、地域クラブ移行案作成、折衝及び小中社会人との連携　等
Special Ed サポート課（3名）	◎名越静恵 ○尾崎弘樹 武田　聡	＋要特別支援生徒へのサポート全般、T2、保護者、専門家等との情報共有、特別支援教育関連の教員研修　等　※◎はT2除外
進路指導部 （4名）	★矢ノ目知恵 ○長屋伸吾 田口裕太	キャリア教育/調査・報告/外部団体/保護者説明会/卒業生講話/進路のしおり/卒業生進路/進学講習/面接指導/小論文/推薦入試/センター試験/模擬試験/新入試/就職/文書等の点検管理/資料収集整理/進路相談会　等
国際交流課 （1名）	◎吉田織江	＋カナダ留学/国際交流/ランゲージパートナー制度構築　等

5 Conversion from analog to Digital

1 Information shared in the cloud

- We use Google Workspace for communication

- Communicate with Other schools in the town using Teams: Kindergartens, Elementary schools, Junior high schools and Town BOE

2 Student-Teacher communication is also basically online

・ Using Google Classroom
・ Online classes are commonplace.

3 Parents contact with the app "Machikomi"

教務部員アンケート

1110_R4_スタディサプリ到達度テス...
佐藤潤 さんが編集（今日）

「十勝ＩＣＴサミット」の開催及び...
稲毛利宏 さんが編集（今日）

フォルダ			名前
@朝の打ち合わせ	☆全国募集☆プラットフォ...	2学年	05 プラットフォームか...
186 台東区での宣伝？	20220817働き方改革	20220915働き方改革	①総務部
②教務部	③進路指導部	カナダ	教科

6   Promote Student Self-Driven Learning

1 **Google Classroom for assignment submissions and questions**
   - Frequent submission of assignments makes it easier for students

2 **Communication within the club is also done through Google Classroom**

3 **Proactive communication with pro bono mentors is encouraged**
   - With parental/guardian consent, students and pro bono mentors are able to communicate with the teacher in charge.

4 **Introduction of proactive "learning log"**
   - Students can record their own learning using the study application learning log function.

5 **Promote interaction with tutors at the Shikaoi online public tutoring school**
   - Consult with many university students by using the application called **"ovice"**

Image of Shikaoi Online Public Tutoring School (below)

通常の公設民営塾

寮・下宿

●月謝　ゼロ
●講師　計２〜４名
●週１、２回のスタッフとの面談と講義
スタッフからの継続指導
●学習塾内でのオンライン学習もあり

常勤スタッフ ２〜４名　　高校所在地（町）

オンライン公設塾＋専用学習スペース "Penguin Colony"

町民ホールPenguin Colony
（公設塾専用学習スペース）

鹿砦寮＋福世館

講師
計６名

希望者は
専用学習ス
ペースでも
受けられる

町内の生徒はもちろん、
町外で通学圏内の生徒も、家で受けられる。

高校所在地（町）
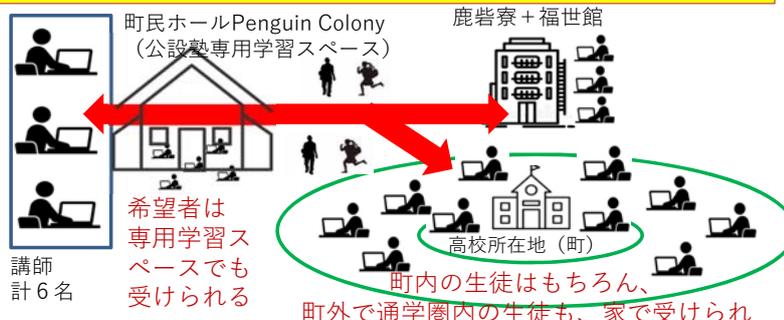
●月謝　ゼロ
●講師　計６名
●週２回、講師からの動画を活用したオンライン授業・指導
●毎月１回の教育カウンセリング、ガイダンス
●活用できる時間は、通常、放課後から午後９時３０分まで。休日、祝日、休業中は朝９時から午後９時３０分まで
●受講者は専用学習スペース（町民ホール）か自宅で受講可能。

鹿追オンライン公設塾
のチューターたち

Tutors
Shikaoi Online Public Tutoring
School

鹿追オンライン公設塾
のチューターたち

Tutors
Shikaoi Online Public Tutoring
School

鹿追オンライン公設塾
のチューターたち
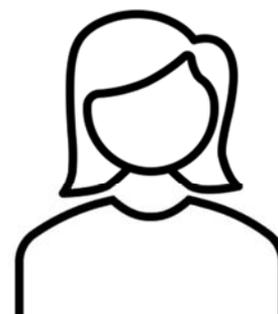
Tutors
Shikaoi Online Public Tutoring
School

鹿追オンライン公設塾
のチューターたち
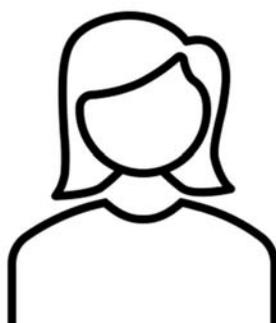
Tutors
Shikaoi Online Public Tutoring
School

Tutors

Shikaoi Online Public Tutoring School

鹿追オンライン公設塾
のチューターたち

Tutors

Shikaoi Online Public Tutoring School

鹿追オンライン公設塾
のチューターたち

鹿追オンライン公設塾
のチューターたち

Tutors
Shikaoi Online Public Tutoring School

Learning space called "Penguine Colony" (Outside of school)

How we reduce working hours

2nd mission

Autonomy
Promote reforms in the way we work aiming for reduction of faculty overtime

1 Establishment of a core team and reform planning

2 Creation of premises for judgment and decision making

3 Abolition of the vice principal communication game and long talks

4 Restructure of organization to increase efficiency

5 Conversion from analog to Digital

6 Making students self-driven - Japan's first online public tutoring school

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Challenge to the Binary Opposition between 'Curriculum Construction to Foster Student Autonomy' and 'Reduction of Faculty Overtime'

: A Case Study of a Small Public High School in Hokkaido, Japan

2023 ICYOUTH

202 3 , Oct 10th, Tue

Hokkaido Shikaoi High School
Toshihiko Tawaraya

THE 17 GOALS   169   3077

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POSSIBILITY OF HIGH SCHOOL VOCATIONAL EDUCATION THROUGH COMMUNITY AND BUSINESS INVOLVEMENT INTO EDUCATION

Atsushi Okabe

POSSIBILITY OF HIGH SCHOOL VOCATIONAL EDUCATION THROUGH COMMUNITY AND BUSINESS INVOLVEMENT INTO EDUCATION

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Bio:

Dr. Atsushi Okabe is an Associate Professor at Seisen Jogakuin College. He has been studying high-school education policy related to school-to-work programs in Alberta since 1999. During the past 12 years, he has been focusing on vulnerable youths and is interested in how educational programs can be used to foster career development and the collaborative system between local grassroots initiatives and the public education system to realize social inclusion.

Abstract:

Career-related and vocational education curricula and corresponding programming have been developed in terms of realizing a smooth transition from School to Work. One of its goals is to enforce global competitiveness, which is compounded by the conversion of industrial structures after the 1980s and neo-liberalism. International organizations such as OECD have identified the critical need for social inclusion as well as sustainable development of the global market in the last two decades. However, due to the limited budget and depopulation, high school vocational education courses have been closed or integrated into other courses or schools. Further, the COVID-19 pandemic has removed or reduced education programming for youth, which has widened the socio-economic gap. The pandemic has made it difficult to provide work experience, internships, apprenticeships, and other experiential styles of learning. These experiences are fundamental elements for career-related and vocational education programs. In this presentation, the speaker will discuss the possibility of the sustainable development of career-related and vocational education at the high school level based on the continual investigation in high school vocational education in Alberta, Canada. One of the keywords of this initiative is Community and Business Involvement into Education. And this may suggest the possibility of public education provided outside of the school building and in the local community, which may enable students to have the learning opportunity in a real-world setting.

Keywords:
high school education, vocational education, career-related education off-campus education

4th International Conference on Youth 2023

NYPI Special Session
Youth Career and Vocational Education for Sustainable Development

Possibility of High School Vocational Education Through Community and Business Involvement into Education

Atsushi Okabe, PhD.
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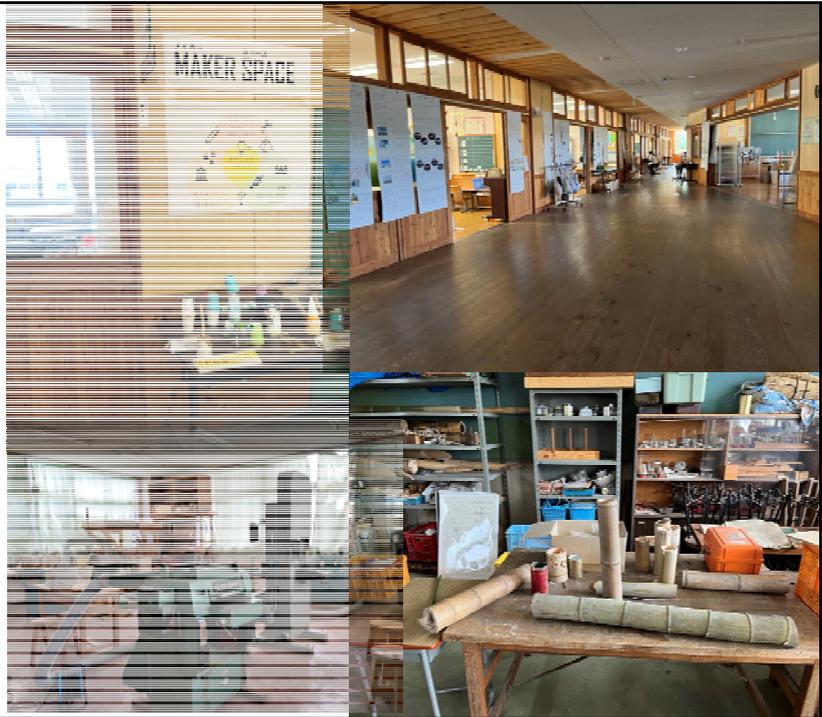
What is Vocational Education?

Back to the beginning of 20 century

David Snedden

…..vocational education will prove a profitable investment for society. ….The pedagogy of this education will differ widely from that evolved for liberal education.   (Snedden(1910) *The problem of vocational education*, Cambridge, MA: Houghton MIFFLIN COMPANY.)

utilizing the factors of industry to make school life more active, more full of immediate meaning, more connected with out-of-school experience (Dewey (1916) *Democracy and Educaton*, New York, NY: The Macmillan Company)

John Dewey

➡️   Context of Learning

Social Efficiency vs   Democratic Progressivism

Is Vocational Education only for preparation for the future labour force or opportunities for applied learning?

Wolfgang Lehmann, Alison Taylor & Laura Wright (2014)

Canada faces acute labour shortages, spurring the need for an increase in training across several industries and geographies. However major trades groups are segregated by gender and also highwerr number of visible minority apprentices.

→ inferiority of apprenticeship and/or vocational training

Alison Taylor

Streaming in school curriculum: vocational or academic ：   reproducing Working Class

→secure educational opportunity for at-risk youth

Bonnie Watt

CTS Bridge to Teacher Certification Program of Alberta , Canada

→Pathway from trade to academics

Securing Educational Opportunity for Vulnerable Youth

Issues of Vocational Education

Streaming rooted in Socio-Economic Situation

Inferiority of Vocational Education

Role of Vocational Education
（social efficiency or democratic progressivismか）

What is happening at the present School site

Global Economy
Neo-Liberalism

Widening the gap of Socio Economic Situation

Low SES may bring
　　School Refusal
　　Early School Leavers
　　Juvenile Crime
　　Youth Pregnancy

Precarious Work
Unemployment
Poverty
Criminals

Cycle of poverty

Insufficient Learning Environment

Underprivileged or Limited Access to Education
= vulnerable youth

Vulnerable Youth:

High School Dropout + School Refusal + Early School Leaving

Financial Issue, Socio-Economic reason, Family, difficult to catch up…….	<	High school Education

Solution 1: to help remove the issue

      Collaboration with Social Welfare, Supporting Organization

Solution 2: to help increase the value of high school

     Meaning of Learning

To understand the meaning of High School Education

        = to understand the practical meaning of the theory
         and increase the interest into the theory

Practice   Theory

Roles of Vocational Education

     Applied learning Opportunity
         → awareness for the meaning of leaning

     Preparation for the transition from school to work

Issues of Vocational Education

     Image of Vocational Education in comparison with Academics
         →inferiority

     Economic Burden to keep facilities updated

Case of Alberta, Canada

Historical Overview of high school education in Alberta

        1984 Review of Secondary Education

                initial stage for career preparation

        1989 Practical Arts Review

                Practical Arts → Career and Technology Studies

        1990 Work Experience

        1991 Registered Apprenticeship Program →Off Campus Education

        →Work-based learning became a part of School Education

          (Work Experience Program, Registered Apprenticeship Program)

High School Reform in 1990s:
Shift from Vocational Education to Career and Technical Studies (CTS)
Integration of School-based learning and Work-based learning

Vocational Education reform in terms of Vulnerable Youth

Multiculutralism to Inclusive Society

Multiculturism = based on 1982
2002 Immigration and Refugee Protection Act
      → Inclusive Education
           cope with the diversity (racial, mental gender. SES...)
2003 Alberta Learning
         "Every Child Learns, Every Chikd Succeeds"
              diversity=immigrants, vulnerable youth,
2009 Alberta Education
        High School Flexibility Enhancement Pilot Project(HSFEPP)

Revising vocational program → Career and Technology Studies
Removal of Carnegie Unit → Competency Based assessment
        secure learning opportunity even outside of school

Situation of Japanese School Education.

% of School Refusal

グラフ エリア

Year	Elementary	Junior High	Senior High
2011	0.33	2.64	1.68
2012	0.31	2.56	1.72
2013	0.36	2.69	1.67
2014	0.39	2.76	1.59
2015	0.42	2.83	1.49
2016	0.47	3.01	1.46
2017	0.54	3.25	1.51
2018	0.7	3.65	1.63
2019	0.83	3.94	1.58
2020	1	4.09	1.39
2021	1.3	5	1.69
2022	1.7	6	2.04

Junior High:
2% up after COVID

Elementary
0.7% up after
COVID
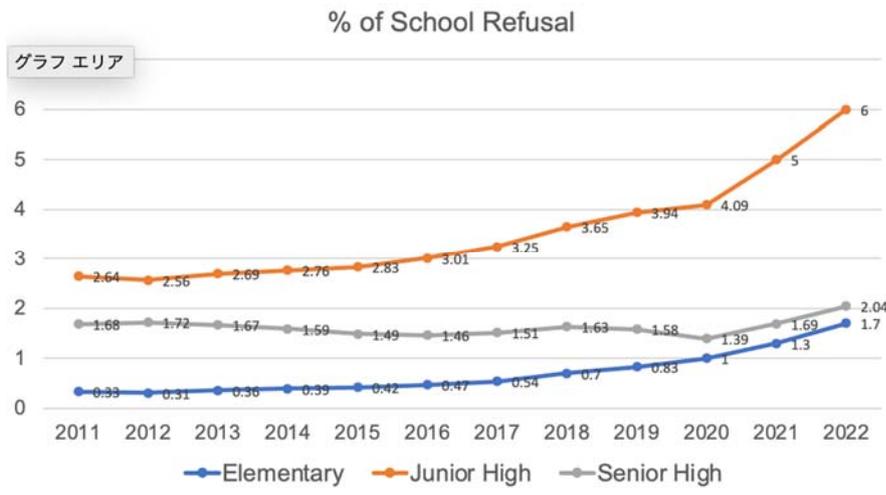
Data from Ministry of Education, Culture, Sports, Science and Technology (2022)


What is CTS?

Vocational Education + Technology

→STEM, STEAM

National Occupational Classification(NOC)

クラスター
(BIT, HRH, MDC, NAT, TMT)
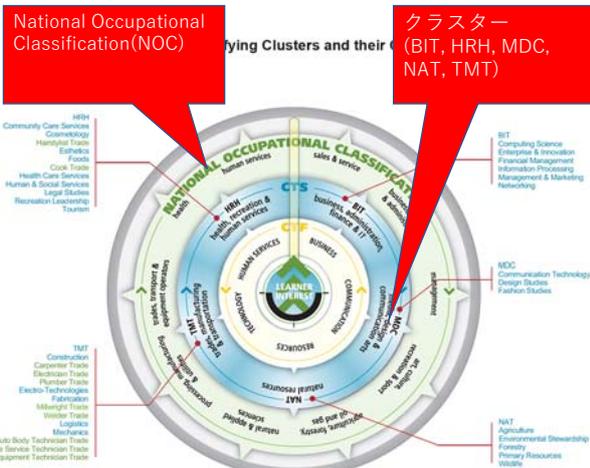
Career and Technology Studies (CTS) Clusters and National Occupational Classification

Business, Administration, Finance & Information Technology (BIT) Courses

National Occupational Classification	course	National Occupational Classification	course
Computing Science (CSE)	32	Information Processing (INF)	21
Enterprise and Innovation (ENT)	15	Management and Marketing (MAM)	37
Financial Management (FIN)	25	Networking (NET)	28

Health, Recreation and Human Services (HRH) Cources

National Occupational Classification	course	National Occupational Classification	course
Coomunity Care Services (CCS)	26	Health Care Services (HCS)	28
Cosmetology (COS)	16	Human and Social Services (HSS)	27
Criminal Justice Studies (CJS)	25	Legal Studies (LGS)	22
Esthetics (EST)	33	Recreation Leadership (REC)	40
Foods (FOD)	46	Tourism (TOU)	29
Health Care Aide (HCA)	27		

Media, Design & Communication Arts (MDC) Courses

National Occupational Classification	course	National Occupational Classification	course
Communication Technology (COM)	58	Fashion Studies	52
Design Studies (DES)	33		

Natural Resources (NAT) Courses

National Occupational Classification	course	National Occupational Classification	course
Agriculture (AGR)	42	Primary Resources (PRS)	21
Environment Stewardship (ENS)	29	Wildlife (WLD)	32
Forestry (FOR)	21		

Trades, Manufacturing & Transportation (TMT) Courses

National Occupational Classification	course	National Occupational Classification	course
Construction (CON)	54	Mechanics (MEC)	63
Electro-Technologies (ELT)	42	5th Class Power Engineering (PEN)	15
Fabrication (FAB)	51	4th Class Power Engineering (PEN)	25
Logistics (LOG)	19		

Learning CTS

Multi-Active Learning

Individual ⇄ Group

Learning at worksite
→dual credit
(high school credit + credential
for apprenticeship or retroactive
credit of post-secondary)

Concept 0f CTS
Learner Centered
competency based

Redesign of whole High
School curriculum
"Removal of
Carnegie Unit"

On Campus / Off Campus

Classroom

Learning Centre or Post-secondary
Neighbour School Facilities

Time based
1 credit=25 hours
→Traditional Style

CT Centre(Calgary)   Southern Alberta Institute of
                          Technology

Off Campus Education

Iron Workers Union
        Journeyperson teaches welding to students

        Education – communication with positive adult
        Training ---- Welding
        Career Development ----- journeyperson = role model

    →motivation to learn and complete high school

Students at Iron Workers Union

I definitely think it's easier to like get the rules of the mathematics hammered in when you're using them in an actual real world context. Because I've always had an issue with theoretical stuff in class so when I'm able to take it out and apply it in a real world scenario I find it easier to grasp.
March 16, 2015, Calgary

Well yeah dimensions and surface areas I'm doing an online course and I don't know why but measuring and using measuring tapes has always been kind of a pain in the ass for me I feel like this I can actually figure out.
March 16, 2015, Calgary

Students at SAIT (Dual Credit)

Yes I do find a connection. Because right now I am doing a Math course and there's a lot of Math for carpentry, like measuring. So yeah it does have some connection to school. ……I've never liked Math really. But I do like Math when I get it. When I don't get Math, I don't like it.
March 16, 2015, Calgary

Cases of Hokkaido

#3 Ashoro High School

#4 Shikaoi High School

High School education
        = revitalizing regional community

Local government (town, village)
        make policy to keep local high schools in their community

1 Financial support to students
        transportation, excursions, school uniforms…
2 Learning environment
        provides unique education program
                Private tutoring (cram school) funded by municipality
                *public funded cram school (?)
                Cooperating or coordinating project-based learning

---

Private Tutoring (Cram) School   Case: Hokkaido Ashoro High School

Basically the purpose of it is to provide preparation for entrance examination

Private funded
Extra learning time after school
Tuition required (1 subject = 40,000 JPY/month)

Ashoro juku = independent style learning
Extra learning time after school (5:00pm-9:00pm)
No tuition ------ public funded (Town of Ashoro)
Operated by NPO

Next Step: Inquiry based learning with Local Industries…

Project-based Learning collaborating with local community

Mandara Up Project
      based on short-term Internship

Shikaoi Innovation Project
      1) Identify problem
      2) Analyse problem
      3) Create hypothesis
      4) Plan solutions
      Support from Pro Bono Mentor consists of Local people, Professor, Business…

→ Working on Community Issues and presenting final report
      Goal is not just presenting ideas but to move town

Free Innovation Project
      Students inspired by project-based learning
      may work outside of school curriculum

      working on promoting inbound tourism. →

Project Based Learning (International)

From Kindergarten to High School level
Canada Study project funded by Town

1 Develop Communication skill
      Language partner with high school
      Canadian students
2 Travel fee was provided by Shikaoi town
      100%
3 Pesenting Japanese culture to host high school
      in Stony Plain

← Textbooks made by teachers in Shikaoi

Discussion :

Possibility of the sustainability of Vocational Education at High School Level.

Case of Alberta, Canada
    CTS
        On Campus   Individual or Group learning
        Off Campus   Group learning

Advantages of Off Campus and Work-based or Community-based learning

    1) Real world setting: authenticity of education content
    2) Updated facilities
    3) Incentives from positive adult

    → securing students' learning opportunity

Case of Ashoro
    Preparation for University Entrance
        Off Campus: NPO and local government
    Planning to promote Inquiry or Project based Learning
        On Campus
        Off Campus

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3

COLLABORATION BETWEEN HIGH SCHOOL AND MUNICIPALITY IN DEPOPULATED AREAS

Kei Shibuya

COLLABORATION BETWEEN HIGH SCHOOL AND MUNICIPALITY IN DEPOPULATED AREAS

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Bio:

Mr. Kei Shibuya is a high school principal of Hokkaido Ashoro High School, which is a public high school in Japan. He has experience teaching English at several high schools in Hokkaido, Japan for 30 years. And now he is organizing a collaborative educational program with municipal government. He also has completed a master's degree at the graduate course of Hokkaido University.

Abstract:

If local high schools cannot be sustained, it could lead to the outmigration of households raising children, posing a pressing issue for local municipalities. Across the nation, there is a growing trend of municipalities that are not the administrators of prefectural high schools providing support in various forms. In rural Japan, challenges children and young people face include fixed human relationships, homogenized values, and a lack of stimulation and competition. These issues can lead to a lack of multicultural collaboration, creativity, and challenge. Therefore, the introduction of community schools, which promote education that takes advantage of the region's characteristics, is progressing in high schools. These initiatives aim to foster curiosity and innovation by engaging high school students in local industry, arts, and tourism. Such efforts not only address challenges but also contribute to the sustainable growth of communities and the development of younger generations. Ashoro town is one of the largest municipalities in Japan, but it is facing the problem of depopulation, with a population of over 6,000 people decreasing by about 200 people every year. Ashoro town is making unique efforts in primary industries such as livestock, dairy farming, and forestry, attracting immigrants from other prefectures, contributing to the town's attractiveness from primary industries to tourism and art.   Previously, there were few opportunities to learn about the characteristics of local industries, and students who could not drive had limited ability to explore the town's distinctive initiatives. In order to solve this problem, we are working on developing a three-year curriculum for integrated inquiry learning and introducing a community school (CS) as a place of learning in the local community. This is a practical report on these efforts.

***Keywords*:**

Community-School Collaboration, Integrated inquiry learning, Revitalization and Sustaining of depopulating areas

4TH INTERNATION CONFERENCE ON YOUTH 2023

NYPI SPECIAL SESSION 1

Kei Shibuya

Hokkaido Ashoro Prefectural Senior High School

COLLABORATION BETWEEN HIGH SCHOOL AND MUNICIPALITY IN DEPOPULATED AREA

Depopulation issue

- 14 consecutive years
- all 47 prefectures in 2023
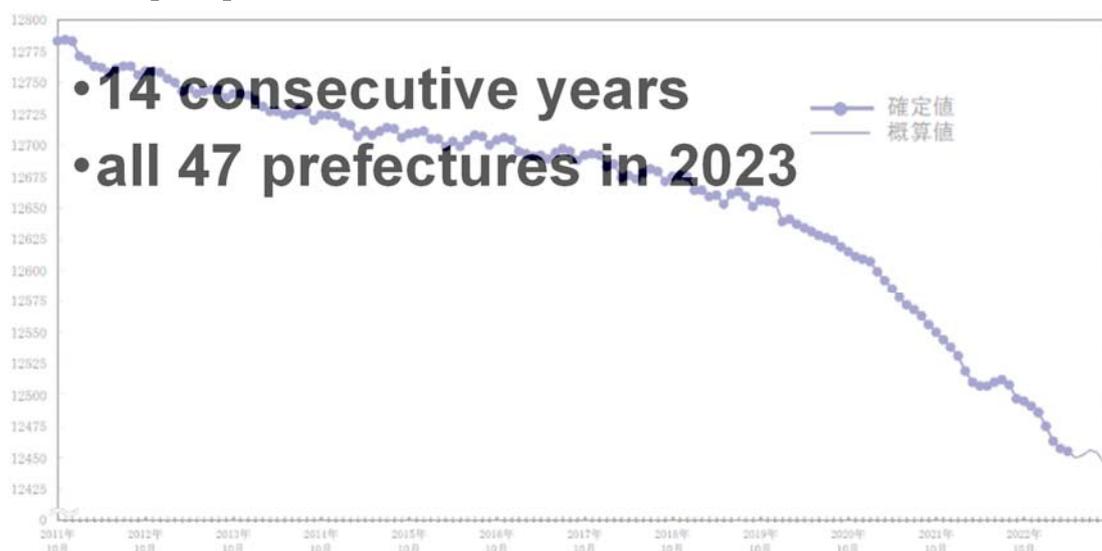
Depopulation issue
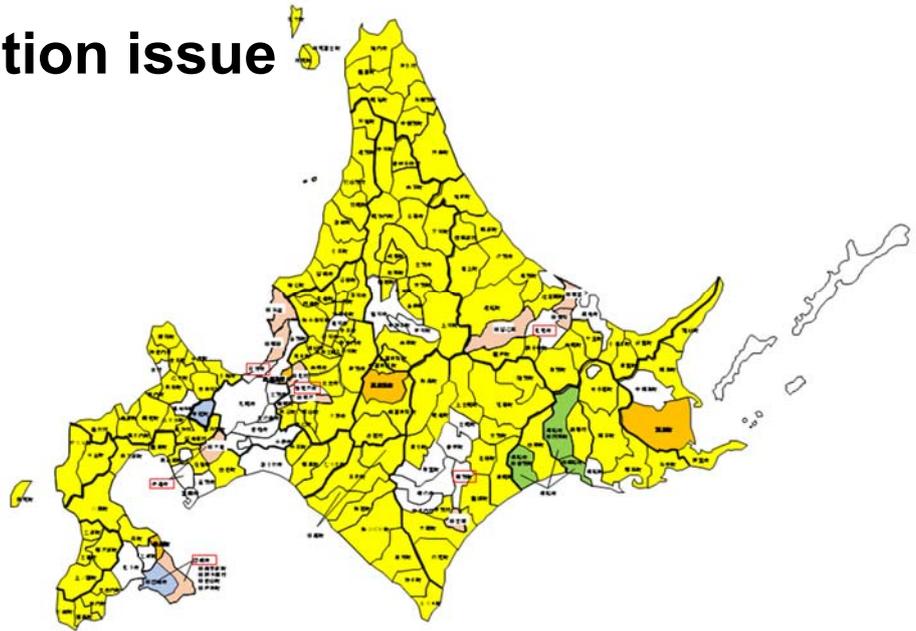
High School closure

	1990	2022	Rate
JAPAN	5506	4824	12.3%
HOKKAIDO	340	272	2%

Impact of closing high school

- "If a local high school cannot be maintained, it may lead to the outflow of families with children, posing a pressing issue for the local municipality.

Ashoro town

Ashoro High School

Ashoro Town's dicision 2015~

Approximately 1.2 million dollars in support

Paradigm Shift in Learning

- Transformation of Learning due to **the New Curriculum Guidelines**
- The introduction of **Community School**

Paradigm Shift in Learning

- Transformation of Learning due to the New Curriculum Guidelines
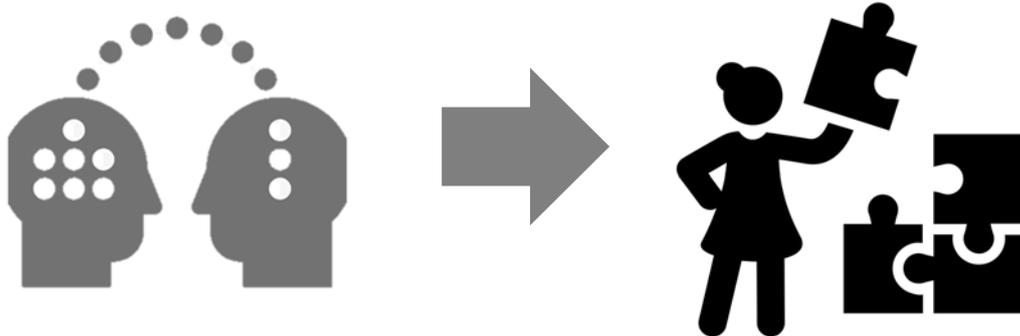
Paradigm Shift in Learning

- The introduction of **Community School**
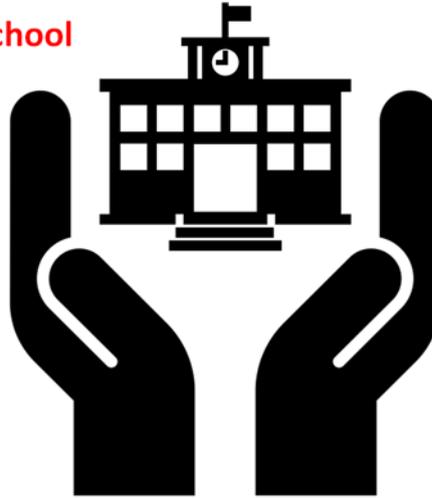
Addressing Persistent Challenges

- Promoting Inquiry-Based Learning Inside and Outside High School

Thank you for listening.

Kei Shibuya
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4

EXPLORING THE DIRECTION OF CAREER EDUCATION IN THE ERA OF ARTIFICIAL INTELLIGENCE

Hyun-jin Jang

EXPLORING THE DIRECTION OF CAREER EDUCATION IN THE ERA OF ARTIFICIAL INTELLIGENCE

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Bio: Professor (Dr. of Education), Department of Science & Technology Education for Life, Seoul National University of Education
Former researcher at Korea Research Institute for Vocational Education and Training (National Career Education Center)

Abstract: *The purpose of this study was to explore the direction of career education as digital transformation accelerates in the artificial intelligence era. For this purpose, literature review was mainly conducted, and the researcher's inferences were made based on this. The main results of this study are as follows. First, in the world of work in the era of artificial intelligence, the application of artificial intelligence technology is occurring at an unprecedentedly fast and wide scale. Although this may result in some job loss, opportunities for job creation or entrepreneurship may also increase. Second, in the era of artificial intelligence, digital competency will become essential as one of the basic linguistic intelligences, and the efficiency of career exploration and information provision will be achieved by utilizing artificial intelligence technology. However, the basic competencies for a successful career, such as career interest, curiosity, positivity, and confidence, as mentioned in various career theories, will continue to be important. In addition, individuals will need the ability to explore career experiences, take on challenges on their own initiative, manage their careers, and make necessary human networks. Lastly, the purpose of career education in the future artificial intelligence era should be to enable individuals to self-direct their own lives and careers. It is necessary to establish a support system that enables lifelong career development and to provide intensive and comprehensive support to vulnerable groups along with individualized career service support. In career education methods, various artificial intelligence tools should be actively utilized, but field career experiences that allow students to actually perceive the world of work are still important.*

Exploring the Direction of Career Education in the Era of Artificial Intelligence *

* This study is currently in progress.

Hyun-jin JANG
**Professor,
Seoul National University of Education**

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I Introduction

II Competencies Required for Future Workers in the Era of AI

III Examining the Feasibility and Implications of Career Theories in the Era of AI

IV Directions of Career Education and Guidance in the Era of AI

2

I. Introduction

Introduction

- Needs for the study and Research Purpose
  - Acceleration of changes in the world of work due to technological advancement, etc.
  - Digital transformation and AI development such as ChatGPT and Robotics
  - AI technology affects all industries and occupations
  - Therefore, the purpose of this study is to explore the direction of education and guidance for career development of youth who will live in the AI era.
    - Exploring the competencies required for professionals in the AI era
    - Examining the feasibility and implication of (current) career theories in the era of AI
    - Exploring the direction of career education and guidance in the AI era

- Research Methodologies
  - Literature study (April ~ September in 2023)

Related Previous Studies

- First, research on the development of career education, guidance, and counseling tools using artificial intelligence (specific research on detailed methods)
  - Research on automated career guidance and counseling system using intelligent computer (Mehraj & Baba, 2019)
  - Development of a customized career counseling chatbot using artificial intelligence (D'Silva et al., 2020; Zaidi et al., 2021)
  - Research on resume critique and writing coaching using artificial intelligence (Drewery et al., 2022)
  - Developing a learning path planning algorithm based on career goals using artificial intelligence (Shi et al., 2022)

- Second, research on exploring the direction of career education and guidance counseling in the era of artificial intelligence (rather extensive comprehensive research)
  - A comprehensive review of the possibilities and threats when applying artificial intelligence to lifelong career guidance (Westman et al., 2021)

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II. Competencies Required for Future Workers

6

Top 10 skills of 2025
(WEF, 2020)

7

Top 10 skills on the rise by 2027
(WEF, 2023)

8

What competencies will be needed in the era of AI?

Competencies to create AI

Competencies to utilize AI (e.g., technical skills and digital literacy)

Competencies differentiated from AI (e.g., soft skills)

Field expertise

9
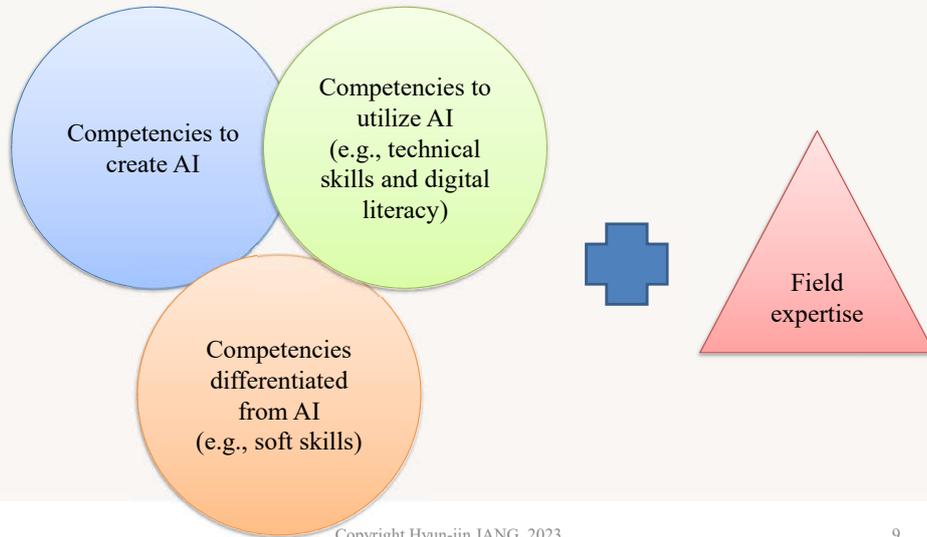
III.
Feasibility
and
Implications
of Career
Theories

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Career theories examined in this study

- 'Protean Career'

- Krumboltz's 'Planned Happenstance Learning Theory'

- Savickas's 'Career Adaptability Theory'

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Concept of 'Protean Career'

- Contents
  - Emphasis on self-directedness and the pursuit of intrinsic value in career selection.
  - Protean career success requires self-identity awareness and adaptive capabilities (Hall, & Doiron, 2018).

- Relevance and Implications in the AI Era
  - A background awareness of rapid changes in the world of work is appropriate.
  - Career initiative and adaptability will continue to be important competencies now and in the future.

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Krumboltz's 'Planned Happenstance Learning Theory'

- Contents
  - Accidental life experiences become opportunities for learning and success.
  - Personal characteristics that turn a chance experience into an opportunity for success: curiosity, persistence, flexibility, positivity, risk-taking, etc.
  - Individual efforts to turn chance experiences into opportunities for success: continuous learning, self-evaluation, feedback from those around you, effective relationships, work-life balance, etc. (Krumboltz, & Levin, 2004)

- Relevance and Implications in the AI Era
  - Applicable at any time in human life regardless of era
  - However, long-term research is needed to prove whether the competencies described in theory actually lead to career and life success.

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Savickas's 'Career Adaptability Theory'

- Contents
  - A situation in which the world of work is highly changeable and cannot be predicted by individuals.
  - Self-regulation skills are required to successfully manage career transitions and solve career challenges
  - Career adaptability develops through the development of career interest, career control, career curiosity, and career confidence (Savickas, 2005).

- Relevance and Implications in the AI Era
  - Presents the individual's appearance and capabilities to respond to a very rapidly changing world and world of work.
  - However, long-term research is needed to prove whether the competencies described in theory actually lead to career and life success.

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Implications form Career Theories

- First, most major career theories take into account very rapid technological development and changes in the world of work.

- Second, the career competencies suggested by career theory may continue to be necessary in the future artificial intelligence era.
  - Continued interest in career path, curiosity, positivity, confidence, etc.
  - Career exploration and career experience exploration capabilities continue to be needed.
  - Requires the ability to seek advice and cooperate with those around you through self-directed challenge, systematic career management, and networking.

- Third, there is a need for long-term longitudinal research that can demonstrate the relationship between current career competencies and future career success.
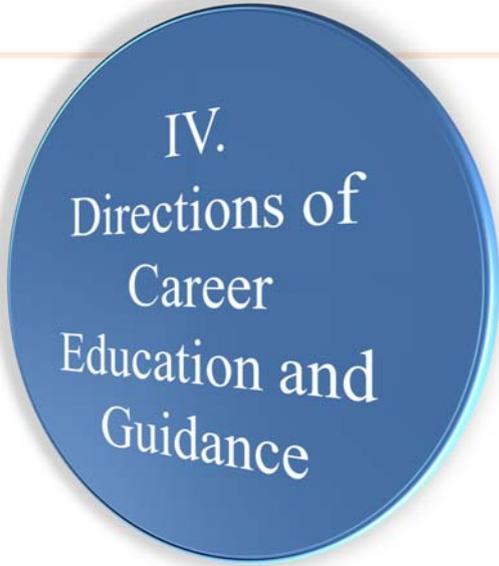
15

IV.
Directions of
Career
Education and
Guidance

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Perspectives on the Future

- No one can accurately predict the future.
- We need to set the future we want and move forward.

- Although the overall number of jobs may decrease somewhat with the introduction of artificial intelligence, there is also a high possibility that new industries, occupations, and jobs will be created.

- Therefore, we must encourage young people to take the lead in pioneering their future and establish a career education system appropriate for them.

Purpose of Career Education:
Developing capabilities to take initiative in pioneering one's own life and career

- Digital competency is important as one of the basic communication skills in the era of artificial intelligence.
  - Digital competency will become essential as one of the basic linguistic intelligences
  - The efficiency of career exploration and information provision will be achieved by utilizing artificial intelligence technology.

- Developing sustainable career competencies in a rapidly changing world of work
  - Career interest, curiosity, positivity, confidence, etc.
  - The ability to explore career experiences, take on challenges on their own initiative, manage their careers, and make necessary human networks.

- Enhancing self-direction in career development

Targets of Career Education:
Lifelong, individualization, inclusiveness

- Establishment of a lifelong career development support system
  - In the age of AI, individual career paths are changing very diversely, and individuals constantly need career development support due to unexpected changes in situations.

- Strengthening personalization of career development support
  - AI technology can be a faithful support tool for individualized guidance in career guidance and counseling.

- Strengthening inclusive and intensive support for career vulnerable groups
  - As society develops, the problem of polarization may become more severe, and the capabilities of AI may further deepen this problem.

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Methods of Career education:
AI-based career education and on-site career experience

- Improving the quality of career education using AI
  - In career education methods, various artificial intelligence tools should be actively utilized.

- Career experience opportunities linked to workplaces continue to be important
  - Field career experiences that allow students to actually perceive the world of work are still important.

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Thank you for all ~

- I hope for the advancement of career and vocational education.
- And I also wish the youth success in their careers.
- Academic exchanges on career education are also welcome.

- If you have any questions or comments, please contact me at the following email address.
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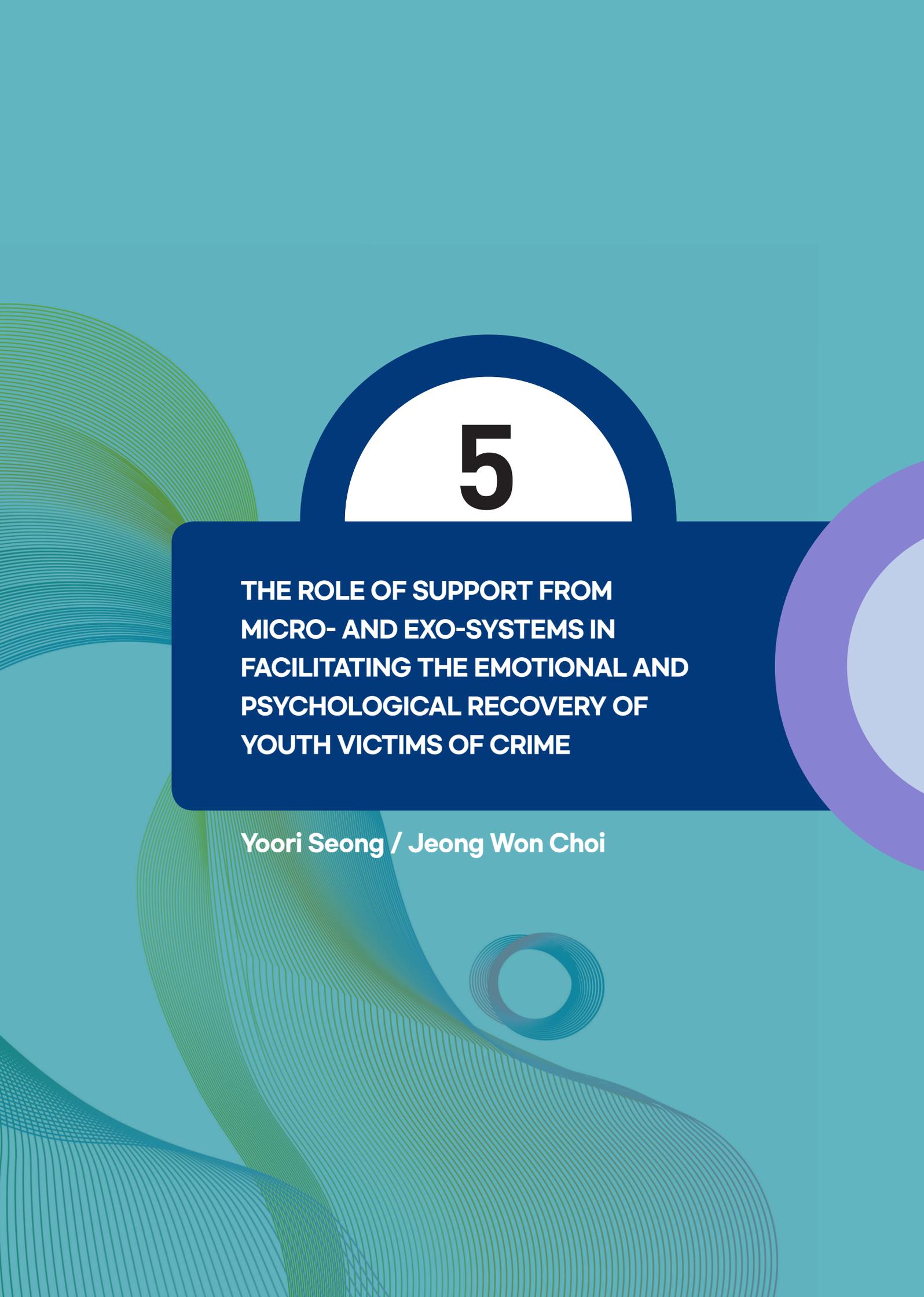
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THE ROLE OF SUPPORT FROM MICRO- AND EXO-SYSTEMS IN FACILITATING THE EMOTIONAL AND PSYCHOLOGICAL RECOVERY OF YOUTH VICTIMS OF CRIME

Yoori Seong / Jeong Won Choi

THE ROLE OF SUPPORT FROM MICRO- AND EXO-SYSTEMS IN FACILITATING THE EMOTIONAL AND PSYCHOLOGICAL RECOVERY OF YOUTH VICTIMS OF CRIME

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Bio:

Dr. Yoori Seong is an associate research fellow at the Korean Institute of Criminology and Justice.
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Abstract:

Against the backdrop of the ecological systems theory, this study analyzed the role of micro- and exo- systems in facilitating the emotional and psychological recovery of youth victims of crime and found that support from a microsystem such as parents, peers, and teachers and support from the exosystem such as local communities and agencies, coupled together, meaningfully reduced the emotional and psychological trauma from crime victimization. The results showed that youth victims of severe teasing or ridicule, bullying, assault, intimidation, extortion, verbal abuse, and sexual offenses, compared to their unvictimized counterparts, reported higher levels of emotional and psychological problems such as somatization, depression, anxiety, stress, and suicidal ideation; however, victims who perceived that they had supportive family, friends, teachers, and other social support systems reported lower levels of emotional and psychological problems compared to counterparts who did not. These findings suggest that effective treatment of the emotional trauma of crime victimization involves systematic and overarching supports from micro- and exo-systems, where both individuals who have direct contact with victims in their immediate environment and local agencies external to the victims should work hand in hand to identify and react to the youth victims of crime, facilitating the emotional and psychological recovery of youth victims of crime in a collaborative and timely manner.

THE ROLE OF SUPPORT FROM MICRO- AND EXO-SYSTEMS IN FACILITATING THE EMOTIONAL AND PSYCHOLOGICAL RECOVERY OF YOUTH VICTIMS OF CRIME

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Emotional Impact of Criminal Victimization

- Experiencing criminal victimization throughout adolescence, including incidents such as bullying, physical assaults, beatings, and domestic violence, may have a significant impact on one's mental health (APA, 2000).

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Emotional Impact of Criminal Victimization

- Children and adolescents who experience sexual assault often manifest psychological problems, including adjustment disorder, post-traumatic stress disorder (PTSD), and acute stress disorder (ASD).

- Previous study indicates that children and adolescents who been subjected to rape as victims have significantly elevated levels of post-traumatic stress disorder, depression, and anxiety in comparison to those who have suffered molestation.

- These findings underscore the diverse mental implications associated with the specific characteristics of crime

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Emotional Impact of Criminal Victimization

- A significant portion of middle school children, approximately 29.9%, displayed heightened levels of psychotic symptoms following experiences of bullying.

- Furthermore, it was revealed that the probability of middle school students who had been victims of bullying having high psychotic symptom scores was 17.8 times greater compared to those who had not experienced bullying.

- These individuals often exhibit psychiatric symptoms, including anxiety, depression, interpersonal sensitivity, obsessive-compulsiveness, paranoia, and somatization.

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Emotional Impact of Criminal Victimization

- The Juvenile Victimization in 2021(Korean Crime Victim Survey(XII) found that adolescents who had experienced various crimes reported markedly higher levels of mental health problems than those who hadn't been victimized.

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〈The Summary of Juvenile Victimization in 2021(Korean Crime Victim Survey(XII))〉

Subscales	Experience Victimization	No Experience Victimization	t	p
Total Problem Behavior Score	**35.67(29.39)**	**23.2(20.71)**	**17.81**	**<.000**
Internalizing Problems Total	12.08(11.45)	7.92(8.15)	15.25	<.000
Anxious/Depressed	5.3(5.4)	3.42(3.85)	14.58	<.000
Withdrawn/Depressed	3.36(3.4)	2.54(2.78)	9.90	<.000
Somatization	3.41(4.01)	1.96(2.78)	15.32	<.000
Externalizing Problems Total	8.41(8.14)	5.07(5.63)	17.31	<.000
Rule-Breaking Behavior	2.66(3.44)	1.47(2.27)	14.65	<.000
Aggressive Behavior	5.75(5.26)	3.59(3.81)	17.13	<.000
Social Problems	3.07(3.33)	1.9(2.28)	14.72	<.000
Thought Problems	3.55(3.92)	2.18(2.66)	14.76	<.000
Attention Problems	4.92(3.88)	3.63(3.31)	13.49	<.000
Other Problems	3.63(2.98)	2.5(2.35)	15.62	<.000

*measurement: the Youth Self-Report (YSR)

Delayed Impact of Criminal Damage

- The emergence of mental health issues due to criminal activities may not always be immediate.

- Peer victimization experienced during childhood may not manifest as problematic behaviors, such as depression, until adolescence (Schwartz et al., 2015).

- Delayed stress disorder, a subtype of post-traumatic stress disorder, is diagnosed when trauma-related symptoms emerge three months after the traumatic experience (DSM-5).

Delayed Impact of Criminal Damage

- According to the Juvenile Victimization in 2021(Korean Crime Victim Survey(XII), victimized adolescents reported experiencing more severe mental health issues one year after the victimization compared to the immediate aftermath.

- Therefore, it is essential to implement intervention strategies designed to support the recovery process from the emotional and psychological trauma resulting from the harmful effects of criminal activities.

<The Summary of Juvenile Victimization in 2021(Korean Crime Victim Survey(Ⅻ))>

Subscales	No Experience Victimization (a)	Past Experience Victimization (b)	Recent Experience Victimization (c)	Past + Recent Experience Victimization (d)	F	Post Validation
Total Problem Behavior Score	**21.95(19.91)**	**32.58(24)**	**28.95(26.45)**	**41.32(30.54)**	**232.65**	**a<c<b<d**
Internalizing Problems Total	7.4(7.78)	11.81(9.66)	9.47(10.07)	14.28(12.06)	197.25	a<c<b<d
Anxious/Depressed	3.19(3.66)	5.17(4.67)	4.16(4.78)	6.27(5.7)	176.71	a<c<b<d
Withdrawn/Depressed	2.4(2.7)	3.62(3.12)	2.65(2.98)	3.96(3.61)	105.36	a,c<b,d
Somatization	1.81(2.67)	3.02(3.32)	2.66(3.56)	4.05(4.25)	167.50	a<b, c<d
Externalizing Problems Total	4.81(5.42)	6.97(6.67)	6.98(7.55)	9.61(8.43)	186.88	a<b, c<d
Rule-Breaking Behavior	1.4(2.17)	2(2.85)	2.23(3.28)	3.03(3.54)	125.51	a<b, c<d
Aggressive Behavior	3.41(3.69)	4.97(4.37)	4.76(4.8)	6.58(5.48)	186.64	a<b, c<d
Social Problems	1.82(2.22)	2.56(2.63)	2.5(3.07)	3.54(3.46)	142.34	a<b, c<d
Thought Problems	2.03(2.53)	3.32(3.29)	2.67(3.38)	4.29(4.18)	184.30	a<c<b<d
Attention Problems	3.49(3.26)	4.64(3.49)	4.21(3.63)	5.52(3.99)	115.02	a<c<b<d
Other Problems	2.4(2.3)	3.28(2.62)	3.12(2.76)	4.07(3.09)	147.32	a<b, c<d

Youth Victims of Online Crime

- Multiple studies have consistently demonstrated that cyberbullying is also linked to psychological repercussions.

- A comprehensive study was conducted to investigate the mental health consequences of cyberbullying on various groups, including victims, perpetrators, and those who experienced both victimization and perpetration.
    - Victimization group exhibited significantly higher levels of depression, anxiety, social immaturity, cognitive difficulties, self-harm tendencies, self-identity issues, and internalization problems compared to those who had not experienced both victimization and perpetration in cyberbullying.

Youth Victims of Online Crime

Online fraud and sexual harassment are reported at rates of 44.7% and 45.8%, respectively

(Juvenile Victimization in 2021).
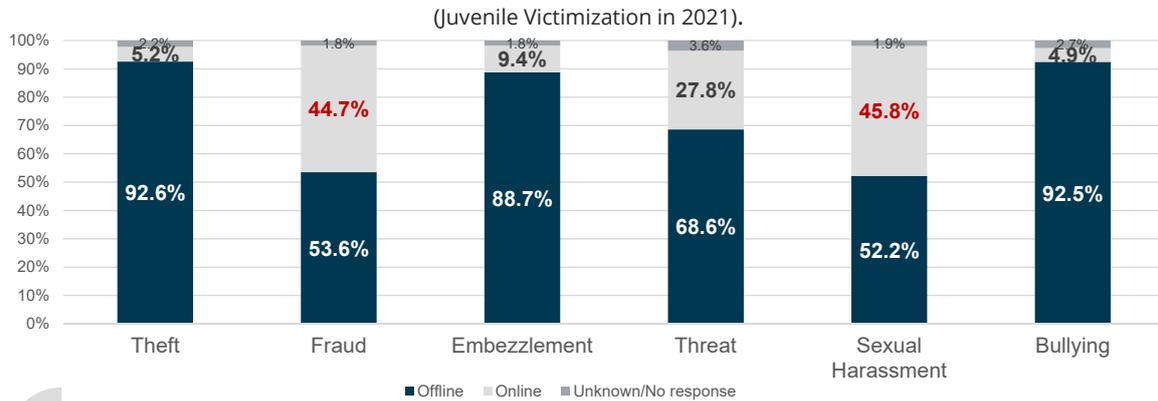
Youth Victims of Online Crime

- Compared to 2017, there has been an observed increase in the occurrence of online criminal activities.

- In recent years, there has been a noticeable transformation in crimes targeting adolescents, marked by a shift from in-person offenses to the increasing prevalence of online criminal activities.

**Is crime prevention and eradication
the sole solution for addressing mental health issues
resulting from criminal harm?**

— *It is essential to take into account the mental health problems
stemming from trauma and to prepare measures
for treatment and recovery.*

Ecological Systems Theory

- Ecosystem theory (Bronfenbrenner, 1979) explains the development of an individual by saying that the micro-systems such as family, friends, and school, and the exo-systems such as the community, legal services, and social welfare services interact with each other and grow.
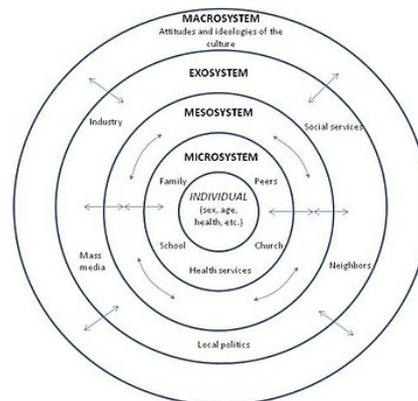
Ecological Systems Theory

- In line with the ecological systems perspective, it's essential to acknowledge that individuals are not solely influenced by their immediate surroundings, which include family, peers, and teachers.

- The broader social support network, which includes community facilities and social welfare services, also wields a substantial influence on adolescent mental health.

Psychological Recovery

- A positive and supportive teacher-student relationship reduces the likelihood of experiencing victimization from school crime. Moreover, it plays a crucial role in mitigating post-crime psychiatric effects, including depression, anxiety, stress, and negative self-perception (Sulkowski & Simmons, 2018).

- Even among adolescents who have experienced peer bullying, the presence of supportive teachers can enhance mental recovery, while reducing negative impacts on academic performance and self-perception.. This effect is particularly pronounced among female students (Gee, Haghighat, Vang, & Cooc, 2022).

Psychological Recovery

- Supportive friends play a mediating role in alleviating psychological issues among victimized adolescents, such as externalizing and internalizing problems, anxiety, and depression (Rasalingam et al., 2017).

Hypothesis

- This study aimed to assess the impact of support systems, including parents, peers, school teachers, and social support, on the mental well-being of crime victims and to investigate the role of micro- and exo-systems in aiding recovery from psychological trauma caused by criminal harm.

- In detail, this study aimed to specifically examine how relationships with family, peer, teachers, and other social support mechanisms associate the alleviation and recovery from the psychological and emotional consequences of crime victimization among youth.

Hypothesis

- In our analysis of the influence of micro- and exo-systems on an individual's psychological recovery, we controlled for variables related to micro-systems, such as gender, school grade, and self-esteem.

Method

Independent Variable

Crime Victimization (Frequency)

- o Severe teasing or ridicule
- o Group bullying
- o Physical assault
- o Threats
- o Extortion
- o Verbal violence
- o Sexual offenses

Positive Parenting Attitudes
Friendships
Teacher Relationships
Positive Social Support

Method

Dependent Variables	Controlled Variables
Self-harm	Gender
Somatization	School Grade
Depression	Self-esteem
Anxiety	
Suicidal Ideation	
Stress	

Results

- **Total Participants: 6,689**
  - Participants Who Experienced Victimization: 431

- **Frequency Range of Victimization: 1-7**
  - 1 Crime: 287 people
  - 2 Crimes: 81 people
  - 3 Crimes: 36 people
  - 4 or More Crimes: 27 people

Results

- A significant prevalence of emotional and psychological issues was evident in victimized youth, in comparison to those without exposure to offenses like severe teasing or ridicule, group bullying, physical assault, threats, extortion, verbal violence, or sexual offenses, which encompass sexual harassment, forced molestation, pseudo-rape, and rape.

- Nevertheless, increased perception of support from their families, friends, and other social systems led to a noteworthy decrease in emotional and psychological problems among victimized youth, including somatization, depression, anxiety, stress, and suicidal ideation.

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Results

	Self-Harim		Somatization		Depression		Anxiety		Suicidal Ideation		Stress	
	β	ρ	β	ρ	β	ρ	β	ρ	β	ρ	β	ρ
Victimization score	**0.139**	**<.001**	**0.198**	**<.001**	**0.174**	**<.001**	**0.182**	**<.001**	**0.191**	**<.001**	**0.072**	**<.001**
Positive Parenting Attitudes	-0.024	.111	**-0.107**	**<.001**	**-0.121**	**<.001**	**-0.106**	**<.001**	**-0.095**	**<.001**	**-0.136**	**<.001**
Friendships	**-0.044**	**.003**	-0.021	.149	**-0.035**	**.005**	**-0.047**	**<.001**	**-0.050**	**<.001**	0.004	.736
Teacher Relationships	0.017	.239	**0.041**	**.004**	0.023	.068	0.023	.076	**0.055**	**<.001**	**-0.046**	**<.001**
Positive social support	-0.014	.332	**-0.056**	**<.001**	**-0.048**	**<.001**	**-0.067**	**<.001**	-0.022	.094	**-0.044**	**<.001**
gender	0.015	.202	0.070	<.001	0.042	<.001	0.056	<.001	0.059	<.001	0.059	<.001
School Grade	0.025	.039	0.071	<.001	0.024	.014	0.039	<.001	0.004	.703	0.012	.210
Self-Esteem	-0.208	<.001	-0.201	<.001	-0.436	<.001	-0.359	<.001	-0.342	<.001	-0.525	<.001
R^2	0.096		.171		**.375**		.310		.247		**.466**	
F	88.312	<.001	172.618	<.001	499.984	<.001	375.568	<.001	273.650	<.001	729.687	<.001

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Results

- In the context of the stress-dependent variable, it becomes evident that individuals who have experienced victimization generally exhibit elevated stress levels when compared to adolescents who haven't experienced victimization.

- However, it's important to note that higher levels of positive parenting attitudes, teacher Relationships, positive social support are associated with lower stress levels.

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Results: Moderation Effects

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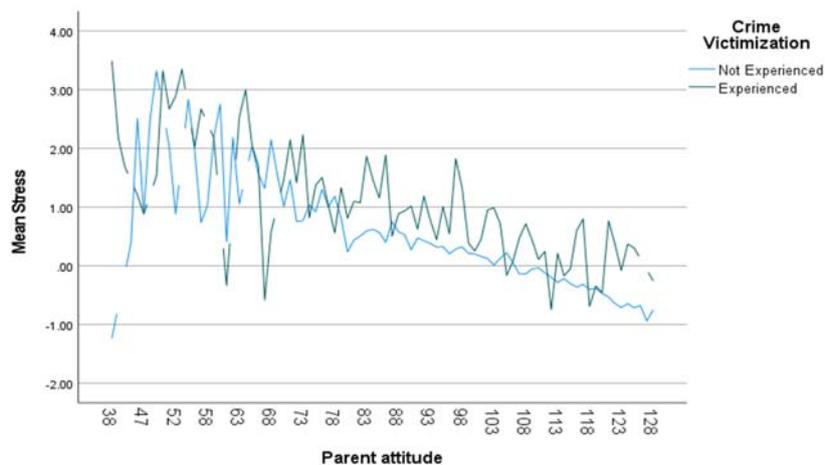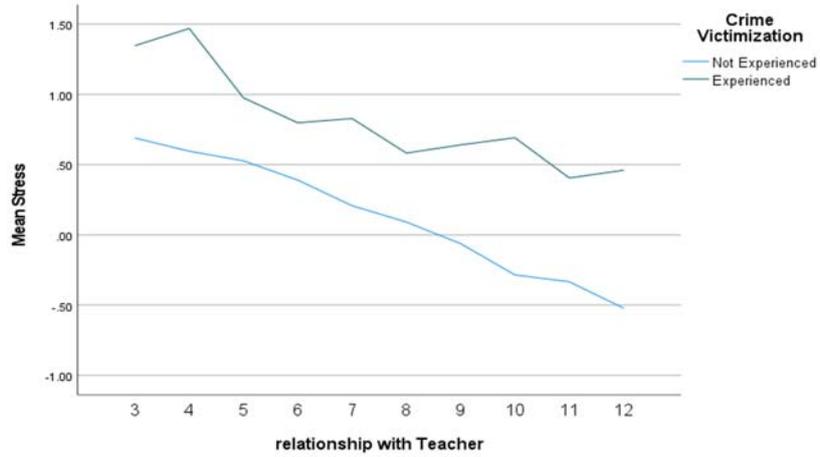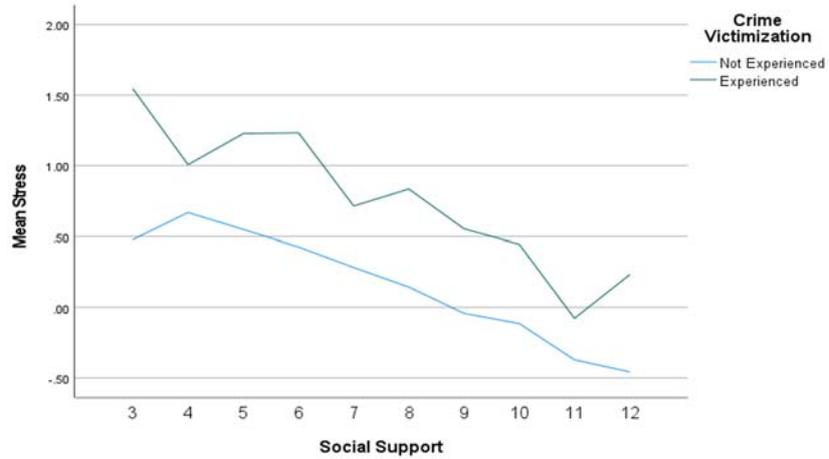
Results

Results

Discussion

- These results emphasize that schools and society must play an integral role in intervening to help victimized youth recover from psychological trauma, beyond addressing these trauma at the individual or family level.

- It is needed to inform students about the 'Wee-Class' program within the school. This initiative aims to make counseling more accessible and transform students' perception of it into a positive resource, especially for those facing difficulties.

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Discussion

- Despite the presence of an anonymous telephone counseling hotline (1388), it is expected that many students remain unaware of its existence, highlighting the necessity for proactive promotion.

- Schools need to promptly detect and prevent harm within the school environment, with support from both peers and teachers. Additionally, they should establish connections with specialized organizations for harm management.

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Discussion

- Given the rising incidence of online crimes, which can be challenging to detect within home and school settings, there is a pressing need for a social safety framework to effectively prevent and address such criminal harm.

- Consequently, the public safety network should expand its efforts to identify concealed criminal offenses and provide support for recovering from the psychological trauma caused by criminal harm.

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Thank you

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THE STUDY ON THE EFFECTS OF ELEMENTARY SCHOOL STUDENTS' ONLINE GAMING BEHAVIOR AND PARENTAL MEDIATION ON THEIR ACCEPTABILITY OF VIOLENCE

Sang Y. Bai

THE STUDY ON THE EFFECTS OF ELEMENTARY SCHOOL STUDENTS' ONLINE GAMING BEHAVIOR AND PARENTAL MEDIATION ON THEIR ACCEPTABILITY OF VIOLENCE

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Bio:

Sang Y. Bai (PhD, University of Texas at Austin) is a senior research fellow at the National Youth Policy Institute in Korea. He received his B.A. in Mass Communications from the University of California, Berkeley and his M.A. in Media Studies from Syracuse University. His research interests include media literacy, the impact of media on youth, and migrant youth.

Abstract:

With the COVID-19 pandemic and changes in media environments, an increase in adolescents' media usage time and a phenomenon of media use at a younger age have been witnessed. Considering this situation, the study examined the key factors among various online gaming behaviors that increase elementary school students' acceptability of violence and provided implications for appropriate intervention and parenting styles for children's gaming use through hierarchical multiple regression analysis of survey responses from elementary school students and their parents. The main analysis results are as follows: First, simply playing games for a long time does not increase elementary school students' acceptability of violence. Second, the frequency of exposure to violent game scenes acts as a very powerful factor in increasing acceptability of violence. Third, the earlier the first use of games in life, the higher the elementary school students' acceptability of violence. Fourth, the higher the tendency for obsession with games or the enjoyment of game content through YouTube, the higher the acceptability of violence. Fifth, giving children the impression that parents restrict or interfere with their digital media use is counterproductive in reducing the tolerance for violence associated with gaming, which is considered harmful. Sixth, it was found that adolescents who perceive their parents as active mediators in their digital media use are less tolerant of violence. Finally, parents' self-awareness of the appropriateness of their children's media use guidance does not act as a factor in reducing their acceptability of violence.

Keywords:
game, violence acceptability, youth, parental mediation, lower starting age

The Study on the Effects of Elementary School Students' Online Gaming Behavior and Parental Mediation on Their Acceptability of Violence

Sang Y Bai, Ph.D.

(Senior Research Fellow, National Youth Policy Institute)

Elementary School Student Media Usage Survey
National Youth Policy Institute, 2020

" I prefer engaging in YouTube activities over playing online games."
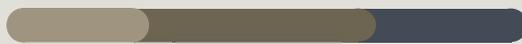
Yes **22.4**%   No **48.5**%

"Have you played any online/mobile games in the past month?"

Yes **84.2**%   No **15.8**%

Game Usage Rates Among Elementary School Students by Gender and Grade

Male **92.3**%

Female **75.6**%
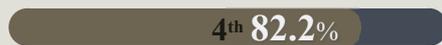
4th **82.2**%

5th **84.7**%
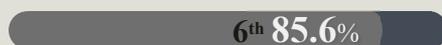
6th **85.6**%

Elementary School Students' Game Usage Time on Weekdays and Weekends

	weekday	weekend
not used	22	17.3
< 30 minutes	17.2	15.1
< 1 hour	24	20
< 2 hours	19.9	22.6
< 3 hours	8.7	13.1
< 4 hours	3.5	5.5
≥ 4 hours	4.7	6.4
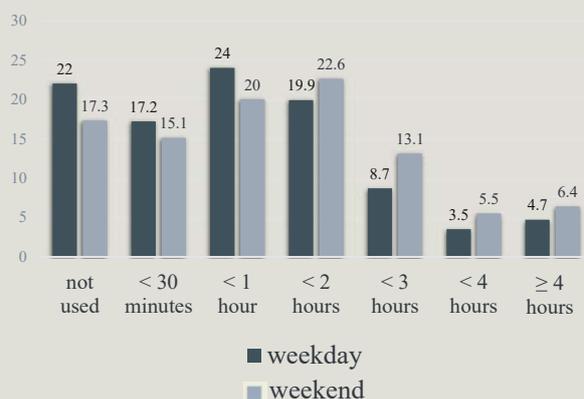
Elementary School Students' Age of First Online Game Usage

Initial usage grade	Current grade		
	4th	5th	6th
Before 1st grade	16.6	13.7	14.5
1st grade	28.3	15.2	12.2
2nd grade	32.6	26.1	15.6
3rd grade	22.5	31.5	22.7
4th grade	0.0	13.5	19.2
5th grade	-	0.0	12.5
6th grade	-	-	3.2

"The changing media landscape and the COVID-19 pandemic have led to an acceleration in the increase of media usage time among adolescents, and a noticeable trend of younger generations engaging with various forms of media and digital devices at even earlier ages than previous generations."

"With the so-called mandatory game shutdown policy being lifted in 2022, the parental guidance and supervision skills regarding their children's gaming habits have become even more crucial."

Youth Media Consumption Behaviors and Effects

High risk group   Potential risk group

Young Children
- 2018: 20.7 (2.0 / 18.7)
- 2019: 22.9 (2.3 / 20.6)
- 2020: 27.3 (3.7 / 23.6)
- 2021: 28.4 (4.3 / 24.1)
- 2022: 26.7 (3.5 / 23.2)

Youth
- 2018: 29.3 (3.6 / 25.7)
- 2019: 30.2 (3.8 / 26.4)
- 2020: 35.8 (5.0 / 30.8)
- 2021: 37.0 (5.7 / 31.3)
- 2022: 40.1 (5.2 / 34.9)

Adults
- 2018: 18.1 (2.7 / 15.4)
- 2019: 18.8 (2.8 / 16.0)
- 2020: 22.2 (4.0 / 18.2)
- 2021: 23.3 (4.5 / 18.8)
- 2022: 22.8 (4.4 / 18.3)

60s
- 2018: 14.2 (2.4 / 11.8)
- 2019: 14.9 (2.5 / 12.4)
- 2020: 16.8 (3.2 / 13.6)
- 2021: 17.5 (3.7 / 13.8)
- 2022: 15.3 (3.0 / 12.3)

- Influence on Adolescent Socialization
- Repetitive Consumption of Harmful Contents → Formation of Distorted Values and Stereotyping of Specific Groups

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Parental Mediation

- Media guidance practices aimed at maximizing the positive effects and minimizing the negative effects of media used by children, through parent-child interactions as a form of family communication
- Three Major Mediation Types:

  active mediation, restrictive mediation, co-use/viewing
- Essential to consider the quality of the relationship and the level of openness in communication between the communication participants

Acceptability of Violence

- An attitude that accepts the necessity and justification of using violence as a means to resolve conflict situations occurring in interpersonal relationships
- One of the key factors that can actually trigger violent behavior
- In many online games, comics, movies, and dramas, violence is a major theme.
- The violence enacted by heroes/heroines is often glorified and justified.
- The consequences arising from violence are also portrayed positively.

Hierarchical multiple regression analysis of survey responses from elementary school students and their parents

- **DV: Acceptability of Violence**

  It is acceptable to resort to physical violence when a peer provokes or challenges me.

- **IV: Gaming behavior & Parental mediation and child-rearing factors**

  Parental mediation types perceived by children

  - My parents tend to interfere or control my use of digital media (Internet, smartphone, games, etc.)
  - My parents tend to explain the positive and negative aspects of the digital media (internet, smartphone, games, etc.) I use.

  Parents' perception of the level of appropriateness in parental guidance of their child's media usage

Results:
The Regression Analysis Results of Socio-Demographic, Gaming Behavior, Parental Intervention, and Child-Rearing Factors Influencing Elementary School Students' Acceptability for Violence

Independent Variables	Socio-Demographic Factors		Gaming Behavior Factors		Parental Intervention & Child-Rearing Factors	
	B(S.E)	Exp(B)	B(S.E)	Exp(B)	B(S.E)	Exp(B)
gender(0=female)	0.209	.114***	0.052	0.028	0.076	0.041
age	0.178	.160***	0.163	.146***	0.155	.139***
Place of Residence	0.062	.044+	0.047	0.033	0.051	.036
Household Income	-0.01	-0.022	-0.002	-0.005	-0.003	-0.006
Game Usage Time	-	-	0.005	0.008	0.004	0.007
Gaming Addiction Tendency	-	-	0.131	.124***	0.111	.105***
Watching YouTube Related to Gaming	-	-	0.078	.119***	0.076	.115***
Grade of Initial Game Usage	-	-	-0.063	-.097***	-0.056	-.087**
Exposure to Violent Game Scenes	-	-	0.131	.159***	0.119	.145***
Parental Acceptability of Violence	-	-	-	-	0.069	.053*
Restrictive Mediation (child's perception)	-	-	-	-	0.047	.055*
Active Mediation (child's perception)	-	-	-	-	-0.052	-.062*
Appropriateness in Parental Guidance (parent's perception)	-	-	-	-	0.004	0.003
Positive Self-Attitude	-	-	-	-	-0.1	-.108***
R^2	0.043		0.135		0.155	
Adjusted R^2	0.04		0.13		0.147	
F	16.367***		25.278***		19.022***	
Durbin-Watson			1.925			

+p<.10, *p<.05, **p<.01, ***p<.001

Findings:

- The earlier the first use of games in life, the higher the elementary school students' acceptability of violence.

- Simply playing games for a long time does not increase elementary school students' acceptability of violence.

- The frequency of exposure to violent game scenes acts as a very powerful factor in increasing the acceptability of violence.

- The higher the tendency for obsession with games or the enjoyment of game content through YouTube, the higher the acceptability of violence.

- Giving children the impression that parents restrict or interfere with their digital media use is counterproductive in reducing the tendency of violence associated with gaming.

- Adolescents who perceive their parents as active mediators in their digital media use are less tolerant of violence.

- Parents' self-awareness of the appropriateness of their children's media use guidance does not act as a factor in reducing their acceptability of violence.

7

ASSESSING THEORIES OF ON/ OFFLINE DELINQUENCY AMONG SOUTH KOREAN ADOLESCENTS: A META-ANALYSIS

Bu Kyung Kim

ASSESSING THEORIES OF ON/OFFLINE DELINQUENCY AMONG SOUTH KOREAN ADOLESCENTS: A META ANALYSIS

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Abstract: Over the decades, scholars have tried to explain why people commit criminal acts. General strain theory, Routine activity theory, Self-control theory, Social learning theory and Social bond theory are representative theories to explain the causes of crime. These theories have been used to understand juvenile delinquency. However, as the new fashion of delinquency - online delinquency - emerge, it will be necessary to verify whether these theories can be adopted both online and offline delinquency. To examine theories, this study identified 104 empirical articles of South Korea adolescents that utilized each of theories. Using meta analysis, current study found that there was a statistically significant difference in the effect size between the theories. The effect of Social learning theory (*ES*: 0.29, *p*<.001) on the delinquency was highest, followed by Self-control theory(*ES*: -0.20 *p*<.001), Routine activity theory(*ES*: 0.19, *p*<.001), General strain theory(*ES*: 0.17, *p*<.001) and Social bond theory(*ES*: -0.16, *p*<.001). Based on the Cohen(1988), Social learning theory and Self-control theory show medium-sized effects, and Routine activity theory, General strain theory and Social bonding theory show small-sized effects. Furthermore, in this study, a moderating effect analysis was conducted to confirm the difference in the effect of each theory on online and offline delinquency. The moderation effect of online and offline delinquency on the theories was only statistically significant according to General strain theory. The effect size of the offline delinquency was 0.21, which was larger than the effect size of the online delinquency, 0.13. Through this study, theories explaining juvenile delinquency were organized, the effect size of each theory was confirmed, and the effects of each theory on online and offline delinquency were compared. It is expected that the results of this study will be used to utilize more effective factors for future studies and interventions.

Assessing theories of on/offline delinquency among South Korean adolescents:
a meta analysis

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Jisu Park (National Youth Policy Institute)

Tae Min Song (Gachon University Graduate School of Industry&Environment)

Contents

Ⅰ. **Background**

Ⅱ. **Method**

Ⅲ. **Result**

Ⅳ. **Discussion**

Ⅰ. Background

**"Juvenile delinquency is a multifaceted phenomenon
that entails a substantial and continuous consequences on our society"**

✓ Juvenile delinquency ranges from deviant acts that are not permitted during adolescence to criminal acts that violate the law

✓ In South Korea, as juvenile crime continues to increase, interest in juvenile delinquency is also increasing.

Korean Institute of Criminology and Justice(2023)

Ⅰ. Background

"The new delinquent type of the era: Online delinquency"

✓ Since 2012, youth deviant behavior occurring online has been recognized as a social problem.

✓ Online delinquency distinguishes as two types of delinquency: cyber-enabled and cyber-dependent delinquency.

▪ Cyber-enabled delinquency: online fraud, extortion, and online stalking

▪ Cyber-dependent delinquency: hacking, distributing viruses, and orchestrating DDoSattacks.

✓ Offline and online delinquency are interrelated yet have distinct constructs.

Ⅰ. Background

"The special characteristics of online space can be defined as omnipresence, anonymity, and non-face-to-face."

- ✓ Omnipresence: victims are harassed 24 hours a day, causing constant anxiety, and perpetrators continue to commit delinquent behavior or engage in secondary harm, which can lead to greater harm.

- ✓ Anonymity: It is difficult for the victim to identify the perpetrator and because of less sense of social presence, users appear more egocentric.

- ✓ Non-face-to-face: The inability to read the victim's facial expression can make the perpetrator feel less guilty.

Ⅰ. Background

"A vast body of research tried to delineate juvenile delinquency by applying criminological

- ✓ The following criminal theories were most frequently used:
- ▪ General Strain Theory
- ▪ Routine Activity Theory
- ▪ Self-control Theory
- ▪ Social Learning Theory
- ▪ Social Bond Theory
- ✓ Only a handful of studies that have verified whether traditional criminological theories are useful in explaining online delinquency.
- → This study uses meta-analysis to synthesize individual studies on online/offline delinquency and to prove the effectiveness of various theories.

Ⅰ. Background

"Limitation of prior meta studies"

- ✓ Research that does not consider theoretical perspectives.
  - ▪ Variables related with juvenile delinquency(Jin & Bae, 2012), Gender differences(Seo & Kim, 2014)

- ✓ Research that designed to explore only single theory.
  - ▪ Testing the General Strain Theory(Park & Bae, 2016), Self-control (Park et al., 2022).

- ✓ Research on specific delinquency type.
  - ▪ School violence(Kim et al., 2014), Runaway(Jung & Kim, 2012).

→ This study uses various criminological theories to calculate the effect size by synthesizing individual studies related to online and offline delinquency and to identify similarities and differences between delinquency types and theories.

II. Method

1. Selection of the Studies

- ✓ Studies on predictive factors for adolescent offline and online delinquency experiences
- ✓ Using the NetMiner program to search for 'youth', 'elementary school student', 'elementary school', 'middle school student', 'middle school', 'high school student', 'high school', and 'delinquency' based on KCI papers from 2012 to 2022
- ✓ For the selection of studies four criteria were formulated.
1. KCI journals from January 1, 2012 to December 31, 2022
2. Types of delinquency which include offline delinquency such as status delinquency, property offenses and online delinquency such as cyberbullying, cyber-violence
3. The samples of studies including "elementary school student", "middle school student" and "high school student"
4. Manuscripts presenting a coefficient of correlation

II. Method

2. Effect Size Calculation and Data Analyses

- ✓ Using R 4.05 program
- ✓ Fisher's Z was selected as the common effect size metric across studies
- ✓ For homogeneity test, Cochran's Q statistic (test) and Higgin's , an index representing heterogeneity between studies, are used.
- ✓ If the homogeneity of individual studies is not secured, a random effect model is used,
- ✓ If homogeneity is confirmed, a fixed effect model is used.
- ✓ For estimating moderating effect, random-effects meta-analytic regression analysis are used.

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┌─────────────────────────────────────┐
│ Search KCI articles using keyword (N=993) │
└─────────────────────────────────────┘
        │
        │   ┌──────────────────────────────────────────────┐
        ├──►│ Excluding articles unrelated to youth (n=19)   │
        │   │ Excluding articles unrelated to the research topic (n=267) │
        │   └──────────────────────────────────────────────┘
┌─────────────────────────────────────┐
│ Reviewing abstract                    │
│ and exlcuding ineligible articles (N=707) │
└─────────────────────────────────────┘
        │   ┌──────────────────────────────────────────────┐
        ├──►│ Excluding articles where the research subjects were not │
        │   │ adolescents (n=18)                              │
        │   │ Excluding articles of ineligible research method (n=227) │
        │   └──────────────────────────────────────────────┘
┌─────────────────────────────────────┐
│ Reviewing full-text                   │
│ And excluding ineligible articles (N=462) │
└─────────────────────────────────────┘
        │   ┌──────────────────────────────────────────────┐
        ├──►│ Effect size cannot be calculated (n=231)        │
        │   │ Detailed measures cannot be confirmed (n=14)    │
        │   │ Without Appropriate Information(n=33)           │
        │   │ Ovelapping measures (n=1)                       │
        │   └──────────────────────────────────────────────┘
┌─────────────────────────────────────┐
│ Selection criteria for analysis (N=204) │
└─────────────────────────────────────┘
        │   ┌──────────────────────────────────────────────┐
        ├──►│ Articles with inappropriate variables (n=86)    │
        │   │ Articles with overlapping samples (n=42)        │
        │   └──────────────────────────────────────────────┘
┌─────────────────────────────────────┐
│ The Researches Selected on            │
│ M eta-Analysis (N=76)                 │
└─────────────────────────────────────┘
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PRISMA flowchart.

III. Result

1. Study and Participant Characteristics

- 47 articles (61.8%) of offline delinquency and 29 articles(38.2%) of online delinquency
- 27 articles(35.5%) of primary data and 49 articles(64.5%) of secondary data
- 25 articles(22.3%) of General strain theory and Social bond theory
- 23 articles (20.5%) of Social learning theory , 21 articles (18.8%) of Routine activity theory and 18 articles (16.1%) of Social control theory

Theory	Conditions	Variables
General strain theory	Strain	Stress (Family factors, academic factors, peer pressures), Negative experiences, Negative stimuli(Victimization of violence, Abuse, Suicidal ideation)
	Negative feeling	Depression, anxiety, anger, loneliness
Social bonds theory	Attachment	Parent-child interaction, support of friend, parents attachment, peer attachment, support of family
	Commitment	Course maturity, vocational identity, School achievement, Academic achievement, Grit
	Involvement	Youth activity, school engagement
	Belief	Guilt, disengagement
Social learning theory	Differential association	Delinquent friend, criminal peer
	Definition	Deviant self-concept, anti-social resisting consciousness, law-abiding consciousness, violence tolerance
	Modeling	Peer conformity
Social control theory	Self ability	Self-esteem, self-efficacy
	Self control	Impulsiveness
Routine activity theory	Motivated offender	Internet(smart phone) overuse, Internet(smart phone) addiction, fandom activity, online(smart phone) game
	Suitable target	Expectation of internet use
	Lack of guardians	Neglect

Variables of theory

III. Result

2. Criminological theory

Theory	k	$ES(95\% CI)$	Q	I^2	τ^2
General strain theory	25	0.17(0.0776~0.2594)	689.23($P<.001$)	97.0	0.0558
Routine activity theory	21	0.19(0.1179~0.2640)	1730.46($P<.001$)	99.0	0.0303
Social control theory	18	-0.20(-0.2535~-0.1469)	383.37($P<.001$)	96.0	0.0067
Social bond theory	25	-0.16(-0.2438~-0.0700)	850.19($P<.001$)	97.0	0.0507
Social learning theory	23	0.29(0.2331~0.3442)	726.95($P<.001$)	97.0	0.0204

✓ It is judged that there is heterogeneity in effect size between individual studies as this is more than 70% for all variable groups.
→ Using random effect model
✓ By all sub-variable groups, it was found that there was a difference in variance between studies.
✓ The variable group with the largest effect size was 'Social Learning Theory', 'Self-Control Theory', 'Routine Activities Theory', 'General Strain Theory' , and 'Social Bond Theory'.

III. Result

3. Publication bias

✓ To ensure the validity of the meta-analysis results, a funnel plot was examined to check publication bias, and publication bias was suspected, so an Egger test was conducted.
→ It was found that there was no publication bias in "General strain theory", "Self-control theory", "Social bond theory", and "Social learning theory".

✓ However, the null hypothesis was rejected in the "Routine activity theory", showing that publication bias exists.
→ Finally, the trim and fill method of Duval and Tweedie (2000) was used to interpret that there was no publication bias.

Funnel plot of Routine activity theory
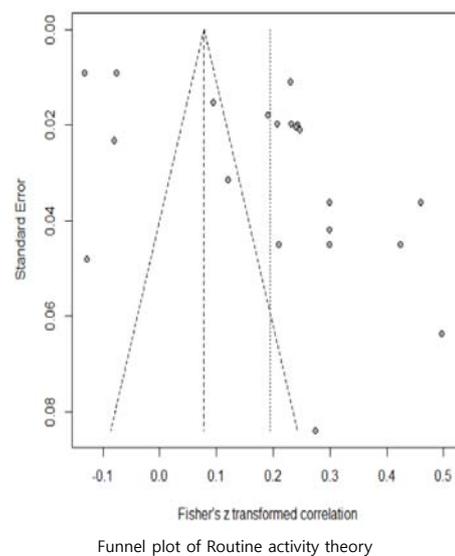
III. Result

4. Moderating effect

Theory	B	$S.E.$	$P-value$	R^2
General strain theory	-0.238	0.089	0.008	20.94
Routine activity theory	0.102	0.081	0.207	2.03
Social control theory	-0.048	0.062	0.437	0
Social bond theory	-0.045	0.100	0.652	0
Social learning theory	-0.013	0.067	0.841	0

✓ The moderating effect was found to be significant only in "General strain theory" and the coefficient of determination of the moderating variable was large at 20.94%.

Theory	Offline delinquency		Online delinquency	
	k	$ES(95\%CI)$	k	$ES(95\%CI)$
General strain theory	16	0.21(0.1962~0.2258)	9	0.13(0.1207~0.1463)
Routine activity theory	7	0.18(0.1657~0.1939)	14	0.03(0.0229~0.0422)
Social control theory	12	-0.19(-0.2037~-0.1797)	6	-0.24(-0.2905~-0.1856)
Social bond theory	17	-0.13(-0.1383~-0.1164)	8	-0.10(-0.1096~-0.0803)
Social learning theory	15	0.28(0.2662~0.2898)	8	0.26(0.2345~0.2868)

✓ The effect size between the online and offline delinquency groups in General strain theory was found to be 0.21 for offline delinquency, which was larger than 0.13 for online delinquency.

IV. Discussion

✓ This study summarized crime theories frequently used in juvenile delinquency and compared the effect sizes of crime theories.

✓ In addition, this study confirmed whether traditional crime theory can be applied to online delinquency, a new fashion of delinquency, by estimating the moderating effects of online and offline delinquency.

First, Summarizing crime theories and variables frequently used in Korean juvenile delinquency research.

• "General strain theory", "Routine activity theory", "Social control theory", "Social bond theory" and "Social learning theory"
• By organizing the most frequently used theories and variables in juvenile delinquency in Korea over the past 10 years, this study presented directions for future research.

IV. Discussion

Second, The effect sizes of all crime theories were found to be significant
- This indicates that crime theory, which has been frequently used in existing research, explains juvenile delinquency to some extent.
- Social learning theory and self-control theory show medium-sized effects.
→ This can be explained in relation to the characteristics of adolescence.
- On the other hand, routine activity theory, general strain theory, and social bond theory show small effects.
→ Since general strain theory and social bond theory are the most used theories, there is a need to reconsider the effectiveness of these theories.

Third, the moderating effect of online and offline delinquency is significant only in general strain theory.
- This indicates that traditional crime theories are applicable to both online and offline delinquency without distinction.
- However, as far as general strain theory is concerned, it was found to be more suitable for explaining offline delinquency than online delinquency.
→ This result is contrary to the claim in many previous studies that negative emotions experienced by adolescents are more easily expressed in online domain than offline domain.

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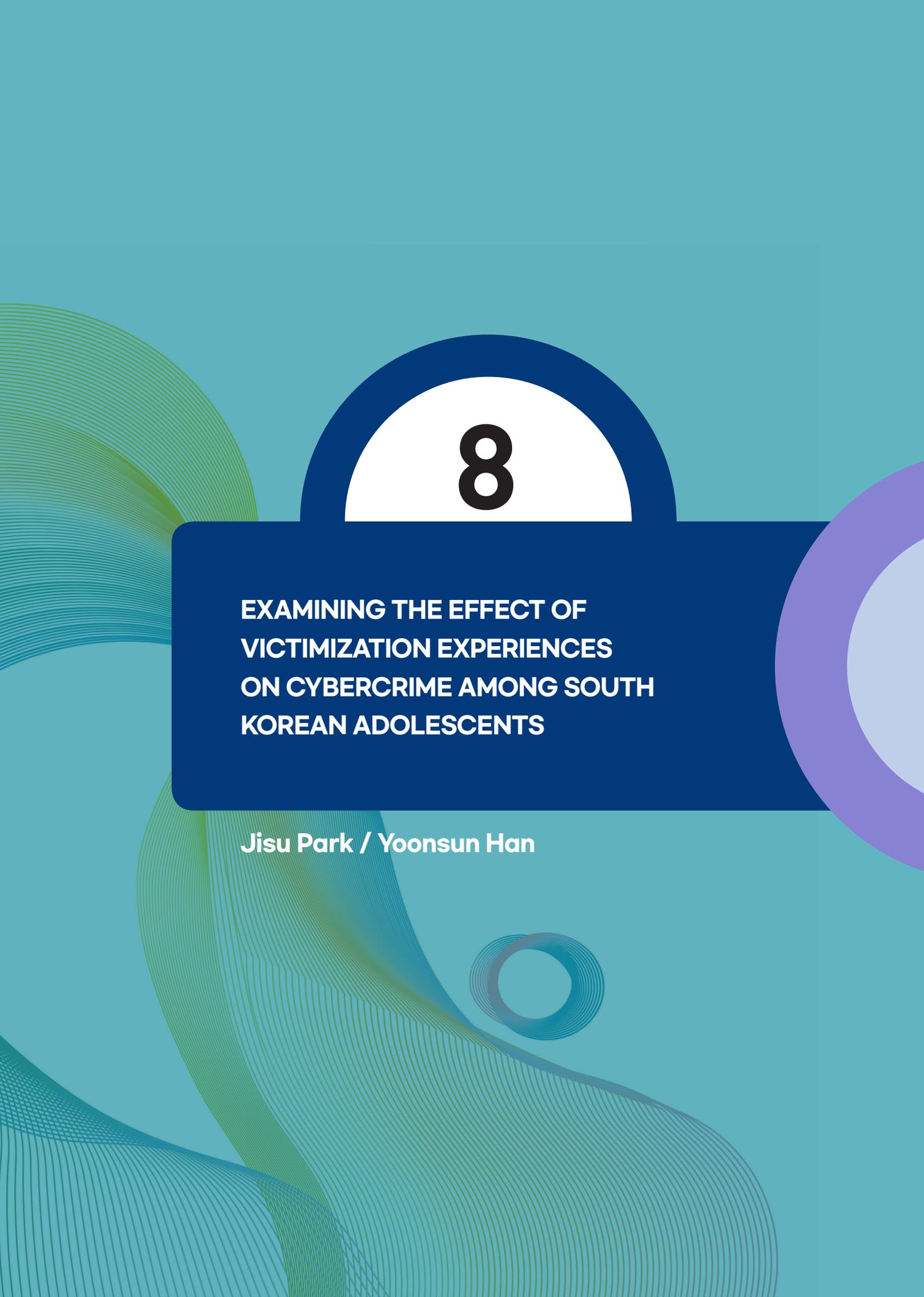
8

EXAMINING THE EFFECT OF VICTIMIZATION EXPERIENCES ON CYBERCRIME AMONG SOUTH KOREAN ADOLESCENTS

Jisu Park / Yoonsun Han

EXAMINING THE EFFECT OF VICTIMIZATION EXPERIENCES ON CYBERCRIME AMONG SOUTH KOREAN ADOLESCENTS

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Abstract: Although the correlation between victimization and crimes is well-established, scant research has examined the diverse forms of victimization experienced by adolescents involved in cybercrime. General strain theory posits victimization as a form of strain, which can give rise to anger and eventually lead to delinquency online. Social learning theory states that individual experiences in victimization increase exposure to violence, fostering their role as a perpetrator through mechanisms of imitation and reinforcement of violence. This study aims to examine which victimization experience is most strongly related to cybercrime perpetration using a sample of middle to high school students and youth on probation in South Korea. This study used two independent datasets: (a) nationally representative data adopting the 4th International Self-Report Delinquency Study survey (n=1634, boy=48.4%, age=15.6); and (b) data using the same questionnaire which were collected from youth on probation sampled from probation offices across the country (n=364, boy=79.7%, age=16.7). The dependent variable was cybercrime perpetration (13 items), and the independent variables were five types of victimized experiences such as emotional, physical, and sexual abuse experiences, school bullying victimization, and cybercrime victimization. Covariates include adolescents' gender, age, and subjective household income level. Multivariate regression analysis results showed that cybercrime victimization significantly predicted both groups' involvement in cybercrime perpetration. While heightened experiences of physical abuse were more likely to elevate cybercrime perpetration among non-probation youth, greater exposure to emotional abuse was associated with an increased possibility of committing cybercrime among probation youth. These findings suggest the need for applying cyber-specific strategies that intervene and reduce cybercrime perpetration among adolescents. Furthermore, it is imperative to develop coping strategies that can effectively address negative emotions arising from violence and prevent abusive parenting so that adolescents do not imitate and reinforce violent behaviors.

Keywords: *general strain theory, social learning theory, victimization, cybercrime, South Korean adolescents*

Examining the Effect of Victimization Experiences on Cybercrime among South Korean Adolescents

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2023.10.10.

Introduction

- In the age of digitalization, there has been a remarkable increase in the prevalence of illicit activities occurring on the internet.
- The extensive online involvement of young individuals, often referred to as digital natives, raises concerns about their susceptibility to engage in online criminal activities or even become offenders.
- The study of online delinquency and criminal behavior is experiencing significant growth, highlighting the urgent need for effective cybercrime prevention strategies.

2

Introduction

- Digital crimes result from a multitude of circumstances.
- Research has indicated that exposure to violence is one of the contributing factors that may lead to delinquency and criminal behavior among young individuals (Astridge et al., 2023).

— *However, comprehensive research on various forms of victimization experiences has been limited. This underscores the importance of examining how the victimization experiences of adolescents in different settings relate to their participation in online criminal activities.*

3

Theoretical Background

General strain theory (Agnew, 1992)

- Delinquent behavior as a coping mechanism for alleviating emotional distress caused by heightened anxiety.
- Strain → experience of negative emotions (e.g., anger or anxiety) → deviant behavior as a means of emotion relief
- Experience of negative events, negative stimuli (victimization in school violence, exposure to abuse, etc.), negative emotions
- Victimization as a form of strain, which can give rise to anger and eventually lead to delinquency online

4

Theoretical Background

Social Learning theory (Akers & Jennings, 2015)

- Problematic behaviors can be attributed to the mechanism of social learning.
- Theoretical elements: differential association, definition, differential reinforcement, imitation.
- Individual experiences in victimization increase exposure to violence
- Fostering their role as a perpetrator through mechanisms of imitation and reinforcement of violence

5

The Current Study

The Relationship Between Various Victimization Experiences and Cybercrime

- Depending on the significance and circumstances of each context, victimization experiences in the youth environment can have diverse effects on the propensity for cybercrime
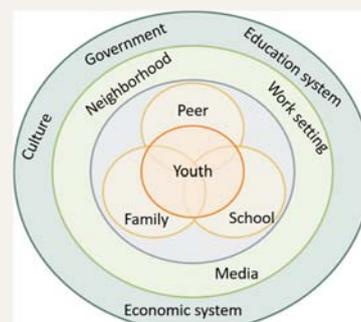
Diverse Youth Surroundings

6

The Current Study

The Relationship Between Various Victimization Experiences and Cybercrime

- These victimization experiences encompass:
    - Within the Family: Maltreatment and Domestic Violence
    - At School: School Violence and Peer Bullying
    - Online: Cyberbullying, Online Fraud, Digital Grooming, and more.

7

The Current Study

A Comparison of Middle and High School Students and Juveniles on Probation

- While the majority of research has concentrated on general middle and high school students, it is essential to turn our attention to at-risk adolescents, who represent a vulnerable demographic (Lee et al, 2023).
- It is crucial to scrutinize the relationship between victimization experiences and offensive behaviors in both groups, with the goal of uncovering commonalities and distinctions.

8

Research Questions

- What is the comparative frequency of victimization and cybercrime experiences between non-probation youth and probation youth?

- Is there any difference in the way victimization experiences are linked to cybercrime between non-probation youth and probation youth?

9

Method

Non-Probation Youth Data	Probation Youth Data
National Middle and High School Student Data	Juveniles on Probation Data

10

Method: Non-Probation Youth Data

Data Collection

- Nationally representative data collected through the 4th International Self-Report Delinquency Study (ISRD4) survey.

Study Participants

- Total Participants: 1634
  - Male: 791 (48.4%)
  - Female: 843 (51.6%)
- Average Age: 15.56 (SD= 1.66)
- Age Range: Min 12, Max 19

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International Self-Report Delinquency Study (ISRD)?

History of ISRD

- ISRD1: 13 countries (1992-1993)
- ISRD2: 31 countries (2005-2007)
- ISRD3: 34 countries (2012-2019)
- ISRD4: about 50 countries (2021-2022)

Research Methodology

- The self-report school questionnaire is conducted online in two cities within each country, targeting a representative sample of students aged 13 to 17 within the classroom setting.

Figure. Participating Countries over all waves

*For further information, please visit ISRD participating country sites at https://isrdstudy.org/.

12

Method: Probation Youth Data

Data Collection

- This data focused on probation youth for clause 4 and 5.

- Data on probation youth were independently collected by ISRD4 Korean research team.

- Data was gathered using the same questionnaire from probation youth, sampled from 27 probation offices across the country.

13

Summary of Protective Dispositions in South Korea

Cluse	Clarification	Duration	Applicable age
Cluse 1	Guardianship Placement (Placing the juvenile under the care and protection of a suitable guardian or a person who can act on behalf of the guardian)	6 months (Extendable for an additional 6 months)	10 years +
Cluse 2	Attendance Order	Within 100 hours	12 years +
Cluse 3	Community Service Order	Within 200 hours	14 years +
Cluse 4	Short-Term Supervision by a Probation Officer	1 year	10 years +
Cluse 5	Long-Term Supervision by a Probation Officer	2 year (Extendable for an additional 1 year)	10 years +
Cluse 6	Placement in Child Welfare or Juvenile Protection Facilities	6 months (Extendable for an additional 6 months)	10 years +
Cluse 7	Placement in Hospitals, Care Centers, or Medical Rehabilitation Facilities	6 months (Extendable for an additional 6 months)	10 years +
Cluse 8	Placement in a Juvenile Detention Center for Up to 1 Month	Within 1 month	10 years +
Cluse 9	Short-Term Placement in a Juvenile Detention Center	Within 6 months	10 years +
Cluse 10	Long-Term Placement in a Juvenile Detention Center	Within 2 years	12 years +

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Method: Probation Youth Data

Study Participants

- Total Participants: 364
  - Male: 290 (79.7%)
  - Female: 74 (20.3%)
- Average Age: 16.66 (SD = 1.55)
- Age Range: Min 12 years, Max 22 years

Method: Measure

Dependent Variable: Cybercrime Perpetration

- Defined as engagement in at least one of the 13 specified offending acts (e.g., cursing or hurting someone's feelings through the Internet or smartphone, forcibly taking someone else's cyber assets).
- Coded as "1" if the person has committed any of these acts; otherwise, it is coded as "0."

Method: Measure

Independent Variables: 5 types of Victimized Experiences

- Emotional Abuse:
  - Assessed using 2 questions related to receiving emotional support from parents and parental understanding of worries and concerns.
  - Responses are measured on a scale from 1 (never) to 5 (always).
- Physical Abuse:
  - Assessed using 4 questions regarding experiences of physical violence, such as spanking, kicking, pinching, or being beaten by a parent or family member.
  - Responses are measured on a scale from 1 to 4.

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Method: Measure

Independent Variables: 5 types of Victimized Experiences

- Sexual Abuse:
  - Assessed using 4 questions about experiences, including being sexually touched, experiencing attempted rape, and being a rape victim.
  - Responses are measured on a scale of from 1 to 4.
- School Bullying Victimization:
  - Assessed using 6 questions about victimization experiences, such as constantly hearing abusive language, having money or items taken away.
  - Responses are measured on a scale from 1 to 6.

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Method: Measure

Independent Variables: 5 types of Victimized Experiences

- Cybercrime Victimization:
  - Assessed using 8 questions about experiences, including being subjected to online verbal abuse or having personal information spread online.
  - Responses are measured on a scale from 1 to 8.

Method: Measure

Covariates

- Gender of adolescents
- Age of adolescents
- Subjective household income level of adolescents

Method: Analysis method

- **Descriptive Statistical Analysis of Key Variables**

  - Descriptive statistics were conducted, including chi-square analysis and t-test on key variables.

- **Logistic Regression Analysis**

  - Logistic regression analysis was performed, with separate models for general middle and high school students and juveniles on probation.

- **Statistical Software Used**

  - The statistical analysis was conducted using Stata 14.0.

Results

Descriptive Statistical Analysis Results

- Probation youth exhibited a higher rate of experiencing cybercrime perpetration.
- Among the various types of victimization experiences, probation youth showed significantly higher degrees of victimization in three types of victimization experiences. This difference was observed in all types except emotional abuse and cybercrime victimization.

Descriptive Statistical Analysis Results

	Non-probation youth		Probation youth		Chi-square / t-test p- values
	Mean (SD) / frequency (percent)	Min / max	Mean (SD) / frequency (percent)	Min / max	
Cybercrime perpetration	296 (18.12%)	0/1	86 (23.56%)	0/1	$p < 0.017$
Victimization experience					
Emotional abuse	2.22 (0.87)	1/5	2.28 (0.98)	1/5	$p = 0.264$
Physical abuse	0.86 (1.30)	0/4	1.18 (1.62)	0/4	$p < 0.001$
Sexual abuse	0.11 (0.56)	0/4	0.34 (1.02)	0/4	$p < 0.001$
School bullying	0.50 (1.12)	0/6	1.06 (1.88)	0/6	$p < 0.001$
Cybercrime victimization	0.55 (1.05)	0/8	0.68 (1.53)	0/8	$p = 0.05$

Results

Logistic Regression Analysis Results for Non-Probation Youth

- The odds of committing a cybercrime increase by 1.23 times for each instance of experienced physical abuse.
- The odds of committing a cybercrime increase by 2.17 times as the level of cybercrime victimization experiences rises.

Non-probation youth(n=1603)	Odds Ratio	Std. Err.	Z	p
Victimization experience				
Emotional abuse	1.09	0.94	1.05	0.295
Physical abuse	1.23	0.07	3.61	0.001
Sexual abuse	0.88	0.13	-0.91	0.363
School bullying	1.15	0.89	1.82	0.069
Cybercrime victimization	2.17	0.16	10.71	0.001
Covariates				
Gender	2.74	0.42	6.58	0.001
Age	0.84	0.04	-4.03	0.001
Subjective income level	0.94	0.07	-0.94	0.348
Constants	0.92	0.76	-0.10	0.920

Results

Logistic Regression Analysis Results for Probation Youth

- The odds of committing a cybercrime increase by 2.11 times as the level of cybercrime victimization experiences rises.

Probation youth(n=355)	Odds Ratio	Std. Err.	Z	p
Victimization experience				
Emotional abuse	1.36	0.21	1.97	0.049
Physical abuse	1.07	0.11	0.65	0.513
Sexual abuse	1.10	0.20	0.52	0.603
School bullying	1.04	0.11	0.41	0.679
Cybercrime victimization	2.11	0.27	5.93	0.001
Covariates				
Gender	1.32	0.50	0.73	0.465
Age	1.06	0.10	0.60	0.548
Subjective income level	0.79	0.10	-1.79	0.073
Constants	0.06	0.10	-1.58	0.113

Discussion

- The rate of cybercrime experiences is high among non-probation youth (approximately 18%) and probation youth (approximately 23%).

- Probation youth exhibit high levels of physical abuse, sexual abuse, and school bullying. This underscores the urgent need to develop measures for preventing and supporting at-risk youth.

Discussion

- Regarding the Relationship Between Victimization and Cybercrime Perpetration
  - a similarity between the two groups: adolescents who experienced cybercrime victimization were more likely to engage in cybercrime.

— This emphasizes the necessity of implementing cyber-specific strategies to intervene and reduce cybercrime perpetration among adolescents. These strategies aim to deter adolescents from imitating and reinforcing violent behaviors online.

Discussion

- Regarding the Relationship Between Victimization and Cybercrime Perpetration
  - a difference between the two groups: In the case of non-probation youth, the experience of physical abuse appears to be related to committing cybercrime.

— This suggests the significance of developing coping strategies that effectively address negative emotions stemming from violence and preventing abusive parenting

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Thank you

Further questions?
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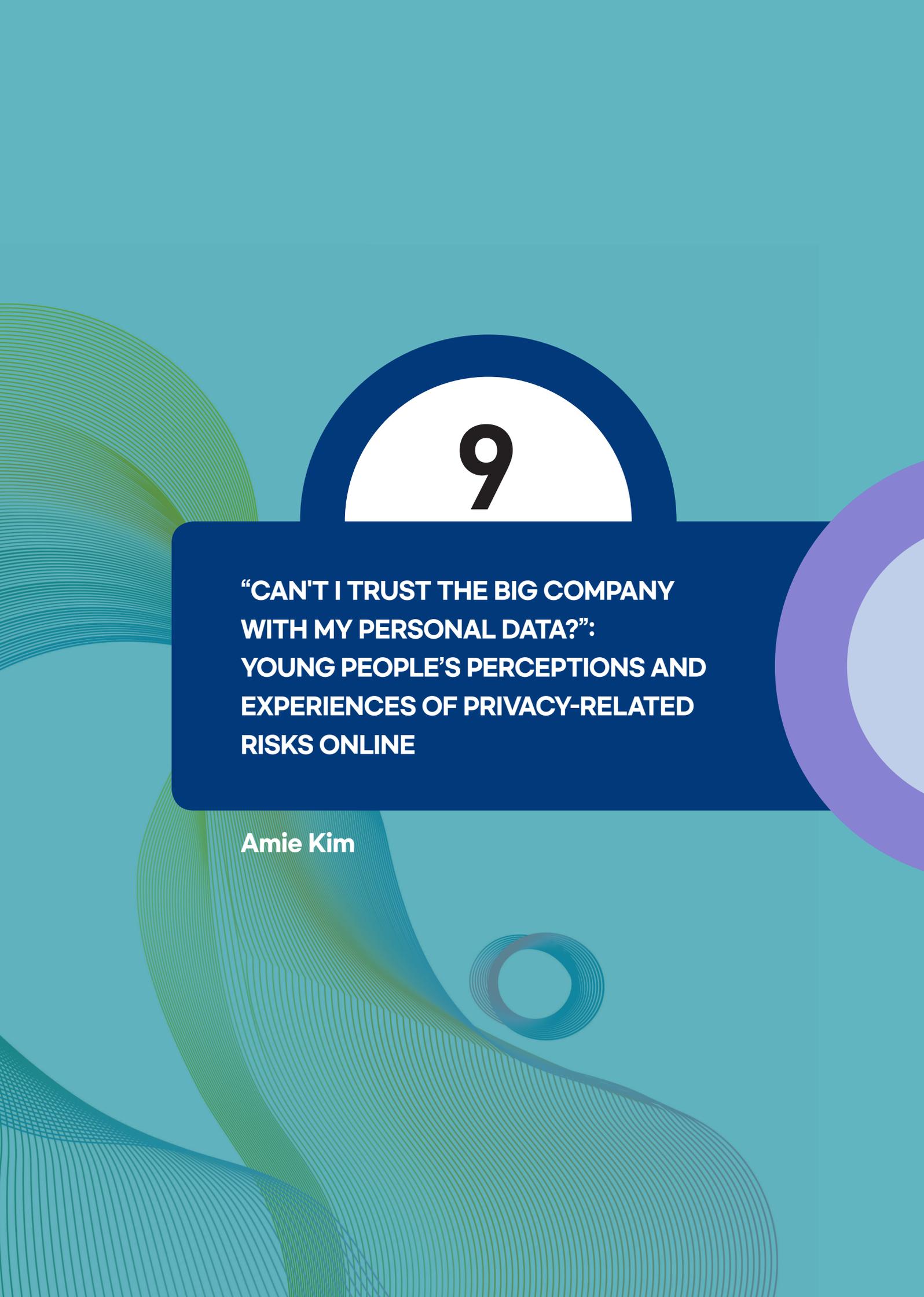
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"CAN'T I TRUST THE BIG COMPANY WITH MY PERSONAL DATA?": YOUNG PEOPLE'S PERCEPTIONS AND EXPERIENCES OF PRIVACY-RELATED RISKS ONLINE

Amie Kim

"CAN'T I TRUST THE BIG COMPANY WITH MY PERSONAL DATA?"
: YOUNG PEOPLE'S PERCEPTIONS AND EXPERIENCES OF PRIVACY-RELATED RISKS ONLINE

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Bio:

Amie Kim(Ph.D in Culture, Communication and Pedagogy) is a researcher and digital media literacy consultant for various institutions in South Korea. Her research interests include young people's media culture, children's digital rights, and digital citizenship. Her recent research includes young people's perceptions of online risks, and child-led research on children's digital rights.

Abstract:

Young people these days actively manage their lives both on- and offline. Digital media are pivotal parts of their daily lives not only in terms of schoolwork but also as a place for informal learning and peer culture(Kim, 2020). Researchers have been reporting that young people experience both risks and opportunities when they are online(e.g. Mascheroni and Ólafsson,2014; Livingstone et al., 2015). Literature and policy documents suggest that it is important to understand the realistic picture of youth online experience to support their growth and safety online.

According to the theoretical framework of online risks, there are four types of risks online (i.e. 4C framework), which are related to harmful content, contact, conduct, and contract. In addition to these four categorical risks, recent studies explain that there are cross-cutting risks related to young people's privacy and fair treatment(Livingstone and Stoilova, 2021).

Amongst these online risks category, this study focused on the contract risks young people experience. As growing numbers of young people start making an account to use digital services from an early age, it is important for us to pay attention to the unintentional and/or unexpected risks young people may encounter when they play or interact online using their own accounts.

To look into young people's experiences online, this study interviewed 12 young people in Korea within the age range of 10 to 17 years old. Amongst the 12 participants, four were out-of-school youth. During the semi-structured interviews, participants shared their preferred media use, the risks they experienced during their media use, and how they coped with the risks. Interviews were transcribed and analyzed by themes.

Keywords: Online risks; Children and Young people; Digital rights; Data privacy; Media literacy education

"CAN'T I TRUST THE BIG COMPANY WITH MY PERSONAL DATA?"
: Young People's Perceptions and Experiences of Privacy-related Risks Online

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Introduction:

Children' Rights Online &

Online Safety

Background: Why do we need to discuss children's digital rights

- Children start using media at younger age (Kim et al, 2020).
- Children grow up as digital citizens: Even they do not actively use media, they are present online.
- UNCRC General Comment No. 25 emphasizes the importance of promoting children's digital rights:
  - Evidence-based approach is necessary to fully understand children's risks online
 - Media companies and policy researcher need to consider safety-by-design approach

When implementing high-tech to educational settings, we need to consider how to protect children's data and use data ethically.

Categorizing Children's Online Risks

- Attempts to categorize the online risks experienced by young people began with the large-scale survey of European children in online spaces (EU KIDS ONLINE) in the late 2000s.
- A wide range of risks exist online as the Internet penetrates into daily life through mobile devices and becomes an environment that can be used privately (Staksrud et al., 2009).
- Various risks exist online, not just 'exposure to harmful content', which was previously institutionally focused.
- Comprehensive examination and categorization of risks is necessary: risks include exposure to sensational, violent, and offensive content; risky contact by adults or peers; and risky behaviors of young people and others.
- Main concern is the fact that the age of children experiencing these risks is getting younger.

Risks young people experience online: From 3C to 4C

● As the media environment changes, the risks online diversify:

Content
Contact
Conduct

→

Content
Contact
Conduct
Contract
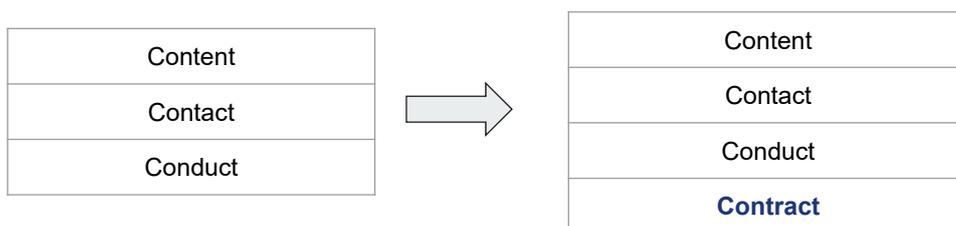
Ref. CORE(Children Online Research and Evidence) https://core-evidence.eu

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Risks young people experience online: 4C

● Content: Risk of exposure to harmful content
● Contact: A dangerous situation when contacting others online or a dangerous situation when being the target of contact
● Conduct: Situations where one engages in or becomes a victim of risky behavior
● Contract: Situations where young people are exploited unfairly due to a contract between a media provider and a user

출처. CORE(Children Online Research and Evidence) https://core-evidence.eu

CORE	Content Child as recipient	Contact Child as participant	Conduct Child as actor	Contract Child as consumer
Aggressive	Violent, gory, graphic, racist, hateful and extremist content	Harassment, stalking, hateful behaviour, unwanted surveillance	Bullying, hateful or hostile peer activity e.g. trolling, exclusion, shaming	Identity theft, fraud, phishing, scams, gambling, blackmail, security risks
Sexual	Pornography (legal and illegal), sexualization of culture, body image norms	Sexual harassment, sexual grooming, generation and sharing of child sexual abuse material	Sexual harassment, non-consensual sexual messages, sexual pressures	Sextortion, trafficking for purposes of sexual exploitation, streaming child sexual abuse
Values	Age-inappropriate user-generated or marketing content, mis/disinformation	Ideological persuasion, radicalization and extremist recruitment	Potentially harmful user communities e.g. self-harm, anti-vaccine, peer pressures	Information filtering, profiling bias, polarisation, persuasive design
Cross-cutting	Privacy and data protection abuses, physical and mental health risks, forms of discrimination			

Updating the 4Cs of online risk.

Today's presentation will focus on 'contract' and 'cross-cutting' risks

출처. https://core-evidence.eu/updating-the-4cs-of-online-risk/

'Contract' risks: what does it mean and why is it an important issue?

● This is a newly emerging online risk where personal data can be used commercially, meaning both commercial and consumer risk.
● Many online activities involve the 'consent' process of registering as a member based on one's personal information, but little consideration is given to young media users who may have difficulty understanding and judging this during the consent process.
● Contracts made without sufficient explanation to vulnerable minors can be seen as exploitation that ultimately forces them to provide their data, which poses safety and privacy risks.
● Children and adolescents must give consent to various online contracts based on sufficient understanding, and must be aware of the seriousness of the risks involved.

'Cross-cutting' risks: what does it mean and why is it an important issue?

● It refers to the online risks that are not completely divided into the four Cs framework but are related to all four areas.
● It is about privacy concerns and risks to health and well-being, which can appear across the spectrum of content, interpersonal contact, and risky engagement behavior.
● Includes issues related to high-technology and recognizes the importance of data (OECD, 2021):
  - Risks related to high-technology (IoT, Predictive analysis, Bio-information)
  - Inequalities caused by high technology can result in exclusion, discrimination, prejudice, and manipulation. (Hasse et al., 2019)

Risks for Children in the Digital Environment (OECD, 2021)

Risks for Children in the Digital Environment				
Risk Categories	**Content Risks**	**Conduct Risks**	**Contact Risks**	**Consumer Risks**
Cross-cutting Risks*	Privacy Risks (Interpersonal, Institutional & Commercial)			
	Advanced Technology Risks (e.g. AI, IoT, Predictive Analytics, Biometrics)			
	Risks on Health & Wellbeing			
Risk Manifestations	Hateful Content	Hateful Behaviour	Hateful Encounters	Marketing Risks
	Harmful Content	Harmful Behaviour	Harmful Encounters	Commercial Profiling Risks
	Illegal Content	Illegal Behaviour	Illegal Encounters	Financial Risks
	Disinformation	User-generated Problematic Behaviour	Other Problematic Encounters	Security Risks

Exploring children's experiences and perceptions of online risks related to personal information/data

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❮**Protecting Children's Rights Online**
: How children in South Korea and the Philippines experience and perceive online risks related to personal information and online contents❯ (ChildFund Korea, 2022)

● Aim of the study:
- Explore online risks experienced by children in online and examine policy responses to them through the conceptual framework of children's rights
- Propose action plans and policies to protect the digital rights of children and ensure safe online participation
● Research Methods:
- Literature review, Survey, FGI
- The study was designed as a parallel study which takes place in two counties at the same time (Not a comparative study).

> Today's presentation focuses on study results from Korea
> (Survey was conducted among 300 youth and FGI was conducted in-depts with 12 youth)

Themes of the activity-oriented FGI(Focus Group Interview)

Theme 1
- Recognize and understand the online environment I experience
- The digital media I use
- Experiences related to online accounts management

Theme 2
- Share experiences related to online risks (esp. contract/content risks)
- Terms of use: Do you understand what you are agreeing to?
- Risks related to data when communicating with others

Theme 3
- How do you deal with online risks: Share experiences when you received help from others
- Youth voice: Our requests for safe online environments

Research findings : FGI (1)

● Children who participated in the interview had and managed accounts on various online services.
● In some cases, children had an account in their own name, but often they received an account from a parent or relative.
● Some children created accounts with the supervision and help of their parents or guardians. However, there were also cases where children under the recommended age for registration created accounts and used them without the parents' knowledge.

→ Considering that children's personal information can be collected online when they create and use online accounts, this study suggest that educators and adult guardians need to inform' children of the roles and functions of online accounts, and the precautions needed when managing online accounts.

Research findings : FGI (2)

● Personal information-related risks are not limited to one platform but occur across multiple platforms.
● There is a risk of misuse and abuse of personal information not only by media platforms but also by individual users.
● Children tend to take immediate action, such as blocking and reporting, when faced with a personal information-related risk situation.
● Children need experience in responding to and resolving risky situations more fundamentally, such as providing them feedbacks and/or letting them know the next steps after reporting.

→ To protect children's personal information and guarantee children's rights social efforts are needed. (e.g. Cooperation with various online platforms used by children, Research to understand how children actually experience risks related to personal information and data).

Research findings : FGI (3)

● As a result of the interview, a common finding in Korea and the Philippines is the need for systematic and continuous education to protect digital children's rights.
● Education is needed to provide children with the latest information and response methods that reflect actual online risk situations at school and at home, as well as education for adults such as parents and guardians who can act as mediators to ensure children's online safety.

Implications of the study: Roles of duty bearers - Media companies (1)

1. **Provide users with child-friendly terms of use**
   : When children use online services, accurate information must be provided in a child-friendly manner regarding how personal information is collected and used on the online platform and the terms and conditions to which children agree.

1. **Improve 'report' and 'block' functions in ways that protect children's rights**
   The 'report' and 'block' functions within media platforms that children actively use to protect their own safety during online activities must be improved to ensure children's rights.

Implications of the study: Roles of duty bearers - Media companies (2)

3. In addition to the 'report' and 'block' functions, it is necessary to introduce functions that can easily respond when children are in danger.

4. Recommendation algorithms need to be improved to prevent dangerous situations in which children encounter unwanted harmful content due to the algorithms of online media platforms.

Implications of the study: Roles of duty bearers - Policy makers/Government and Researchers (1)

1. Cooperation between the public and private sectors are needed for effective protection of children's online safety.

2. Evidence-based policy making : Realistic understanding of the risks that children experience online are important.

3. Develop a 'one-stop system' through public-private-academic cooperation where children can receive immediate help when they detect personal information leaks or are in physical or psychological danger due to online harmful content.

Implications of the study: Roles of duty bearers - Policy makers/Government and Researchers (1)

4. Education programs and support should be provided to help adult guardians play an active role as mediators in online risks experienced by children.

5. Conduct empirical research on children's experiences using online media platforms, and share the research results with relevant entities to protect digital children's rights.

For Children's Digital Rights and Online Safety: Food for Thought

1. Media platform companies that provide online services to children must reconsider what information they can collect from child users, the scope, and how the collected information will be used from the perspective of children's rights protection, and social discussion and consensus on this must be achieved.

1. It is never more important for duty-bearers to provide an opportunity to listen to children's voices and experiences regarding digital rights and to concretely realize and reflect their needs and demands.

Thank you for listening
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