

Curation Service for Recurrent Education

リカレント教育におけるキュレーションサービス

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Curation service for recurrent education should add value, since there are huge amount of non digital and digital contents in various vehicles in the market. Learning curator optimizes the learning contents according to learner's needs and verifies the learning log of the designated contents. Curation service supports the working adults to learn effectively and efficiently, and provide verified learning logs, which can be consolidated in the learning record store.

Keywords : Learning log, Study Log, LRS, Curation, Recurrent Education

1. Introduction

With the rapid change of technology, recurrent education is becoming important for adults to update themselves. There are various learning contents available in the market, not only using non-digital vehicles such as books, magazines, coaches, schools, study groups, but also digital vehicles such as websites, online courses, Youtube, social media, etc. The challenge is more to optimize the learning contents and vehicles based on the learner, based on the past learnings.

Past learning records can be accumulated and grasped in the learning logs. I would like to use the term "learning log", not "study log", as learning log is recognized to have a wider scope than "study log", including not only formal learning (normal study), but also non-formal and informal learning. Non-formal learning is an education provided by institutions outside of the formal education system, and informal learning refers to non-structured learning processes from daily activities. (Villalba, 2016)

2. Premises for Recurrent Education

Premises of recurrent education for working adults can be quite different from those of formal school education for students. Firstly, the objectives have variations, based on the individuals. Formal education institutions are usually following the guidelines to grant degrees. Especially for compulsory education, the government provides specific objectives and guidelines for the contents. For recurrent education, the learner has his or her objectives and preferences of his or her own and the learning starting base line is different, so the contents should be selectively chosen, based on the individual, unless the learner is pursuing certain certification or academic degrees.

Secondly, working adults have fewer opportunities to participate in formal or informal education classes. Additionally, formal or informal learning institutions do not always have learning contents matching working adults'

needs. Working adults usually have sufficient informal learning opportunities at work or at home. They can learn not only from books and schools, but also from their colleagues and experience, in the form of informal learning. Working adults are more likely to learn by themselves independently, without a classroom. The challenge of informal learning is that progress is not recorded, contents not reflected, and results are not always validated.

Thirdly, working adults have less time to allocate for learning than full time students, as they have daily work in the workplace and at home. They may not be afforded to learn by trial and error, and need to learn effectively and efficiently in their spare time. On the other hand, some working adults have capability to pay for the curation service themselves, as well as their company, as long as the curation service provides benefits exceeding the costs.

3. Learning Log

Learning logs are becoming easier to accumulate and to utilize with the development of the learning management system (LMS) and the learning record store (LRS). Learning logs can be accumulated in the individual application as well as LRS. The quality of the learning log can be maintained with the verification process.

Learning logs should be accumulated not only from formal education, but also from informal and non-formal education. Learning logs contain the real learning activities of the learner. The Japanese government already announced to start studying to accumulate learning logs from formal education. (Ministry of Education, 2019) So, there is value to accumulate logs from informal and non-formal education as well, considering the consolidation in the overall LRS.

4. Learning Curator as a Service

The learning curator is like a project manager of the learner's learning project, who does not go through the contents themselves with the learner, but helps to choose and optimize the contents, highlights risks and issues, and evaluates the progress. Learning curators are expected to provide following two services; advise the appropriate content selections for the learner to optimize, and validate the learning logs of the learner.

There are many learning contents, digital and non-digital, using various vehicles in the same theme. Learning curators advise the next learning content and vehicle, based on the learning log and the learner's objectives. Learning curators should be quite knowledgeable about the contents in the designated field in order to advise. Digital contents are expected to go beyond the language barrier in the near future, due to the recent progress of neural machine translation technology.

A learning curator who advises the learning contents is in the best position to validate the learning activities of the designated learning contents. However, a learning curator is not in the position to train the contents to the learner or to following up the progress like a coach (or a teacher or mentor). Coaches (or teachers or mentors) may have conflicts of interest to evaluate the completion of the designated learning activities, but a learning curator can be more neutral during the evaluation.

5. My Current Standpoint

I know it depends on the quality and enthusiasm of the learning curator as well as the recurrent education learner. This remote service can be provided efficiently and effectively utilizing learning log and online communication tools. I am developing a business plan to establish a feasible learning curator service for recurrent education.

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【報告】

リカレント教育におけるキュレーションサービス

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大人の学びの効果を上げるには、学びのコンテンツをきちんと選択し、学びの状況を認知することが必要である。この学習のパーソナル化、学校以外の学習の有意化に貢献するのは、ラーニングキュレーションサービスである。ラーニングキュレーターの主要な役割は、学ぶ人に合ったコンテンツを選ぶことだけでなく、該当コンテンツの学習完了状況を確認することにある。リカレントの学びの目的はそれぞれであるが、既に多様で大量な学習コンテンツも出回ってきており、また、学びの記録をきちんと保管・活用する仕組みも技術的に可能になってきている。

キーワード：学習ログ、ラーニングログ、ラーニングキュレーター