Challenge!! Open Governance 2016 Application Form for Citizens/Students

Title of the Agenda (Note)	No.	Title	Name of Municipality
	55	Continuing disaster reduction education using open data of the earthquake disaster photos and app	Kobe City
Title of the Agenda (Note)	Introduction of storytelling education by the generations who did not experience the earthquake and reconstruction of the earthquake disaster-related archives		

(Note) For the Title of the Agenda, please fill in the title of the agenda of the municipality that is applying for COG listed in the COG2016 website.

1. Applicant Information

Name of Team (disclosed)	Shinsai Time Slip Walk	
Team Style (disclosed)	○ 1. Team of citizens ○ 2. Team of students ● 3. Team of both citizens and students	
Information of the representative (only the name will be disclosed)	Name (disclosed)	Shunichi Yamamoto
	e-mail (closed)	
	Tel#(closed)	
	Relationship in between the rep. and the municipality(closed)	

* About the conditions for the disclosure of information

What you are going to fill in in "2. Description of the idea" in the following pages will be reviewed and disclosed under the Creative Commons Attribution 4.0 International License (CC BY). However, if the applicant requests, it will be disclosed under the Creative Commons Attribution 4.0 International License (CC BY-NC). Please notify us when you apply if you prefer this. In either case, the credit will be given to the name of the team that applied.

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(Notes)

<Name of the file used for the application and where to send them>

1． Upon application, please name the file as COG2016_応募用紙_specific team name_relevant municipality name and send it to the following email address. The email address can be accessed from the "Application Acceptance Section" of the COG2016 website of the University of Tokyo, Graduate School of Public Policy. admin_padit_cog2016@pp.u-tokyo.ac.jp

<About Disclosure and non-disclosure>

2．The name of the idea, the name of the team, the team style, the name of the representative, and the "description of the idea" will be disclosed.

3．The above information will be disclosed after review. (For example, anything that is offensive to public order and morals or plagiarism will not be disclosed.)

4．"Self-evaluation of the screening items" will not be disclosed through the information provided in this application form. What has been determined to be excellent in content and can possibly be used for future reference may be disclosed after consulting with the applicant during the advice phase after the public screening.

5．Any parts of the sentences, photos, figures, and graphics used in the "Description of the idea" section whose intellectual property belongs to anyone other than the team should be noted in quotes in accordance with law or with an explanation that permission has been obtained from those who own the intellectual property rights. The same applies to the "Self-evaluation of the screening items" section.

<List of team members>

6．Please provide the list of the team members in a separate excel file and submit it with the application form. (The information of the members other than the name of the team representative, as described in 2. will not be disclosed by the office of COG. Please see the attached document for details.)

2．Description of the idea (disclosed)

Please tell us the story of the idea (public service) that will help concretize the agenda and solve related problems using data and information materials.

(1) Content of the idea (disclosed)

For the idea, it is recommended to think of who does what, where, when, and how, construct the content with each of these elements, and organize the story. Please provide the content within the following section. (You may use figures and tables as needed.)

**We propose the following two activities**

◆ **Introducing storytelling education by the generations who did not experience the earthquake**

<Storytelling education>

STEP1	STEP2	STEP3
Learning through strolling around town using the app	**Inquiry learning**	**Practice of storytelling**
The participants will use the app "1.17 memorial" and browse through the records of the Great Hanshin-Awaji Earthquake from its occurrence to reconstruction and visit actual places where it was felt.	The participants will expand their knowledge by browsing through Kobe City's open data and hearing the stories of those who experienced the earthquake and companies that were involved in reconstruction work.	The participants will translate what they want to say into words based on what they learned from the Great Hanshin-Awaji Earthquake and actually tell the stories to others.

Target: Generations who did not experience the Great Hanshin-Awaji Earthquake
The target of the project is high school students in Kobe City. We will expand the project to include students in higher grades of elementary school and junior high school students as well. In the future, we will utilize this project as a learning curriculum for the Great Hanshin-Awaji Earthquake for students who are visiting Kobe on their school excursions.

◆ **Reconstructing the earthquake disaster-related archives**
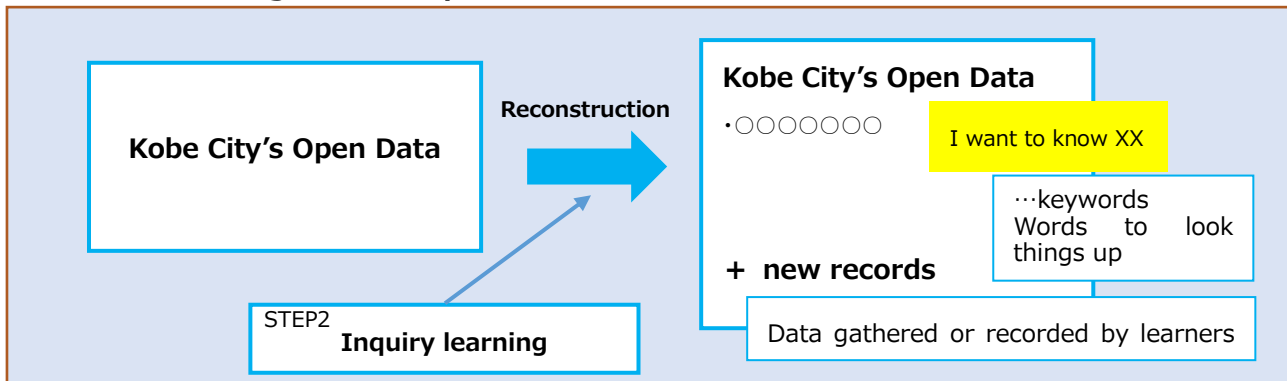
<Current situation>
Kobe City's earthquake disaster-related archives were put together in the past and no changes have been made since then. However, it is difficult for the learner to see where to look for information. There are also records that are not covered by open data.

<Proposal>
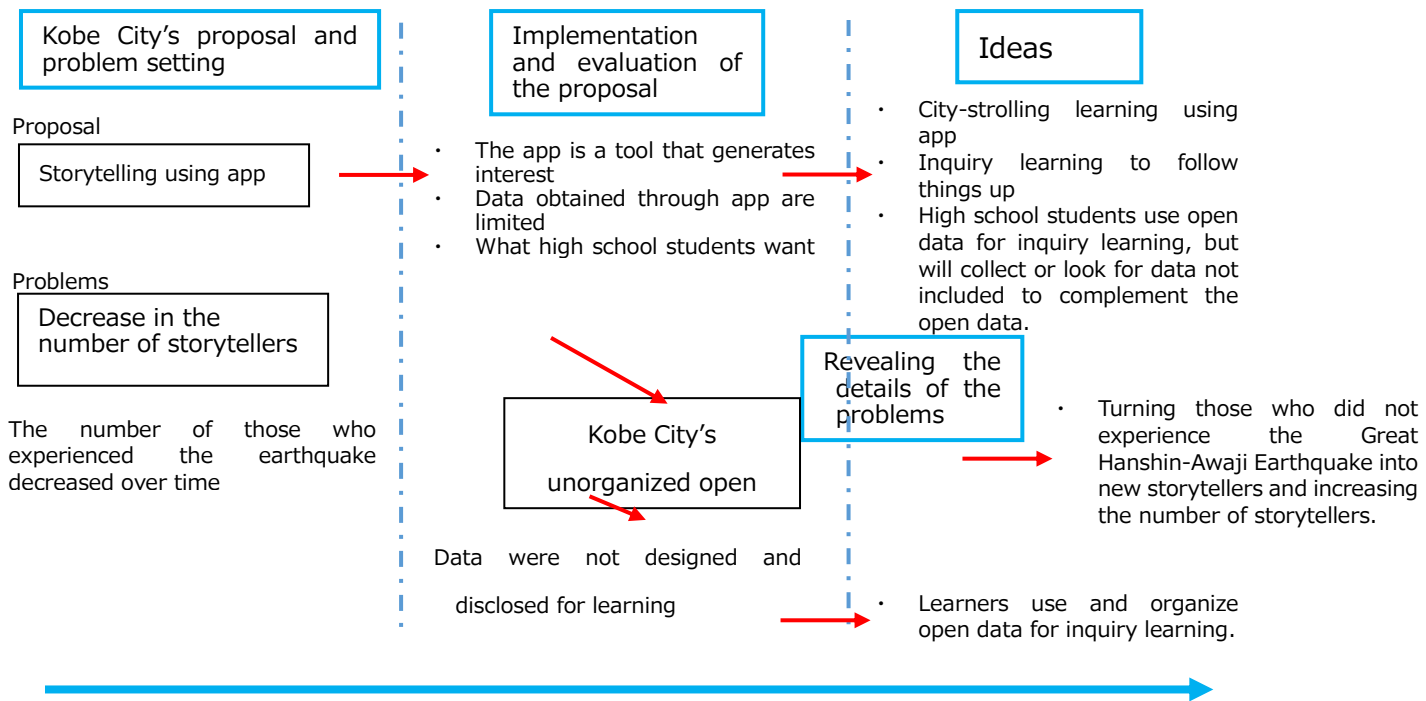"Learners themselves reorganize the archives so that they can easily look things up."
Learners will actively use Kobe City's open data for inquiry learning, which was proposed in the "Introduction of storytelling education by the generations who didn't experience the earthquake." To match what learners want to know with relevant materials, we are going to ask the personnel of Kobe City to participate as guides. Then, they will keep a record of the path from what they wanted to know to open data (answer) (so that the next learners can easily look things up). Or, we will put a label on the title of the open data, for example "want to know about XX?" so that what learners are interested in can be instantly matched with the contents contained in the material.

If learners cannot find any materials that contain what they want to know, they will look things up themselves and add the data to the open data.

(2) Basis of the idea (disclosed)
        Please explain the basis of the idea (why this idea), including numerical data that supports the idea (what can be shown by numerical values, such as past results, statistics, or questionnaires) and evidence (information materials, plans, or existing measures, etc.) (hereinafter collectively referred to as "data materials"). Please indicate the sources of the numerical data or evidences. Make sure you completely explain the basis within the following

two-page section.

Kobe City's proposal and problem setting	Implementation and evaluation of the proposal	Ideas

Proposal

Storytelling using app

- The app is a tool that generates interest
- Data obtained through app are limited
- What high school students want

- City-strolling learning using app
- Inquiry learning to follow things up
- High school students use open data for inquiry learning, but will collect or look for data not included to complement the open data.

Problems

Decrease in the number of storytellers

The number of those who experienced the earthquake decreased over time

Kobe City's unorganized open

Revealing the details of the problems

- Turning those who did not experience the Great Hanshin-Awaji Earthquake into new storytellers and increasing the number of storytellers.

Data were not designed and disclosed for learning

- Learners use and organize open data for inquiry learning.

Kobe City's proposal and problem setting
The city proposes disaster reduction education using the open data of the earthquake disaster photos and the app.

Implementation of the proposal and its evaluation
In response to Kobe City's proposal, we implemented and evaluated the proposal as part of a class at Kobe City Shinko High School.

What did we do?
We provided three sessions of class (each 50 to 70 minutes) to 13 students in the Kobekko Map group in the third grade of the Information Processing Department of Kobe City Shinko High School.
1st session: City-strolling learning using the app: a series quiz were created based on what students had learned during this session and a questionnaire was filled out after the class.
2nd session: Lecture by a storyteller: a questionnaire was filled out after the class.
3rd session: Workshop: students had discussions on the themes "I want to know more!" and "We will tell the stories!" based on the first and second sessions.

Results?
From the results obtained from the questionnaire filled out after city-strolling:
those who had little interest or very little interest in the Great Hanshin-Awaji Earthquake became eager to know more about the events of the earthquake after city-strolling. The high school students

Summary of the high school students' workshop

created a series of quizzes on what they learned using the app during city-strolling. The results show that the contents that can be learned by using the app are limited to visual differences at the moment and that learners cannot know why such changes occurred or what kind of background context there was.

During the workshop, some said "I want to know about life in temporary housing." The personnel of Kobe City gave us the answer that the experiences and memories of individuals are not kept as records, although we can find numerical data in Kobe City's open data.

What should we do?
Based on the experience above, we believe that city-strolling using the app does not function as a tool for gaining a deep understanding of the Great Hanshin-Awaji Earthquake at the moment, but it is appropriate as a tool to be used at the initial stage of learning to spark an interest in the learners. Therefore, we will include city-strolling learning using the app as the first stage of the curriculum. Learners who have developed an interest need to engage in follow-up learning after city-strolling to get a deeper understanding of the Great Hanshin-Awaji Earthquake.

Revealing the details of the problems
Problem 1: Decrease in the number of storytellers
It has been 22 years since the earthquake. Therefore, the population who experienced the earthquake has decreased as some have moved out or are deceased. In addition, those who experienced it are now older and therefore there are not as many people who can engage actively in storytelling activities. The decrease has inevitably occurred over time.

Therefore, those who did not experience the earthquake need to learn about the Great Hanshin-Awaji Earthquake to **become new storytellers and increase the number of storytellers**. To do that, we need to actively incorporate contents related to the Great Hanshin-Awaji Earthquake into school education or at least provide education that will stir an interest among students.

What should we do?
We need to increase the number of storytellers by turning learners who did not experience the Great Hanshin-Awaji Earthquake but completed this learning curriculum, into the next generation of storytellers. To do so, we need to provide opportunities to practice storytelling so that learners can have the courage to convey what they learned from the Great Hanshin-Awaji Earthquake and make use of it in the future.

Problem 2: Kobe City's unorganized open data
The open data are organized but not in a way suitable for viewing by learners. For example, if a learner wanted to know about the width of the roads before the earthquake and accessed the open data, it would be difficult to find the answer. This is because Kobe City has disclosed the data using the names of the materials put together at the time as the file names and attached links to them. It takes a lot of time for a learner of high-school age or younger to connect the information he or she wants to

know with the files being categorized, which use technical terms.

What should we do?
We can tell from the number of viewers on Kobe City's website that only a few files have been accessed. This is likely because only high school students can access Kobe City's data. When they do so, personnel of the city serve as guides and tell them where they can find the materials that contain the information they want. After finding the answer, the students leave an access trace linking "what they wanted to know" and the "material" or they attach a label that says "wanted to know XX" on the "material."
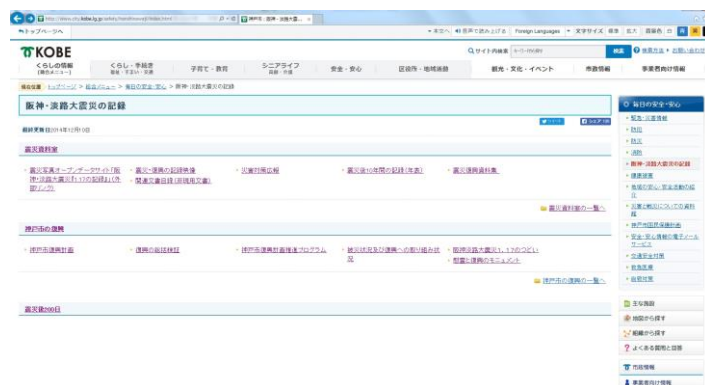
Kobe City's website

Cultivate learners who have an interest in the Great Hanshin-Awaji Earthquake
We **provide opportunities for high school students to learn about the Great Hanshin-Awaji Earthquake** and then let them go through the process where **they look things up because they want to know about them**. As they proceed with learning, there will be questions that cannot be answered by Kobe City's data. This is information that is missing from disaster reduction and reconstruction education, which should be filled in. New records must be created and kept while there are still those who experienced the earthquake and those who were involved in reconstruction work. Upon identifying gaps, high school students go to see the relevant parties in person and keep records while experiencing the emotions of the speakers, an effective way of archiving. (**The records will be the teaching materials that learners themselves create**.)

(3) The flow of activities leading up to the realization of the idea (disclosed)
Please explain briefly the general flow of activities leading up to the realization of the idea, including the body in charge of the realization of the idea, specific processes, milestones, etc. within the following section. (You may use figures and tables as needed).

What we did in AY 2015 (last year)
Eight students in Kobekko Map group in the third grade of the Information Processing Department of Kobe City Shinko High School, located in the Kawaike area of Hyogo-ku, kobe City went on city-strolling learning with storytellers using the app. They are 17- or 18-years old and were not even born when the earthquake occurred. They experienced how their usual commuting routes were before the earthquake while looking at the photos and videos using the

app.

What we did in AY 2016 (this year)

This year as well, 13 students in Kobekko Map group in the third grade of the Information Processing Department of Kobe City Shinko High School participated in the curriculum (different students from last year). This year, we implemented city-strolling to learn about the Great Hanshin-Awaji Earthquake, a lecture by a person who experienced the earthquake to deepen their learning, and a workshop where the students summarized what they felt after the lecture and what they wanted to do in the future, which is the first half of this idea.

City-strolling using app (Oct.24, 2016)

Lecture by a person who experienced the earthquake (Oct. 31, 2016)

Workshop (Oct. 24, 2016)

What we will do in AY 2017 (next year)

1. What we will do with the students of Kobe City Shinko High School
   We will implement the ideas derived from this year's activities. The high school students will actually use Kobe City's earthquake disaster-related archives for inquiry learning after city-strolling learning and the workshop. One of the goals of inquiry learning will be to tell the younger generations what they learned and felt.

2. What we will do with the students of Hyogo Prefecture Maiko High School "Giving storytelling education to high school students outside the disaster-affected areas"
   In the Kawaike area, which the students of Shinko High School pass through to commute, 80% of the town was burned down during the Great Hanshin-Awaji Earthquake, leaving 100 people dead. Hyogo Prefecture Maiko High School is located in Kobe City, but the area around it received little damage from the Great Hanshin-Awaji Earthquake. The students of Maiko High School will go on a city-strolling activity in an area that is not their school district but which suffered great damage during the Great Hanshin-Awaji Earthquake.
   → We will verify whether a "mock" time lapse from an unfamiliar neighborhood to the time of the Great Hanshin-Awaji Earthquake will work effectively.

What we will do in AY 2018 onward

1. We will introduce the project in both elementary and high schools in Kobe City to increase the number of learners.

We will think of the curriculum where students learn in a phased manner from elementary school to junior high school and to high school. We will think of ways to provide storytelling education to the generations below high-school age.

2. Learners from outside Kobe City will experience a walk through time to the time of the Great Hanshin-Awaji Earthquake in Kobe City.
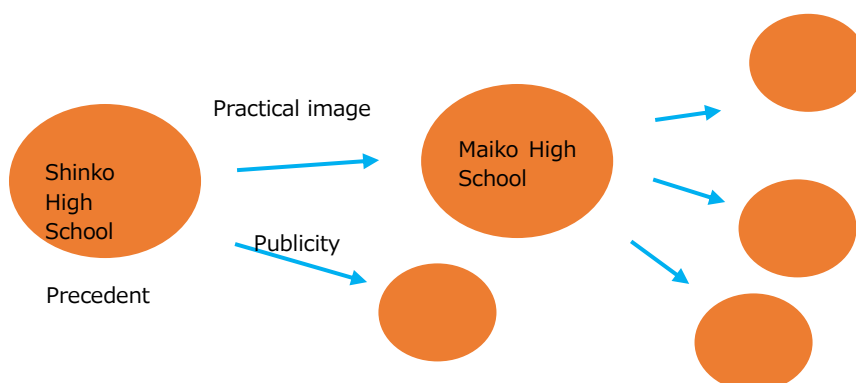   We will plan a disaster-storytelling education tour for students who are on school excursions and for tourists. We will think of ways to allow those seeing the present city of Kobe for the first time to learn about the Great Hanshin-Awaji Earthquake effectively using photos and videos from the time.

(4) Others (disclosed)

Briefly explain the selling points of the idea, restrictions upon realization of the idea if any, near-term solutions, and potential for the future (for example, "if the limitation of XX can be eliminated in the future, we can also do YY") within the following section.

Selling points of the idea

◆ We are thinking of the appropriateness of the idea based on actual practice
  To study the feasibility of this idea and solve problems, we have obtained the understanding and cooperation of Kobe City Shinko High School to carry out the project. Exploring ways to realize this idea together with the generations who did not experience the Great Hanshin-Awaji Earthquake, but who are the target of this idea, can also provide a model for those who are considering introduction of the project in the future.

◆ Some high schools have shown interest in participating next year and therefore there is a possibility that this project will expand in the future
  This project is an idea involving real-life examples, as described above. Therefore, educational institutions that wish to actually see examples before introducing the project can have a realistic image of what it would be like to implement the project. It is therefore an idea that is relatively easy to adopt. If the number of educational institutions that participate increases in the future, we can accumulate various real-life examples, which may encourage a diversity of educational institutions to implement this project.

Restrictions upon realization of the idea and potential for the future

◆ The restriction right now is the time allocated to "disaster prevention education" in school education.

◆ The community should go beyond the framework of school education and work on disaster-related education as an agenda for the community.
If we think of disaster-related education as lifetime learning that goes beyond school education in elementary school, junior high school, and high school, and make this project an activity of the community in which various generations participate, the restriction of class hours will be eliminated. To prepare for disasters that may occur in the future, learning as community, which is within the unit of evacuation and life-sharing, will contribute to developing a town and community that are more resilient to disasters.