Table of Contents

- About Us
- Curation Learning
- Case Studies
About Us

- Who We Are
- Our Innovations
- Fujitsu Laboratories of America
- Our Vision: Human-Centric Intelligent Society
Who We Are

Japan’s largest IT services provider and No. 4 in the world. *

We do everything in ICT. We use our experience and the power of ICT to shape the future of society with our customers.

Approximately 170,000 Fujitsu people support customers in more than 100 countries.

FORTUNE named Fujitsu as one of ‘the World's Most Admired Companies‘ in 2013.

*2012 IT Services Vendor Revenue. Source: Gartner, "Market Share: IT Services, 2012" 29 March 2013 (GJ13188)
Our Innovations

- 1954: Establishment of Fujitsu Laboratories Ltd.
- 1968: Relay-based mainframe (Japan’s first)
- 1974: Ladder-type SAW filter
- 1980: High Electron Mobility Transistor (HEMT: World’s first)
- 1989: LSI-based computer (World’s fastest at the time)
- 1992: Single-photon emission from quantum dots for communication wavelength band (World’s first, joint R&D with University of Tokyo)
- 2003: Palm vein authentication (World’s first)
- 2005: Color plasma display (World’s first)
- 2012: Petascale computing (World’s fastest supercomputer) (Mid-June 2011 – Mid-June 2012)

*”京 (K)” is the cognomen for the next-generation supercomputer named by RIKEN.*
Fujitsu Laboratories of America Inc.

Fujitsu Laboratories are Leading the Innovation Charge

- Fujitsu Laboratories of Europe Ltd. (FLE)
- Fujitsu Research and Development Center, China (FRDC)
- Fujitsu Laboratories Ltd. (Estab. 1968)

15+ R&D projects
70 Researchers from 15 countries

Sunnyvale, Texas

Stanford University
Massachusetts Institute of Technology
Berkeley University of California
Palo Alto Research Center
Our Vision: Human-Centric Intelligent Society

Enabling a Human-Centric Intelligent Society

Real-world

Various Kinds of Information from Human Awareness and Sensing Devices

New Services & Solutions

Cloud Fusion

Real-world value creation through human-centric ICT
Curation Learning

- Why Curation Learning?
- Curation Learning
- Acquiring 21st Century Skills from Curation Learning
Why Curation Learning?

- Open Content
  - A large volume of open content on education/learning exists, but is scattered.

- Informal Learning
  - In rapidly changing information society, job market, and everyday life, informal learning complements formal learning in obtaining information/knowledge.

- Shift in educational discourse
  - Learning, not teaching
  - Learning as a process
  - Education not only for transmitting knowledge/information, but for developing skills
  - More “personalized” and “social” learning

For several years, most teachers and students will still have conventional textbooks. But little by little, textbooks will give way to computer-based online courses—increasingly augmented by user-generated student-centric learning tools. The second, or student-centric stage of this disruption will move to the mainstream when users and teachers start piecing together enough tool modules to create entire courses designed for each type of learner. (C. Christensen: Disrupting Class)

International organizations such as OECD focus on informal learning.
Curation Learning

- Curation Learning is a learning concept, method, and practice via Content Curation, a value-added practice by combining new perspectives with existing content

- Three Steps for Curation Learning

  1. Search
  Find, select, and archive relevant information.

  2. Create
  Organize and compose relevant information into "Nodes" according to your interests.

  3. Engage
  Share your "Node" with others and exchange opinions.

- Our Expectations
  - Enrich learning materials / Offer engaging learning experience / Develop skills / Use for knowledge management
Curation Learning
Acquiring 21st Century Skills from Curation Learning

21st Century Skills and Curation Learning

- Many skills listed as 21st Century Skills are related with the process of content curation. Curation learning can be a means for developing these skills.

8 Steps of Content Curation (Weisgerber 2011) and 21st Century Skills (Institute for the Future 2011)

- **Find**: find relevant information from a vast amount of resources
- **Select**: select interesting information that is usable
- **Editorialize**: add our perspectives and contexts to data
- **Arrange**: combine data and give meanings as a whole
- **Create**: synthesize as a piece of information
- **Share**: share curated contents to other learners with similar interests
- **Engage**: create space for discussion and facilitate discussion
- **Track**: improve curated results based on comments and discussions

- Sense making,
- Computational thinking
- New media literacy
- Transdisciplinarity
- Cognitive load management
- Social Intelligence
- Novel and adaptive thinking
- Design mindset
- Cross-cultural competency
- Virtual Collaboration
Case Studies

- Experiment Sites
- Course Assignment
  - Traveling to Japan
  - Group Project & Presentation
  - Content Curation
- Insights
## Experiment Sites

### Examination of the Effectiveness of Curation Learning

<table>
<thead>
<tr>
<th>Site</th>
<th>Summary</th>
<th>Period</th>
<th>Number of Participants</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCB Athletic Study Center</td>
<td>Peer tutoring for athlete students</td>
<td>Since</td>
<td>20 tutors</td>
<td>To examine how Curation Learning Platform can support tutoring for athlete students, who are academically challenged and not so motivated.</td>
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<td>Tutoring</td>
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<tr>
<td>Online Tutoring</td>
<td>Online peer tutoring project</td>
<td>Since</td>
<td>10-12</td>
<td>To examine whether Curation Learning Platform is serviceable as an online tutoring platform; and whether curation based learning occurred.</td>
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<td>Bay Area (mainly at UCB)</td>
<td>Study group using LMS and Curation Learning Platform. Met at weekly meeting.</td>
<td>October-December</td>
<td>About 30 signed up, 7-8 regular participants weekly meeting.</td>
<td>To examine how Curation Learning Platform can support extracurricular activity combined with LMS.</td>
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<tr>
<td>Course at Public University</td>
<td>Hybrid Seminar using LMS and Curation Learning Platform. Met once a week, provided assignment online.</td>
<td>January-March</td>
<td>About 25</td>
<td>To examine how Curation Learning Platform can support Blended Learning combined with LMS in a course and classroom setting.</td>
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<td>Guest Lecture at Private</td>
<td>Seminar with much discussion.</td>
<td>February</td>
<td>6-7 students</td>
<td>To examine how Curation Learning Platform can be used to deepen thought process and facilitate discussion.</td>
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<tr>
<td>University</td>
<td></td>
<td>2013</td>
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Course Assignment

Traveling to Japan

① Introduction with an overview of the trip.
② Images and texts combined.

③ Adequate search on daily expenses.

④ Conclusion with reflection on the trip/experience.

Day 1 - March 29
Explored Tokyo Dome City
Stayed at Tokyo Dome Hotel
0:30am Buffet Breakfast @ Tokyo Dome Hotel
11:30am Walk to the Baseball
2:00pm Snack @ Garden Terrace
2:30pm Visit Tokyo Dome Bowling Center; played two games $11.00
4:00pm Walk to Tokyo-Subway Station; go to Shinjuku using Marunouchi Line $1.90
5:00pm Dinner at Kozue at The Park Hyatt Hotel; full course dinner $120.00
7:00pm Drinks upstairs at Grill Bar $50.00
10:00pm Marunouchi Line back to Tokyo Dome Hotel $1.90

Day 7 - April 4th Thursday
Rent an Electric Bicycle and Visit Fudoin Temple
10:00am Walk to Hotel Granvia and rent electric bicycle $10.00
11:00am Lunch at Gohonaya Hiroshimamasuyu in Takamatsu
1:00pm Visit Fudoin Temple
4:00pm Ride back to Granvia Hotel
5:00pm Walk to Urban Executive Hotel
7:00pm Walk to Shibakoen Hiroshimamasuyu in Takamatsu

Conclusion

What an eye opening experience. The transportation systems in Japan are pretty unique and it was cool to take the extra time to look into museums etc.
My total trip expenses while in Japan came to $1,612.00.
Though this is an assignment and we are pretending to have a seven day fantasy trip, it started to become very real for me and now I really want to go!

Introduction with an overview of the trip.
Images and texts combined.
Conclusion with reflection on the trip/experience.
Adequate search on daily expenses.
Course Assignment

Group Project & Presentation

Upon reading Miller's excerpt, he mainly focused on male teenagers and adolescence.
- In America, teenage boys hesitate from fixing any physical feature they have.
- But in Japan, the younger generation of males like getting their eyebrows plucked, facials, hair removal remedies, etc.
- The young men in Japan aren't afraid to do any of these as they have "Male salons" that an individual can attend
- Though when a survey was done, these men were reluctant to admit that they get these services done

① Shows some engagement with assigned readings.

② Combines visual materials and notes to demonstrate their views.

③ Creates a note covering the argument of the readings, concluding with the examination of the topic, referring to the question.
Course Assignment

- Content Curation – Convini (Popular Culture)

① Combines images, videos and notes on Convini

② Contains the creator’s views in Introduction, Conclusion, and a perspective on Japan comparing American and Japanese convenience stores.

③ Comments from other students
Innovation in On-Line Learning

■ Issue: How can education be better attuned to meet human needs and develop human potential?
Insights

- Curation Learning is engaging, works for finding interesting topics and themes with ease.
  - Course Assignment
  - Self-learning

- Curation Learning can be used for an engagement trigger to capture student attention in an interactive lecture by
  - organizing presentation materials combining images, visuals and notes
  - sharing materials that enable students to analyze/interpret the information
  - posing questions in-between and afterwards

- How we incorporate Curation Learning in learning environment is important.
  - Instructional Design
  - Instructions
  - Assessment

Materials for Interactive Lecture and Discussion on Foreign Populations in Japan