

29. Research on Hands-On Training

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(1) Purpose and Aim of Study

With a view to contributing to the up-skilling of social education instructors, taking into account the current state of hands-on training and related issues we surveyed programs that encourage learners to take an active and independent role in problem-solving, in the aim of developing programs that make effective use of hands-on training.

(2) Outline of Research Results

- In order to clarify the contemporary significance of hands-on training and its potential in the context of social education, we developed a model learning program that makes effective use of hands-on training methods (the Seminar on Hands-On Training program).
- During fiscal 2006 we conducted two Seminars on Hands-On Training as an empirical study of the skills required of hands-on training instructors.
- We highlighted three fundamental requirements for social education instructors in relation to effective use of hands-on training: basic understanding of hands-on training in the context of learning support; acquisition of skills in planning learning programs incorporating hands-on training; and acquisition of skills that can link to effective implementation of hands-on training.
- We identified three key roles for facilitators who conduct hands-on training programs: planning, implementation, and coordination.
- We verified the effectiveness of the seminars by focusing on comments made in pre- and post-seminar questionnaires to pinpoint changes in participants' attitudes.
- Comparison of comments in the pre- and post-seminar questionnaires revealed clear changes in participants' attitudes, enabling us to assess the seminar program as not only helping participants to acquire understanding of and methodology for hands-on training, but also as being effective in developing self-directed learners.