OER translation project as a semi-formal educational program in High school in Japan

NPO Asuka Academy
President, Yoshimi Fukuhara
yoshimi@meiji.ac.jp

2018.4.25
Background

- Huge amount of OER accumulation in the world
- Most of them are English, or other foreign languages.
- It is very hard for non-English native persons to learn subjects in English
  - Learning is essentially intellectual tasks
  - It must be effective to learn in mother tongue
- Particularly ordinal Japanese are relatively low skill about foreign languages.
Q.28 Answer the reasons why you would like not to learn.

1. Lack of language skill (impossible to follow lectures)
2. Seems to be difficult
3. No time for learning
4. No need of certificate
5. Not interesting in University lecture
6. Not confident for keeping motivation
7. Seems to be hard with only internet
8. Seems to be limited numbers of courses
9. Seems to be limited numbers of courses
10. Miscs
11. Want to communicate with lecturers directly
12. Want to communicate with other learners directly
Q29. Do you want to learn MOOC if language assistant service will be provided?

More than 70% would require translation service

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About Asuka Academy

- Non-profit organization
- Location: Tokyo, Japan
- Establishment: April, 2014
- Mission: Providing learning opportunity of quality OER from the world to Japanese learners to be able to learn in Japanese through translation by volunteers.
- Value addition: Certificate from Asuka Academy (option)
- Volunteers: Translation has been carried out by Volunteers, not only individuals but also various organization as schools and companies.
Asuka Academy

World Top class OER to Japanese

World Top Class OER from MIT, UC Irvine, TU Delft, OU, Yale etc.

Translation Tasks
- Personal Volunteers
- Organizational Cooperation

Financial Support
- Member companies

Providing translated OER

Japanese learners
Business persons, K-12, Life-long-learners
## Translated courses

- Total translated courses: 66 courses
- Total enrollments: 17,531
- Registrants: 6,070

<table>
<thead>
<tr>
<th>University</th>
<th>Courses</th>
<th>Enrollment</th>
<th>Translation by</th>
</tr>
</thead>
<tbody>
<tr>
<td>TU Delft</td>
<td>10 + 9</td>
<td>969</td>
<td>The Japanese Red Cross Language Service Volunteers</td>
</tr>
<tr>
<td>MIT</td>
<td>7 + 9</td>
<td>4,614</td>
<td>Personal volunteers, Hiroo Gakuen High School</td>
</tr>
<tr>
<td>UC Irvine</td>
<td>4 + 3</td>
<td>1,426</td>
<td>Hiroo Gakuen High School</td>
</tr>
<tr>
<td>Yale</td>
<td>1 + 5</td>
<td>155</td>
<td>Hiroo Gakuen High School</td>
</tr>
<tr>
<td>OU</td>
<td>8(short clips)</td>
<td>5,139</td>
<td>Personal volunteers</td>
</tr>
<tr>
<td>MIT+K12</td>
<td>12(shlor clips)</td>
<td>3,621</td>
<td>Yokohama Science Fronfier High School, Hiroo Gakuen, Personal volunteers</td>
</tr>
</tbody>
</table>
Course Examples

MIT

Lesson 1

How to comment code properly

And for that, we combine things in expressions.

We want to put pieces together.

And for what we saw as expressions are formed of operands and operators.

And the simple things we did were the sort of things you’d expect from numerical things.

Now I want to stress one other nuance here.

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Course Examples

TU Delft
Content Examples

MIT+K12
Learner’s view

Tab for Subtitle
Subtitles can be Showed in
- None
- Japanese only
- English only
- Both
Showed in 2 atyles
- lower part of screen
- right side of screen
Learner’s view

Right side full

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Learner’s view

Select both languages

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Translators

- Total registered translators: 326
  - Personal translators: 75
  - Hiroo Gakuen Highschool: 95
  - Yokohama National University: 15
  - Yokohama Science Highschool: 11
  - Chuo University: 10
  - Kyushu University: 10
  - N-highschool: 26
  - Tokyo Metropolitan Fuji Highschool: 6
  - Kousei Girls’ Highschool: 10
  - Hitachi Engineers community: 10
  - The Japanese Red Cross Language Service Volunteers: 24
Organizational Cooperation

- Hiroo Gakuen Highschool
- Informal education program
  - To learn
  - Project management
  - Social contribution
  - Deep understanding about subjects
  - Subjective attitude

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Organizational Cooperation

- Hiroo Gakuen Highschool (Cont’d)
  - First course: Open Chem from UC Irvine
  - 5 groups of 17 students
  - Role: Leader, sub-leader, reviewer, translator
  - Collaborative work using Google drive
  - Good practice of ICT skill learned
  - E-Learning Award 2017
    - Minister of Education, Culture, Sports, Science and Technology Award
Organizational Cooperation

- Yokohama National University
  - Good case study for project management
  - Improving English skills
- The Japanese Red Cross Language Service
  - Social contribution using language skill
Challenges

• Business Model
  • So far providing translated contents free of charge
  • Financially weak structure
  • Strengthen financial body
    • To increase company members.

• Quality Assurance
  • Original courses are essentially high quality
  • Translation quality depends on volunteers’ skill
  • Possibility of machine translation using AI
Thank you for your attention