

文部科学省、国際課プロジェクト
MEXT ,EDU – Port 報告 2024,03

平成5年度

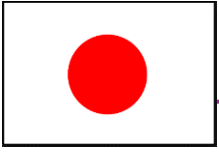
**「カンボジア小学生の学校離脱を食い止める
ICT・プリント活用」**

"Utilizing ICT and Printed Materials to Prevent
Cambodian Elementary School Students from
Dropping Out"

(株) 内田洋行 UCHIDA YOKO Co.,Ltd.

一般社団法人 ワールドユースミーティング 日本福祉大学
関西大学 京都産業大学 立命館大学 など

JAPAN



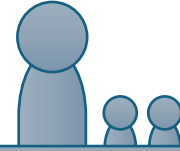
Learner centered
Group Work instruction
(Nihon Fukushi Uni)

UCHIDA YOKO Co., Ltd

Instructional Design
JSET

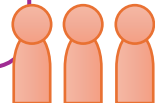
Volunteer Group
Kansai Uni.
Nihon Fukushi H.S.

**Using a handout to decrease
the dropout rate –ICT
contents (Home-Learning)**



Confirmation of learning through
printouts

4-10 Primary Schools

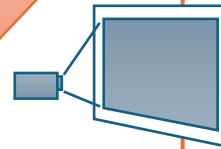


Cambodia

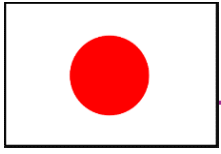


PTEC, BTEC, PPTCSR

Conference in Japan
World Youth Meeting



日本



グループ学習
紙+デジタルコンテンツ
活用
(日本福祉大学)

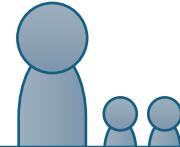
(株)内田洋行 教室環境
活用ノウハウ
ICT機器活用支援機関

Instructional Design
教育工学会

学生・高校生
ボランティア
紙コンテンツの提供
附属高校、関西大学、京都産業
大学、立命館大学

かみの力 プリントで、ドロップ アウトを止める

ICT授業展開—録画—教材づくり—支援
(Home-Learning)



学習確認をプリントで→基礎学力定着

大学間

小学校 4 - 10校へ

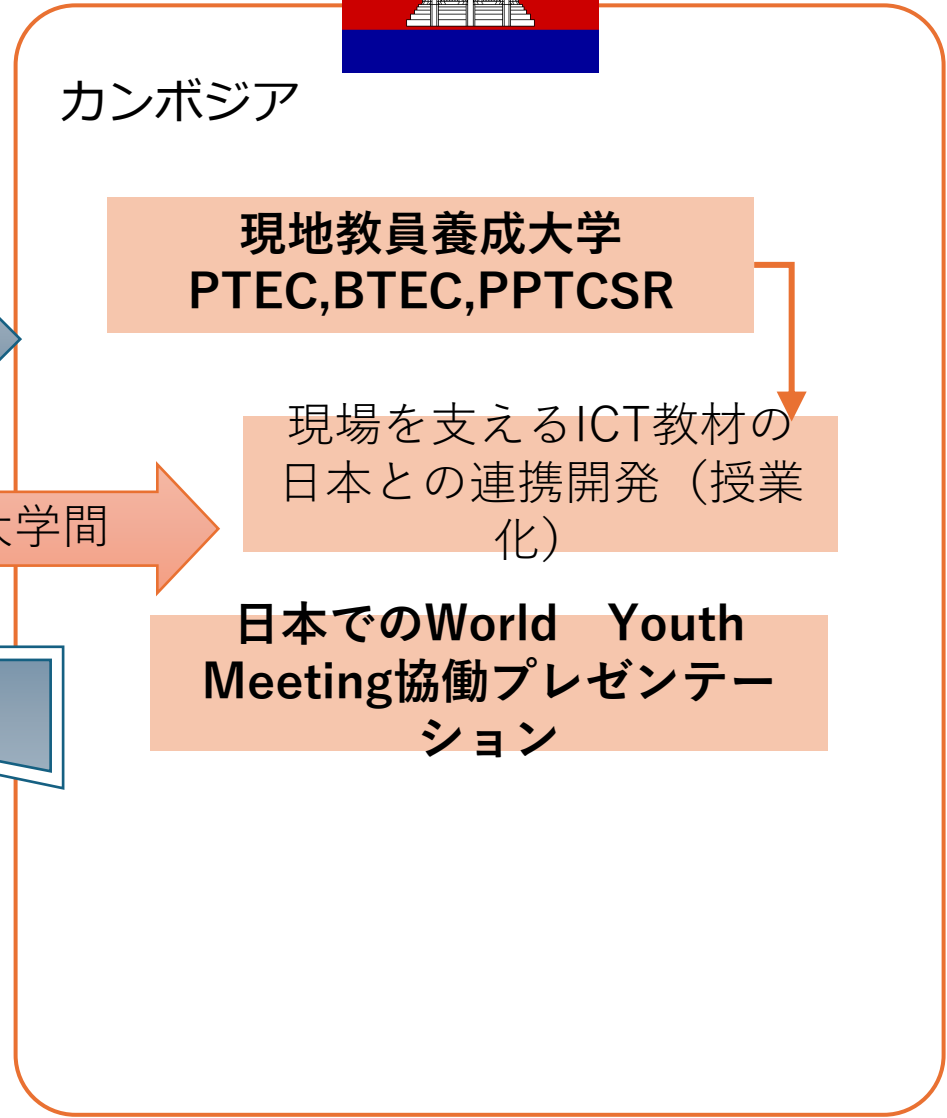
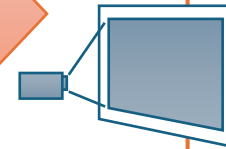


カンボジア

現地教員養成大学
PTEC, BTEC, PPTCSR

現場を支えるICT教材の
日本との連携開発 (授業
化)

日本でのWorld Youth
Meeting協働プレゼンテー
ション



Teachers Seminar , twice a year.



Students English conference



Utilization of Digital Contents



Basic Math Education



They have never taken an exam on printed paper.

これまで紙でテストされてこなかった



黒板を写して 宿題へ

Homework method: Write the problems from the blackboard into notebook and answer them at home.

- Twice-yearly grade advancement tests: scores below 50 result in failure.
- 年2回の学年進級テスト 50点以下は落第



Meta Karon Kroper Primary School Seminar with the principal



Seminar: Comprehension and Establishment

理解定着



Calculation Practice Drill



児童の基礎力定着へ

Worksheets are useful for reinforcing academic skills.

Digital + Handout 適材適所でのメディア（ICT+紙）活用

Cambodia-Kids

1 Math គណិតវិទ្យាសាលាបឋមសិក្សា | 1 English Lesson starts!

- Kids Math គណិតវិទ្យា
- 1 Grade3 នព្វន្ឋ
- MATH Grade4
- 1 Grade5 នព្វន្ឋ
- 1 Grade6 នព្វន្ឋ
- PTEC-Math-123

តោះយើងនាំគ្នាចែកប្រភាគខាងក្រោមជាមួយខ្ញុំ។

1. យើងត្រូវបំប្លែងប្រភាគ
ពីភាគបែងទៅភាគគុណ និង
ភាគគុណទៅភាគបែង

2. បន្ទាប់មកយើងប្រើ
សញ្ញាចែកមកសញ្ញា
គុណ។

$$\frac{3}{17} \times \frac{4}{9} =$$

3:10 / 5:42

សៀវភៅរំលឹកមេរៀនគណិតវិទ្យា

«ថ្នាក់ទី1~3»

1 = 2
5 ? x 2
3

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Japan Overseas
Volunteers

១ ចំនួន ឈ្មោះ: _____

ចំណុចសំខាន់ «ខ្ទង់» ជាអ្វី...?

«ខ្ទង់» ដូចជាបន្ទប់សម្រាប់ដាក់លេខចូល
ក្នុងមួយខ្ទង់អាចដាក់បានតែមួយលេខប៉ុណ្ណោះ
បើកើតឡើងលើសពី១ នៅខាងធ្វើខ្ទង់ត្រូវកែទៅខ្ទង់មួយ ២.១→២០ នេះហៅថា «ត្រាខុក»
«ខ្ទង់រាយ»-បង្ហាញថា «មួយ» មានចំនួនប៉ុន្មាន «ខ្ទង់ដប់»-បង្ហាញថា «ដប់» មានចំនួនប៉ុន្មាន

ដប់រយ ម៉ែនធីន ៣០ ៣០ ៣៤

29 x 210

លំហាត់

១. ចូរសរសេរចំនួនខាងក្រោមឲ្យបានត្រឹមត្រូវតាមរូបភាព

ក. ខ.

គ. ឃ.

២. ចូរសរសេររៀបអាននៃចំនួនលេខខាងក្រោម

月一度のテスト、進級テストの成績向上へ

The Curve of Forgetting , ICT + けいさん

ចំណោទ ① ចូរគិតអំពី $25+14$

$25 + 14 = 39$

$\begin{array}{|c|c|} \hline 20 & 5 \\ \hline \end{array} + \begin{array}{|c|c|} \hline 10 & 4 \\ \hline \end{array}$

$\begin{array}{|c|c|} \hline 20 & 10 \\ \hline \end{array} = 30$
 $\begin{array}{|c|c|} \hline 5 & 4 \\ \hline \end{array} = 9$

សរសេរតាមជួរឈរ

	ដប់	រាយ
	2	5
+	1	4
	3	9

ពេលសរសេរតាមជួរឈរ យើងតម្រឹមខ្ទង់អោយបានត្រឹមត្រូវដោយប្រើក្រឡា

ចំណុចសំខាន់ ពេលគណនា បើយើងគណនាតាមខ្ទង់ដូចគ្នា ងាយស្រួលគិត

2-1, 3-1の拡張
 児童の基礎力定着へ

Hello! សូម្បី! ពេលយើងគណនា ពេលយើងគណនាតាមខ្ទង់ដូចគ្នា ងាយស្រួលគិត!

$9 + 6 = ?$
 $\begin{array}{|c|c|} \hline 1 & 9 \\ \hline \end{array} + \begin{array}{|c|c|} \hline 1 & 6 \\ \hline \end{array}$

$\begin{array}{|c|c|} \hline 10 & 5 \\ \hline \end{array} + \begin{array}{|c|c|} \hline 1 & 6 \\ \hline \end{array}$

$\begin{array}{|c|c|} \hline 10 & 10 \\ \hline \end{array} = 20$
 $\begin{array}{|c|c|} \hline 5 & 6 \\ \hline \end{array} = 11$

ចូរគិត! ចម្លើយត្រឹមត្រូវ 15

2

Hello! សូម្បី! ពេលយើងគណនា ពេលយើងគណនាតាមខ្ទង់ដូចគ្នា ងាយស្រួលគិត!

$8 + 4 = ?$
 $\begin{array}{|c|c|} \hline 2 & 8 \\ \hline \end{array} + \begin{array}{|c|c|} \hline 2 & 4 \\ \hline \end{array}$

$\begin{array}{|c|c|} \hline 10 & 2 \\ \hline \end{array} + \begin{array}{|c|c|} \hline 2 & 4 \\ \hline \end{array}$

$\begin{array}{|c|c|} \hline 10 & 12 \\ \hline \end{array} = 22$
 $\begin{array}{|c|c|} \hline 2 & 4 \\ \hline \end{array} = 6$

ចូរគិត! ចម្លើយត្រឹមត្រូវ 12

2

Effective Methods





សំបាក់ (40ឆ្នាំ)

បំរុងស្រូវស្រូវ
4800 + 3780 =
53260 + 2346 =
38400 + 27800 =
ចូលប្រើប្រាស់
7800g = ... kg ... g
9507g = ... kg ... g
8kg 430g = ... g

គណិតវិទ្យា
មេរៀនទី6 វិចិត្រ
+ ការងារចំនួនមេរៀន 5ខ្ទង់និង 4ខ្ទង់

$$\begin{array}{r} 11471510 \\ 24860 \\ - 8575 \\ \hline \end{array}$$

$$\begin{array}{r} 16285 \\ 2 \\ 3 \\ 4 \\ 5 \\ 6 \\ \hline 7456 \\ 85754 \end{array}$$

① 38645

② 57930

③ 62782

④ 70539

⑤ 53157-2

ប្រាជ្ញា និងបន្ទាត់នៅក្នុងសៀវភៅសរសេរនិងក្នុង
ស្នូល្នះនៅពេលសរសេរប្រមាណវិធី យើងប្រើក្រឡានិ

ក្រឡា					

0	1	2	3	4	5
6	7	8	9		
+	-	x	÷	=	

3	6	7
+	4	8
415		

0	1	2	3	4	5	6	7	8	9
+	-	x	÷	=					

1	2	3	4	5	6	7	8	9
+	-	x	÷	=				

សាលាបឋមសិក្សាមុននាគ Muk Neak Primary school

ចេញសាក្នុង ដែលទ្រូបមន្តយកចិត្តទុកដាក់ក្នុងការសិក្សា!!!

ប្រៀបសិក្សា

5	6 x 1 = 6	7 x 1 = 7	8	9 x 1 = 9
10	6 x 2 = 12	7 x 2 = 14	16	9 x 2 = 18
15	6 x 3 = 18	7 x 3 = 21	24	9 x 3 = 27
20	6 x 4 = 24	7 x 4 = 28	32	9 x 4 = 36
	6 x 5 = 30	7 x 5 = 35	40	9 x 5 = 45
	6 x 6 = 36	7 x 6 = 42	48	9 x 6 = 54
	6 x 7 = 42	7 x 7 = 49	56	9 x 7 = 63
	6 x 8 = 48	7 x 8 = 56	64	9 x 8 = 72
	6 x 9 = 54	7 x 9 = 63	72	9 x 9 = 81
	6 x 10 = 60	7 x 10 = 70	80	9 x 10 = 90

The Curve of Forgetting , ICT + けいさん

宿題

黒板に書く 写せない子

テスト

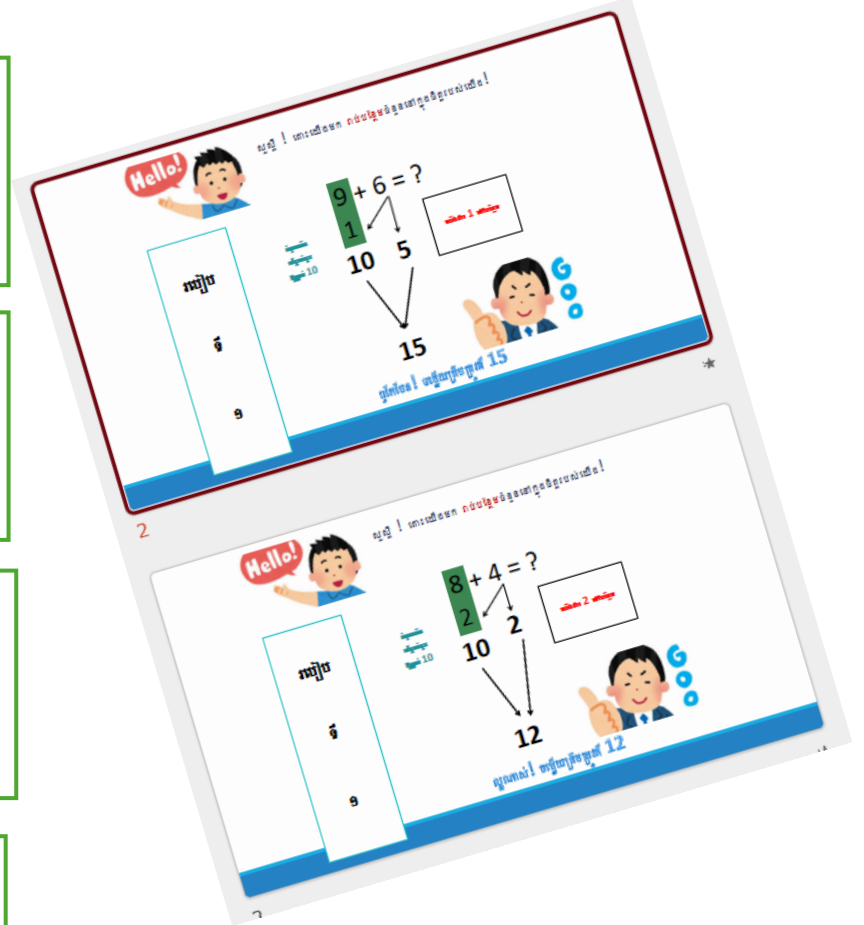
月一 テストで点が取れない

留年

進級テスト20パーセント留年

解決策

ICT、ID
No one left behind



2-1, 3-1の拡張
児童の基礎力定着へ

Strong Points of ICT

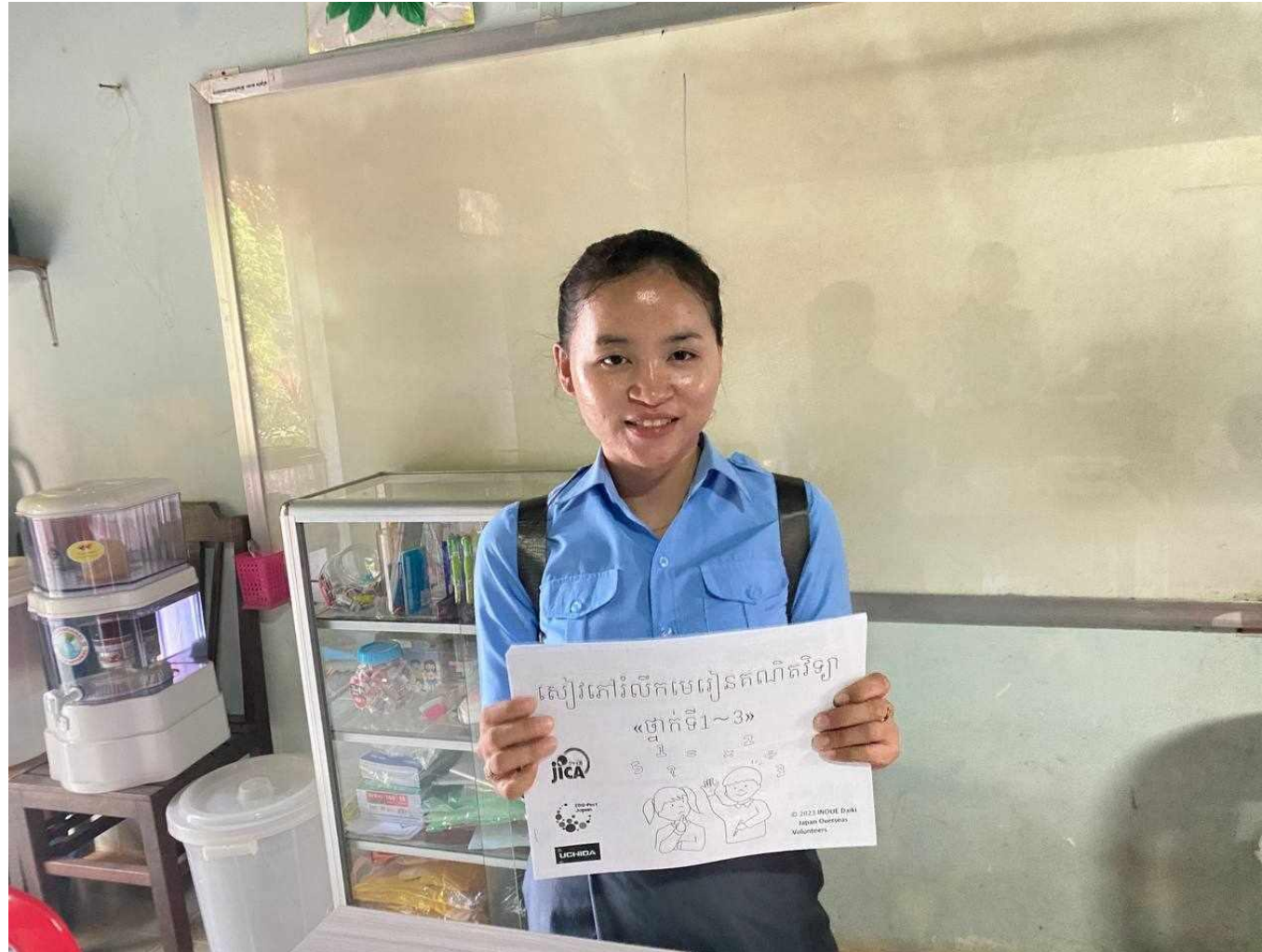
ICTの強み 興味関心 - 定着

- ICT活用授業後 - 確認 紙媒体「けいさんドリル」の流れ
- **After Utilizing ICT in Lessons - Confirmation Flow of the Paper-Based "Calculation Drill"**
 - プリント 教室で保管
 - 月一回テスト前 ちらっと見る
 - 進級テスト前 教室で再度確認
 - 進級テスト
- **With the Aim of Improving the Repetition Rate**
- 留年率の低下 20% → 17%
(PISA アジア圏 最下位)

Printing for KIDs

50部ずつ

各校へ



教育局との連携推進

Collaboration and promotion with the Education Office

