

Suggesting experiential learning to realize discomfort about our society

Okayama Prefectural Kurashiki Amaki Senior High School

Introduction

Problem: High school students tend to view global issues (climate change, poverty) as "someone else's problem."

Research Question: How can dialogue-based learning using satirical images promote critical thinking?

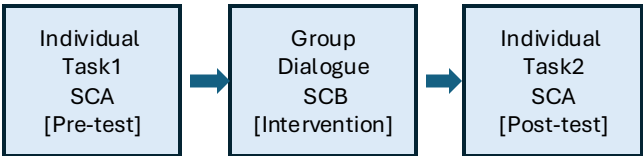
Focus: Where does thinking development stall?

Methods

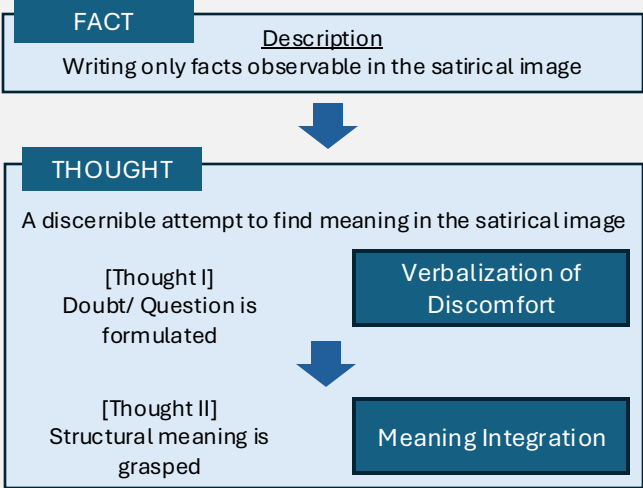
- Date/ Time: November 12, 2025 (Wed) 16:20-17:00
 - Participants: 16 high school 2nd Graders (4 groups)
 - Materials:
- 1.Satirical Cartoon A (SCA)

(Used for Pre/Post-Test Measurement)
- 2.Satirical Cartoon B (SCB)

(Used for Group Dialogue/ Intervention)
- 3.360° Video and Audio Recording of Group Conversations



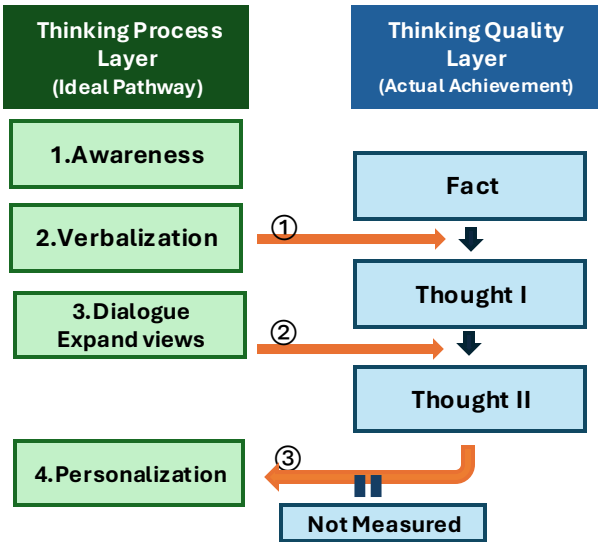
Criteria for Qualitative Thought Classification



Results

Pattern	Pre-Dialogue	Post-Dialogue	Number of Students
A	FACT	FACT	3
B	FACT	THOUGHT I	1
C	FACT	THOUGHT II	2
D	THOUGHT I	THOUGHT I	2
E	THOUGHT I	THOUGHT II	2
F	THOUGHT II	THOUGHT II	6

Discussion



①Verbalization Approach

Problem: [FACT →THOUGHT I] Verbalization Barrier

Suggestion: To support learners in clarifying discomfort into explicit questions and create starting points of thinking process.

②Structured Dialogue Approach

Problem: [THOUGHT I → THOUGHT II] Providing opportunities for dialogue alone is not effective.

Suggestion: Strategic facilitation is needed.

③Emotional Approach

Problem: [THOUGHT II→ Personalization] Cognitive understanding alone is not effective.

Suggestion: To lead learners to connect social issues to their personal values and experiences.

Future directions

- Empirically test the proposed strategies.
- Examine how and when learners develop **personalized meaning**, especially through **Affective Connection**.

References

• CRE・Lab Forum 2022 Report
(Affiliated International Creativity and STEAM Education Development Center, Graduate School of Education, Okayama University,pp.14-15)