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SSH Research Ⅲ status: in progress！ (2020.6.2.)

SSH Research III summarizes the content of research conducted in SSH Research II, which was conducted in the second year of science and mathematics. In explaining their research poster and slides, students must strategically present their scientific findings to prevent any misunderstandings. They must compose sentences without excess or insufficiency. Therefore, logical thinking and expressiveness are valuable skills throughout this process. More so, research abstracts are summarized by all research groups in English. This allows our students to build upon their English language abilities, even within the science field.

All groups revealed consistent progression in their research through project review and re-execution for further confirmation. Some groups also utilized more advanced means, partaking in investigated peripheral research and supplementing a theory.

SSH Research I status: in progress (2020.6.9.)

This year's renewed SSH Research I has started! Four courses have been established to develop general-purpose abilities: critical thinking, logical thinking, expressiveness, etc. These are necessary for performing research. In the critical thinking course, students learn how to doubt data through the history of science and actual research data. In the data representation course, students learn how to create and visualize diagrams correctly. In data analysis, students use pseudo data to create and analyze data correlations and patterns. In the statistical processing course, students learn about statistical concepts, and they also learn how to handle data effectively. Students were actively engaged in every course.
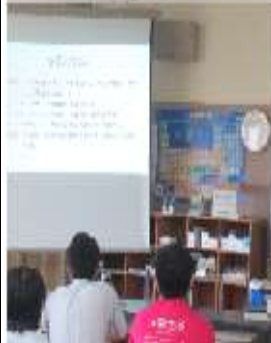
Professors from the University of the Ryukyu came to Kyuyo SHS for Theme Discussion Day. Although there was not enough time because of school closures from March to May, students thought about what theme to study, conducted preliminary experiments and surveys, not only in classes but also lunch break and after school. Then, they made presentations about their researched themes, hypothesis, and researched plans in front of professional instructors from the University of Ryukyu. Students realized the difficulty of presentation techniques and expressions through their presentations. Also, through the questions from instructors, various problems were acknowledged, such as lack of knowledge and further clarification. Let's continue to do our best.

The first guidance committee for SSH Research II (2020.6.10.)

After the project guidance session, the first guidance committee was established with experts from the University of the Ryukyus and supporting high school teachers.

Attendees from the University of the Ryukyus are listed below:

Kazuhiro Kogure (Director/Vice President), Mizuki Tsuji (Professor of Faculty of Agriculture), Koji Sugio (Professor of Graduate School of Education), Masahide Furukawa (Professor of Faculty of Science), Toshiaki Teruya (Professor of Education), Akira Fukumoto Zou (Associate Professor, Faculty of Education), Professor Masahiro Maeno (Associate Professor, Faculty of Science), Koichi Yamashiro (Associate Professor, Faculty of Education)

Staff training (2020.6.30.Tue.)

On Tuesday, June 30, staff training was held by Professor Koji Sugio of the University of the Ryukyus Graduate School of Education. Mr. Sugio is a member of our school's SSH steering committee and has been giving us guidance and advice on our school's SSH program for many years. His topic was "Inquiry activities that promote independent, interactive, and deep learning and their evaluation".

In his lecture, he discussed why inquiry-based learning is now required in schools, the role of teachers in guiding such activities, case studies of inquiry-based learning in other prefectures, and methods for evaluating inquiry-based learning. During the question and answer session, a variety of questions were asked by the school staff, and a lively exchange of ideas ensued.

We will continue to hold more staff training sessions like this one in order to improve the skills of our staff in guiding inquiry-based learning and to deepen the learning of our students that begins there.