

The Vision of Converged Education through the Ecology Humanities – Focusing on Elementary Education Utilizing Local Community

Myoung Hee Yi¹ and Young Ran Jung^{2*}

¹Department of Sang-Huh College, Kon Kuk Univ,
Neungdong-ro, Gwangjin-gu, Seoul, Korea

^{2*} Department of Forest Therapy Graduate School, Chungdae-ro 1,
Seowon-Gu, Cheongju, Chungbuk, Korea.

¹newyorkmago@hanmail.net, ^{2*}jyr33333@hanmail.net

Abstract

We studied this article based on the contents of the ecology humanities that was conducted for the students and their parents, from 3rd grade to 6th grade in elementary school, as 2016 part of specialized program of the lifelong learning associated agencies in Seoul Metropolitan Office of Education. It is important for elementary schoolchild to do converged education that crosses freely the boundary of learning, which lives in the global age. In the process, local community education based on a residential district is effective for communicating economically between parents and a final generation. Therefore, this paper sought the vision after reviewing the truth and the meaning of converged education while conducting the ecology humanities for elementary schoolchild, which is based on institutions, environment and history of a residential district where they live with their parents. Both schoolchild and parents responded that they became interested in humanities in survey that we conducted after finishing 8 sessions, We identified that public education and hybrid types education which is impossible to do indoors were effective in the course of ecology humanities that proceeds combining various fields with humanities, including natural science.

Keywords: Ecology humanities, Converged education, Local community, Elementary education, Natural tag, Natural science.

1. Introduction

This article is based on research that was conducted in an ecology humanities education course as a part of the Seoul Metropolitan Office of Education Program for third to sixth grade elementary students and their parents. Until now, South Korea's ongoing elementary humanities classes often stay parallel and there is no significant progress to convergence of disciplines. The 21st century is a rapidly changing era due to scientific development even compared to the scientific revolution of the 17th century. Therefore, the belief that humanity is truly valuable and precious is no longer persuasive to the public as science and technology has been filling the empty space due to the loss of value in humanities. South Korea's education system is divided into liberal arts and natural science. Liberal arts students lack basic knowledge of science, and natural science students lack cultural and historical background knowledge which shows the deficiency of blending and convergence of different

Article history:

Received (September 12, 2016), Review Result (November 15, 2016), Accepted (December 19, 2016)

fields of studies. To meet the demands of the times, this article seeks a future of ecology humanities by conducting converged education for elementary students and their parents to search for the true meaning of converged education of ecology humanities.

2. Studying humanities with parents.

2.1. Necessity of ecology humanities in South Korea

Previously, Ecology was a field of biology in natural science, and Humanities was a study that researched the values of humans which were perceived as individual fields. However, because humans are a species that exists in nature, it makes it impossible to separate nature from human life. Like one can assume from the fact that the origin of Ecology came from oikos (house), beginning of ecology starts from thinking that every living creature lives in a big house called nature and that they influence each other. Ecology humanities help ecological education and humanities blend together and contribute in increasing human value of life by constructing facts. Despite this stage in academic changes, South Korea's education of separating liberal arts and natural science shows confrontation of scientific views and literature views. Therefore, for elementary students, the importance of blending scientific ecological education and humanities is increasing.

2.2. Necessity of local communities

Vygotsky's social culture theory mentioned the strong connection between a child's family and local society, and Bronfenbrenner's ecology theory also emphasized the importance of utilizing a child's environment in education. Local community is a community that shares local environment, culture and history. Therefore, education using local infrastructure and environment is efficient not only for the child, but also for elementary students who commute to school.

First, utilizing locally near places, one can expect constant and repetitive effects. Far places can increase the burden of preparing and moving, which leads to a decrease of action. Second, education done at local places can ease the burden of students and help them physically and mentally approach better. Third, local community programs provide opportunity of expanding knowledge through communication with parents and the child. This can play a huge role in creating intimate relationship in family members. Fourth, the child can experience values of local community which will naturally strengthen communities and citizenship.

3. Examples of ecology humanities

2016 we conducted ecology humanities course as a part of Seoul Metropolitan office of education program. Every Saturday from June 4th to July 22nd at 10am to 12 pm for (two hours) and outside program from 10am to 2pm (for four hours), about 20 of third to sixth grade elementary students and their parents used locally social spaces.

Table 1. Schedule for ecology humanities classes

	Date	Content	Lecturer	Local spaces
1	6. 4(Sat) 10:00~12:00	[Humanities will make your dream come true] Magic lamp that hears your dream - The reason why we need humanities	Myoung Hee Yi, Young Ran Jung	Seoul Jonggu Youth Center
2	6. 11(Sat) 10:00~12:00	[Journey of flowers] How to look at the world in the eyes of flowers - Journey of flowers with natural scientist and humanist	Myoung Hee Yi, Young Ran Jung	Seoul Jonggu Youth Center
3	6. 18(Sat) 10:00~14:00	[Ecology that increases your creativity and power of observation 1] Observing nature with five senses - Observing trees with 'sky mirror'	Myoung Hee Yi, Young Ran Jung	Jangchung Park Nature objects ()
4	6. 25(Sat) 10:00~12:00	[Journey of food with gratitude 1] Humans can't live on bread? - Food humanities and sandwiches	Myoung Hee Yi, Young Ran Jung	Cafe Sandwiches and drinks
5	7. 2(Sat) 10:00~12:00	[Architecture journey at a cafe] Spirits hidden in buildings - Traveling the world with architecture	Myoung Hee Yi, In Sun Kim	cafe
6	7. 9(Sat) 10:00~12:00	[Humanities with stories 1] Little Prince, Did he really come from a star? - Stars in literature	Myoung Hee Yi, Young Ran Jung	Seoul Jonggu Youth Center
7	7. 16(Sat) 10:00~12:00	[Humanities with stories 2] You are from a star - Science and star stories from myths	Myoung Hee Yi, Young Ran Jung	Seoul Jonggu Youth Center
8	7. 23(Sat) 10:00~14:00	[Ecology that increases your creativity and power of observation 2] Create from nature- Creating objects obtained from nature	Myoung Hee Yi, Young Ran Jung	Seoul Jonggu Youth Center (training)

This article focuses mainly on the third class about [Ecology that increases your creativity and power of observation 1] that was done at Jangchung Park.

3.1. Making 'Nature Name Tag'

One of the contents included 'making nature name tag' by sharing the participant's and other's opinions together. It progressed as [table 2].

Table 2. Nature naming game sequence

Sequence	Content
1	Forming a pair Game rule; When the lecturer shouts a random animal, participants form groups in a number of the animal's legs. In the end, the lecturer says animals with two legs (ex; ducks, penguins) and participants naturally form a pair or two.
2	Participants fold a paper in half. On the right side he or she the writes a noun about another person, and on the left writes an adjective of their own personality or special abilities that he or she thinks.
3	Cut the paper in half and give the right one (noun) to another person. .
4	Make a name by combining my personality adjective and a noun that a one got from his or her pair.

Since families can judge each other by previous experiences and stereotypes, families cannot be a pair. It is important to give space so that participants can relax. In terms of children there are some times where they could not understand noun or adjective. Lecturers

should provide specific examples of grammar and this can easily be led to engaging classes of literature and grammar.

3.2. Reading the world through ‘sky mirror’

‘Sky Mirror’ is a mirror that one can put under their eyes and observe objects directed above. Using ‘Sky Mirror’ one can walk between trees and experience a view of animals that has eyes on its head such as snakes. Next, participants make a team and write a scenario.

3.3. History of Jangchung Park

Jangchung Park has been a place to show appreciation for guardians and history of South Korea. Even though Japan tried to de-fame the character of JangChung Park, after regaining South Korea’s independence it was restored by citizens as nature-friendly place for refreshment that put culture and history together.

4. Significance of hybrid types education through ecology humanities

4.1. 'Significance of making ‘Nature Name Tag’

Name is the most typical way of representing oneself like every object has titles that show distinguishing features. One’s name is an important identification of telling who one is but it is given by parents or someone else. Compared to this, nature name is a result of combining ‘me’ and ‘others.’

Sex/ Age	Nature Name	When one introduced oneself with one’s name	When one introduced oneself with nature name
Kim(F)Thrid grade	Fast runner butterfly	I did not feel much	Fresh. I felt different with new name.
Kim (F) Fifth grade	Sheep with good appetite	It was just my name so it wasn’t so special	It was fun and realized that I had such aspects.
Bae (F) 51	Giraffe	I got to introduce myself as me	I could find out how others thought about me.
Lee(M) 45	Farting tiger	I had to act into my stereotype.	It was ridiculous but I realized that I was being myself.

Chart 4. Nature Name Tag

4.2. Significance of ‘Sky Mirror’

Participants can observe nature in different animal’s view using ‘Sky Mirror’ and learn existing creature’s share what is so called nature. This can expand each participant’s view of the world by breaking the fixed view about nature to changed experiences.

4.3. Significance of scenario

Rather than simply witnessing changes in their world views using ‘sky mirror,’ participants write about it. Students and parents are divided into separated groups and individuals debate and share opinions. After discussion, student and parent groups write a scenario as a process of expressing their thoughts which gives an opportunity to face two different opinions.

Scenarios they wrote ends with love between family members and coexistence with different creatures within the ecosystem and topicalize hope as a keyword. Examining nature

through 'Sky Mirror' with another look and delivering one's opinion to others through literary writing and speech can erase boundaries between different disciplines and expand thoughts which is the proper function of 'fusion.' Observing nature with 'Sky Mirror' is a family program and we can expect it can help understand one another by accepting other's point of views and walking in their shoes

4.4. Historical significance of JangChung park

History class conducted at JangChung Park is a blending of new and old information to both parent and children generation. Through ecological education and play therapy, both generation experience value of nature at a specific place (JangChung Park) and also realizes that it has cultural values in it.

5. Conclusion

After eight sessions of classes, survey response showed that ecology humanities showed more engagement, better understanding and interest in participants compared to studying ecology and humanities separately. Moreover ecology humanities have significance in utilizing local communities which leads to converged education that promotes possibilities of better communication between old and new generations. Ultimately, education of ecology humanities through local communities is a living education that erases the borders of disciplines which can lead to upgrading the public education system. This can help articulate the future vision of education and practice of open education.

References

- [1] G.H. Nam, "Ecological humanities introduction a collection of studied paper in humanities," Humanities Research Institute of Sogang University, vol.31, pp.105-107, (2002)
- [2] J.H. Park, "A Suggestion for Eco-humanities, Institute of Human, Environment and Future," vol.2, pp.139-165, (2009)
- [3] O.S. Ahn, "The relationship between natural sciences and humanities," Major in Elementary Education Methods Graduate School of Education Seoul National University of Education, (2010)
- [4] J.I. Do and J.C. Choi, "Conversation-Meet the humanities and natural sciences, Humanist," Seoul, (2005)
- [5] M.H. Yi and Y.R. Jung, "How to see the world with flowers," Yolim-won Publishers, Paju, (2015)
- [6] D.H. Lim, "Humanities and ecologism," Humanities Reasearch Institute of Sungshin Women's University, Humanities Reasearch, vol.19, pp.23-38, (2000)
- [7] Y.S. Kim, "The effects of nature experience program for young children: home, school," Community Based Approach, Graduate School of Education of KONKUK UNIVERSITY, (2006)
- [8] D.H. Shin "An ecological view: a dialogue between humanities and nature science," Association for the Study of Literature & Environment, vol.8, no.1, pp.7-28, (2009)
- [9] "Culture and tourism of Jung-gu," Seoul, jangchungdan Hokukuigil, (2015)