

Education Contents for economics at Konan University.

I am FUJIKAWA from Konan University of Japan.

I would like to thank Loyola University and Japan Institute for Information Education for giving us this opportunity. I think it is a great honor for us to make a presentation and to have a discussion on education with multimedia contents with such distinguished researchers on information education.

Today I would like to talk about two things. The first one is how Konan University, my university, uses for our education commercially available contents such as membership HP or machine readable data bases that we can purchase from media companies.

The second one is how Konan University developed and uses a Home Page based multimedia content for education of economics.

**A-1 Commercially Available
Content I**

- **Nikkei News TELECOM**
<http://telecom21.nikkeidb.or.jp/home/>

**20 IDs are distributed
to students**



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A-1 Commercially available Contents I

Let me begin with commercially available contents. Nikkei TELECOM is a home page type database of NIKKEI, Japanese Economic, Newspaper. In order to visit this sight we need to be a member of Nikkei TELECOM. The member ship fee is about 1000 dollars per year per ID. Konan University has 20 IDs for students and two IDs for faculty members.

Nikkei TELECOM is a very comprehensive data base that contains daily news in both Japanese and English with pictures and movies, key-word chronological article search in various news papers for about 20 years, economic data and charts, and even private company information including financial and products information and company executives. And we can also read professional reports on some special issues like economic forecast.

Nikkei News TELECOM

- **Not often used, unfortunately**
- **Teachers' Dilemma** Students does not have enough knowledge to read newspapers. But teachers do not enough time to level up them.
- **Students' Stance:** unless forced to read, they never read newspapers.
- **Internet Environments** PC and Network Lines are always clouded.

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Nikkei TELECOM

Though this data base is very strong, honestly speaking, Nikkei TELECOM is unfortunately not often used by students.

That is because we have the following three problems.

- 1.The first one is the ability of the students of Konan University. Their knowledge is not enough to utilize the news paper data base. Most of the students do not know even the meaning of GDP or Money supply.
- 2.The second one is an attitude of the students. The purpose of the students in Japan in general is not to study but to get a diploma as easily as possible. Therefore, as long as they are not forced to do something, they do nothing.
- 3.And the third one is the net work environments in Konan University. It is to slow to use this heavy HP contents.

A-2 Commercially Available Content II

● Test Service of CD Data base

1. Nikkei Macro Data
2. Nikkei Financial Data
3. “Somucho” Japan Statistical Yearbook
4. Industrial and Commercial Census
5. WB: Development Indicator
6. IMF: Financial Statistics

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A-2 Commercially Available Contents II

Another type of commercially available content that we use is e CD base economic data.

We have a CD changer that is linked to the University LAN. The CD changer has 20 slots and individual slot is directly connected to each user's PC as a virtual drive.

Let me introduce some of the CD data base loaded in the CD changer in Konan University.

1. Nikkei Macro data. That contains National Income data, international trade data, production data and labor force data.
2. Nikkei Financial data. That contains money supply related data, interest rates data.
3. Japan Statistical bureau data. That contains not only economic data, but also population, natural resource and weather data.
4. Industrial and Commercial Census data.
5. World bank Development indicator
6. IMF International financial Statistics.

Test service of CD data base

- **Available from professors' rooms and seminar rooms. Not available from PC laboratories.**
- **Some professors find this system useful, but some do not.**
- **Setting up is not easy.**
- **Statistics are not required at the introductory level of lectures**

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Test Service of CD database

However, unfortunately this system is not often used either.

We have mainly the following four problems

1. Though the system is available at professors' rooms and seminar rooms, it is not available in PC laboratories that the students usually use because of windows NT regulation.
2. Some professors do not try to use machine readable data base. Book base data is easy to access for them.
3. Setting up is not easy in the present system. Therefore, we decided we would renew the system into browser base data retrieving system that was made in the USA.
4. And the most serious problem is again the ability of the students. Lecture level in the university is not as high as statistical data are required.

B. Konan Univ.Original HP

● **HP Contents**

Introduction to Japanese Economy

● **Visualization of Economic Data**

Auto graph generation

Auto updating of data

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B. Konan University HP contents

Newt, let me introduce our university's Original education contents. We have developed Home page contents titled "Introduction to the Japanese Economy"

This contents have the following two main purposes

1. The first one is to understand the outline of the post war economic fluctuations in Japan including such economic epochs as reconstruction of the economy, Korean War period, High speed growth, Oil crisis, Yen appreciation, Bubble economy and the present low economic growth. Knowledge on historical economic facts is the base for understanding economic theory, especially macro economics.
2. The second purpose is easy access to the basic economic time series data. As I mentioned before, accessibility to machine readable data base in Konan University has a problem. Therefore, as a supporting measure of data retrieving,, the students can use this system while they use this HP content.

B-1 HP Contents

- **Time series explanation** easy to read
- **Summary only** easy to remember
- **Photographs and Pictures** Impression
- **Graphs and Tables** Impression
- **Columns** not bored
- **Coffee Break** not bored
- **Dictionary** not given up



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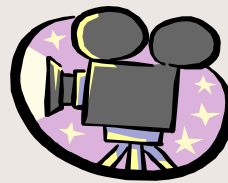
B-1 Home Page Contents

The home page content has the following features.

1. Since the explanation is ordinary time series order, the contents are easy to understand and remember.
2. Explanations are written as in a simple form as possible so that the students may be able to remember the contents easily.
3. Many photographs and pictures are used so that the contents may be impressive. And many graphs and tables are also used for the same purpose.
4. Columns and coffee breaks are prepared so that the students may not be bored and understand background of the era. Columns : ex. What is Korean War, What is public pollution. Coffee breaks : Popular songs and fashion, Historical events, New products, and Key words for the era.
5. Dictionary function is prepared so that the students may not give up reading because of their insufficient knowledge on economic terms.

B-2 Visualization of Economic Data

- **Easy Graph**
- **Graph of 2 data series**
- **Auto updating function**
- **Source: Nikkei Biz**



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B-2 Visualization of Economic Data

To know the trend of real economic time series data and relations among them helps to understand economic theory.

This system has a function by which users can easily make time series graphs. And users choose two series of data at the same time.

Technologically new thing of the system is that the system can automatically update the data from the economic data from Nikkei BIZ, data providing company, or other online data service.

Future of multimedia contents

- **Clear decision among the faculty**
- **Collaborative development and cooperative usage of contents**
- **Financial support to develop contents for basic subjects**
- **One PC per one student**
- **Net work environment**

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Future of Multimedia Contents

1. The most important for spreading multimedia contents is that the faculty members understand the meaning of them and use them in the lectures.
2. It is almost impossible to prepare multimedia contents for many fields of the economics education independently in each university. So, collaborative development among teachers and universities are very important
3. Financial or labor support are urgently required.
4. The students should carry their own PC in the university since the resource of the university is restricted and the computer literacy is one of the bottle necks of the expansion of multimedia education contents.
5. Improvement of the quality of networks is also important. The university should not be stingy for network improvement.