Growth of an Interpreting Student Club in Osaka Science Museum

Y. Saito, K. Tsutsui\textsuperscript{a}, A. Hirose\textsuperscript{b}, M. Yanagihara\textsuperscript{c}, T. Hattori\textsuperscript{d}

\textit{Osaka Science Museum, Osaka 530-0005, Japan}

\textsuperscript{a}Ikeda Senior High School attached to O.K.U., Osaka 563-0026, Japan
\textsuperscript{b}Tennoji Junior High School attached to O.K.U., Osaka 543-0054, Japan
\textsuperscript{c}Osaka City Tokiwa Elementary School, Osaka, 545-0053, Japan
\textsuperscript{d}Graduate School of Science, Kyoto University, Kyoto 606-8052, Japan

saito@sci-museum.jp

Self-organization can be seen in a student club. This is an important effect of a new scheme of science education in addition to an effect of studying science.

The scheme has been developing in Osaka Science Museum (OSM) since 2004. We focus this scheme on self-learning of teenage and university students. They organize the club and get together every month to study the scientific foundation of exhibits of OSM. Their aim is becoming interpreters who attend visitors in OSM, especially during the program called “The visit to basics of natural science”, which is held three times a year recently. All students are proud of this club activity since many OSM visitors are pleased with their interpretations. Through the activity, they experience not only importance of management but also contribution to society. The experience becomes a driving force to bring up new instructors, who are full of will, vitality and good faith. They were the students at the early stage of this scheme, but have been teachers, members of society, students of the graduate school, and so on.

(a) One of the authors, M.Y. was a university student and interpreted to the visitors 2005. She has been an elementary school teacher since 2010. She has instructed to next generations in the club since that time. (b) She showed how to interpret 2012.