

## Practice of disaster education based on legitimate peripheral participation theory: A case study on cooperative seismic observation with pupils in elementary school

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In LPP theory, learning is formulated as “legitimate peripheral participation in community of practice” . LPP theory interprets learning as identity building. The theoretical assumptions associated with these models were tested through a case study, which is an attempt to get elementary school children involved into a cutting-edge seismological research by placing a mini-size seismometer at a school. As a result of the learning, pupils in elementary schools got new identity, by taking a role in the practice that they had participated.

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