



Leaders in International Higher Education

2021 ANNUAL CONFERENCE

*Leading Internationalization in
a New Era: Collaborating for
Global Solutions*

The Future of Intercultural Learning: Advancing Inclusive Global Higher Education after COVID

- Clay Hensley (moderator)
- Dr. Darla K. Deardorff, AIEA & Duke University
- Dr. Jewell Green Winn, Tennessee State Univ.
- Dr. Shingo Ashizawa, Toyo University

Outline

- Overview
- Intercultural Learning & Inclusion
 - Definitions + COVID Context (Dr. Darla Deardorff, Duke University)
 - U.S. University Perspective + Role of Social Justice Movements (Dr. Jewell Green Winn, Tennessee State University)
 - Asia-Pacific Viewpoint + Practical Application (Dr. Shingo Ashizawa, Toyo University/ UMAP)
- Discussion, Q& A, and Close

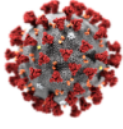
Definitions + Recent Developments

Dr. Darla K. Deardorff, AIEA & Duke University

Duke Research Fellow (Social Science Research Institute)

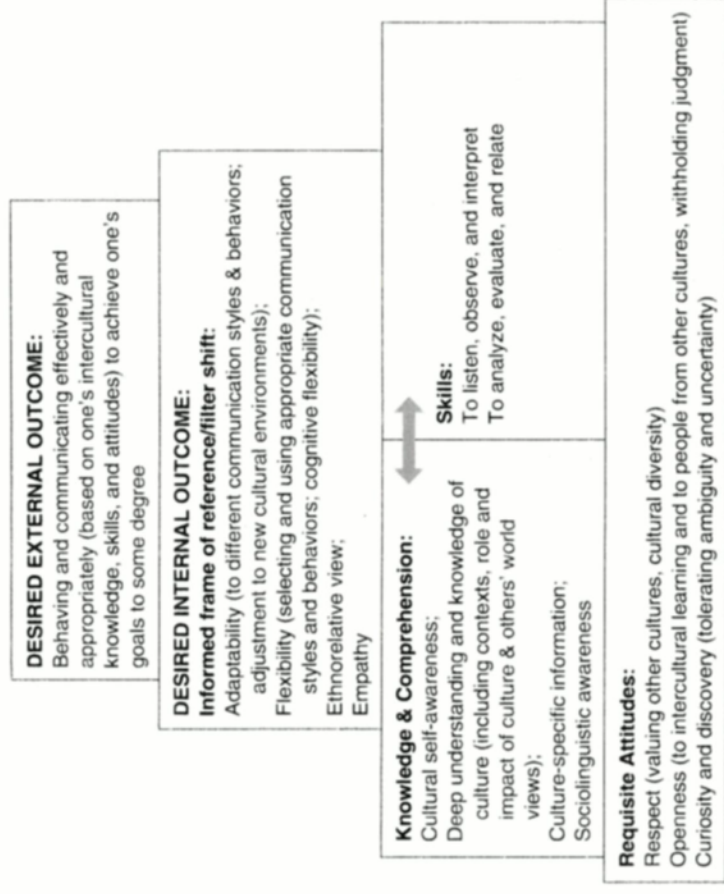
d.deardorff@aieaworld.org

<https://sites.duke.edu/darladeardorff/>

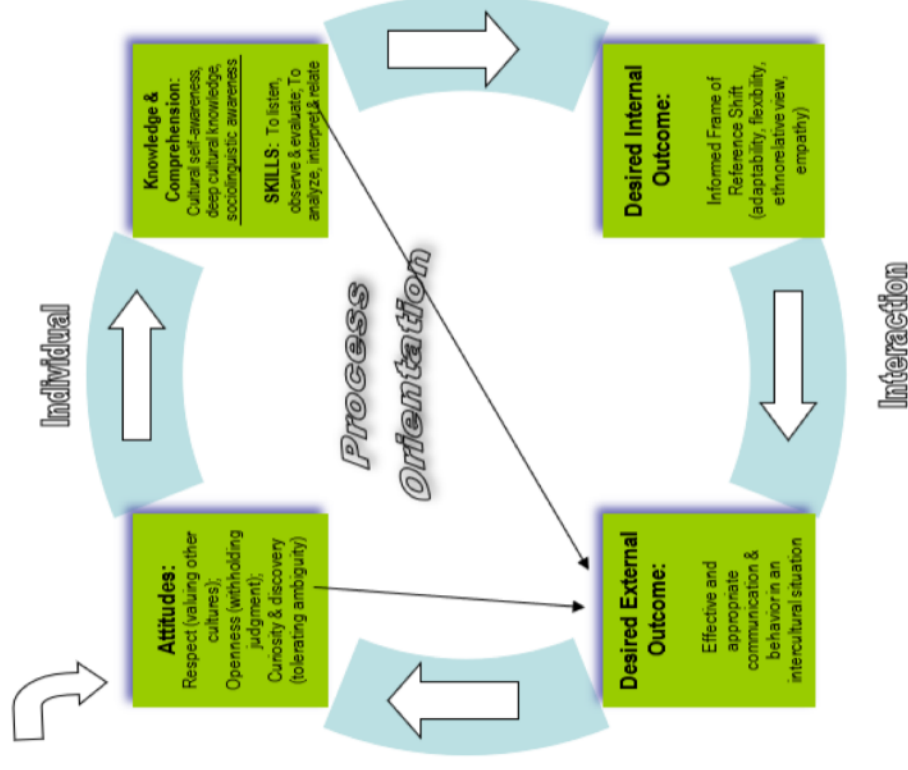


DK Deardorff 2020

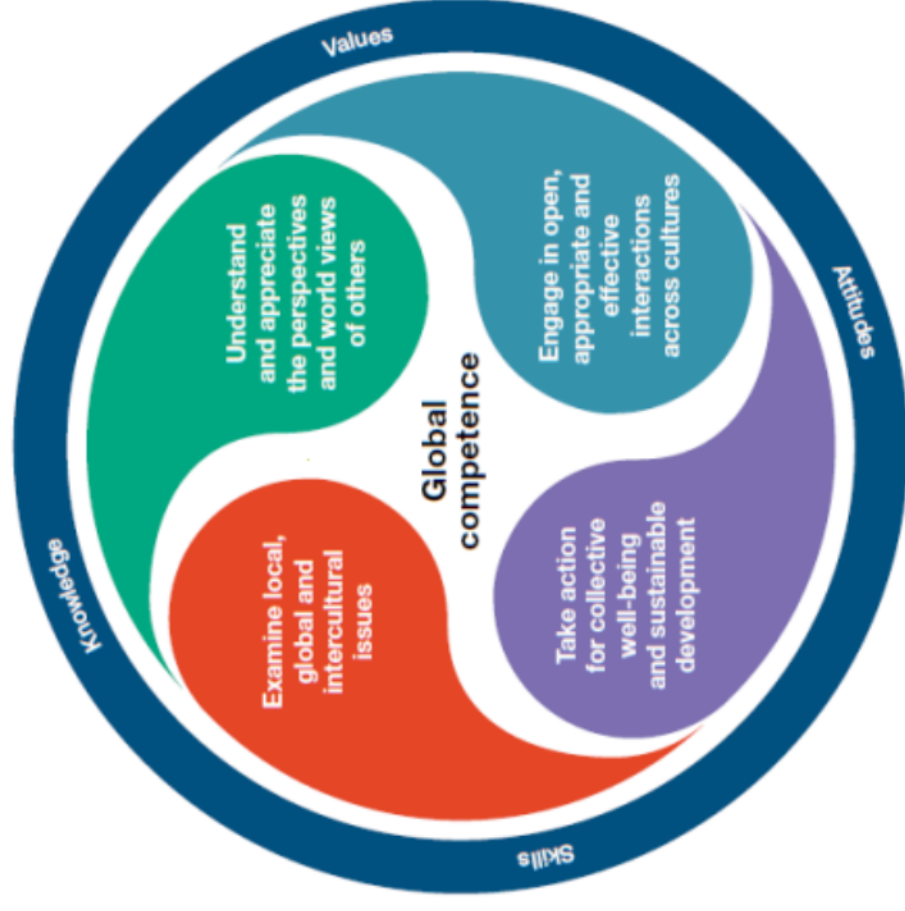
ICC Definition (Deardorff, 2006, 2009, 2017)



- Move from personal level (attitude) to interpersonal/interactive level (outcomes)
- Degree of intercultural competence depends on acquired degree of underlying elements



OECD – PISA Global Competence (2018)



ICC Snapshot, 2000-2018 (Peng et. al., IJIR, 2020)

- Top five countries for ICC research: USA, China, Australia, Spain, UK
- Most highly cited journal for ICC work: *International Journal of Intercultural Relations*
- Top five cited scholars on ICC: Michael Byram, Darla Deardorff, Claire Kramsch, Mitchell Hammer and Milton Bennett

ICC – Latest Developments



- ICC context broadly defined as interactions across difference
- ICC for frontline healthcare workers and beyond
- ICC within anti-racist efforts
- ICC as interdisciplinary efforts
- ICC for ALL – holistic, integrated, inclusive
- ICC assessment – changing paradigm (beyond pre/post measures)
- ICC as (re) learning how to live together

ICC- Latest Developments

UNESCO Intercultural Methodology: Story Circles

Open Access in 5 languages at:

<https://unesdoc.unesco.org/ark:/48223/pf0000370336>

Please use widely!

<https://en.unesco.org/themes/intercultural-dialogue/competencies>



United Nations
Educational, Scientific and
Cultural Organization

Some Resources:



- Charles, H. & Deardorff, D.K. (2020). International educators must lead on anti-racist education. *Times Higher Ed.* <https://www.timeshighereducation.com/blog/international-educators-must-lead-anti-racist-education>
- Charles H. & Deardorff, D. K. (2020). The pandemic has shown us the imperative for global engagement in higher education. *Times Higher Ed.* Available for retrieval at: <https://www.timeshighereducation.com/blog/pandemic-has-shown-us-imperative-global-engagement-higher-education>
- Deardorff, D.K. (2020). Bridging divides simply and successfully: Integrating international students through personal stories. *IIE Networker*, spring 2020
- Deardorff, D.K. (2020). Manual for developing intercultural competencies: Story Circles (UNESCO/Routledge)
- Deardorff, D.K. (2020). (Re)Learning to live together in 2020. *Journal of International Students.*
- Deardorff, D.K. and Arasaratnam-Smith, L. (2017). Intercultural competence in higher education: International Approaches, Assessment and Applications (Routledge)
- OECD (2020). *PISA 2018 Results: Are students ready to thrive in an interconnected world?* At https://www.oecd-ilibrary.org/education/pisa-2018-results-volume-vi_d5f68679-en
- World Council on Intercultural and Global Competence. www.iccglobal.org

U.S. University Perspective + Role of Social Justice Movements

Jewell Winn, Ed.D., Tennessee State University

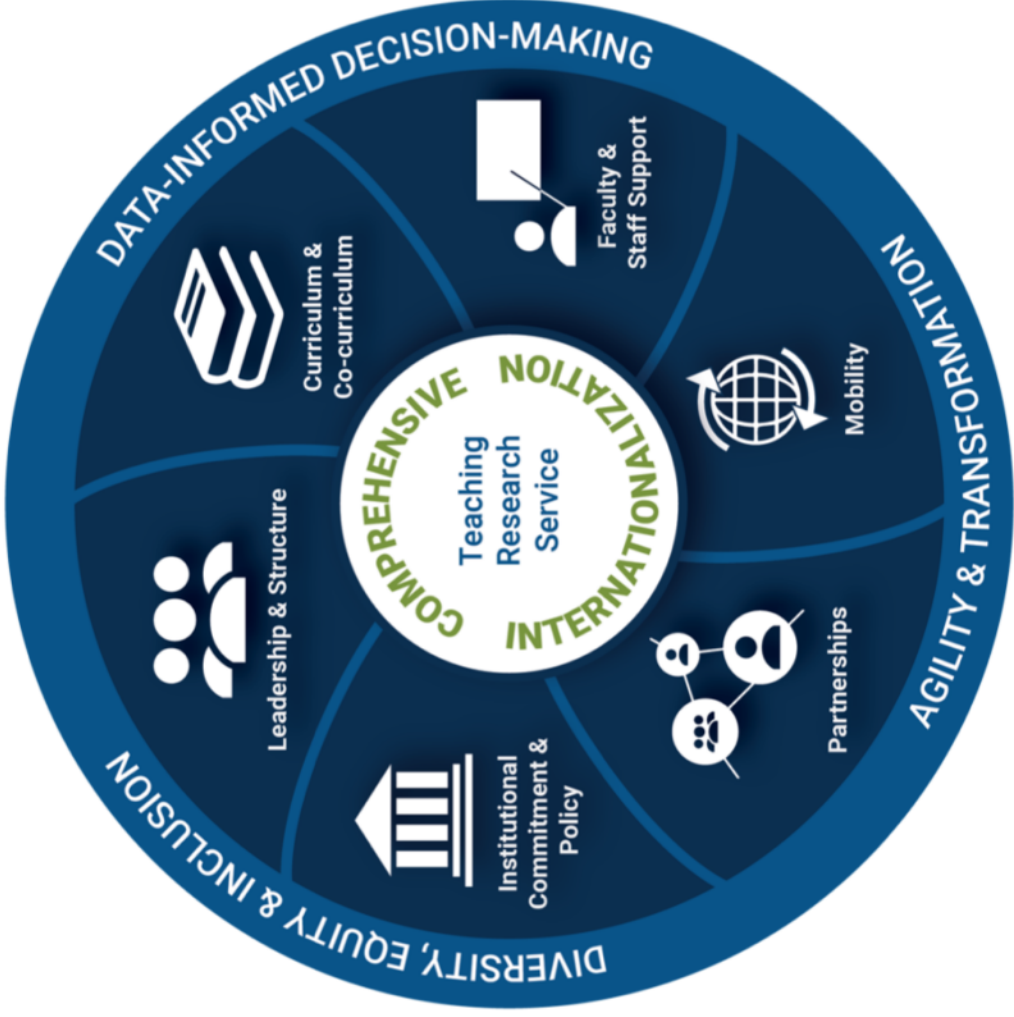
Senior International Officer

Executive Director, Office of International Affairs

Chief Diversity Officer, Assistant Professor, Educational Leadership

www.aieaworld.org | info@aieaworld.org | [#AIEA2021](https://twitter.com/AIEA2021)

ACE Model for Comprehensive Internationalization



The Inclusive, Internationally-Diverse Campus Culture



Awareness of one's own cultural worldview

Attitude towards cultural differences

Knowledge of different cultural practices and worldviews

Cross-cultural skills

Racial injustice



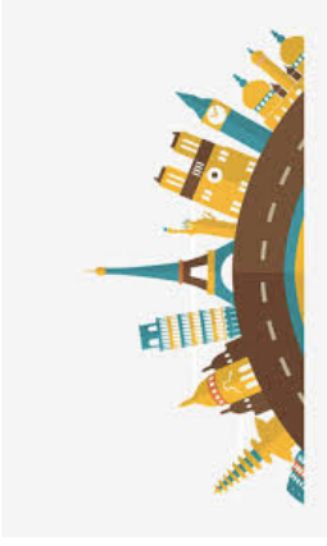
Inequality



Exclusion



High Impact Practices



**Integrative research
experiences/study abroad**

Living/learning communities

Service-learning projects

Assess to Improve

- The [**Global Perspectives Inventory**](#) offers a self-reported way to measure an individual's global perspective in regards to the cognitive, intrapersonal, and interpersonal dimensions of global learning and development. It also captures a person's views on the community and level of involvement in selected curricular and co-curricular activities.
- The [**Intercultural Development Inventory**](#) is a statistically reliable, cross-culturally valid measure of intercultural competence adapted from the Developmental Model of Intercultural Sensitivity. This instrument can generate an in-depth graphic profile of an individual's or groups' predominant level of intercultural competence along with a detailed textual interpretation of that level of intercultural development and associated transitional issues.
- The [**Global Competencies Inventory**](#) is designed to assess competencies critical to interacting and working effectively with people who are from different cultures. The inventory measures 17 competencies in three categories of intercultural adaptability, including perception management, relationship management, and self-management.
- The [**Global Competence Aptitude Assessment**](#) measures all the components of global competence, as published in refereed journals worldwide. The questions are based on regions around the world, with particular emphasis placed on those countries that make significant contributions to the world's population and economy.

Asia-Pacific Viewpoint + Practical Application

Dr. Shingo Ashizawa, Toyo University/ UMAP



TOYO UNIVERSITY



COVID-19 and Paradigm Shift in Cross-cultural Learning - Possible Remedies in Asia and the Pacific-

Shingo Ashizawa

Toyo University



University Mobility in Asia and the Pacific

1. Uncertainty and Paradigm Shift

How can we encourage students towards study abroad?

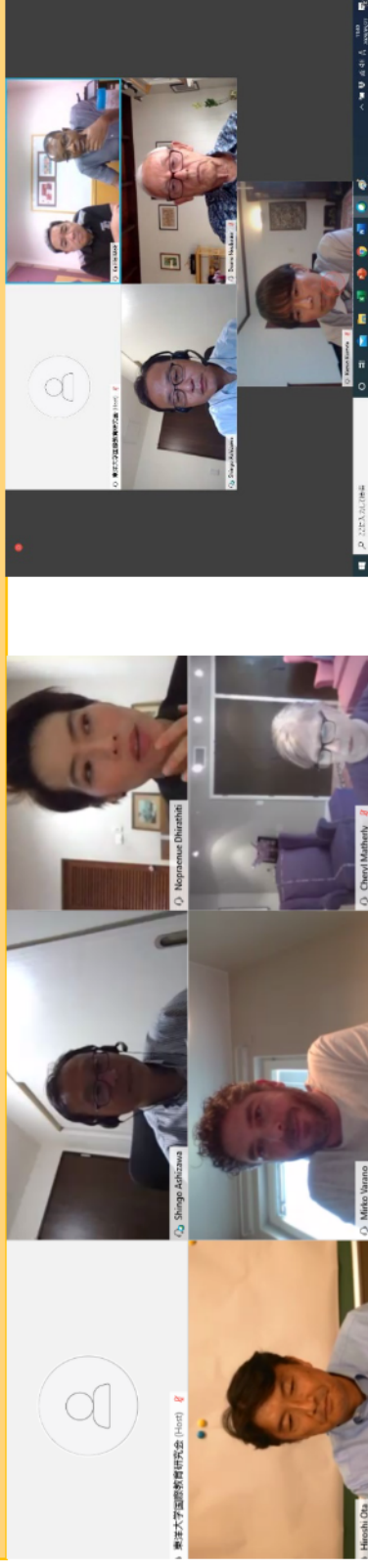
The screenshot shows a Facebook group page titled "International education during the Covid-19 pandemic". The page features a header with a navigation bar and a main image of a classroom. Below the image, there is a post from "Shingo Ashizawa" with 23 members and 23 comments. The post text reads: "メンバーが234人になりました。参加ありがとうございます。また、明日(20日)のWebinarは375名の方の登録がありました。新たに参加された様". The page also includes a sidebar with navigation options like "ホーム", "作成", and "投稿".

Facebook Group:
“International Education during the Covid 19 pandemic”

The screenshot shows the homepage of the RECSIE website. The header includes the RECSIE logo and the text "国際教育研究コンソーシアム". A navigation bar at the top right contains "ホーム" and "NEW". A prominent teal banner reads "SIIIEJ2020 開催予告はこちら" and "Click here for Sep.2~4 2020 at Kansai University". Below the banner is a video player showing a classroom scene with the text "8月26日~28日 国際教育夏季研究大会2019開催報告" and "Summer Institute on International Education, Japan (SIIIEJ)".

RECSIE Homepage : <http://recsie.or.jp/>
Webinar Series
＜SIIIEJ 2020＞ September 2nd to 4th in Osaka

Series of Webinars on COVID-19



- Series No.5** (May 27th)
"Covid-19 and Paradigm Shift of International Education"
- Series No. 6** (June 10th)
"How are international partnerships affected by Covid-19?"
- Series No. 7** (June 24th)
"Possible remedies - student mobility in Asia and the Pacific during Covid-19 pandemic"

Summer Institute on International Education, Japan (SIIEJ2020)

September 2-4, 2020
 (at Kansai University)

- Conducted 100% Online
- 650 participants

<https://siiej.org/>

< Keynote Speakers >

Fiona Hunter (Past EAIE President)

Cheryl Matherly (Past AIEA President)

Kuniaki Sato (Office for International Planning, MEXT)

Chikara Funabashi (TOBITATE Scholarship, MEXT)

Summer Institute on International Education, Japan

SIIEJ 2020

SAVE THE DATE

Date: September 2-4, 2020
 Senriyama Campus,
 Kansai University
 (Osaka, Japan)



We at RECSIE have organized an annual conference, the Summer Institute on International Education, Japan (SIIEJ), since 2018. The conference offers a variety of training sessions and seminars for faculty and administrative staff whose work underpins university internationalization. SIIEJ 2020, our third such conference, will welcome Fiona Hunter, Kuniaki Sato and Chikara Funabashi as keynote speakers and bring together participants from throughout Japan and abroad. Over the course of various workshops and sessions, participants will exchange views and gain the most up-to-date knowledge in the field of international education. An additional goal of the conference is to build networks of personal contact which span the boundaries between individual universities.

今年で3回目となる国際教育夏季研究大会(SIIEJ 2020)を2020年9月2日から4日まで関西大学千里山キャンパスで開催します。危機管理、異文化理解、留学生リクルード選抜、国際寮の運営など多様なテーマワークショップやセッションを行います。今年は欧州の要請を受けて、Fiona Hunter氏、文科省高等教育局国際企画室長、佐藤邦明氏、「トビタテ」留学シヤパン」船橋力氏など多様なゲストスピーカーをお迎えします。是非、ご参加ください。



Conference Theme

“Revisiting the Comprehensive Value of International Education”
 「国際教育の普遍的価値を考える」

Keynote Speaker **Fiona Hunter**

Fiona Hunter is Associate Director at the Centre for Higher Education Internationalisation (CHEI) at the Università Cattolica del Sacro Cuore in Milan, Italy and works as a consultant, trainer and researcher with a focus on strategic change. She is also a member of the International Advisory Board at the Universidad de Granada, Spain, member of the Scientific Council of AVEPRO (Italy See's Agency for the Evaluation and Promotion of Quality in Ecclesiastical Universities and Faculties) and Co-Editor of the Journal of Studies for International Education. Fiona is an EAIE Past President.



Speaker

佐藤 邦明

文科省高等教育局
 国際企画室長

Sato Kuniaki

Director, Office for International Planning,
 Higher Education Bureau,
 Ministry of Education, Culture, Sports,
 Science and Technology



Speaker

船橋 力

文部科学省
 官民国際連携海外留学創出プロジェクト
 トビタテ留学JAPAN
 プロジェクトディレクター

Funabashi Chikara

Project Director,
 Public-Private Joint Project
 for Overseas Education Promotion
 MEXT

Discussion on Alternative International Programs

	<p>Online Cross Registration</p> <ol style="list-style-type: none">1. Each School offers minimum of 5 courses per semester.2. Mutual Tuition Waiver3. Create a consortia or using existing consortia (such as UMAP)
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	<p>Online Joint Classroom</p> <ol style="list-style-type: none">1. Team teaching online2. Virtual Exchange (COIL model)3. Fee based program (affordable cost for students)
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	<p>Hybrid International Program Online Pre & Post (Online cross registration or Team teaching online) + Face to Face Short Programs (Joint Field Study, On-site Joint Project)</p>
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	<p>Online Joint Project</p> <ol style="list-style-type: none">1. Online Model United Nations2. Student Research Conference on SDGs3. Virtual Internship
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2. UMAP and Alternative Programs

What is UMAP? (<http://umap.org/>)

“University Mobility in Asia and the Pacific”.

UMAP

University Mobility in Asia and the Pacific

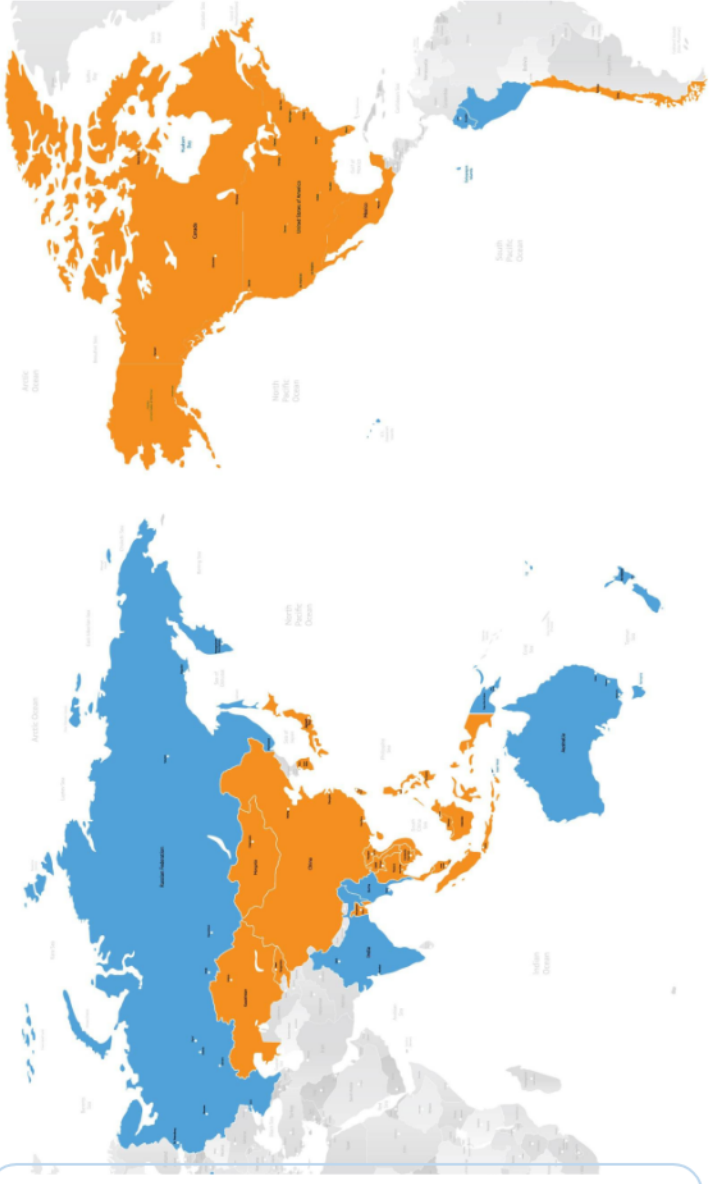


In Canberra(1991), UMAP was established as a voluntary association of government and non-government representatives of the higher education sector.

Eligible countries / territories

All accredited public and private universities/institutions in following countries/territories can participate in the UMAP Exchange Programs. Other countries can also join UMAP with the approval of the governing authority of UMAP, the UMAP Board.

Australia as of 2020 / **Bangladesh** / **Brunei** / **Cambodia** / **Canada** / **Chile** / **People's Republic of China** / **Ecuador** / **Fiji** / **Guam** / **Hong Kong** / **India** / **Indonesia** / **Japan** / **Kazakhstan** / **Republic of Korea** / **Kyrgyz** / **Laos** / **Macao** / **Malaysia** / **Mexico** / **Mongolia** / **Myanmar** / **New Zealand** / **Papua New Guinea** / **Peru** / **Philippines** / **Reunion Island** / **Russia** / **Samoa** / **Singapore** / **Taiwan** / **Thailand** / **Timor-Leste** / **USA** / **Vietnam**



Note: Orange shows FULL member (21 Countries/Territories as of Aug. 22nd, 2019)



Quotes:

Ajay Patel, President and CEO, Vancouver Community College

“We sincerely appreciate the foresight of Global Affairs Canada in supporting VCC as the new host of the UMAP International Secretariat. It not only positions Canada and British Columbia well, but it also exemplifies the diversity and strength of the Canadian academic landscape that a community college can lead student mobility in the most dynamic of global regions.”

Mary Ng, Minister of Small Business, Export Promotion and International Trade

“I am thrilled to support the successful appointment of Vancouver Community College as the new International Secretariat for the UMAP Consortium and welcome the efforts of UMAP to strengthen institutional cooperation and educational mobility between countries and territories in the Asia-Pacific region. This initiative will contribute to advancing our government’s International Education Strategy, by enriching our education engagement with a broad range of partners. It will also support Canadian education institutions’ internationalization objectives, strengthen bilateral relationships, and promote Canada’s international trade diversification efforts.”

Randall Martin, Executive Director, BC Council for International Education

“As Canada’s national secretariat for UMAP, we are excited to support VCC as UMAP’s International Secretariat, and we look forward to increasing accessibility and inclusivity of UMAP’s programming to

Canada: VCC named UMAP int’l secretariat

Posted on Jan 28, 2021 by Will Nott

Posted in News, under Global.

Tagged with Asia-Pacific, BCCE, Canada, UMAP, Vancouver Community College.

Bookmark the permalink

Canada’s Vancouver Community College has been named the International Secretariat of University Mobility in Asia and the Pacific, overseeing student and faculty mobility to and from the regions.



Canada has become the UMAP International Secretariat for 5 years.

UMAP Exchange ONLINE (Online Cross Registration)

8 Countries, 18 universities, 76 courses

Australia:

Curtin University

Chile:

Universidad Católica del Maule

Universidad Técnica Federico Santa María

Indonesia:

Institut Teknologi Sepuluh Nopember

Philippines:

De La Salle University

Lyceum of the Philippines University –
Batangas

Samar State University

University of Mindanao

Japan:

Niigata University

Shibaura Institute of Technology

Shokei Gakuin University

Toyo University

Malaysia:

Universiti Kebangsaan Malaysia

Universiti Teknologi MARA

Universiti Tenaga Nasional

Mexico:

Universidad Autónoma de Ciudad Juárez

Universidad de Colima

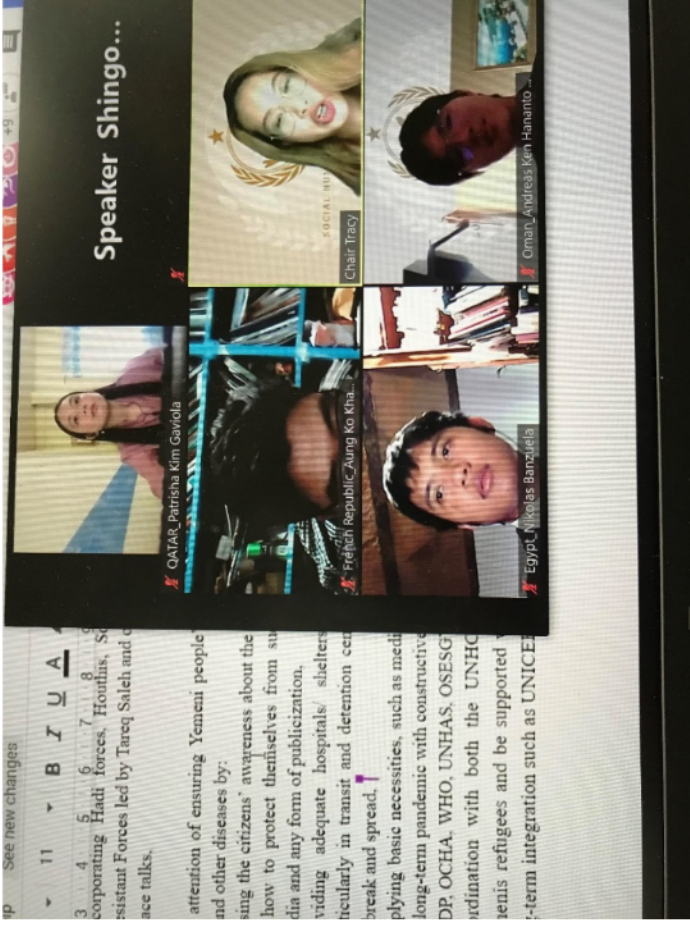
Thailand:

Bangkok University

UMAP-Toyo Virtual Model United Nations

Theme: “Cultivating Global Youth Leaders through Introducing Model United Nations”
Date: March 27-28, 2021
Venue: Online via Zoom Meetings & Discord

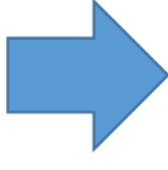
More than 90 Total Delegates
Around 30 participating Universities around the world



Alternative International Programs Collaborative Online International Learning(COIL)



**UMAP-COIL 2019
(Hybrid)**



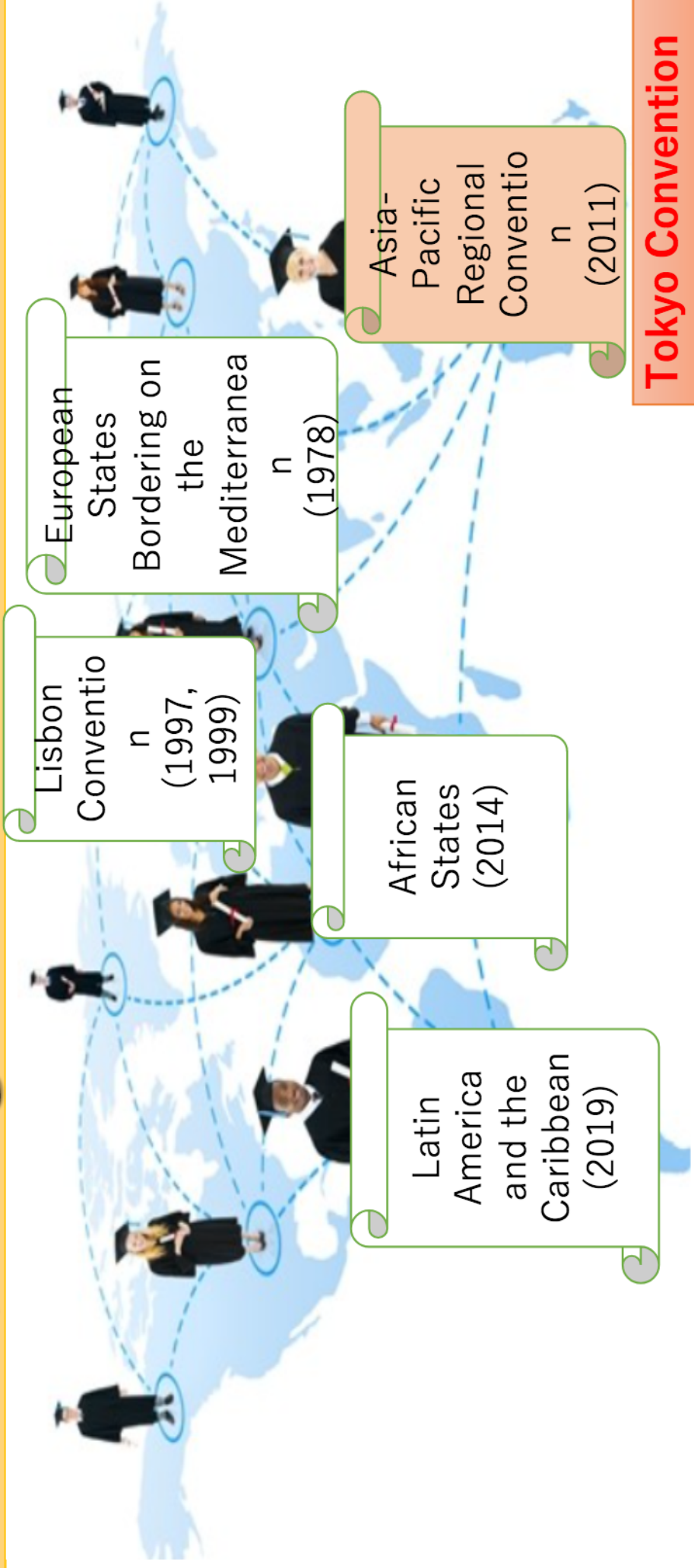
**UMAP-COIL 2020
(100% Online)**



**UMAP-COIL AP
(Advanced Placement)**

3. Tokyo Convention, Digital Transformation and Learning Outcome

UNESCO Regional Conventions on the Recognition of Academic Qualifications (Foreign Credential Evaluation)



Impact of Tokyo Convention

Principle of Recognition Process

- transparent, coherent, reliable, fair and non-discriminatory
- Compliance / Right to appeal
- **Partial recognition/Recognition of partial credential**
- **Credential from non-traditional learning**
- **Credential recognition of undocumented refugees**

**How to Identify Evidence of Learning:
Equivalency vs Substantial Difference**

UNESCO's Initiative



/ Education / Higher Education / Statement on COVID-19 by Parties to the...



Statement on COVID-19 by Parties to the Tokyo Convention

11 Nov 2020

Promising Practices: Providing higher education learners with anytime access to digitized, portable transcripts and credentials online

A new public-private partnership is emerging in Japan to ensure anytime access to higher education transcripts and credentials through a nationwide rollout. Together with Japan's Research Consortium for Sustainable International Education (RECSIE) and the global EdTech firm, Digitary, the Japanese higher education community will see the creation of the country's very first "credential wallet" for post-secondary learners.

Once fully operational, the national network will enable learners and alumni of Japanese higher education institutions to access and share their official digitized transcripts and credentials online – anytime, anywhere in the world. "The National Network will have a strong impact on the realization of UNESCO's Tokyo Convention which promotes the mobility of students and talent in the Asia Pacific region," said Professor Shingo Ashizawa of Toyo University and Director of RECSIE.

RECSIE joined the GDN(Groningen Declaration Network) in 2020 as the first signatory from Japan.



Digital Credential Japan Model : SSI (Self Sovereignty Identity) & Verifiable Credential

Potential use of digital credential system includes of recognition of micro-credentials, digital badges and other types of partial studies.

Documents

- Sharing
- Take a tour

Document Recipient FAQs ? Share Recipient FAQs ? English ? En Sato

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Available Expires: N/A You have not created any shares for this document yet.

東洋大学 TOYO UNIVERSITY

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BACK

東洋大学 TOYO UNIVERSITY 成績証明書

東洋大学 国際地域学部 国際地域学科 学生番号 1010100 学籍番号 1010100 入学 2014年4月1日 卒業年月 2019年3月25日

科目名	単位数	単位	評定	特異点
英語1	2	B	2.0	
英語2	2	A	2.5	
英語3	2	B	2.0	
英語4	2	B	2.0	
英語5	2	B	2.0	
英語6	2	B	2.0	
英語7	2	B	2.0	
英語8	2	B	2.0	
英語9	2	B	2.0	
英語10	2	B	2.0	
英語11	2	B	2.0	
英語12	2	B	2.0	
英語13	2	B	2.0	
英語14	2	B	2.0	
英語15	2	B	2.0	
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英語99	2	B	2.0	
英語100	2	B	2.0	

Issuer information

Document information

Certification information



Thank you!!



Shingo Ashizawa

Professor
Toyo University

ashizawa@toyo.jp



TOYO UNIVERSITY



Discussion, Q&A, and Close