

2019

AIEA Annual Conference

What's Next?

Possibilities and Probabilities

in the Future of International

Higher Education



Bringing out the Best in Faculty: Enhancing Intercultural Interaction and Learning in the Classroom

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Session overview

- Outline of intercultural collaborative learning
- Research outcomes
- Case discussion & Sharing



Research Project

Team



東北大学



RITSUMEIKAN
UNIVERSITY

Grants-in-aid for Scientific
Research (*Kakenhi*)

**“A model of
‘Internationalization at
Home’ in higher
education in Asia”
【2018-2022】**

**Kazuko Suematsu (Leader), Tohoku
University**
Keiko Kitade, Ritsumeikan University
Natsumi Onaka, Iwate University
Mino Takahashi, Tohoku University
Yukako Yonezawa, Tohoku University
Chiharu Kuroda, Kobe University
Kaori Shimasaki, Tohoku University
Mina Mizumatsu, Tohoku University

Grants-in-aid for Scientific
Research (*Kakenhi*)

**“Intercultural co-learning in the
context of exploring a global
mindset of university students”
【2015-2018】**

**Kazuko Suematsu (Leader), Tohoku
University**
Natsumi Onaka, Iwate University
Keiko Kitade, Ritsumeikan University

Intercultural Collaborative Learning






(Kokusai Kyōshū)

An educational opportunity for students to reflect upon their own values and to develop new perspectives through sharing, understanding and accepting diversity in culture. It is introduced through meaningful interactions in academic - curricular and co-curricular - activities among students with different cultural backgrounds.

Suematsu (forthcoming)

Definition

Intercultural Collaborative Class?

- International and domestic students are simply seated together in a class. 
- It includes discussions and group work activities without consideration for their diverse linguistic and cultural backgrounds. 
- The main purpose of the class is to learn a foreign language 
- It can be adapted to traditional academic subjects (e.g. physics, medical science, literature...) 
- An instructor does not play a significant role since it is a student-centered class. 

Comprehensive Internationalization

For all students

Internationalization of the Curriculum

Internationalization at Home



Intercultural Collaborative Class

- Meaningful interaction of students with different cultural backgrounds
- Active learning method
- Student-centered course design



Course Design

Pedagogy

Assessment

Yonezawa (forthcoming)

Effectiveness of Intercultural Collaborative Learning (US and other English speaking countries)

- “Diversity experience” on campus facilitates students’ critical thinking (Pascarella et al., 2001)
- Intentional efforts to promote interactions between students from diverse backgrounds will likely have desirable effects on the learning and personal development (Hu & Kuh, 2003)
- Broader activities (e.g. outside the courses) on campus are likely to promote interaction between students with diverse cultural backgrounds (Luo & Jamieson-Drake, 2013)
- “Internationalization at home” can replace study abroad (Soria & Troisi, 2013)
- Purposeful instruction of learning including reflection, analysis, and synthesis leads to meaningful domestic—international student engagement (Baldassar & McKenzie, 2016)

Positive effects of interaction between students with diverse cultural backgrounds on their learning and personal development

Effectiveness of Intercultural Collaborative Class (Japan)

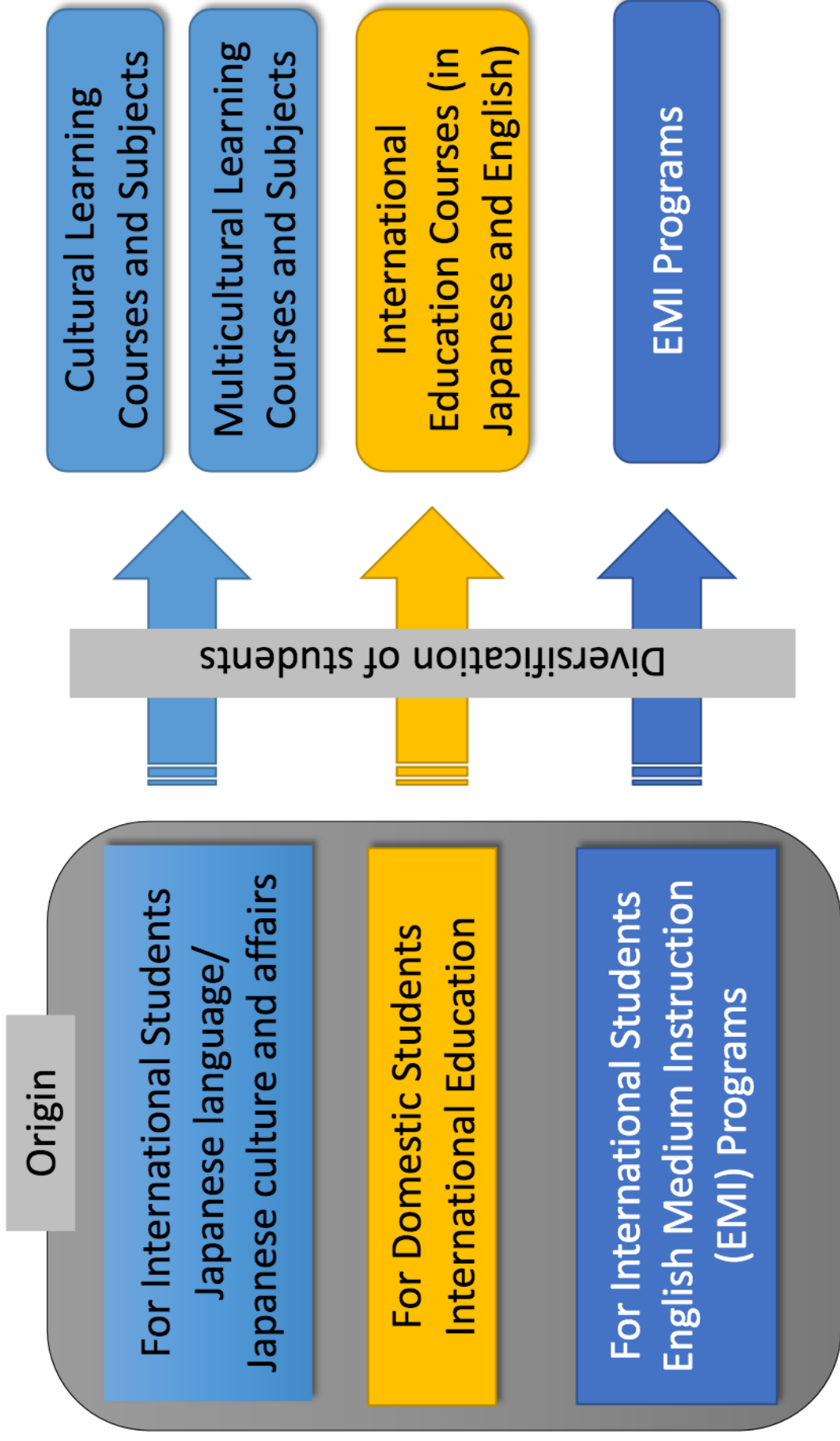
- Deepened learners' understanding of different cultures, widened their perspectives, increased self-awareness of their own development, and changed their attitudes toward different cultures positively (Kagami, 1999)
- Promoted awareness for teamwork and competency in cross-cultural communication (Tokui, 1999)
- Increased positive attitudes toward collaborations among learners as well as understanding about multi-cultures (Kagami, 2006)
- Positively influenced domestic students' motivation for intercultural communication, flexibility, self-control of emotion, and tolerance with uncertainty (Suematsu, 2014)
- Self-efficacy (Mizumatsu, 2017)

- Development of cognitive skills of learners
- Development of linguistic and communication skills

Cases collected (2015-)

Country and region	Universities and projects
Australia	<ul style="list-style-type: none">● The University of Melbourne● “Finding Common Ground” Project● RMIT● Monash University
USA	<ul style="list-style-type: none">● University of Minnesota <p>Internationalizing Teaching and Learning Cohort Program</p> <ul style="list-style-type: none">● Georgetown University <p>School of Integrative Studies</p>
Europe	<ul style="list-style-type: none">● University of Groningen, The Netherlands <p>International Classroom Project</p> <ul style="list-style-type: none">● Hoger beroepsonderwijs (HBO) Den Haag, The Netherlands <p>European Studies Programme</p> <ul style="list-style-type: none">● The University of Göttingen, Germany <p>Internationalisation of Curriculum Project of the University of Göttingen</p>
Japan	36 cases (Tohoku University, Hokkaido University, Iwate University, Kobe University, Akita International University, Ritsumeikan University, Ritsumeikan Asia Pacific University, etc.)

Three Types of Intercultural Collaborative Class in Japan



Onaka (forthcoming)

What are we still missing ?

1. Pedagogy Development
2. Language Issues
3. Evidences in Learning Outcome
4. Learning Outcome of Extracurricular Activities
5. Resource Center for Education and Research
(FD and on-line)
6. Dissemination of Research Outcome within/outside Japan

Group Work

Purpose:

To share ideas about implementing/improving intercultural collaborative activities into the classroom

Activity:

Design an activity that would promote intercultural collaborative learning
Subjects [Science, International Politics, Cross-cultural Communication, Gender, Business]

Prerequisites:

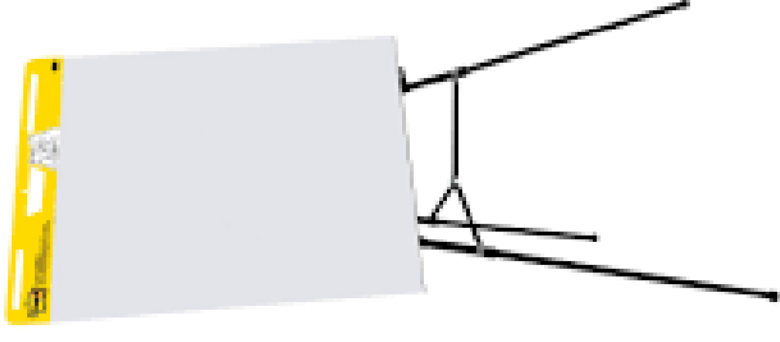
- Cultural and linguistic diversity in students
- Variety in the learning style (e.g. teacher-oriented/ student-oriented, drill-based/ discussion-based)

Group Work

On a white paper:

Write down

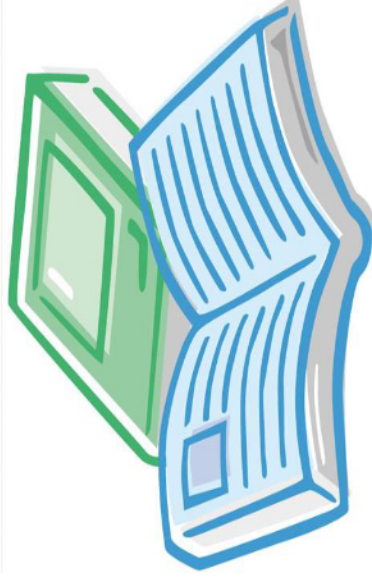
- The goals of the activity
- Contents of the activity
- Points to be attended



Book (forthcoming)

Suematsu, Yonezawa, Akiba. (Eds.) *“Intercultural co-learning: Approach to effective teaching practices”*

「留学生とともに学ぶ国際共修：効果的な授業実践へのアプローチ」 Toshindo.



Thank you!

If you are interested in our research project, please contact us at:

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< Appendix >

Reflection from Group Work

Intercultural Communication

Gender - Intercultural Communication

Purpose: Gender Approaches to understanding of identity & culture

Best Concepts - Best Understanding

Gender Phenomenon - Inclusive

Students Presents Scenes/Part -
with a dialog of Phenomenon

TRIOD - ~~TR~~

International Politics

Topic Defining terrorism

Goal: Students understanding the complexity of this topic, looking at it from different perspectives

Activity: - Students break up in groups
- Each group identifies a film from a different country/region that touches on topic
- Watch + discuss

Be careful about:

1. Possible victims of terrorist acts
2. Facilitating a discussion that is effective
3. Creating an environment for conversations
safe + civil

Business

Purpose: To understand diverse ethical practices in business

Contents: ① Present a statement related to business ethics
ex) "In order to be successful in business, you will need to bribe at times"



② Share + Discuss in the group

- Your thoughts + feelings
- Why disagree/agree
- e.g. example/personal stories

* Facilitator/Recorder/Reporter

③ Share opinions in the large classroom

④ Case Study in the small group

H.W → Next class, discussion

No Judgment/Criticism

SCIENCE

GOALS:

- ① CROSS-CULTURAL COMPARISON OF CLIMATE CHANGE
- ② DEVELOP INTERCULTURAL SKILLS IN GROUP CONTEXT

ACTIVITY:

- ① TERM PROJECT
- ② LOCAL VS GLOBAL IMPACT OF CC
- ③ SMALL GROUP WORK
- ④ INTERVIEW
- ⑤ PRESENTATION

POINTS:

- ① DESIGNED SMALL GROUPS
- ② FREQUENT SELF-ASSESSMENT OF GROUP
- ③ WRITTEN + ORAL INSTRUCTIONS
- ④ GROUP ROLES

Science