



Association of International  
Education Administrators

## 2020 ANNUAL CONFERENCE

*Rethinking Comprehensive  
Internationalization for a  
Global Generation*

# Going beyond campus:

## Comprehensive internationalization with local and business communities

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# Session overview

- Comprehensive internationalization and its involvement of local and business communities
- Two Japanese university cases
- Activity & sharing
- Conclusion

# Comprehensive internationalization

- is a matter for **everyone**
- Penetrates **all aspects of the university**
- ✓ teaching, research, and contribution to society
- ✓ governance, management, financial and human resources



“beyond the classroom” approach  
More involvement of students in local, cultural, and ethnic organizations will enhance their intercultural competence and build confidence by going beyond their comfort zone (Jones, 2016: Knight, 2008)

As part of  
Internationalization  
at home

# Local and business communities as crucial stakeholders for comprehensive internationalization

- Local communities/businesses as a source of educational resources
  - Collaborative learning for students, both local and international, faculty, and community members
  - ⇒ Both community and university partners benefit from their interaction with the other group. (Dewar & Issac, 1998)
- They provide opportunities to students, both local and international students through community engagement activities.
- Going **beyond** campus = Meaningful real-world learning experiences
  - Interactions with locals outside of campus → enhance interpersonal connectedness

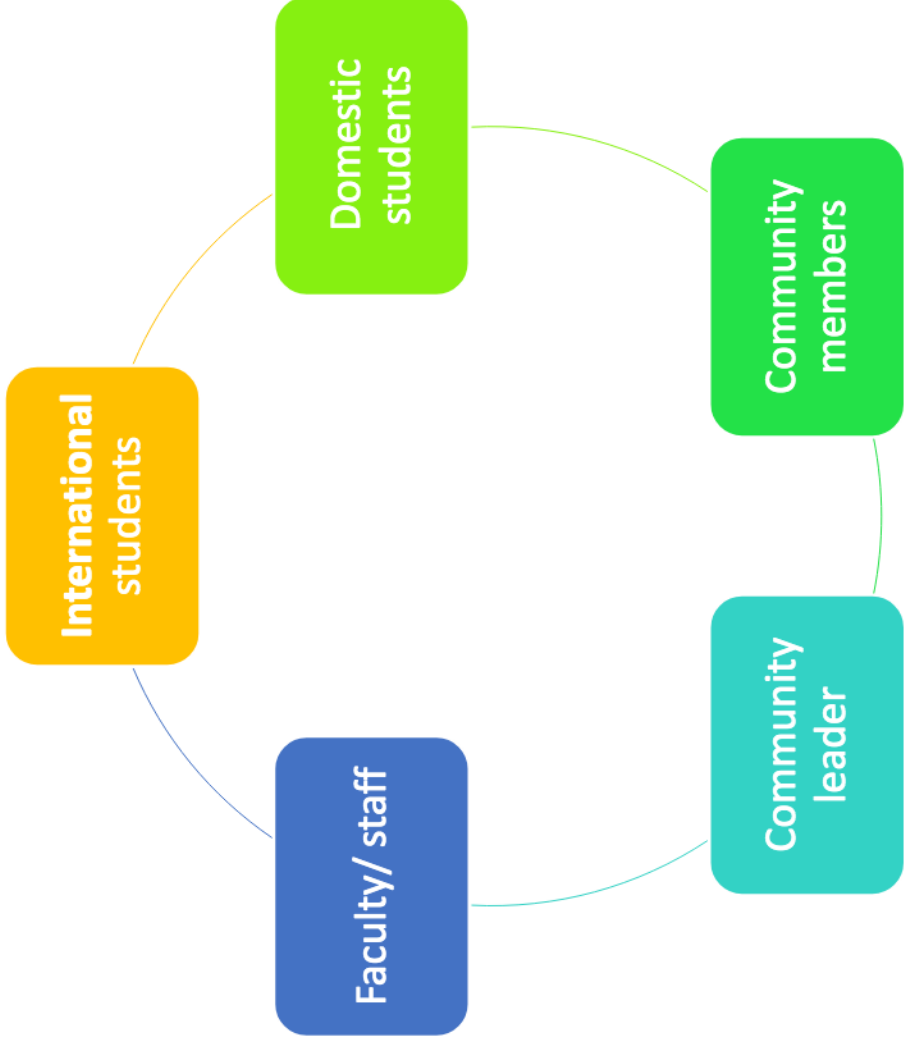


# What does community engagement mean to international students?


- Connection between international students and the member of host communities is not occurring naturally (Gresham & Clayton, 2011).
- Intentional educational interventions for facilitation and support (Gresham & Clayton, 2011)
- Role of faculty as a mediator of community and student learning, who can bring together reflection and action (Dewar and Issac, 1998)
- Meaningful and positive connection with local community contribute to the adjustment and the successful sojourn for international students (Volet & Ang, 1998)

# Possible impacts of intercultural collaborative learning with the community

- Enhance sense of **connectedness** and **belonging**
- Reduce the sense of **personal, social, and cultural loneliness** among int'l students
  - ← more so with the bond with domestic students (Sawir et al., 2007)
- Enhance **learning beyond campus** experiential, interpersonal, and intercultural learning for all the stakeholders involved
- Build **capacity** among different stakeholders



## Recent trend of international higher education in Japan: a new word (world) you should know

- *Global jinzai*, a global human resource development, has been a trend in higher education in Japan to train the globally-talented workforce.
- 
- *Chiiki renkei*, cooperation with local community and/or organizations.
  - Japanese government has launched competitive funds for universities' *chiiki renkei*, COC(Center of Community)+ programs, since 2013 .
  - Co-operation with local community is not necessarily an integral part of the university's mission in Japan

**Can we, as international educators, foster students' learning, as well as others' involved, by *chiiki renkei*, working with local and business communities?**

**Going beyond campus:  
Intercultural collaborative learning  
with local community**

# Questions

- **How can we collaborate** with local communities to explore the potential of international education?
- What **benefit** do the members of the communities see by learning with students who have different cultural and linguistic backgrounds?



# Partners of collaborative learning projects (the cases of Tohoku University)



## (1) with Local community

Elementary, junior and senior high schools,  
voluntary groups of cultural preservation/development






## (2) in devastated and revival areas of 2011 Tohoku earthquake

Regional industries (fishing)

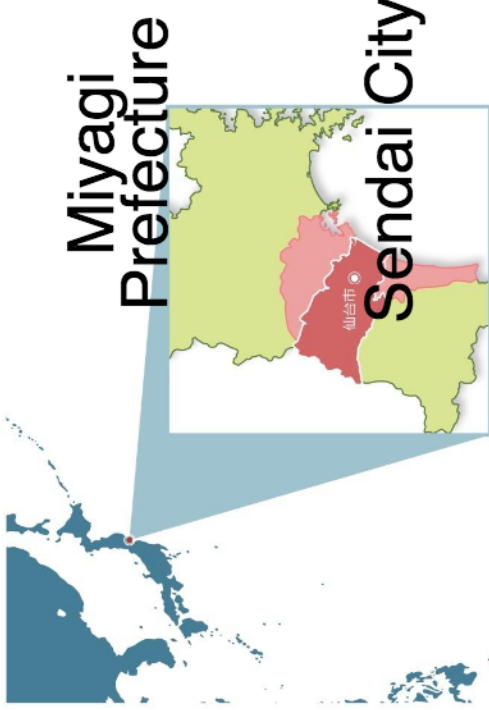


NGOs

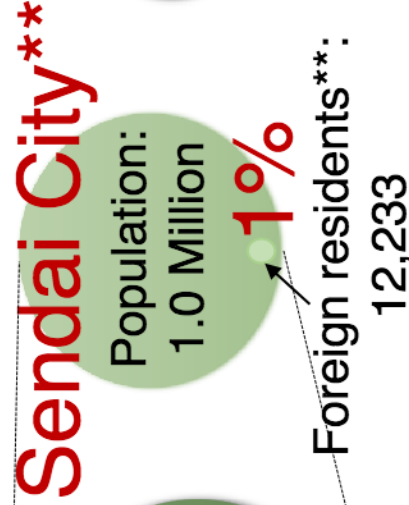
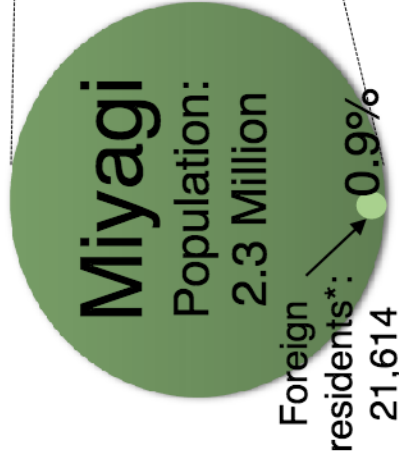
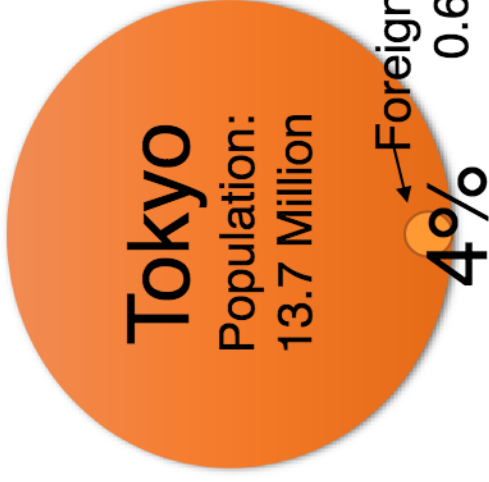
## (3) with Regional offices of global companies

TOYOTA  , KIRIN  , Joy brings us together 

# Settings: Sendai as a regional city



Source: Sendai City  
<https://www.city.sendai.jp/invest/profile/city.html>



- Big difference in the local settings between Tokyo and Sendai.
- Tohoku University can be a specific agent to bring “interculturality” to the local community.

Source: Statistics Bureau of Japan (2019)  
<https://www.stat.go.jp/data/nihon/02.html>

Source: \* Ministry of Justice (2018)

[http://www.moj.go.jp/nyuukokukanri/kouhou/nyuukokukanri04\\_00081.html](http://www.moj.go.jp/nyuukokukanri/kouhou/nyuukokukanri04_00081.html)

Source: \*\* Sendai City (2018)  
<https://www.city.sendai.jp/koryu/shise/gaiyo/profile/koryu/h30/gaikokujinjumintokei.htm>

Source: \*\*\* Tohoku University (2018)

<https://www.tohoku.ac.jp/japanese/profile/about/06/about0601/>  
[www.dieaworld.org](http://www.dieaworld.org)

# Case study

## Asahigaoka Elementary School Visit

# Purpose of the visit

- To gain deeper insights into the Japanese society by experiencing some part of public education in Japan.
- To Introduce your culture to Japanese children using Japanese you have acquired.





# Outline of the case

## Schedule:

- 10:45 Welcome ceremony
- 11:05 Class activities
- 12:30 Lunch with students in classrooms
- 13:10-13:30 Playing with students
- 13:30 Leaving school



## Class activities:

Class of children with special needs: Game & interaction

1<sup>st</sup> grade: Japanese traditional games

2<sup>nd</sup> grade: Japanese traditional games for children and games of countries where international are from.

3<sup>rd</sup> grade: Calligraphy

4<sup>th</sup> grade: Music activities

5<sup>th</sup> grade: Dancing activities

6<sup>th</sup> grade: English activities





# Stakeholders

Can we seek benefits for **ALL?**

International  
university  
students

Domestic  
university  
students



School  
students

School  
teachers

School  
managers

Local  
residents

# Method

- Face-to-face semi-structured interview
- Interviewees: Two elementary school teachers and one go-between
- Interview questions:
  - (1) What had your impression of international/domestic students of Tohoku University been to you?
  - (2) How did the impression changed after the collaboration?
  - (3) By the collaboration, do you find any changes in:
    - 1) School students?
    - 2) Your colleagues (teachers)?
    - 3) Your managers (principal/ Vice-principal)?
    - 4) Community residents?
    - 5) Yourself?

# Findings: Benefits for stakeholders



Stakeholder	Impact
School students	<b>Beyond textbook:</b> Increased “living” opportunities of cross-cultural understanding
School teachers	<b>Beyond traditional classes:</b> More practical contexts of learning <b>Beyond the barrier:</b> Make “comrades” in developing the program
School managers	<b>Beyond convention:</b> Organizational culture changed
Local residents	<b>Beyond the commonplace:</b> Got to understand the society is changing to be multicultural
Tohoku international students	<b>Beyond campus:</b> Deep understanding of local culture through communication with different ages/ positions of local people
Tohoku domestic students	<b>Beyond themselves:</b> Developed leadership by mediating among young students, teachers, international students and local residents



# Implications: Important factors

- **Passion:** Energetic school teachers/local residents can be a change agent.



- **Continual practice:** Cross-cultural understanding in young students/ local residents never grow by an one-off trial.



**Going beyond campus:  
Intercultural collaborative learning  
with Japanese business professionals**



# Ritsumeikan Asia Pacific University

Shape your world





# Where is Beppu?

Shape your world



# Overview of APU

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Shape your world



- **5818** students from **89** countries
- App. **50%** of students and professors are from overseas
- **Bilingual Education** in English and Japanese
- All freshmen live in the APU **international dormitory**
- **96.7%** Employment success rate



# GCEP Program Overview

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- **Global Competency Enhancement Program (GCEP)**
- Purpose: Enhance participants' intercultural collaboration skills, cultural adaptability, and English communication skills → so that they can work well with international employees
- Participants: **Japanese business professionals**(and APU international students as TAs)
  - 6-8 Japanese trainees+20-30 APU international TAs
  - Companies include Sony, Fujitsu, Kikkoman, Panasonic, etc.
- Lengths: 2 months (1 quarter)
- Venue: APU campus and **international dormitory**





# GCEP program contents

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- **Multicultural living in the dormitory**
  - Immerse themselves to a multicultural living environment
- **Academic courses in English**
  - International HRD, Strategic management, Business Ethics, Intercultural communication, Negotiation skills, etc.
- **Face-to-Face English coaching**
  - Enhance English competency through learning about different cultural backgrounds from international students while

Japanese trainees explain Japanese corporate culture to them





# GCEP program contents

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Shape your world



- **GCEP global leader seminar**
  - Learn about workshop design, leadership skills, presentation skills, and facilitation skills so that GCEP trainees and international student TAs can together conduct a workshop
- **Global Career Dialogue Workshop**
  - As a team of Japanese corporate trainees and APU students, the design and conduct a one-day workshop for active dialogues among APU students, alumni, administrative staffs, faculty, and Japanese business professionals



# GCEP program contents

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- **Global Career Dialogue Workshop**
- As a team of Japanese corporate trainees and APU students, they design and conduct a one-day workshop
- Goal of the workshop is to **discuss how to globalize Japanese workplace where both international and Japanese employees can thrive**
- **50** Participants are APU students, alumni, administrative staffs, faculty, and Japanese business professionals
- Both **English and Japanese** languages are used
- Participants are from Japan, Vietnam, Indonesia, China, India, Sri Lanka, Myanmar, Papua New Guinea, Afghanistan, Nigeria, etc.





# Global Career Dialogue Workshop

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**APU**



# Important program characteristics

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- 1. Deep cultural immersion**
  - Cultural immersion in a dormitory
  - Relatively long program length (2 months)
- 2. Facilitate intensive mutual interaction**
  - International students teach English and cultural knowledge, while Japanese business professional teach Japanese business customs and methods
  - GCEP participants plan and conduct a one-day workshop
- 3. Enhance learning to a larger context**
  - Invite different stake holders (inside and outside the campus community)
  - Bring together different ideas to solve an actual social issue



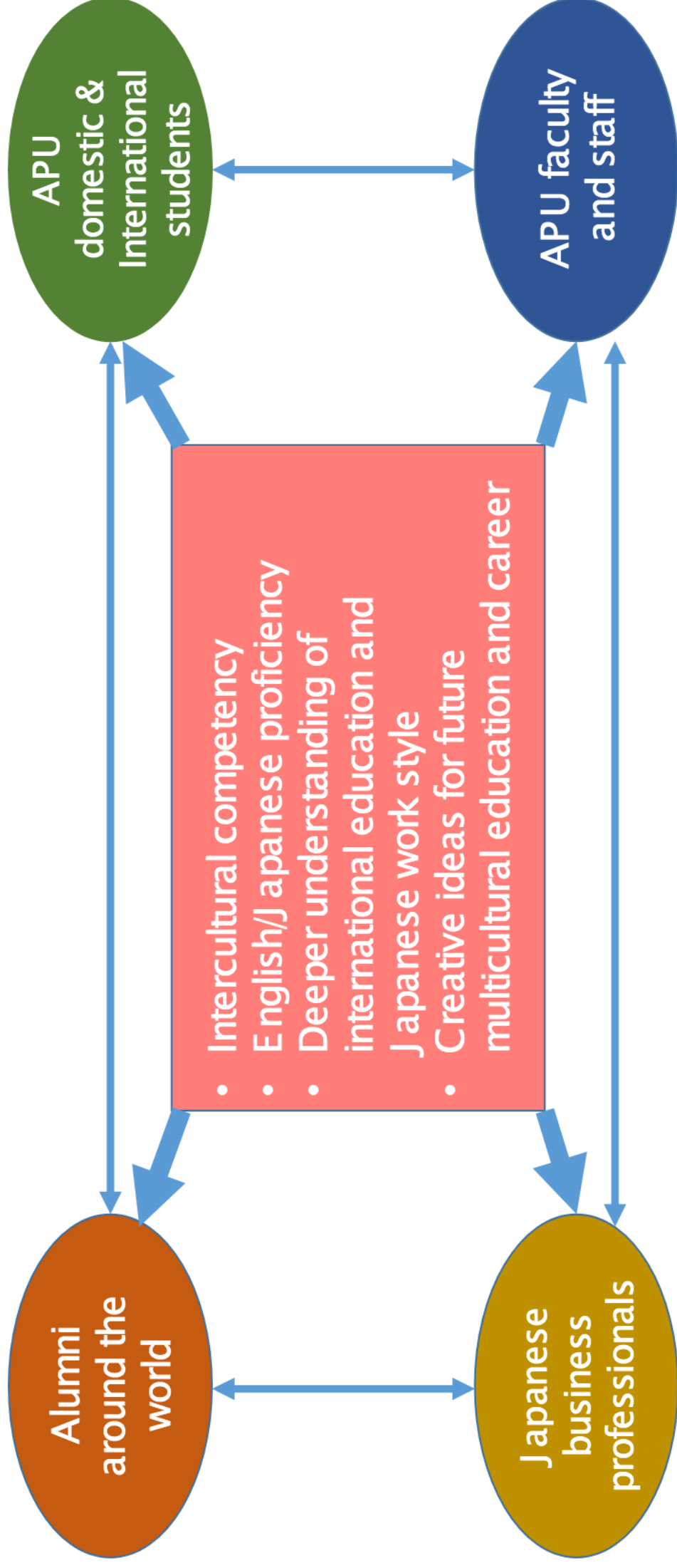
# Program outcome measures

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- 1. English competency**
  - TOEIC score (pre and post comparison)
  - Qualitative evaluation from international TAs (speaking, listening, writing, and reading)
- 2. Interpersonal Competency**
  - Qualitative self-evaluation using APU rubric (20 competencies, such as teamwork, empowerment, compassion, creativity, challenging spirit, etc.)
  - Observational feedback from TAs and professors
- 3. Intercultural Competency**
  - Intercultural Effectiveness Scale (IES) score (pre and post comparison)
  - Observational feedback from TAs and professors

# Program impact

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# Summary

## Issues

- International students are in the sight of local community, yet, not quite part of the community.
- Some decide to pursue career after graduation and become long-term residents.
- Research suggests that meaningful interactions beyond campus is promising, but **it is not occurring naturally**.

## Implementation

### • Intercultural Collaborative Learning

- Meaningful interactions positively influence both international students and local/business community.
- The interactions also benefit university - more educational resources, better support for international students in their daily lives, enhancement of students' employability, contribution to the communities.

## Outcome

**Resources + Change Agent + Continuity (Sustainability)**

**KEY**

# Activity: Let's develop course/seminar/workshop

## Key words

**Resources, Change agent, Continuation/Sustainability**

## Going-beyond campus Cases

- Local schools (K-12)
- Business community / Company
- Local community (district government employees, residential association, etc)



# **Activity: Let's develop course/seminar/workshop**

1. Learning goals
2. Contents
3. How to make the meaningful interactions happen
4. Benefit to the students
5. Benefit to the community
6. Roles of the change agent
7. Possible support to be extended to the change agent
8. Method(s) for evaluation

# Activity: Let's develop course/seminar/workshop

**Discussion: 15 minutes**

**Sharing: 10 minutes**

