

Student Exchange Support Program

Scholarship for Short-term Study Abroad /

Scholarship for Short-term Study in Japan

Program Reports Adopted in FY 2015

※Among all reports created in Japanese, only some versions which were contributed translation into English by each university are contained in this book.

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Name of School: Tokyo University of Foreign Studies

Program Type (circle one): **Two-way Exchange** / Outbound / Inbound

Name of the Program: TUFS Student Exchange Program (To/ From Non-English speaking countries)

Program Outline (FY2015)

Duration of the Program	[Outbound] 2015/4-2017/1 [Inbound] 2015/4-2016/7
3 Main Destination/ Home Countries	[Out] Germany, France, Russia [In] China, Germany, Italy
3 Main Schools Outside Japan Accepting / Sending Students	[Out] Philipps-Universität Marburg, Universite Paris III, Hankuk University of Foreign Studies [In] Xiamen University, University of Hamburg, Università degli studi di Roma "La Sapienza"
Number of Participants	[Out] 137 students [In] 124 students
Number of Recipient of JASSO Student Exchange Support Program Scholarship	[Out] 89 students [In] 100 students
Affiliation (ex. Course/School/Department/ Major/School Year) of Participants	[Out] [In] undergraduate, Graduate
Main Contents of the Program (ex. Lecture / Research / Practical Activities)	[Out] Lecture [In] Lecture
Website	[Out] http://www.tufs.ac.jp/studyabroad/ [In] http://www.tufs.ac.jp/english/intlaffairs/exchange_in/program/

1. Specific Features, Purposes and Goals of the Program

Purpose: This program is to support the Tokyo University of Foreign Studies students studying languages, cultures and societies of the world to study abroad at 92 major universities in which the lectures are conducted in the language of the participant's major at university. At the same time, this program supports inbound exchange students from the same regions. However, the eligibility for this program is limited to university students from non-English speaking countries. This program encourages both the inbound and outbound exchange students to learn the languages of each other, broadening the understanding of each region, and envisioning the future together. This will contribute in fostering individuals who will lead the prosperity of Japan in the future.

Goal: One feature of this program is the exchange of students in Tokyo University of Foreign Studies and ones in the non-English speaking partner universities. It is relatively easier for Japanese students to study abroad in the English speaking world, and more difficult to study abroad in the non-English speaking world due to the language barriers to be a first reason. However, our university is fully equipped with the education and research in languages, cultures and societies of Africa, Middle East, South Asia, South Easter Asia, East Asia, Central Asia, Russia, Europe, and Latin America. With this program, Tokyo University of Foreign Studies students who wish to study the language and culture of a certain region can study at the partner universities of these regions. At the same time, students from these regions interested in learning Japanese language or studying in Japanese language can study along with Tokyo University of Foreign Studies students on campus. With this cycle, the two-way exchange will be realized.

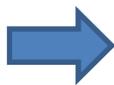
Features:

- ① The number of eligible countries for this program is 42.
- ② Combined with the side-by-side exchange program to the English speaking world, approximately 20% out of 750 students of one grade is expected to participate in a half a year to a year study abroad program.
- ③ The participants will attend lectures conducted in the language of the region in one of the partner universities in the region.
- ④ The inbound exchange student will interact with Tokyo University of Foreign Studies students studying the language of the region the inbound exchange student is from.
- ⑤ The participants will receive plenty of support including the how-to about crisis management.

2. Feedback by Participants, Follow-up Researches, Assessment of Outcomes, Future image of the Program

How to evaluate the performance of the participants:

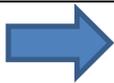
Participants' self-evaluation	Evaluation by the participating partner universities	Evaluation by Tokyo University of Foreign Studies
<ul style="list-style-type: none"> - Submit a report(s) - Complete a study abroad experience report - Feedback from Study Abroad Fair, especially about the participants' changes of awareness 	<ul style="list-style-type: none"> - Issue academic transcript(s) for the credit transfer - With a close contact, the participants' instructors inform the participant's performance to the Tokyo University of Foreign Studies instructor(s) 	<ul style="list-style-type: none"> - Evaluate the performance of the participants and issue credits toward an appropriate course - Encourage the participants to take a language proficiency exam (if available) - Overall evaluation by the main instructor - Compare the achievement of the participants to that of non-participants in IR Office: places of employment and correlation



Future object: Standardize the various evaluation methods and create a single overall evaluation, and study the achievement of the participants and turn it into the growth of the program

Follow-Up

Outbound exchange: briefing session & study abroad fair	Inbound exchange: Confirmation of the outcome	Influence to other universities in Japan
<ul style="list-style-type: none"> - Have the study abroad experience reports accessible on Tokyo University of Foreign Studies home page - Create and upload the participants' interview clips onto Tokyo University of Foreign Studies home page or open a public screening session - Open a Study Abroad Fair proposed by the participants 	<ul style="list-style-type: none"> - With a close contact of instructors on both sides, inform participant's performance and create a joint teaching system - Self-evaluation by the participants' program completion reports - Evaluate the program with a participants' satisfaction survey - Sustain a network with the participants through a close contact with the partner universities 	<ul style="list-style-type: none"> - Share the know-how of TUFU Student Mobility Center with other universities - Share the crisis management and study abroad support system know-how



Future object: For a progressive growth of the program, further improve the participants' follow-up and publicity methods

Future Image of the Program

Cooperate with partner universities worldwide	Make a study abroad program an essential part of the 4-year university education	Be part of Japan's effort to be global
<ul style="list-style-type: none"> - Based on the strategy of Tokyo University of Foreign Studies, broaden partnership even further. - Increase partner universities especially in Asia and Africa and support mutual exchange with Japan. - Establish Global Japan Office in the major partner universities and support Japan studies education and Japanese language education 	<ul style="list-style-type: none"> - Coupled with Short Visit Program in year 1 or 2, make a study abroad program part of the 4-year university education - Strengthen the pre-departure program through the Japan Studies program throughout all years - Guarantee the credit transferability upon completion of the program - Broaden the chances of the participants for a language proficiency exam 	<ul style="list-style-type: none"> - Establish Global Japan Office in the other universities and support both inbound and outbound exchange. - Share the abundant know-how of study abroad support system with other universities



Future object: Increase the number of partners- about 8 partner universities each year, and encourage participation of the new partners in this program. Systemize a study abroad program a part of 4-year university education system. Provide the know-how of the study abroad programs and study abroad support systems to other universities.

Name of School: Osaka Kyoiku University (OKU)

Program Type (circle one): Two-way Exchange / **Outbound** / Inbound

Name of the Program: Overseas teacher training in Finland and Sweden: Utilizing the CLIL approach

Program Outline (FY2015)

Duration of the Program	Two weeks for visiting (The duration of the program: four months)
3 Main Destination/ Home Countries	Finland Sweden
3 Main Schools Outside Japan Accepting / Sending Students	Åbo Akademi University. (Finland) Attached Elementary and Secondary School of Åbo Akademi University (Finland) Kortepoja Elementary School (Finland) University of Jyväskylä (Finland) Kullavik Primary School (Sweden)
Number of Participants	1 2
Number of Recipient of JASSO Student Exchange Support Program Scholarship	1 0
Affiliation (ex. Course/School/Department/ Major/School Year) of Participants	Faculty of Practical School Education (Postgraduate) Faculty of Teacher Education (Undergraduate)
Main Contents of the Program (ex. Lecture / Research / Practical Activities)	Teacher Training /Visiting Lessons (Science · Japanese Culture) / Observing CLIL Lessons / Practical Research on CLIL
Website	http://osaka-kyoiku.ac.jp/en/news/2014/1217.html (English) http://www.osaka-kyoiku.ac.jp/~nibujm/annai_20141220.pdf (Japanese)

1. Specific Features, Purposes and Goals of the Program

The goals of this program include 1) developing global competencies, 2) developing abilities to teach other subjects (e.g., science, math, art, P.E., and culture) in English, and 3) involving students in collaborative learning in groups. This project was carried out in cooperation with the University of Jyväskylä and makes use of the content and language integrated learning (CLIL) approach with a focus on the 4Cs (content, communication, cognition, and community). Led by researchers in the Department of English at the University of Jyväskylä, CLIL has been developed in Finland for twenty years. In CLIL, subject content is taught using language as a tool to foster global competency in the EU, Australia and Asia.

First, to achieve these goals, college professors need to collaborate with each other (e.g., English experts and science experts). Second, university students majoring in different subjects need to work together to create a successful teaching plan using CLIL. CLIL lessons enable children in groups to think of the content using L2 language. We name this collaboration the three layers of active learning, in which professors, students, and children participate. The duration of the project is four months. The members are trained to use the four skills of English with the help of the language program in the language chat room. The members hold voluntary meetings every week, while flight schedules and lodging arrangements are planned under the supervision of professors.

The students have received scholarships for four years running from the Japan Student Services Organization (JASSO). Furthermore, thanks to the faculty of Practical Teacher Education, it also functions as an initiative under the HATO Project.

2. Feedback by Participants, Follow-up Researches, Assessment of Outcomes, Future image of the Program

Feedback by participants:

To evaluate participants' self-efficiency, reflection meetings were held after every lesson. After completing the program, an open meeting and poster session of the program were held by all participants. A pamphlet of the project's outcomes was printed and delivered to the university students at OKU. The journal report consisted of more than 80 pages of information on this program and the fruit of the research on European language education. Professors and graduate students also gave a presentation regarding this program at the Japan national conferences (LET, JES, and JACET) in 2015 and international conference (AESLA), where the effectiveness of the program was analyzed and presented in both quantitative and qualitative ways.

Assessment of outcomes:

To assess the outcomes of the project, we conducted questionnaires and the English proficiency test.

(1) Pre- and post-questionnaires, including their qualitative descriptions, were conducted, to assess the change of the participants' global competencies. We found that students felt the practice of CLIL lessons and close contact with children by eliciting their cognitive thoughts in the lessons rewarding. (2) Before and after Versant English proficiency tests were conducted. Overall, the average of students' scores improved. In particular, scores of grammatical competencies revealed significant differences among the four skills.

Follow-up research:

The outcome of this program has been extended to language education and the reform of education in these four years.

The University of Jyväskylä is home to Finland's largest faculty of education, with master's and doctoral instruction carried out in English. On this visit, the visitors from OKU learned from Professor Tarja Nikula, a CLIL researcher, about the foreign language programs at the university's Centre for Applied Language Studies and the CLIL methods of discourse analysis. The professors gave a presentation on the achievements at OKU in overseas teacher training using applied CLIL approaches. Afterwards, graduate students in the group majoring in physics and English presented on their experiments. These presentations were titled, "Soap Film and Surface Tension" and "Capacitors. In 2015, Tarja Nikula was invited to Japan and gave a presentation about CLIL in the international symposium led by OKU. It suggested that future collaboration on promoting English education between Finland and Japan would be developed.

At the Abo Akademi University and the teacher training school, the delegation observed classes in all subjects, with Principal Gun Jakobsson, who was invited in 2014 to speak at OKU, directing the program. Five classes using the CLIL approach were also conducted at the schools visited, and each attracted the interest of the local children attending. Afterward, the OKU students received feedback from the teachers in charge. In addition, Principal Gun Jakobsson explained the innovative Finnish educational system, the teacher training system, and the use of ICT in CLIL. The students reported on what they learned in Finland in the program's journal.

Future image of the program:

Over the past four years, our project has been expanding the possibilities with several institutions, elementary schools, secondary schools and universities, in a number of countries, such as Finland, Sweden, Austria, Italy, and South Korea. These countries often have changed and improved their educational systems more than Japan; however, to make the most of the Japanese educational systems good points, in particular, science and math education, we are going to contribute to making allies among teachers through globally networked learning environments.

Currently, until this year, more than fifty participants took part in this program. In addition, the members are not only university students but also middle aged teachers taking a leadership role applying what learned through the program to elementary schools, secondary schools and the municipal board of education in Japan.

In 2015, the graduate school of OKU was founded and the graduate students will be participating in the program in the coming year. We would be able to extend "overseas teacher training" to "in-service training" in close coordination with the concerned municipalities.

Name of School: International Christian University

Program Type (circle one): Two-way Exchange **Outbound** Inbound

Name of the Program: ICU Summer Study Abroad Programs

Program Outline (FY2015)	
Duration of the Program	June – August, 2015 (3 – 6 weeks)
Main Destination/ Home Countries	U.S.A., U.K., Germany, Korea, Hong Kong
Main Schools Outside Japan Accepting / Sending Students	University of California, University of Cambridge, University of Leeds, Free University of Berlin, Korea University, Yonsei University, The Chinese University of Hong Kong
Number of Participants	27
Number of Recipient of JASSO Student Exchange Support Program Scholarship	25
Affiliation (ex. Course/School/Department/ Major/School Year) of Participants	Division of Arts and Sciences, College of Liberal Arts (2 nd to 4 th yr students)
Main Contents of the Program (ex. Lecture / Research / Practical Activities)	Lecture, Group work, Fieldwork, etc.
Website	Japanese : http://subsite.icu.ac.jp/ieeo/summerprogram.html English : http://subsite.icu.ac.jp/ieeo/summerprogram_e.html

1. Specific Features, Purposes and Goals of the Program

Specific Features, Objectives

ICU Summer Study Abroad Programs comprise the following five programs. These programs do not merely provide the opportunity of education overseas with professors/lecturers and students from all over the world. The objective is to nurture internationally cultured human resources by enabling the participants to deeply appreciate the regional characteristics of the location through extracurricular activities / dormitory life, to experience cross-cultural exchange, and to learn to appreciate cultural differences.

Program	School	Period	Possible Units	Courses	2 nd Foreign Language
Field Studies in British Culture	University of Cambridge / University of Leeds	4 weeks	5 units	Variety of courses taught in English	N/A
UC Summer Sessions	University of California, Berkeley	6 weeks	5~10 units		N/A
Korea Summer Program	Korea University / Yonsei University	6 weeks	6~9 units		Intensive Korean Language courses available
German Summer Program	Free University of Berlin	4 weeks	2~4 units		Intensive German Language courses available
Hong Kong Summer Program	The Chinese University of Hong Kong	3 weeks / 5 weeks	6 units		Intensive Chinese Language courses available

< Schedule >

Timeline of the Summer Study Abroad Programs

1st year~	Autumn Term	October	Program Introduction / Explanatory session of the program outlines
	Winter Term	December	Explanatory session for application
		January	Application submission
			Document screening (language scores of TOEFL, etc., Grades, Essay in English, etc.)
		February	Interview Screening
	February~	Announcement of result of the final screening in ICU	
		Submission of pledge, application fee to ICU	
	Spring break	February~	Online application / payment of participating university
		Beginning of March	1st orientation (ICU)
	2nd year~	Spring Term	March~
May			2nd pre-departure orientation (ICU)
Summer break		June~	Study abroad
Autumn Term		September	Submission of questionnaire and report to ICU
		October - November	Credit transfer
October~	Cooperation for the program of the following year (advising and presentation). Application for exchange program (1yr/1semester)		

All five programs offer **courses related to the regional characteristics and specialized courses of various fields (taught in English)**. They are taught by the professors invited from noted universities overseas. The participants can **intensively study Korean/Chinese/German language** as well as deepen the academic knowledge of one's specialized field.

Achievement Goals

- **Encourage students to prepare for a longer-term study abroad, and to pursue further education at a graduate school overseas in the future.** Though being a short-term, participants have the opportunity to take top-ranked courses overseas, from which they acquire experience and self-confidence.
- **Make use of the experience for the further specialized study in the later academic career** by taking specialized courses in those fields that are not offered at ICU.
- **Develop students' discussion and presentation skills** by taking classes in English with students with diverse backgrounds, taking part in discussions, writing papers and receiving evaluation of their work. This will eventually enable the participants to be more actively engaged in the courses at ICU after the study abroad.
- **Cultivate global thinking** by deeply studying the locality of the destination of the study abroad, at which the participants can enjoy courses related to its regional history/culture/current issues, and so forth.
- **Develop new perspectives to see things differently and learn to acquire a positive attitude towards different cultures.**
- **Build self-reliance and independence** by living in a dormitory abroad and making travel arrangements (incl. visa application for UC Summer Sessions).
- **Further improve English language proficiency** by attending the courses taught in English. Those who take the course of second foreign language are expected to **effectively study the "living language" intensively.**
- Take courses or equivalent and obtaining credits that can be transferred to ICU.

2. Feedback by Participants, Follow-up Researches, Assessment of Outcomes, Future image of the Program

Evaluation by Participants

Those who took second foreign language courses reported **a significant improvement in language ability in a short period of time and the increased motivation to further continue its study.** Those who took subject courses stated that after the program, they have more **self-confidence in taking the courses taught in English at ICU** and their **plan to apply for the longer-term exchange program.** Also some mentioned that they **have developed the concrete perspective for their future academic career.** Thus, this ICU Summer Study Abroad Programs certainly served as an important step toward future academic and career development.

Implementation of Follow-up Meeting and the Outcome Analysis

Participants are required to submit a report, to answer the questionnaire, and to attend a follow-up meeting after the program. These allow obtaining participants' feedback, their reflection of the program, the information of each partner university, and participants' change in their consciousness and the outcome they had gained.

The Future of the Program

Participants contribute to a "Summer Study Abroad Programs Fair" in October every year at ICU, where they share their experience with potential applicants of the programs for the following year.

They also make presentations of their experience at explanatory meetings for potential applicants, facilitating the relationship among the students. This Summer Program is, therefore, establishing its own position as one of the study abroad programs at ICU. **The ultimate goal of this program is to provide short-term study abroad experiences, as well as to offer students opportunities to prepare for one-year exchange programs and graduate schools overseas after graduation from ICU.**



The Chinese University of Hong Kong



Korea University



University of California

Name of School: University of Miyazaki, National University Corporation

Program Type (circle one): Two-way Exchange / **Outbound** / Inbound

Name of the Program: Joint Undergraduate/Graduate Student Program to Train Future Marine Biology Technicians

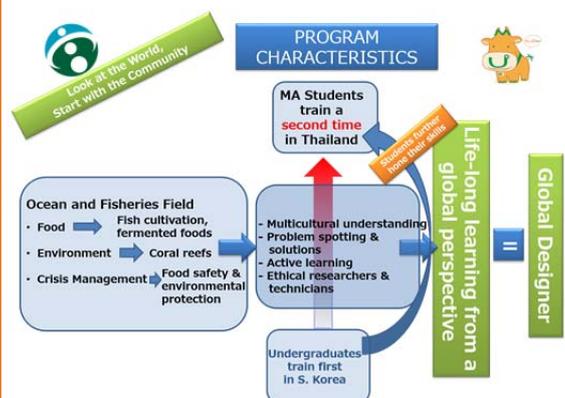
Program Outline (FY2015)

Duration of the Program	Approx. 20 days during period from Nov. 2015 to Mar. 2016 (UoM students sent overseas twice—to Thailand and S. Korea)
3 Main Destination/ Home Countries	Thailand, S. Korea
3 Main Schools Outside Japan Accepting / Sending Students	Prince of Songkla University (Thailand), Pukyong National University (S. Korea)
Number of Participants	13 students
Number of Recipient of JASSO Student Exchange Support Program Scholarship	13 students
Affiliation (ex. Course/School/Department/ Major/School Year) of Participants	First-year MA students in the Graduate School of Agriculture and 3 rd and 4 th year students in the Faculty of Agriculture's Marine Biology and Environmental Sciences Dept.
Main Contents of the Program (ex. Lecture / Research / Practical Activities)	Academic seminars, fieldtrips, group work
Website	

1. Specific Features, Purposes and Goals of the Program

1. Program Characteristics

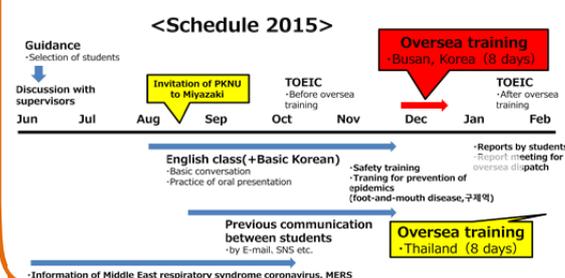
The aim of the program is to foster at both the undergraduate and graduate levels the sort of **global personnel who can sustainably and effectively manage the marine environment and fishery resources**. The characteristics of the program include its **global human-resource cultivation curriculum for both undergraduates and MA students**, including the dispatching of those students overseas to undergo global training in South Korea and Thailand, which are two of Asia's preeminent nations in terms of supplies of fishery resources. Other benefits of the overseas training is that **both countries are administering their training on a continual basis**. The essence of the program is that the activities included within to foster global resources capable of lifelong learning, in pursuit of the aim of building a hub in Asia for education related to the marine environment and the safety and reliability of fish and seafood



The training program aims for students to gain the following abilities:

- 1) Acquiring deep knowledge in the **ocean and fisheries field** and identifying issues and solutions on the basis of that knowledge
- 2) Building **crisis management capabilities** for dealing with food-safety and cross-border diseases arising from globalization as well as the **spirit needed to undertake challenges**.
- 3) Cultivating the **English skills** necessary to play a leading role in the international community via governmental bodies, NPOs, and other organizations.
- 4) Developing the **researcher and technician ethics** needed in our global era as well as an **understanding of different cultures**.
- 5) Fostering an orientation toward **lifelong learning**, while maintaining an autonomous, global perspective.
- 6) Encouraging a proactive stance toward **solving issues related to fisheries resources**, with a **focus on Asia**.

2. Overall Program Schedule



2. Feedback by Participants, Follow-up Researches, Assessment of Outcomes, Future image of the Program

1. Evaluation of Students' Results

Undergraduates and MA students will both receive credits for participating in the training

- 1) Undergraduates will receive 2 credits for Specialized English.
- 2) MA students will receive 2 credits for the graduate Science Communications I.
- 3) Presentations made by Undergraduates and MA in Thailand and South Korea will be evaluated by Japanese professors and by professors from those countries.
- 4) The same set of evaluation criteria used in fiscal 2014 will be utilized, since that system of evaluation has proved to be effective.

Prior to UoM students heading overseas for the program, they participated in **preliminary English training** as the basis for the presentations they delivered at the seminars held in Thailand and South Korea, with the aim of enhancing the benefits of English study. The effectiveness of the program in terms of raising students' English skills has been objectively verified on the basis of the **results of the TOEFL test** administered to the participants before and after the training program. Along with this **emphasis on English learning**, the participation in the seminars **raises the awareness of undergraduates and of MA students of the next step in their respective academic paths**. A questionnaire survey was conducted before and after the training program to evaluate its effectiveness (see Diagram below). A **Briefing** was held to share information about the effectiveness of the program with those inside and outside the Faculty of Agriculture.

2. Evaluation of Program

Since the undergraduates and MA students participating in the program receive credits, the Education Improvement Committee of the Faculty and Departments involved verify the program in accordance with a **PDCA cycle**. In addition, the undergraduates who participated in the program in fiscal 2013 then participated the following year in the Thailand training as MA students. This is one characteristic of the program, and we have verified the effectiveness of combining undergraduates and MA students within the integrated program.

- Therefore, the committee in charge of the program has put in place a system for **objectively** verifying the aforementioned program results and for making the transition to a follow-up program.
- After the program the participating **students also provide feedback** regarding the overall training received.

Future Prospects

We will continue the overseas training initiative that targets undergraduates and MA students. Starting in fiscal 2015, we were able to **demonstrate the benefits of a joint program for undergraduates and MA students that undergraduates who took part in the overseas training in South Korea to then participate in the Thailand training as MA students**. In the future, on the basis of such integrated programs for undergraduates and MA candidates, students will be encouraged to go on to pursue a PhD. In this way, students can gain the desire to continue their studies in order to carrying out high-level research rooted in a global outlook. We are also going to hold a **three-country seminar involving Thailand, South Korea, and Japan** in order to further develop the integrated undergraduate-MA educational program.

Name of School: Hokkaido Information University

Program Type (circle one): Two-way Exchange / Outbound / **Inbound**

Name of the Program: Nurturing Global Person by Web Design Contest followed by mutual enlightenment in workshop at technology and culture

Program Outline (FY2015)

Duration of the Program	[受] 8 Aug 2015 - 31 Aug 2015 (8 days)
3 Main Destination/ Home Countries	[受] Thailand
3 Main Schools Outside Japan Accepting / Sending Students	[受] Rajamangala University of Technology Thanyaburi
Number of Participants	[受] 8 students
Number of Recipient of JASSO Student Exchange Support Program Scholarship	[受] 7 students
Affiliation (ex. Course/School/Department/ Major/School Year) of Participants	Engineering/Computer Engineering 2nd year, Science and Technology/ Computer Science 3rd year, Mass Communication Technology/ Multimedia Technology; Digital Media Technology 1st – 2nd year
Main Contents of the Program (ex. Lecture / Research / Practical Activities)	[受] lecture, cooperative work (group work),
Website	English: facebook: 2015 Int'l Collaboration HIU/Japan & RMUTT/Thai Thai: http://www.hiu.rmutt.ac.th/

1. Specific Features, Purposes and Goals of the Program

This is the program to build up student's competence as global person by means of cooperative work in the field of web technology by students of Hokkaido Information University (HIU, Japan) and Rajamangala University of Technology Thanhaburi (RMUTT, Thailand). As to the series of events in this program, first of all, each university hold the WEB Design Contest (WDC) in each university. Secondly, the International WEB Design Contest (iWDC) is held between the two universities for prize-winners of the inside-contest of each university. The prize-winner students participate in two set of 8-days' workshop of making a web work after taking lectures about culture and history of the partner country, English communication, guidance of voyage abroad and so on. In the workshops, an award ceremony, cultural exchange and presentation of the web work are held.

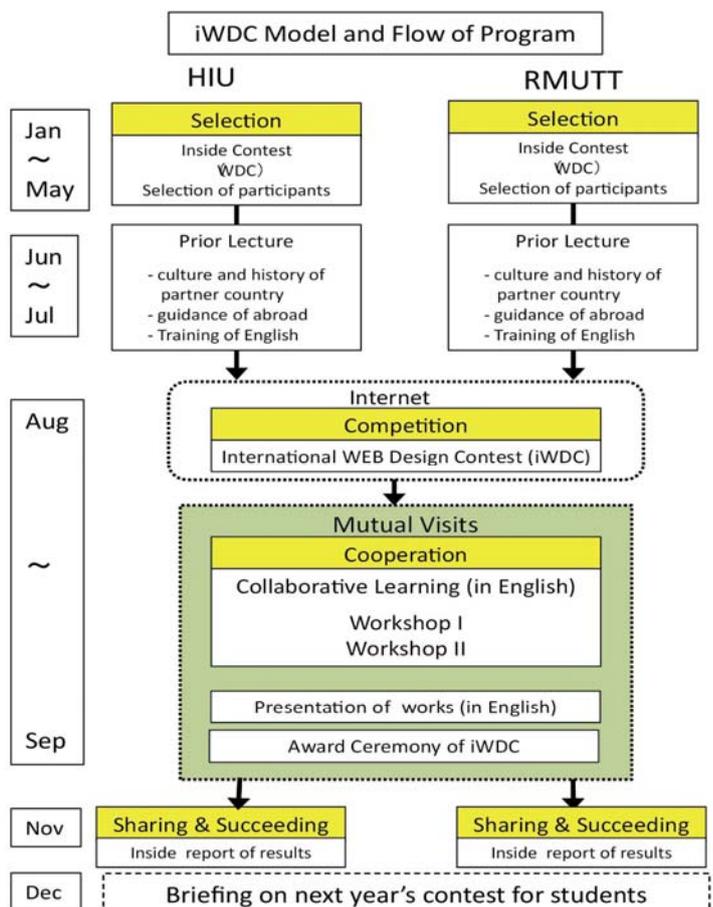
Objective and Aims

- Developing the students as global person
- Making the web work on the theme of "Comparison and Understanding of Partner's Culture"
- 4 aims for this objective
 1. Developing the web making skills
 2. developing English skills
 3. understanding each Culture
 4. cultivating Friendship

iWDC Model

Selection, Competition, Cooperation, Sharing & Succeeding

Extend to other ICT field



2. Feedback by Participants, Follow-up Researches, Assessment of Outcomes, Future image of the Program

[Conditions for how credit is earned]

Participation in the workshops, English communication training, the class of culture and history of partner country, and guidance of voyage abroad. Report. Outside class study for making web work by using SNS.

[Assessment]

5 teachers from both universities make assessment of the web work, cooperation, etc. in the workshops from the point of view of 5 categories and 7 sub-categories for web work.

[Meeting for assessment]

Teachers from both universities make assessment on the basis of above assessment. RMUTT can earn 3 credits.

[Arrangement for enhance learning effect

– Active Learning]

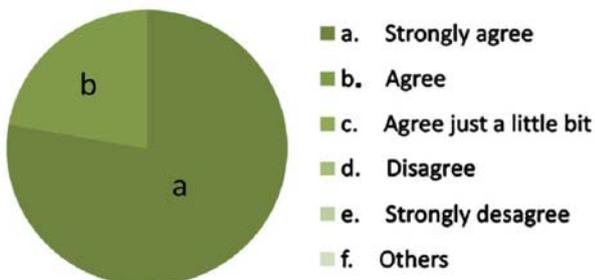
Cooperative work as a team. The team of 4 students - 2 students from each university.

Each team puts forward a good idea of a topic for web work under the theme of "Comparison and Understanding of Partner' s Culture" . Language of cooperation is English which is secondary language for both students. This arrangement aims that the students develop their web technology, English communication skills, and promote friendship.

[Consideration of effectiveness and mind alteration]

Questionnaire and free description. The points of view of the questionnaire are the objective and the aims of this program.

Do you want to work with foreign people?



[Categories for assessment]

- Evaluation of their piece of work
 - 1-1 First Impression
 - 1-2 Idea/Concept
 - 1-3 Volume
 - 1-4 Graphic Design
 - 1-5 User Experience
 - 1-6 Technical Skill
 - 1-7 Own Contents: copyright, existence or non-existence of a reference list
- English expression
- effort of trying to understand the each other's culture
- share their work appropriately
- Harmony and friendship between members in the group

	Was your English communication skill improved?	Was your web-making skill improved?
a. Strongly agree	18%	61%
b. Agree	65%	39%
c. Agree just a little bit	18%	0%
d. Disagree	0%	0%
e. Strongly disagree	0%	0%
f. Others	0%	0%

<Selection from free description>

- I think it's a very good idea, because living in different culture will help me see things from different point of view. I think it will help me better in what I learn and it's a very good opportunity to exchange idea from different point of view. I think it interesting because it combine two perspective to create idea together.

- I think this exchange. It was the best for me. I gained the experience to work, cultural exchange and make new friends. I sincerely hope to having this project in next several years. Thanks for this great occasion.

- I think this program is great. I got a lot of experiences and learnt many things from group working, from friends, from city expsacially I learnt about the different culuture. I think the most important thing that I got froma this program I learnt about the different attitude from the people. Attitude is more important than culuture because it's thinking of people that make each person different. I lerant this and my thinking process have been developed.

[Assessment of the program and future progress]

This program is appreciated from outside, to say nothing of the presidents and faculty members of both universities. This leads us to elucidate the essence of this program as the iWDC Model to extend the program to other ICT field. Furthermore, some of the alumni and alumnae are employed as faculty members and office staff of RMUTT. They hope to join the program as coach. This program will develop into the meta-school spreading over both universities.