

AY 2021 Project Achievement Report for ALL DOSHISHA Co-Learning Program

Project Title
DOSHISHA U~ #GotU ~Life Guide for International Students~

Project Members			
Role	Name	Major	Grade
Leader	James Edward Hernandez II	Electrical and Electronic Engineering	D3
Subleader	Ren Oshio	Information System Design	B1
Member	Juntao Zhu	Information and Computer Science	M2
Member	Arantxa Danielle Montallana	Electrical and Electronic Engineering	D1

Expenditure			
Expenditure Items	Unit Price	Quantity	Amount
Production cost	100000	1	100000
Production tax			10000
TOTAL			110000

Purpose of the Project and Reasons
<p>- The aim of the project is to increase the foreign students in Doshisha.</p> <p>By sampling the concerns of international students about the university and providing a tangible output about solving these concerns, the project aims to provide awareness to the students about what the university can offer. The project also aims to make information available through both online and printed methods. Thus the project aims to cater not only for students within Doshisha, but towards those prospective students outside the university who would like to learn about the life of a Doshisha university student.</p>

Details of Project Implementation (More than 1 page)

- Describe specifically your group project implementation in chronological order.
- Describe the roles of your group members and what they actually did for the project.
- Appropriately, you can attach photos by which we can see your work if you have.

(Less than half of the format)

On June 28, 2021, the first workshop was conducted by Taihei Insatsu. During the workshop, we discussed the methods on how to come up with a suitable project that would fulfill one of the goals of the program. After that, a meeting to discuss the project goal, and primary methods in achieving this goal was conducted. In the same meeting, the members were divided into groups. The groups then brainstormed ideas for the project that will be pursued. At this stage, the objective of increasing international students in Doshisha was decided. Moreover, the common concerns of international students were searched from external online references.

On September 15, the second workshop was performed. The members learned how to do concept planning through SWOT analysis and how to create a framework for the project that the members may have come up with. The third workshop was held on September 24. The members reviewed the flow from proposal preparation up to the policy of Taihei Insatsu on how the company handles the finished documents. The schedule for the explanation session, and the submissions for the rough drafts were also confirmed.

On October 29, an explanation session was held, specifically the creation of a Video and a Q&A pamphlet, expected methods, budget, and flow of the project. Sharing the same goal, the group was divided into two groups, with one tasked to create a daily life of a Doshisha international student, and a pamphlet containing the solutions toward the common concerns of international students in Doshisha. The project name “Doshisha U Got U” was also decided on the said date. The fourth workshop was held on November 11 wherein the members discussed ways to promote the pamphlet production including the writing of a rough draft and set deadlines regarding the draft submissions. Sample designs of the pamphlet were received during this workshop.

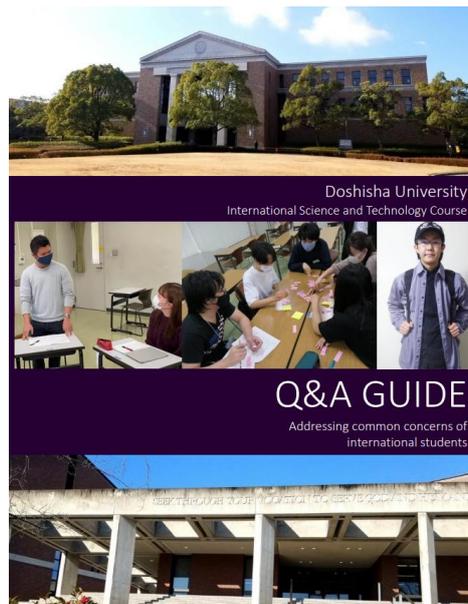
On November 24, an online discussion with the International Science and Technology Course (ISTC) was carried out to seek their feedback and comments on the pamphlet's contents. This was done to ensure the quality and correctness of the contents that would be published. After the ISTC office has given their feedback, the members proceeded with the revisions of the contents. Feedback and comments were also sought from the Office of International Students (OIS) on December 13, where a hybrid type

(offline and online) appointment was scheduled. The members revised the contents accordingly.

After the revisions, the mid-term presentation was held on December 14, followed by the discussion with professors on December 17. This discussion enabled the members to include contents related to the current draft. The pamphlet underwent a series of reviews and revisions before the final approval. These revisions from both ISTC office and OIS were sent through email, which was the main method of communication.

The first draft was submitted on December 24. After reviewing the comments from ISTC office and OIS, the draft was again revised and submitted on January 14 as the second draft. During this period, the group started to work on the design as well, in addition to the revision of the pamphlet text. On January 20, the second draft was submitted to ISTC, OIS, and Taihei Insatsu. After another series of reviews regarding the pamphlet design in February, a third draft was submitted on February 1. Finally, the members were able to submit the final version on March 3. The final version included the copies made for printing, as well as those for online publishing.

On March 18, the fifth workshop was held regarding the promotion and communication of the pamphlet towards a larger audience. A short presentation regarding the pamphlet was performed, focusing on the merits of the project as well as the possible effect that the project may incur towards the potential users of the pamphlet.



Cover page of the pamphlet

Acquirement of Competences through the project (More than 1 page)

- Describe the results compared with the goals and objectives in your project proposal.
- Describe what kind of skills and abilities you improve since the project started.
 - 3 elements of global mindset (①Global vision, ②Respect for diversity, ③Intercultural understanding)
 - Fundamental competencies for working persons (3 Competencies/ 12 Competency Factors)
- ①Ability to step forward (Action) ②Ability to think through (Thinking), ③Ability to work in a team (Teamwork)
- In the case of non-achievement of the goals, please write specifically ①what you could not have done in the plan, ②the factors, ③the solutions.

The main objective of the project is to encourage more foreign students to enroll in Doshisha University by demystifying student life in Japan. One way to accomplish this is to give answers to common and even not-so-common questions that someone might have regarding living in Japan. We also wanted to address the availability and accessibility of this information. Hence, our team thought of creating a Q&A pamphlet that is available both in printed and online format.

All the tasks in this project require working in a team. To meet the goals and objectives, everyone must be able to work with each other harmoniously. For this to happen, it is imperative that the members understand that everyone in the team is unique since we all come from different cultures and backgrounds. Everyone has different styles of working and expressing ideas. Having respect for diversity and intercultural understanding helped us to be more flexible and stay focused on achieving the goal. Being able to recognize the diversity and cultural differences within the group is an advantage since we can have different perspectives in approaching the problem that we are trying to solve.

Through the co-learning program, we were able to develop and improve our global mindset skills, particularly global vision, respect for diversity, and intercultural understanding. International students, as well as Japanese students, learn the processes undertaken by the Japanese companies in properly executing tasks. For example, attention to detail was highly considered during the pamphlet creation, which led to repeated revisions. Moreover, the workshops held by Taihei Insatsu enabled all of us to recognize how to come up with ways in relaying our ideas. Furthermore, the workshops taught us how we can design the pamphlet so that we can effectively relay our ideas in an orderly fashion that is appealing to our target audience within and outside Japan. We were able to exhibit respect for diversity by understanding that each one is unique as well as recognizing individual differences through our opinions, especially during the meetings where a wide variety of contributed ideas exists in the pamphlet creation. Considering the ideas from different viewpoints enables us to have a more inclusive environment in our group. Having

improved our ability to respect diversity, we were consequently able to improve intercultural understanding. We learned to appreciate and respect others more, especially those coming from communities and cultures that are different from our own. To cite an example, we have considered the religious practices and dietary habits that come with different religious cultures. In addition, we have provided suggestions for this in Q&A pamphlet.

Following these, the group also exhibited several improvements with regards to fundamental competencies such as the ability to step forward, think through, and work in a team. One of the most challenging aspects of performing a group task is taking the initiative. Throughout the project, we have improved on our 'stepping forward' by initiating conversations about the project through the meetings. As mentioned, we considered all the viewpoints without the fear of being wrong. With everyone taking the initiative, more ideas circulate from which we select what we think are ideal for the accomplishment of the goals.

Since our main task is to come up with a document addressing the international students' concerns in a compact document, we thought of the pamphlet as one of the best options as a medium of information. In thinking about the contents, we learned that coming up with a basis strengthens the quality of the information we place on the document. For example, from the surveys conducted by other researchers on the common concerns of international students when they enter Japan, we mirror the contents towards the common concerns that we ourselves have experienced as international students at the university. Following the contents, we also improved our ability to think through the design of the pamphlet by organizing a timeline (before and after coming to Japan). Through the question-and-answer format, we are also able to lead the guide from a typical procedural manner towards a more personal theme, where it is as if the international student is asking questions. With regards to accomplishing deliverables, we also made our own timeline that caters to all group members' schedules and we anticipated possible instances of further revisions from the offices.

Lastly, the group accomplished the tasks effectively through teamwork. We have conducted offline, as well as online meetings, with small goals for each meeting set beforehand. The meeting times were set as short as possible to increase working efficiency within the group. Also, the tasks are divided in such a way that the effort is spread among the group members.

Future Expected Results of Ripple Effect (Within 1 page)

- Describe how it will be desirable that the University will use your project outcomes in the future.
- Write the approaches as many as possible for more spreading out the project outcomes.

The questions featured in the pamphlet are the ones frequently asked by foreign students who intend to study in Japan. One of the advantages of having the pamphlet readily accessible to incoming students is that they get to have a general idea of what to expect in their student life. Consequently, this lessens the effort to answer general questions that are applicable to everyone anyway and so the relevant offices can focus on addressing the questions that are more specific and relevant to an individual. Once the students have the general idea, other specific questions might come up – ones that they would otherwise not have thought of had they not encountered the FAQ's. Since the pamphlet contains the QR codes and links to the relevant offices, they can right away initiate contact with them.

With its playful fonts and colorful layout, the pamphlet gives off a friendly and welcoming vibe. This encourages incoming students to not be afraid to ask questions and it gives the impression that the people in Doshisha University are approachable. The pamphlet would be a great help for people who have a hard time initiating conversations regarding their fears/concerns about studying in Japan. Finally, if there is a certain information that they got from the pamphlet, they can talk about it with their friends as well.

Some of the approaches that the university can do to make people aware of the project include:

1. Sending an email to incoming students and include the link to the Q&A pamphlet “You may check out these frequently asked questions by incoming foreign students! (link) If you have further questions, don't hesitate to contact us.”
2. Post the pamphlets on bulletin boards,
3. Promote the pamphlet during orientations,
4. Include pamphlet with the other documents such as campus map, DUET manual, etc., which are usually distributed/given to incoming students before the start of the semester,
5. Hand out printed copies of the pamphlet to the laboratories so that they can post it somewhere in the lab,
6. Record some group activities (like vlog), then post them on ISTC's YouTube channel or ISTC website.