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

Project Title
Doshisha U~#Got U ~Life Guide for International Students~ Video group

Project Members			
Role	Name	Major	Grade
Leader	Misaki Omura	Department of Chemical System Creation Engineering	B1
Sub-Leader	Shoki Iseri	Department of Electrical and Electronic Engineering	B1
Secretary/ Accounting	Haru Onishi	Department of Environment Systems	B1
Actor	Keith Nealson Penado	Department of Electrical and Electronic Engineering	D2
Actor	Allen Vincent Catapang	Department of Electrical and Electronic Engineering	D2

Expenditure			
Expenditure Items	Unit Price (JPY)	Quantity	Amount (JPY)
Shooting Cost	65000	1 shot	65000
Shooting Assistance (Overall progress etc.)	25000	2 days	50000
Shooting Assistance (Technical Assistance)	25000	2 days	50000
Equipment Cost (Pin Microphone)	12000	1 set	12000
Background Music	10000	2 pieces	20000
		Subtotal	197000
		Consumption Tax (10%)	19700
		TOTAL	216700

Purpose of the Project and Reasons
The current situation is that overseas students who are considering studying abroad at Doshisha University cannot be informed by letters alone, such as what kind of classes they can take and what kind of school cafeteria they have. Therefore, the purpose is to think, implement, and solve such problems that overseas students have.

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)

Through a workshop sponsored by Taihei Printing, we gathered information on the problems and anxieties of foreign students in Japan using actual foreign students and references on the internet, and all the members discussed using SWOT analysis. After a few workshops, we raised some issues that we could solve by ourselves, and as a result of thinking about how to solve those issues, we devised a method of creating videos and Q & A pamphlets.

In these workshops, we also learned how to proceed with general projects such as planning, management, and proposals to third parties. In order to make the best use of the strengths of the video and the Q & A pamphlet, we assigned the things that we wanted to send visual information to the video and the things that we wanted to describe in more detail to the Q & A pamphlet. After that, the members were divided into two teams considering the balance between Japanese and international students, and our group was in charge of video production.

When creating the video, we first discussed the video composition. Since it is a public relations video, the components are carefully selected so that it can be stored in about 5 minutes.

- State of Kyotanabe Campus (appearance, student atmosphere, etc.)
- Japanese food offered at the school cafeteria
- Introduction of laboratories and research contents

We decided to proceed with these three axes. At the beginning of this project, we were planning to shoot boarding houses and public transportation, but we gave up this time because it is difficult to obtain permission because it is an external organization and there is a risk of showing people unrelated to this project. We decided to do it. Then, we thought about what we wanted to shoot and what we wanted to convey and decided on the shooting location and performers. We also asked the international students of the Q & A group to cooperate, so that both Japanese students and international students could perform and show how they cooperated with each other. Also, considering the content of the subtitles, we devised a way to attract not only international students but also Japanese students by displaying both Japanese and English.

Next, we obtained the necessary permission to photograph the university building and

school cafeteria, made an appointment with the laboratory where we would like to photograph and asked the graduate students to be part of the video. At the time of the video shooting, Taihei Printing was supposed to support the shooting method and equipment, so we created a storyboard that describes the flow of the video in advance and an incense board table that describes the schedule at the time of video shooting. We had a meeting about what kind of atmosphere you want to make the video and what kind of angle of view you want.

We made careful preparations and shot the video for two days on December 15.16. On December 15th, the first day, we took pictures of class scenes, group discussions, and the laboratory of Professor Takenaka, and on December 16th, the second day, we took pictures of the Shionkan cafeteria and the laboratory to which international students belong. Shooting was completed without any major problems for both days, and we were able to obtain a lot of materials. We decided which one to use from these, specified the name and range of use for each file, and sent it to Taihei Printing. After that, the subtitles and sound sources were proofread three times, and the video was completed in early March..

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.

At the beginning of the project, we had a lot of trouble finding potential issues for international students, such as what they care about when studying abroad and what they can help them if, and when they study at Doshisha University. Through the workshop with Taihei Printing and dialogues with the members, we learned more about the needs of international students, especially using SWOT analysis. We learned to subdivide the problems that the international students would have and think about their issues from their perspectives. This led to an improvement in problem-finding ability. In addition, while communicating with the members, you learn how to express your opinions, how to summarize your work, independence, proper work ethic, and plan execution, transmission, and listening ability, flexibility, and to have a firm grasp on the given information. I also learned the value of power and discipline when working with others.

We faced many difficulties while creating the project. One of them was to "determine the number of videos". Originally it was planned to be three. However, when we thought about what the best thing was to do given the limited time, we decided through discussions with the members that the most important thing was the quality and the quantity of the video, such that making a better-quality video should be prioritized. We thought that it was not a good decision at that time but now that we have finished the project, it could be said that it was the better choice. Thus, we were able to significantly reduce the labor required to shoot videos and create story boards. Through this valuable experience, we were able to realize the importance of thinking about what is important, finding the best solution, and courage to stop without the correct answer.

There were times when it did not happen. It is about shooting and editing ourselves. At first, there were times when I was not a little attracted to the fact that we made and completed videos from scratch. Given the factors that did not make this happen, they had no knowledge of themselves. If I went through it as it was, I would have learned how to shoot videos, create videos, and edit videos from scratch. In that case, it was not a little hindered from studying at university. In a field where we have no knowledge at all, let us make a big discovery whether listening to the advice of people

who are good at that field or getting help from them will hinder the work ahead or not. I received it. I think this experience has also helped me improve my planning ability.

At the start of the project, there were many disagreements while discussing the project with international students. I was worried whether my opinion was really understood. In the discussion, there was a scene in which the current students did not take the lead in the discussion and expressed their opinions, but also the international students actively expressed their opinions. Instead of having them understand their opinions from here, first ask them to speak out and listen to their opinions. Through dialogues with international students, I was able to learn how much the long-term changes in thinking about the other person's position when there is a disagreement.

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 group suggests the following actions to help expand the reach of the project:

- Have the URL of this video and the details of the video posted on the Doshisha University website.
- The QR code is posted on the pamphlet of the Q & A group, so give priority to the international students who are enrolled in the pamphlet.
- Co-learning projects in the succeeding years could also find a way to further disseminate the results of the project.

It is important to note that the suggestions presented above are not the only ways to achieve the goal and as such other possibilities which were not explored this year could be investigated in the coming years by other co-learning project teams.