

AY 2019 Project Achievement Report of ALL DOSHISHA Co-Learning Program

Project Title
Increase student awareness for foreign study programs/possibilities

Project Members			
Role	Name	Major	
Leader	Nene Matsuo	Department of Chemical Engineering and Materials Science	B2
Subleader	Shima Oe	Department of Chemical Engineering and Materials Science	B1
Member	Akane Kanenaka	Department of Environmental Systems Science	B2
Member	Mischa Aleksej Krueger	Department of Electrical and Electronic Engineering	M1

Expenditure			
Expenditure Items	Unit Price	Quantity	Amount
Poster Printing Fee for event announcement			
A0 Paper Size	500	3	1,500
A3 Paper Size	80	32	2,560
Reward for cooperation			
QUO Cards (Seminars/Consultation)	2,000	3	6,000
QUO Cards (Seminars)	1,040	4	4,160
USB flash drive (Seminars)	980	3	2,940
Brochure Printing and Bookbinding Fee	132	1,000	132,000
		Total	149,160

Purpose of the Project and Reasons
<p>The purpose of this project is to increase the student awareness for study abroad programs and related offers. To accomplish this, we decided to hold free seminars with details about an exemplary overseas education system and carefully selected points from study abroad information sessions held by the staff of Doshisha University. However, considering the students' perspective who think about whether to study abroad, there is probably more information that they would like to get. Therefore, we decided to hold the public seminar whose objectives are to pass on information they would like to know and to get them to take one first step to studying abroad. Additionally we decided to hold study-abroad-consultancy for students who want to know more details.</p> <p>In our seminar, we introduced how the students, who experienced studying abroad collected information, organized their life, registered class subjects in the partner universities and so on. Moreover, in order to also attract students not thinking about this topic yet, we decide to make a booklet and include contents of our seminar and study-abroad-consultancy.</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)

In June, we introduced ourselves to each other, confirmed the concept of our project (“Increasing student awareness for foreign study program/possibilities”) and talked about the way to achieve the goal. As a result, we decided to hold a study abroad seminar and a consultation meeting. The seminar was for informing students studying abroad and the consultation meeting was for answering questions from students who are interested in studying abroad. We worked over our plan and asked for a speech from 3 international students who had come from the partner universities by using the “double degree program”, and 3 Japanese students who had experienced studying abroad at the partner universities. We explained to them the concept of this project and the contents, which we wanted them to talk about in the seminar.

In July, Oe made a promotional video, which was broadcasted in the theater space of the Doshisha Rohm Plaza by using pictures, which we had received from the companions. For measurement of effectiveness of the seminar, Kanenaka and Mischa made a questionnaire to distribute to participants in the seminar and the consultation meeting. The contents of the questionnaire were "satisfaction level of the seminar" and "the reason", "to what degree do you want to study abroad?", "how did you get to know about this seminar?", "what kinds of programs are you interested in to study abroad? (double degree program, non-degree program, exchange semester, spring program, or summer program)", "what were you impressed by the most?", "what did you want to know more?" and "will you join the consultation meeting?". Matsuo and Oe made a poster to advertise the seminar and the consultation meeting. Kanenaka submitted an application to obtain permission of broadcasting the advertising video in the Doshisha Rohm Plaza. We requested to copy the posters at the faculty office of Science and Engineering and put up about 100 posters totally in the Doshisha Rohm Plaza, Chishinkan, Rikagakukan and Shionkan.

On 24th September, a week before the seminar, we started broadcasting the advertising video in the Doshisha Rohm Plaza. The faculty office of Science and Engineering sent e-mails to students who wanted to study abroad, and we prepared Power Point slides for the seminar to distribute to the participants.

We held the seminar in the Doshisha Rohm Plaza during lunch time 12:00~13:00 on 1st~3rd October. The contents of the seminar were what to do for studying abroad, daily life at the foreign university, costs for studying abroad, what they learned while studying abroad and an introduction of the foreign university. Mischa was responsible for the international students and counseled them on all three days, while Oe, Matsuo and Kanenaka lead the presentations, handed out and collected the questionnaires in turn. The first day, Takuya INOUE who had studied in École Centrale de Lille (ECL) in France, and Alvaro GUZMAN BAUTISTA who had studied in Universidad Politécnica de Madrid in Spain gave speeches. The second day, Kenichi UYAMA who had studied in École Centrale de Marseille (ECM) in France, and Marta PEREZ PEREZ who had studied in Universidad Politécnica de Madrid in Spain gave speeches. The third day, it was the turn for Kyohei MATSUMOTO who had studied in École Centrale de Nantes (ECN) in France, and Alvaro QUILES GARCIA who studied in Universidad Politécnica in Spain too. Moreover, we broadcasted a 6-minute video on which Masashi MURAO who was studying at this time in ECL had introduced his university. We distributed 100 questionnaire sheets in total for 3 days, and 33 questionnaire sheets were returned. Including the students who left the seminar in the middle, the students who participated in the seminar were about 50 in total. Also, we advertised the consultation meeting, which held the week after. We held the consultation meeting in the Rikagakukan 2F lounge on 9th October at lunch time 12:30~13:00. Mischa and Kanenaka put up a slideshow on the electronic blackboard. For the students who

didn't participate in the seminar, Matsuo distributed the documents which we used the week before. In the consultation meeting, Inoue, Ueyama and Matsumoto who had given speeches in the seminar, and Shiomi Kenta who had studied in ECL joined the consultation meeting as advisers. The numbers of all participants were 9. We introduced the students to the advisers to have them consult and decided their seats. Common questions asked were "what kind of life did you live when you went to the foreign graduate school?", "how much did it cost?", "what level did you take a lesson in the partner universities?", "if I go to study abroad, which course is the best? (1 year or 2 years) and "when did you become able to speak French?". In November, we made documents for mid-term reporting. After that, on 10th December, we got advice regarding the mid-term report from Prof. Yamamoto, who is the advisor of our group. On October 12th, the mid-term report was held. We reported our activity what we had done until then, discussed the results of the questionnaire and so on.

In January, after the mid-term reporting, we wrote an activity report. From February to March, we made a booklet, which was written about the contents of the seminar, with QR-codes to online materials – the video which was broadcasted during the seminar and the homepage of the Co-learning program. Mischa designed the booklet and Matsuo, Kanenaka and Oe wrote the contents for it. Through the faculty office of Science and Engineering, we made an inquiry to a printing agent.

On 30th March, we received the booklets from the printing agent and in April they were distributed to freshman together with documents they received during their matriculation.

At last we wrote documents for final reporting. Kanenaka made documents for the presentation and Matsuo and Oe wrote the last report in Japanese and English and Mischa corrected it.

どれくらいの語学力が必要？
費用って実際どのくらいなのかな…
どんな教科書を使っているの？

無料で留学はできませんが、
留学セミナーと相談会は無料です。

授業の様子が知りたい！
留学先の大学のサポート体制は？
今何をすべきなのか？

留学セミナー : 10/1,10/2,10/3 ローム記念館
留学相談会 : 10/9 理化学館2Fラウンジ
時間(共通) : 12:30~13:00
理工学部・理工学研究科の日本人留学生、外国人留学生が
留学のあれこれをお話します！
相談会ではセミナー参加者対象に、留学経験者が質問や相談
をお聞きます！
(申し込み不要)

2015年度 ALL DOSHIDA 共修プログラム
理工学部・理工学研究科事務室
TEL:050-3535-1111 FAX:050-3535-1112

留学のそれが知りたかった！
先輩たちの
留学生活大解剖！！



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.

Our initial goals are, from the seminar and the booklet, (1)to empower those interested in studying abroad to find opportunities and information (2)people who are worried about studying abroad will become able to clearly visualize themselves during such a time (3)students who are not interested in studying abroad yet might become interested. In addition to the above, from the consultation, after the seminar, (4)to help ease anxiety among those who are still in doubt about a study abroad experience.

First of all, the study abroad seminar provided information about how those who had studied abroad decided to study abroad, the partner universities and scholarships, so we think that this in itself was an opportunity to find information. However, since all three Japanese students had studied in France for two years and all three foreign students were from the same university in Spain, facts about the partner universities. At the beginning, since we aimed at increasing the number of dispatched students to various countries in form of international students, at this point, achievement was insufficient. Due to the unfortunate semester schedule we were not able to coordinate perfectly. We should have had considered this beforehand.

About (2), the aim has been enough attained by the video broadcast at the seminar. We could judge from the fact that there were several voices; it was possible to learn more about the life at the study abroad destination by watching the video.

From the questionnaire results, we found that the percentage of students who were not interested in studying abroad at all before the seminar decreased and the percentage of students who took an interest increased a little bit after that. The goal of the seminar conducted in the theater space in the Doshisha Rohm Plaza was that even a few students become interested by chance. Actually, as we intended, we could see many passing students stopped and listened. From this, it can be said that the goal of (3) was achieved. However, while evaluating the questionnaire to confirm the results there was a problem that the number of collected questionnaires was far smaller than that of questionnaires distributed to students. We guessed that the reason was that there were many students who had troubles to answer the questionnaire, and that there were few real participants in the seminar. The solutions are to make it easy to answer the questionnaire, to advertise early, to improve the advertising the method.

Since the consultation was targeted at students who are interested in study abroad, we can expect that the students could resolve their anxiety by directly consulting and asking questions to those who had studied abroad. Since the questionnaire distributed there did not include an item for confirming the result of (4), it was not possible to obtain the result as how much the student's anxiety was resolved.

We found our own various abilities to have improved by participating in this project for one year. Our group activities were more than once a week such as lunch meetings, and we frequently kept in touch with each other, so our ability to work as a team was greatly improved compared to a year ago. In our activities, there were many occasions in which information was sent, such as the moderation and promotion of study abroad seminars and consultation, announcements at mid-term reporting, and making the booklet. We discussed and put into practice the means and methods for communicating our thoughts to others easily and clearly. For example, in making a booklet, we created a QR code to transmit information that is

difficult to convey in text. From this, it can be considered that not only communicative ability but also creativity and executive ability have improved. In addition, it was more important than anything else to make a plan because it was a wide range of activities, such as preparing for the seminar and consultation, making posters and videos for advertising, and making booklets. By calculating backwards from completion and setting a goal of about 120% of the achievement rate, we were able to proceed with the plan without significantly delaying it. However, as we proceeded with the plan, there were many problems that needed to be solved. At that time, we talked until we all found a satisfactory solution. After a year of repeated progress in this process, our planning and problem solving capabilities have been steadily improved.

The study abroad seminar and consultation meeting, which is the key to the content of our project, required many collaborators, such as Japanese students and international students who had studied abroad. In order to convey the state of life in the study abroad seminar to the participants of the study abroad seminar, we asked Japanese students who are studying abroad to take a video. However, since we could not meet them, it was difficult to explain the expected completion of the video only by e-mail, and to obtain understanding of the purpose of the project. We felt the importance of the power to work cooperatively with many people.

We could hear stories of the study abroad experiences from Japanese students during meetings of the seminar. Every story was fresh and interesting, and we found they got 3 elements of a global mind in study abroad. It isn't certain whether we improved this ability, but we'd like to increase this ability like them in future student life. Our group consists of three Japanese students and one international student, but if we can work with more international students, we will be able to enjoy more understanding of different cultures.

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 booklet is installed in the office of the faculty of Science and Engineering. It is desirable to use it as a reference for students who have come to study abroad and want advice. It can also be considered to use the Co-learning program as a promotional material.

There are 4 approaches to extend the project outcomes:

The first is to hold study abroad seminars by topic. This time, as the first step, all the information that students would like to know was sent together. However, from now on, one theme is treated at one seminar, and it holds two or more kinds of seminars. Students will participate in the seminar, matching their personal purpose and acquire more detailed information. Topics are, for example, partner universities, scholarships and the flow from application to study abroad.

The second is to connect with students who attend partner universities. A specific way is to provide a video call between the students in Doshisha University and the partner universities to ask questions directly at seminars and consultation. In particular, we can expect a wide range of activities by connecting with Japanese students and international students who are studying Japanese.

The third is to use streaming to allow students to experience classes abroad. In Japanese schools, new students sometimes have hands-on classes. Similarly, before studying abroad, we held a seminar where students can experience classes of partner universities on video. It is the best way for students to learn about the contents and condition of classes in their study abroad. Just as the video at the seminar was effective, we think that it is very effective to appeal to the visual using the video.

The fourth is to create a simple conversation test to confirm the language skills that the student needs. From the results of the questionnaire survey, we found that there are several students who are hesitant to study abroad because of their language abilities. The purpose is to help students gain confidence in their language skills and eliminate anxiety among students.