

Thu. Aug 6, 2026

| Oral Presentation

9:30 AM - 10:50 AM JST | 12:30 AM - 1:50 AM UTC | J303(Main Bldg, 3F)

[SS-8] Development of an Online Tandem Learning Support System to Promote Motivation: A Psychological Approach and Practical Application of Generative AI

◆ Japanese Presentation

9:30 AM - 10:50 AM JST | 12:30 AM - 1:50 AM UTC

[SS-8-01] Development of an Online Tandem Learning Support System to Promote Motivation: A Psychological Approach and Practical Application of Generative AI

*Atsushi Matsuki¹ (1. Rikkyo University)

| Oral Presentation

9:30 AM - 10:50 AM JST | 12:30 AM - 1:50 AM UTC | J304(Main Bldg, 3F)

[SS-9] How Much Economic Impact Do International Students Generate? : From Study to Post-study Work in Japan

◆ Japanese Presentation

9:30 AM - 10:50 AM JST | 12:30 AM - 1:50 AM UTC

[SS-9-01] How Much Economic Impact Do International Students Generate?: From Study to Post-Study Retention in Japan

*Yuina Fukumoto, *Hiroshi Ota¹ (1. Hitotsubashi University)

| Oral Presentation

9:30 AM - 10:50 AM JST | 12:30 AM - 1:50 AM UTC | J305(Main Bldg, 3F)

[SS-10] Designing a Learner-Centered Multicultural Co-learning Campus with Students

◆ Japanese Presentation

9:30 AM - 10:50 AM JST | 12:30 AM - 1:50 AM UTC

[SS-10-01] Designing a Learner-Centered Multicultural Co-learning Campus with Students

*Hirotugu Kamahara¹, *Yayoi Shinozaki¹, Shigeki Nakauchi¹ (1. Toyohashi University of Technology)

| Oral Presentation

9:30 AM - 10:50 AM JST | 12:30 AM - 1:50 AM UTC | J306(Main Bldg, 3F)

[SS-11] Everyone Learns: Creating Collaborative Programs Linking International Students and Society for Social Innovation

◆ Japanese Presentation

9:30 AM - 10:50 AM JST | 12:30 AM - 1:50 AM UTC

[SS-11-01] Everyone Learns: Creating Collaborative Programs Linking International Students and Society for Social Innovation

*Yuki Azuma¹, *Yukiko Samano¹, *Koyo Okada¹ (1. Ritsumeikan Asia Pacific University)

| Workshop

9:30 AM - 12:30 PM JST | 12:30 AM - 3:30 AM UTC | J213(Main Bldg, 2 F)

[WS-1] Capacity-Building Workshop for University Staff hosted by the UMAP Japan National Committee

◆ English Presentation

9:30 AM - 12:30 PM JST | 12:30 AM - 3:30 AM UTC

[WS-1-01] Capacity-Building Workshop for University Staff hosted by the UMAP Japan National Committee

*Akmal Sabarudin¹, *Ina Md Yasin¹, *Chelsey Laird² (1. UMAP International Secretariat (Malaysia), 2. Former UMAP International Secretariat (Canada))

| Workshop

9:30 AM - 12:30 PM JST | 12:30 AM - 3:30 AM UTC | J214(Main Bldg, 2F)

[WS-2] Exploring Well-Being in International Student Residences: Supporting Mental Health Through Everyday Interactions

◆ Japanese Presentation

9:30 AM - 12:30 PM JST | 12:30 AM - 3:30 AM UTC

[WS-2-01] Exploring Well-Being in International Student Residences: Supporting Mental Health Through Everyday Interactions*Chiharu Yoshida¹, *Koya Rikimaru², *Mami Fukaya³ (1. Chuo University, 2. Ritsumeikan Asia Pacific University, 3. Nagoya University)

| Workshop

9:30 AM - 12:30 PM JST | 12:30 AM - 3:30 AM UTC | J215(Main Bldg, 2F)

[WS-3] How to Visualize Learning Outcomes in International Education-Reading, Using, and Leveraging BEVI and AI

◆ Japanese Presentation

9:30 AM - 12:30 PM JST | 12:30 AM - 3:30 AM UTC

[WS-3-01] How to Visualize Learning Outcomes in International Education — Reading, Using, and Leveraging BEVI and AI*Hajime Nishitani¹, *Yoshinobu Ohnishi², *Mitsuyuki Ichimura³, *Mina Mizumatsu⁴, *Yun Meng⁵, *Yuko Kobayakawa⁶, *Hiroyuki Takagi⁷ (1. Hiroshima University/Soka University, 2. Chiba University, 3. Yokohama National University, 4. Toyo University, 5. Niigata University, 6. Kanazawa Institute of Technology, 7. Tamagawa University)

| Oral Presentation

11:10 AM - 12:30 PM JST | 2:10 AM - 3:30 AM UTC | J303(Main Bldg, 3F)

[SS-12] What Keeps Students from Taking Flight? :Rethinking Barriers to Outbound Study Abroad

◆ Japanese Presentation

11:10 AM - 12:30 PM JST | 2:10 AM - 3:30 AM UTC

[SS-12-01] What Keeps Students from Taking Flight? :Rethinking Barriers to Outbound Study Abroad*Tomoko Nishikawa¹, *Madoka Tatsuno² (1. Yokogushi , 2. Global Incubation × Fostering Talents (GiFT))

| Oral Presentation

11:10 AM - 12:30 PM JST | 2:10 AM - 3:30 AM UTC | J304(Main Bldg, 3F)

[SS-13] DX and EdTech solutions for internationalizing Japanese universities: Digitalizing international admissions

◆ English Presentation

11:10 AM - 12:30 PM JST | 2:10 AM - 3:30 AM UTC

[SS-13-01] DX and EdTech solutions for internationalizing Japanese universities: Digitalizing international admissions*Hiroshi Ota¹, *Eva Liias² (1. Hitotsubashi University, 2. Stockholm School of Economics)

| Oral Presentation

11:10 AM - 12:30 PM JST | 2:10 AM - 3:30 AM UTC | J305(Main Bldg, 3F)

[SS-14] Supporting Meaningful Online International Collaborative Learning: Insights from Teletandem and COIL Practices

◆ Japanese Presentation

11:10 AM - 12:30 PM JST | 2:10 AM - 3:30 AM UTC

[SS-14-01] Supporting Meaningful Online International Collaborative Learning: Insights from Teletandem and COIL Practices*Kie Yamamoto¹ (1. Toyo University)

| Oral Presentation

11:10 AM - 12:30 PM JST | 2:10 AM - 3:30 AM UTC | J306(Main Bldg, 3F)

| **[SS-15] Is Your TOEFL Image Up to Date?**

◆ Japanese Presentation

11:10 AM - 12:30 PM JST | 2:10 AM - 3:30 AM UTC

[SS-15-01] Is Your TOEFL Image Up to Date?

*Sei Isomine¹, Yoshihiko Taira², Manabu Yamaguchi² (1. J. F. Oberlin University, 2. ETS Japan)

| Others

12:30 PM - 1:30 PM JST | 3:30 AM - 4:30 AM UTC | Cafeteria(Main Bldg, 1F)

| **[-] Lunch Space**

| Poster Presentation

9:30 AM - 4:00 PM JST | 12:30 AM - 7:00 AM UTC | TNC Lounge (TNC Lounge)(TNC Lounge)

| **[PS] Poster Session**

[PS-01] Design and Implementation of a Study Abroad Preparation Workshop for High School Students

*Akiko Fukao¹ (1. International Christian University)

[PS-02] Designing Sustainable International Programs: Insights from the Tohoku University Engineering Short Program

*Kanako Nakashima¹, *Megumi Tanigawa¹, Han Luo¹ (1. School of Engineering, Tohoku Univ.)

[PS-03] A short-term inbound program: Development of Disaster Prevention Education Programs that Leverage the Unique Characteristics of the Region and the University

*Naixin XU¹ (1. Shizuoka University)

[PS-04] The Impact of Overseas Internships on the Development of Transferable Skills among Engineering Students: An Analysis of Learning Outcomes from Intercultural Work Experience

*Risa Kuramitsu¹, Masato Esaki¹, Hirotsugu Kamahara¹ (1. Toyohashi University of Technology)

[PS-05] Teikyo Global Competency: Developing Indicators for University-wide “Internationalization as Everyday Life”

*KUWAHARA TATSUYA¹, *Kato Yuki¹, *Arima Airi¹ (1. Teikyo University)

[PS-06] Translating Japanese Lecture Videos into English Using Generative AI: Practices and Challenges

*Ryoza Sasaki¹, *Naixin Xu¹, *Yoichi Hiruma¹ (1. Shizuoka univeristy)

[PS-07] Evaluation Uncertainty in Job Hunting among Students with Foreign Roots: Neither International Students nor Japanese Students

*Shugo Kagawa¹ (1. Osaka International University)

[PS-08] Fostering Industry–Academia Collaboration in the Humanities through International Collaborative Learning— A Case from Malaysia

*Kaori Kimura¹ (1. University of Malaya)

[PS-09] A Small-Step Strategy for Rebooting Internationalization: Trial and Error at a Japanese National Institute of Technology

*Hiroshi Yamaguchi¹, *Hironori Yokoi¹ (1. Nagoya Institute of Technology)

[PS-10] Cross-Border AI-enhanced COIL for Staff as FD/SD

*KEIKO IKEDA IKEDA¹, *Ayame Ishida¹, *Manabe Kinnosuke¹ (1. Kansai University)

[PS-11] Introduction of Global Network Project to Promote Study in Japan

*Yusuke Nii¹, *Yutaro Oki², *Ritsuko Miyamoto³, *Yuji Kajiyama⁴ (1. Okayama University, 2. Kyushu University, 3. Akita University, 4. Tsukuba University)

| Oral Presentation

1:30 PM - 2:50 PM JST | 4:30 AM - 5:50 AM UTC | J304(Main Bldg, 3F)

[SS-16] International Student and the-Comprehensive Measures for Orderly Coexistence

◆ Japanese Presentation

1:30 PM - 2:50 PM JST | 4:30 AM - 5:50 AM UTC

[SS-16-01] International Student and the “Comprehensive Measures for Orderly Coexistence”

*Katsumi Shiraishi¹, *Shoko Sasaki² (1. The Asian Students Cultural Association, 2. Japan Immigration Association)

| Oral Presentation

1:30 PM - 2:50 PM JST | 4:30 AM - 5:50 AM UTC | J303(Main Bldg, 3F)

[SS-17] From Elective to Compulsory: Large-Scale Implementation of Intercultural Collaborative Learning and an Examination of Student Learning Outcomes and Challenges

◆ Japanese Presentation

1:30 PM - 2:50 PM JST | 4:30 AM - 5:50 AM UTC

[SS-17-01] From Elective to Compulsory: Large-Scale Implementation of Intercultural Collaborative Learning and an Examination of Student Learning Outcomes and Challenges

*Kazuko Suematsu¹, *Yukiko Shimmi¹, *Denka Yanagi¹, *Shizuki Saruta¹, *Junna Minato¹ (1. Tohoku University)

| Oral Presentation

1:30 PM - 2:50 PM JST | 4:30 AM - 5:50 AM UTC | J215(Main Bldg, 2F)

[SS-18] Bridges Not Barriers: Building Inclusive Communities with International Students

◆ English Presentation

1:30 PM - 2:50 PM JST | 4:30 AM - 5:50 AM UTC

[SS-18-01] Bridges Not Barriers: Building Inclusive Communities with International Students

*Guy Francis PERRING¹ (1. Etio)

| Oral Presentation

1:30 PM - 2:50 PM JST | 4:30 AM - 5:50 AM UTC | J305(Main Bldg, 3F)

[SS-19] Japan Beyond the Big Four

◆ English Presentation

1:30 PM - 2:50 PM JST | 4:30 AM - 5:50 AM UTC

[SS-19-01] Japan Beyond the Big Four: Highlighting India to Japan mobility

*KEIKO IKEDA¹, *Adrian Mutton², *Vijaysekhar Chellaboina³, *Neema Agarwal⁴ (1. Kansai University, 2. Acumen, 3. JK Lakshmi Pat University, 4. NIET Group of Institutions)

| Oral Presentation

1:30 PM - 2:50 PM JST | 4:30 AM - 5:50 AM UTC | J306(Main Bldg, 3F)

[SS-20] Sake Connecting Japan and the World: Expanding Japanese Cultural Engagement through Industry -Academia Collaboration

◆ Japanese Presentation

1:30 PM - 2:50 PM JST | 4:30 AM - 5:50 AM UTC

[SS-20-01] Sake Connecting Japan and the World: Expanding Japanese Cultural Engagement through Industry-Academia Collaboration

*Jin ABE¹, *Kan Otsuka², *Yoshiko Ono³, *Kiyoto Saito⁴, *Yun Meng³ (1. Hitotsubashi University, 2. Nabedana Brewing Co., 3. Niigata University, 4. Hakkaisan Brewery Co.,Ltd.)

| Workshop

1:30 PM - 4:30 PM JST | 4:30 AM - 7:30 AM UTC | J102(Main Bldg, 1F)

[WS-4] Building Strategic Agency Partnerships: New Evidence-Based Insights and Case Studies within Japanese Higher Education

◆ Japanese Presentation

1:30 PM - 4:30 PM JST | 4:30 AM - 7:30 AM UTC

[WS-4-01] Building Strategic Agency Partnerships: New Evidence-Based Insights and Case Studies within Japanese Higher Education

*Hiroshi Ota¹, *Shigetoshi Akamatsu², *Nobuo KANDA³, *Daejoong Son⁴, *Martijn van de Veen⁵, *Megumi Kawai⁵, *Hiroki Koyama⁶, *Octavio Seijas⁷, *Jeehye Lee⁸ (1. Hitotsubashi University, 2. Waseda University, 3. J. F. Oberlin University, 4. Konkuk University, 5. ICEF, 6. iae Global Japan, 7. Academic Programs International, 8. WorldStrides)

| Workshop

1:30 PM - 4:30 PM JST | 4:30 AM - 7:30 AM UTC | J214(Main Bldg, 2F)

[WS-5] Intercultural Understanding Felt Through the Body in Stillness: Awakening to the Diversity Within

◆ Japanese Presentation

1:30 PM - 4:30 PM JST | 4:30 AM - 7:30 AM UTC

[WS-5-01] Intercultural Understanding Felt Through the Body in Stillness: Awakening to the Diversity Within

*Naoyuki Ogino¹, *Hiroko Akiba², *Yuki Ito³ (1. Stanford University Japan Center, 2. Hitotsubashi University, 3. Flore Works)

| Oral Presentation

3:10 PM - 4:30 PM JST | 6:10 AM - 7:30 AM UTC | J215(Main Bldg, 2F)

[SS-21] Background and Details of the Japanese Language Education Institution Accreditation System

◆ Japanese Presentation

3:10 PM - 4:30 PM JST | 6:10 AM - 7:30 AM UTC

[SS-21-01] Background and Details of the Japanese Language Education Institution Accreditation System

*Katsumi Shiraishi³, *Akiko Morishita², *Yu Ftagoisi¹ (1. Tohoku University, 2. Okayama Institute of Languages, 3. The Asian Students Cultural Association)

| Oral Presentation

3:10 PM - 4:30 PM JST | 6:10 AM - 7:30 AM UTC | J303(Main Bldg, 3F)

[SS-22] Skills-First Approaches to Connecting Learning and Work: Insights from the OECD

◆ Japanese Presentation

3:10 PM - 4:30 PM JST | 6:10 AM - 7:30 AM UTC

[SS-22-01] Skills-First Approaches to Connecting Learning and Work: Insights from the OECD

*Shizuka Kato¹, *Shingo Ashizawa² (1. OECD, 2. Kanda University of International Studies)

| Oral Presentation

3:10 PM - 4:30 PM JST | 6:10 AM - 7:30 AM UTC | J304(Main Bldg, 3F)

[SS-23] Career Support for International Students (From University-Wide Internship Programs to Employment Support)

◆ Japanese Presentation

3:10 PM - 4:30 PM JST | 6:10 AM - 7:30 AM UTC

[SS-23-01] Career Support for International Students (From University-Wide Internship Programs to Employment Support)

*MAKI ICHIMURA¹, *Haruna Kojima¹ (1. Kyoto University of Advanced Science)

| Oral Presentation

3:10 PM - 4:30 PM JST | 6:10 AM - 7:30 AM UTC | J305(Main Bldg, 3F)

[SS-24] Implementing Micro-Credentials in Higher Education and Ensuring Quality Assurance: Reconstructing the University in the Digital Age

◆ Japanese Presentation

3:10 PM - 4:30 PM JST | 6:10 AM - 7:30 AM UTC

[SS-24-01] Implementing Micro-Credentials in Higher Education and Ensuring Quality Assurance: Reconstructing the University in the Digital Age

*Ryosuke Ohniwa¹, *Keiko Ikeda², *Toru Iiyoshi³, *Yun Meng⁴ (1. University of Tsukuba, 2. Kansai University, 3. Kyoto University, 4. Niigata University)

| Oral Presentation

3:10 PM - 4:30 PM JST | 6:10 AM - 7:30 AM UTC | J306(Main Bldg, 3F)

[SS-25] Collaborations and Case Studies of Partnerships Between Universities and Study Abroad Providers

◆ Japanese Presentation

3:10 PM - 4:30 PM JST | 6:10 AM - 7:30 AM UTC

[SS-25-01] Collaborations and Case Studies of Partnerships Between Universities and Study Abroad Providers

*Yoshikazu UEOKU UEOKU¹, *Koji Manabe¹, *Keisuke Hishida² (1. Japan Association of Overseas Studies, 2. Meijo University)

| Oral Presentation

📅 Thu. Aug 6, 2026 9:30 AM - 10:50 AM JST | Thu. Aug 6, 2026 12:30 AM - 1:50 AM UTC | 🏢 J303(Main Bldg, 3F)

[SS-8] Development of an Online Tandem Learning Support System to Promote Motivation: A Psychological Approach and Practical Application of Generative AI

This session will be held in Japanese

🇯🇵 Japanese Presentation

9:30 AM - 10:50 AM JST | 12:30 AM - 1:50 AM UTC

[SS-8-01] Development of an Online Tandem Learning Support System to Promote Motivation: A Psychological Approach and Practical Application of Generative AI

*Atsushi Matsuki¹ (1. Rikkyo University)

| Oral Presentation

Thu. Aug 6, 2026 9:30 AM - 10:50 AM JST | Thu. Aug 6, 2026 12:30 AM - 1:50 AM UTC | J303(Main Bldg, 3F)

[SS-8] Development of an Online Tandem Learning Support System to Promote Motivation: A Psychological Approach and Practical Application of Generative AI

◆ Japanese Presentation

9:30 AM - 10:50 AM JST | 12:30 AM - 1:50 AM UTC

[SS-8-01] Development of an Online Tandem Learning Support System to Promote Motivation: A Psychological Approach and Practical Application of Generative AI

*Atsushi Matsuki¹ (1. Rikkyo University)

Keywords : Online Tandem Learning、Self-Regulated Learning、Generative AI、Motivational Design、Learning Support System、Virtual Exchange

受講者に求められる 事前の知識・経験等

プログラミング知識やシステム開発の経験は一切不要です。また、心理学的な用語もできる限り平易な表現で説明いたしますので、心理学の専門知識も不要です。

オンライン学習のモチベーション維持や学習の質保証を目的として、心理学的なアプローチを用いて非エンジニアが生成AIで作成したシステムを共有します。このシステム開発の経験を通して生成AIによる学習システム開発の展望について説明します。また、実際、どのような手順でシステムを構築したのかデモンストレーションを行い、現場で活用できるようなセッションといたします。

特に以下に該当する方の参加をお待ちしております。

- (1) 生成AIを用いて業務用のアプリケーション構築をしたい方
- (2) オンラインタンデム学習に関心をお持ちの方
- (3) オンライン学習のモチベーション維持に興味のある方
- (4) 教育システム構築に関心のある方
- (5) 規模の小さいプログラムのため予算を確保できないとお悩みの方
- (6) プログラムに取り組むことで業務負荷が増すため、プログラム導入を躊躇されている方

<注意点>

＊今回説明するシステム構築は、主にGoogle for Workspaceでの実践となりますが、それ以外の方にも参考となる内容です。

*高度なシステム構築のセッションではないため、すでに生成AIを用いてシステム構築の実践が多数ある方には、システム構築のデモンストレーションは不向きですのでご注意ください。

受講者が受講前に取り組む 事前課題等

当日、身近な課題で解決したい問題についてアンケートを取ります。回答の中から、その場で速やかに対応できそうな課題があれば、デモンストレーションの時間で、生成AIによるウェブアプリケーションを作成を実践いたしますので、身近な課題をお持ち寄りください

概要

1. Introduction

This presentation reports on the implementation and future prospects of an online tandem learning support system developed using generative AI, grounded in psychological insights to maintain and promote learner motivation. The presenter, a non-engineer, will share practical insights into translating psychological theories into system requirements, including the actual prompt engineering process. This initiative is part of the "ACE eTandem Program" under the ACE Consortium, supported by MEXT's "Inter-University Exchange Project." Following the launch of a pilot program with Seoul National University in October 2025, we focused on the critical roles of learner motivation and self-regulated learning in ensuring the sustainability of online education (Muljana & Luo, 2019).

2. Overview of the Online Learning Record Notebook

Within the self-regulated learning cycle, evaluating achievements and challenges through self-reflection is known to enhance learner autonomy and sustained motivation (Zimmerman, 2002). Adopting a psychological approach, we developed an AI-powered "Online Learning Record Notebook" (the "Notebook") featuring the following functions to support continuous learning:

Mutual Support Function: Enables partners to view and provide feedback on each other's records, aiming to sustain motivation by satisfying the need for relatedness through reciprocity.

Self-Growth Function: Visualizes progress by allocating activity points to specific skills, thereby stimulating a sense of competence and enhancing learning engagement.

AI Suggestion Function: Reduces the psychological burden of topic depletion by allowing learners to consult the AI for conversation starters.

3. Results and Cost Evaluation

During the four-month pilot phase (N=4; 2 pairs), each pair completed over 10 sessions. While initial tracking via spreadsheets resulted in stagnant usage, the introduction of the Notebook significantly improved engagement. Post-program surveys revealed unanimous positive evaluations of the Notebook, with participants noting that providing feedback to their partners served as a key motivator. Notably, utilizing generative AI reduced the estimated four-month, four-million-yen outsourcing cost to approximately two months of in-house development, with ongoing expenses limited to AI API fees (approx. 2,500 JPY/month), demonstrating exceptional cost-effectiveness.

4. Future Prospects

To address the structural challenge where an increase in participants directly inflates administrative burdens, we are developing a matching application and automated orientation videos using generative AI. Restricting access to partner university students will ensure participant quality and reduce management overhead. We envision a streamlined ecosystem where distributing a single URL through partner institutions facilitates the entire process—from matching and orientation to Notebook recording and post-program surveys—

culminating in the automated issuance of digital badges based on learning records.

5. Presentation Format and Interaction with Participants

This presentation will feature demonstrations of the developed systems and a mini-workshop where participants will collaboratively brainstorm AI prompts. Through substantive dialogue with practitioners from other institutions, we aim to provide a practical, hands-on session that yields actionable insights for their respective educational contexts.

| Oral Presentation

📅 Thu. Aug 6, 2026 9:30 AM - 10:50 AM JST | Thu. Aug 6, 2026 12:30 AM - 1:50 AM UTC | 🏢 J304(Main Bldg, 3F)

[SS-9] How Much Economic Impact Do International Students Generate? : From Study to Post-study Work in Japan

This session will be held in Japanese

◆ Japanese Presentation

9:30 AM - 10:50 AM JST | 12:30 AM - 1:50 AM UTC

[SS-9-01] How Much Economic Impact Do International Students Generate?: From Study to Post-Study Retention in Japan

*Yuina Fukumoto, *Hiroshi Ota¹ (1. Hitotsubashi University)

| Oral Presentation

| Thu. Aug 6, 2026 9:30 AM - 10:50 AM JST | Thu. Aug 6, 2026 12:30 AM - 1:50 AM UTC | J304(Main Bldg, 3F)

| **[SS-9] How Much Economic Impact Do International Students Generate? : From Study to Post-study Work in Japan**

◆ Japanese Presentation

| 9:30 AM - 10:50 AM JST | 12:30 AM - 1:50 AM UTC

| **[SS-9-01] How Much Economic Impact Do International Students Generate?: From Study to Post-Study Retention in Japan**

*Yuina Fukumoto, *Hiroshi Ota¹ (1. Hitotsubashi University)

Keywords : economic impact、 hosting international students、 international student retention

受講者に求められる 事前の知識・経験等

なし

受講者が受講前に取り組む 事前課題等

なし

概要

What kind of impact do international students have on the Japanese economy? How much do international students contribute to the economy? It is relatively easy to grasp the economic effects generated by international students during their period of study, such as tuition payments and living expenditures. In fact, in addition to tuition revenues paid to universities and vocational schools, the daily consumption activities of international students constitute a key element supporting local economies. For this reason, the economic contribution of international students has often been discussed primarily in terms of hosting international students.

However, the value created by international students is by no means limited to their economic contributions during their studies. In recent years, Japan has been promoting initiatives—through collaboration among industry, government, and academia—to support international students’ domestic employment, retention, and settlement after graduation. These efforts are driven by the need to address the declining population (workforce) and to strengthen the international competitiveness of industries, and attracting highly skilled foreign talent, i.e., international students, is seen as a potential solution. The economic impact generated when international students secure employment in Japan after graduation, earn a steady income, pay taxes and social insurance premiums, and engage in consumer spending as residents has the potential to substantially exceed the economic contributions generated during their years of study (students).

Nevertheless, discussions regarding hosting international students have traditionally been framed within the contexts of higher education and international exchange policies. As a result, the comprehensive economic impact of international students, including their “post-graduation” contributions, has not been sufficiently examined. In Japan, where the population is declining and aging, the retention of international graduates in the country extends beyond merely supplementing the labor force; it can also help expand the base of taxpayers and social security contributions, as well as maintain and enhance economic vitality through the influx of diverse talent. In this sense, hosting international students has to be reexamined from a broader perspective as a critical issue directly related to the long-term sustainability of Japanese society itself.

Against this backdrop, this session will seek to provide a more comprehensive perspective on the economic contribution of international students by examining not only tuition revenues for higher education institutions and Japanese language schools and consumer expenditures they generate during their studies, but also on factors such as income, tax payments, social insurance contributions, and consumer spending that arise when they remain and work in Japan after graduation.

More importantly, the purpose of this session is not merely to present the scale of the economic impact (contribution) of international students in numerical terms. Rather, using these estimates as a starting point, it aims to reconsider the significance of hosting international students alongside participants, and what statistical data and analytical perspectives are necessary for more precise and empirically grounded evaluations. It is hoped that this session will provide an opportunity to broaden the discussion on hosting international students toward a wider perspective encompassing economics, labor markets, and demographic change.

| Oral Presentation

📅 Thu. Aug 6, 2026 9:30 AM - 10:50 AM JST | Thu. Aug 6, 2026 12:30 AM - 1:50 AM UTC | 🏢 J305(Main Bldg, 3F)

| **[SS-10] Designing a Learner-Centered Multicultural Co-learning Campus with Students**

This session will be held in Japanese

◆ Japanese Presentation

9:30 AM - 10:50 AM JST | 12:30 AM - 1:50 AM UTC

[SS-10-01] Designing a Learner-Centered Multicultural Co-learning Campus with Students

*Hirotsugu Kamahara¹, *Yayoi Shinozaki¹, Shigeki Nakauchi¹ (1. Toyohashi University of Technology)

| Oral Presentation

| Thu. Aug 6, 2026 9:30 AM - 10:50 AM JST | Thu. Aug 6, 2026 12:30 AM - 1:50 AM UTC | J305(Main Bldg, 3F)

| **[SS-10] Designing a Learner-Centered Multicultural Co-learning Campus with Students**

◆ Japanese Presentation

| 9:30 AM - 10:50 AM JST | 12:30 AM - 1:50 AM UTC

| **[SS-10-01] Designing a Learner-Centered Multicultural Co-learning Campus with Students**

*Hirotsugu Kamahara¹, *Yayoi Shinozaki¹, Shigeki Nakauchi¹ (1. Toyohashi University of Technology)

Keywords : Internationalization of higher education、Multicultural co-learning、Human-centered design、Meaningful learning、Learning experience

受講者に求められる 事前の知識・経験等

主に大学の教職員向けのセッションですが、大学の国際化に携わる方であればどなたでもご参加いただけます。

受講者が受講前に取り組む 事前課題等

参加者には事前に所属組織の取り組みに関する簡単なアンケートにご回答いただきます。

概要

近年、「大学の国際化」において、日本人学生と留学生の共修環境をいかに効果的に構築するかが課題となっている。また、学習者の視点からは、正課内の授業から正課外における交流活動、さらには多様な留学プログラムにいたるまで、学習コンテンツ（学習機会）の多様化が進んでいる。これまで個別の学習コンテンツに関しては、数多くの実践事例の報告がなされているものの、具体的にどのようにキャンパスの国際化を進めていくかという大学全体の課題に加え、例えば新たに企画した学習コンテンツにいかに学生を取り込むかといった実践面での課題も多い。

人間中心設計は「ペルソナ法」や「デザイン思考」、「ジャーニーマップ」といった手法に代表される「利用者視点」と「共創」によって新しい価値を生み出す手法である。多文化共修に関する学習コンテンツを企画する際にこうした手法を活用し、単に「大学側の視点」にとどまらず、「学習者の視点」を効果的に取り入れ、意義のある学びの創出につなげることは重要であると考えられる。

本セッションでは、豊橋技術科学大学が大学の国際化によるソーシャルインパクト創出支援事業「グローバルテック・イノベーターを育む多文化共修キャンパスの創出」において学生と共創しながら取り組んでいる「知と経験の循環モデル」の実践事例を紹介する。またセッションの中で、参加者が実際に人間中心設計の手法を体験する機会を設け、取り組み事例等を学習者視点から共有し合うことで、今後の実践に役立てる契機とする。

| Oral Presentation

📅 Thu. Aug 6, 2026 9:30 AM - 10:50 AM JST | Thu. Aug 6, 2026 12:30 AM - 1:50 AM UTC | 🏢 J306(Main Bldg, 3F)

[SS-11] Everyone Learns: Creating Collaborative Programs Linking International Students and Society for Social Innovation

This session will be held in Japanese

◆ Japanese Presentation

9:30 AM - 10:50 AM JST | 12:30 AM - 1:50 AM UTC

[SS-11-01] Everyone Learns: Creating Collaborative Programs Linking International Students and Society for Social Innovation

*Yuki Azuma¹, *Yukiko Samano¹, *Koyo Okada¹ (1. Ritsumeikan Asia Pacific University)

| Oral Presentation

| Thu. Aug 6, 2026 9:30 AM - 10:50 AM JST | Thu. Aug 6, 2026 12:30 AM - 1:50 AM UTC | J306(Main Bldg, 3F)

| **[SS-11] Everyone Learns: Creating Collaborative Programs Linking International Students and Society for Social Innovation**

◆ Japanese Presentation

| 9:30 AM - 10:50 AM JST | 12:30 AM - 1:50 AM UTC

| **[SS-11-01] Everyone Learns: Creating Collaborative Programs Linking International Students and Society for Social Innovation**

*Yuki Azuma¹, *Yukiko Samano¹, *Koyo Okada¹ (1. Ritsumeikan Asia Pacific University)

Keywords : Social Collaborative Program、Social Impact、Multicultural Collaborative Learning

受講者に求められる 事前の知識・経験等

特になし

受講者が受講前に取り組む 事前課題等

特になし

概要

国際化を進める多くの大学にとって、これまでの学生同士（日本人学生と留学生）の交流や協働を柱とした国際教育・多文化共修の考え方をさらに大きく拡張するフェーズに来ています。大学の多文化共修のコミュニティに、企業や自治体などのステークホルダー（大人）を呼び込み、社会とキャンパスがより密に繋がる取り組みが多くの大学で実践されています。社会と繋がり、社会の課題が大学に持ち込まれることで、学生の学びの場が豊かになるだけでなく、大学としての社会に対するインパクトがより拡大することが期待されています。一方で、学生と企業・地域等との連携プログラムを企画し実施する際の課題は、様々あります。その一つが、連携プログラムにおける参加者の役割の固定化と、「学生」「大人」のどちらかが「無理をしている」連携プログラムの実態です。

本セッションでは、国際化を推進する大学がもつ社会連携の取り組みの課題を共有したうえで、立命館アジア太平洋大学（APU）で実践をしている留学生とステークホルダーとの社会連携プログラムの事例を用いながら、関わるすべての人たちが成長する機会とするためのプログラムデザインの考え方について検討します。「学生＝学習者」「企業・自治体などの大人＝評価者」などの固定的な役割に基づくプログラムデザインは、実施回数を重ねていく度に、関係している誰かの（またはプログラムを運営している大学の教職員の）「頑張り」や過度な負荷によって維持されることが少なくありません。企業・地域・大学の繋がりの中で、関わる全ての主体の学びと成長が促進する「共修」のかたちとは何かを問い、参加者とともに行う議論を通じて、実践のための視野を広げることを目的とします。

具体的には、「企業と学生が協働できるプログラムの狙いと仕組み」や「キャンパス内での社会連携」などのテーマに分け、多様な実践例を紹介していきます。参加者には、それぞれの立場から、登壇者含め他の参加者との議論を通じて新たな観点を得ながら、自身の現場に戻ってさらに豊かな実践へとつなげていただくことを期待しています。

このセッションは、大学のソーシャルインパクト創出関連事業に関わる教職員や、企業・地域連携プログラム運営に携わる方を主な対象としていますが、関心のある方であればどなたでもご参加いただけます。例えば、「学生と地域の連携の取り組みを進めているが、お互いに教育的な意味のある交流になっているのだろうか?」、「就職活動以外の形で、国内外の学生と企業が連携するにはどうすればよいのか?」といった疑問をお持ちの方にも、ご参加いただける内容です。

セッションで共有される実践事例や課題、参加者同士のネットワークが、今後の活動や取り組みを考えるきっかけとなれば幸いです。

| Workshop

🏢 Thu. Aug 6, 2026 9:30 AM - 12:30 PM JST | Thu. Aug 6, 2026 12:30 AM - 3:30 AM UTC | 🏢 J213(Main Bldg, 2 F)

[WS-1] Capacity-Building Workshop for University Staff hosted by the UMAP Japan National Committee

This session will be held in English

◆ English Presentation

9:30 AM - 12:30 PM JST | 12:30 AM - 3:30 AM UTC

[WS-1-01] Capacity-Building Workshop for University Staff hosted by the UMAP Japan National Committee

*Akmal Sabarudin¹, *Ina Md Yasin¹, *Chelsey Laird² (1. UMAP International Secretariat (Malaysia), 2. Former UMAP International Secretariat (Canada))

| Workshop

Thu. Aug 6, 2026 9:30 AM - 12:30 PM JST | Thu. Aug 6, 2026 12:30 AM - 3:30 AM UTC | J213(Main Bldg, 2F)

[WS-1] Capacity-Building Workshop for University Staff hosted by the UMAP Japan National Committee

◆ English Presentation

9:30 AM - 12:30 PM JST | 12:30 AM - 3:30 AM UTC

[WS-1-01] Capacity-Building Workshop for University Staff hosted by the UMAP Japan National Committee

*Akmal Sabarudin¹, *Ina Md Yasin¹, *Chelsey Laird² (1. UMAP International Secretariat (Malaysia), 2. Former UMAP International Secretariat (Canada))

Keywords : Capacity Building for University Staff、UMAP (University Mobility in Asia and the Pacific)、Interactive、Hands-on Workshop、Professional Practice in International Education Exchange、Bilateral and Multilateral University Exchanges

受講者に求められる 事前の知識・経験等

大学職員等として、国際教育交流業務に携わっていること、または今後携わる予定であること。

受講者が受講前に取り組む 事前課題等

原則として設定しないが、講師の判断により、必要に応じて事前に受講予定者へ別途通知する場合がある。

概要

**This workshop is open to all university-related personnel who have an interest in international education and international exchange, regardless of their affiliation or job type. Participation is not limited to institutions that are members of UMAP.*

**Those who wish to participate in this workshop are requested to complete both the SIIEJ registration and, in advance, the questionnaire available via the link below regarding topics and content they would like to see addressed in the workshop (estimated completion time: approximately 2–3 minutes).*

- Pre-Workshop Survey <https://forms.cloud.microsoft/r/G23UdhN6H9?origin=lprLink>

This session offers a pilot workshop to strengthen the professional capacity of university administrative staff, drawing on the experience of UMAP (University Mobility in Asia and the Pacific), a multilateral framework for student mobility in the Asia Pacific region. The workshop will be led by instructors from Malaysia which is the current UMAP International Secretariat, and Canada that served as the International Secretariat until 2025. The workshop will focus on practical topics including international partnerships, student mobility program design, and bilateral and multilateral exchange models such as UMAP. It will also address key competencies required of staff engaged in international education. Through interactive activities, participants will gain practical insights for work. Aligned with the 2026 SIIEJ goal of building an All-Japan International Education Platform, the workshop will encourage reflection on future collaboration in the Asia Pacific region. Content will be shaped through a pre-workshop survey to identify participants' needs, with the aim of delivering a practical program.

| Workshop

🏢 Thu. Aug 6, 2026 9:30 AM - 12:30 PM JST | Thu. Aug 6, 2026 12:30 AM - 3:30 AM UTC | 🏢 J214(Main Bldg, 2F)

[WS-2] Exploring Well-Being in International Student Residences: Supporting Mental Health Through Everyday Interactions

This session will be held in Japanese

◆ Japanese Presentation

9:30 AM - 12:30 PM JST | 12:30 AM - 3:30 AM UTC

[WS-2-01] Exploring Well-Being in International Student Residences: Supporting Mental Health Through Everyday Interactions

*Chiharu Yoshida¹, *Koya Rikimaru², *Mami Fukaya³ (1. Chuo University, 2. Ritsumeikan Asia Pacific University, 3. Nagoya University)

| Workshop

Thu. Aug 6, 2026 9:30 AM - 12:30 PM JST | Thu. Aug 6, 2026 12:30 AM - 3:30 AM UTC | J214(Main Bldg, 2F)

[WS-2] Exploring Well-Being in International Student Residences: Supporting Mental Health Through Everyday Interactions

◆ Japanese Presentation

9:30 AM - 12:30 PM JST | 12:30 AM - 3:30 AM UTC

[WS-2-01] Exploring Well-Being in International Student Residences: Supporting Mental Health Through Everyday Interactions

*Chiharu Yoshida¹, *Koya Rikimaru², *Mami Fukaya³ (1. Chuo University, 2. Ritsumeikan Asia Pacific University, 3. Nagoya University)

Keywords : Student Wellbeing、Mental Health Care、International Student Residence、Resident Assistants、Everyday support

受講者に求められる 事前の知識・経験等

本ワークショップは、寮の担当教職員や関係者を主な対象としますが、寮の運営や教育的活用に関心のある方にも開かれた形で実施します。

受講者が受講前に取り組む 事前課題等

第1部で使用する担当寮の基本情報、RAや教職員研修の状況、寮とウェルビーイングに関する課題などについてアンケートを行い、事前に提出をしていただく予定です。

概要

現在、国際寮は学びや成長を促す教育的空間として注目されている一方で、現場では、学生のウェルビーイング向上に不可欠なメンタルヘルスの課題が顕在化しています。特に国際寮のように多様な背景を持つ学生が共同生活を送る環境では、人間関係の摩擦や孤立、価値観や生活習慣の違いに起因するストレスが日常的に生じやすく、学生のメンタルヘルスに影響を与えています。

本ワークショップは、寮において継続的に課題として指摘されてきたメンタルヘルスをはじめとするウェルビーイングの向上に向けた取り組みが求められる中で、昨年度の国際教育夏季研究大会におけるワークショップで実施した参加者への事前アンケート結果を踏まえて実施するものです。アンケートでは、入寮者同士の相性や騒音・生活ルールをめぐるトラブル、ユニット内のコミュニケーション不足、交流の希薄化、意欲低下への対応など、個人のメンタルヘルスと密接に関わる課題が多く挙げられました。同時に、RA間の連携や役割の不明確さ、学生への関わり方の難しさ、支援体制の不十分さなど、支援を担う側の負担や不安も指摘されています。さらに、共有スペースの管理や寮の運営体制、学生構成の変化といった環境・制度的要因も、影響があることが示唆されました。

これらの結果から、寮におけるメンタルヘルスの課題は、単に個人の問題として捉えるのではなく、人と人との関係性、支援を担う側の在り方、さらには環境や制度といった複数の要因が相互に影響し合う中で生じているといえます。したがって、寮における学生のウェルビーイングを支えるためには、個別対応にとどまらず、複層的な視点からの理解と実践の共有が不可欠です。また、寮は関係性や支援のあり方によって、安心感や帰属意識を育み、メンタルヘルスの向上やウェルビーイングを支える場にもなり得ます。しかし現状では、生活の場としての複雑さや関係性の中で生じるメンタルヘルスの問題に対する理解や対応は、RA（レジデント・アシスタント）研修や教職員研修の中で十分に扱われているとは言い難く、個々の経験や力量に委ねられる傾向にあります。

本ワークショップでは、寮担当者同士の情報共有と意見交換を通じて現場の課題を可視化するとともに、具体的な事例をもとに対応や関わり方について検討します。また、支援のあり方

や実践の可能性について対話を深める場とします。当日は、第1部で担当寮の紹介や課題・実践の共有をグループで行い、第2部では国際寮を中心とした寮のメンタルヘルスケアを含むウェルビーイングに関する理論や実践について学び合います。

本ワークショップを通じて、メンタルヘルスケアの視点から寮における学生のウェルビーイングを支えるための共通理解を形成するとともに、各寮の実践に還元可能な知見を共有し、寮全体の環境づくりにつなげていきます。

※本ワークショップは科研費JP26K16774の助成を受けて実施します。

| Workshop

📅 Thu. Aug 6, 2026 9:30 AM - 12:30 PM JST | Thu. Aug 6, 2026 12:30 AM - 3:30 AM UTC | 🏢 J215(Main Bldg, 2F)

[WS-3] How to Visualize Learning Outcomes in International Education-Reading, Using, and Leveraging BEVI and AI

This session will be held in Japanese

🇯🇵 Japanese Presentation

9:30 AM - 12:30 PM JST | 12:30 AM - 3:30 AM UTC

[WS-3-01] How to Visualize Learning Outcomes in International Education — Reading, Using, and Leveraging BEVI and AI

*Hajime Nishitani¹, *Yoshinobu Ohnishi², *Mitsuyuki Ichimura³, *Mina Mizumatsu⁴, *Yun Meng⁵, *Yuko Kobayakawa⁶, *Hiroyuki Takagi⁷ (1. Hiroshima University/Soka University, 2. Chiba University, 3. Yokohama National University, 4. Toyo University, 5. Niigata University, 6. Kanazawa Institute of Technology, 7. Tamagawa University)

| Workshop

Thu. Aug 6, 2026 9:30 AM - 12:30 PM JST | Thu. Aug 6, 2026 12:30 AM - 3:30 AM UTC | J215(Main Bldg, 2F)

[WS-3] How to Visualize Learning Outcomes in International Education-Reading, Using, and Leveraging BEVI and AI

◆ Japanese Presentation

9:30 AM - 12:30 PM JST | 12:30 AM - 3:30 AM UTC

[WS-3-01] How to Visualize Learning Outcomes in International Education — Reading, Using, and Leveraging BEVI and AI

*Hajime Nishitani¹, *Yoshinobu Ohnishi², *Mitsuyuki Ichimura³, *Mina Mizumatsu⁴, *Yun Meng⁵, *Yuko Kobayakawa⁶, *Hiroyuki Takagi⁷ (1. Hiroshima University/Soka University, 2. Chiba University, 3. Yokohama National University, 4. Toyo University, 5. Niigata University, 6. Kanazawa Institute of Technology, 7. Tamagawa University)

Keywords : BEVI: Beliefs, Events, and Values Inventory、Assessment of International Education Program、AI-Assisted Data Analysis、Intercultural Competence、Visualization of Learning Outcomes

受講者に求められる 事前の知識・経験等

BEVI (Beliefs, Events, and Values Inventory) に関する基本的な知識があることが望ましいですが、未経験の方も歓迎いたします。

当日のセッションをより深く理解いただくため、事前Zoomセッション（複数回実施予定／任意参加）への参加を推奨します。これまでの実施経験から、事前セッションにご参加することで、当日のディスカッションやデータ分析への理解が大きく深まります。

事前Zoomセッションへの申込みは、以下のフォームよりお願いいたします。日時が決まり次第、登録いただいた方へ個別にご案内いたします。

申込フォーム： <https://forms.gle/sumJjqYQ8nnCWNj8A>

受講者が受講前に取り組む 事前課題等

必須の事前課題はありません。ただし、当日のセッションをより楽しんでいただくため、希望者向けに以下の機会を用意してあります。

① 個人としてのBEVIトライアル受検（任意・無料）

ご自身でBEVIを受検することで、当日扱う個人レポートおよびグループレポートの尺度データとの比較ができ、理解が一段と深まります。受検方法は、事前Zoomセッションの後に案内をお送りします。

② 自校データとの比較準備（任意・無料）

所属校（または関係するプログラム）の参加者を対象に、Time 1/Time 2のBEVIデータをトライアルベースで取得し、当日の分析に活用することも可能です。所属校に限らずデータ収集

も可能ですのでご相談ください。実施人数・期間に制限はありません。なお、BEVIは受検者本人の同意取得プロセスがシステムに組み込まれています。

申込方法

上記いずれも、事前Zoomセッションと同じ申込フォームのコメント欄にご希望をご記入ください。お申込みいただいた順に、こちらから個別にご連絡します。自校データ収集の準備には一定の期間がかかりますので、ご希望の方はお早めどうぞ。

申込フォーム：<https://forms.gle/sumJjqYQ8nnCWNj8A>

概要

Purpose

How can we move beyond "participant satisfaction" to visualize the effects of international education programs based on objective psychometric data? In this workshop, participants will experience the process of "reading" data as a team, using the psychometric instrument BEVI (Beliefs, Events, and Values Inventory) and its built-in AI function. The goal is for participants to develop a concrete picture of how BEVI can be utilized in their own educational settings and research.

Target Audience

Practitioners and researchers involved in the planning, implementation, and evaluation of international education programs. No prior experience with BEVI is required.

Program Structure

BEVI Fundamentals and Analytical Perspectives (Introductory Session) (approx. 1/3 of total time)

Facilitator: Nishitani

- Theoretical background of BEVI and overview of its 17 scales
- What BEVI measures: the multi-layered structure of beliefs, values, and identity
- Basics of data interpretation: decile profiles, Aggregate by (disaggregation by attributes), and individual report structure
- Introduction to three analytical perspectives:
- Within-group analysis: identifying diversity and characteristics within a cohort
- Between-group comparison: reading differences in tendencies across distinct groups
- Pre-post program change (T1-T2): detecting transformation resulting from educational intervention

Read, Analyze, and Apply" as a Team (Group Work) (approx. 2/3 of total time)

Facilitators: Ohnishi, Ichipura, Meng, Kobayakawa, Takagi, Nishitani

Participants will work with real datasets (multiple patterns) from student cohorts in international programs, prepared by the presenters.

Step 1: "Read" the Data

- Each team receives a dataset and identifies group characteristics from decile profiles and

attribute-based disaggregation

- Teams articulate: "What tendencies does this group exhibit?"

Step 2: "Analyze" with AI

- Teams use "Being Bevi," the specialized AI built into the BEVI system, to deepen their interpretation of the data

- Using the questions and perspectives generated by the AI as prompts, teams discuss the meaning behind the numbers

Step 3: "Apply" to Educational Practice

- Based on the analysis, each team proposes: "What educational interventions would be effective for this group?"

- Teams share their proposals in plenary, comparing and discussing different interpretations and intervention strategies

Note: Participants who bring their own BEVI data may use it as material during the group work.

Learning Objectives

1. Understand the fundamentals of reading BEVI data
2. Experience the process of AI-assisted data interpretation
3. Develop a concrete vision for introducing BEVI into one's own educational setting or research

| Oral Presentation

📅 Thu. Aug 6, 2026 11:10 AM - 12:30 PM JST | Thu. Aug 6, 2026 2:10 AM - 3:30 AM UTC | 🏢 J303(Main Bldg, 3F)

[SS-12] What Keeps Students from Taking Flight? :Rethinking Barriers to Outbound Study Abroad

This session will be held in Japanese

◆ Japanese Presentation

11:10 AM - 12:30 PM JST | 2:10 AM - 3:30 AM UTC

[SS-12-01] What Keeps Students from Taking Flight? :Rethinking Barriers to Outbound Study Abroad

*Tomoko Nishikawa¹, *Madoka Tatsuno² (1. Yokogushi , 2. Global Incubation × Fostering Talents (GiFT))

| Oral Presentation

| Thu. Aug 6, 2026 11:10 AM - 12:30 PM JST | Thu. Aug 6, 2026 2:10 AM - 3:30 AM UTC | J303(Main Bldg, 3F)

| **[SS-12] What Keeps Students from Taking Flight? :Rethinking Barriers to Outbound Study Abroad**

◆ Japanese Presentation

| 11:10 AM - 12:30 PM JST | 2:10 AM - 3:30 AM UTC

| **[SS-12-01] What Keeps Students from Taking Flight? :Rethinking Barriers to Outbound Study Abroad**

*Tomoko Nishikawa¹, *Madoka Tatsuno² (1. Yokogushi , 2. Global Incubation × Fostering Talents (GiFT))

Keywords : Barriers to Study Abroad、High School Students、University Students、Global Education、Triggers

受講者に求められる 事前の知識・経験等

なし

受講者が受講前に取り組む 事前課題等

なし

概要

「留学を迷っている学生に、どう背中を押せばいいのか？」「せっかく留学プログラムを用意しているのに、学生がなかなか動いてくれない」

そんな悩みや問いを抱えながら、日々の教育実践に向き合っている方は多いのではないのでしょうか？

本分科会では、「トビタテ！留学JAPAN」の成果と高校留学の現状を多角的に分析しながら、大学レベルにおける派遣留学をどう促進するかについて、参加者の皆さんと一緒に考えます。

登壇者の西川朋子氏は、「トビタテ！留学JAPAN」の立ち上げ期から12年半にわたり、広報・マーケティングチームリーダーとして留学機運の醸成を牽引してきました。「海外留学に関する意識調査」や「トビタテ！留学JAPAN 日本代表プログラム派遣留学生を対象とした大規模進路調査」などの最新データと、生徒・学生・教職員との交流から得られたリアルな声をもとに、社会・経済環境が激変する時代における若者の留学への関心と阻害要因をひもときます。

辰野まどか氏は、2012年にグローバル・シチズンシップ育成を目的とした一般社団法人グローバル教育推進プロジェクト（GiFT）を設立。東洋大学食環境科学研究科客員教授を務め、近著に『15歳からの世界へのとびらの開き方』（青春出版社）があります。世界10カ国を舞台とした短期共創実践留学「Diversity Voyage」の運営や、トビタテ生約3,300人への事前・事後研修（2015～2021年）の経験をもとに、留学に踏み出すきっかけとマインドセットについて語ります。

例えば、

「留学プログラムを整えているのに、なぜ学生が動かないのか？」「留学を迷っている学生に、どう背中を押せばいいのか？」

こうした問いを持っている方は、ぜひご参加ください。

2名の講演に加え、参加者同士の対話の時間も設けています。「留学しない学生はどうしたら飛び立つか？」という問いを軸に、現場の知見と経験を持ち寄りながら、一緒に考えを深めていきましょう。

※西川氏は文部科学省トビタテ！留学JAPANの業務外の立場で登壇

| Oral Presentation

📅 Thu. Aug 6, 2026 11:10 AM - 12:30 PM JST | Thu. Aug 6, 2026 2:10 AM - 3:30 AM UTC | 🏢 J304(Main Bldg, 3F)

[SS-13] DX and EdTech solutions for internationalizing Japanese universities: Digitalizing international admissions

This session will be held in English

📌 English Presentation

11:10 AM - 12:30 PM JST | 2:10 AM - 3:30 AM UTC

[SS-13-01] DX and EdTech solutions for internationalizing Japanese universities: Digitalizing international admissions

*Hiroshi Ota¹, *Eva Lias² (1. Hitotsubashi University, 2. Stockholm School of Economics)

| Oral Presentation

| Thu. Aug 6, 2026 11:10 AM - 12:30 PM JST | Thu. Aug 6, 2026 2:10 AM - 3:30 AM UTC | J304(Main Bldg, 3F)

| **[SS-13] DX and EdTech solutions for internationalizing Japanese universities: Digitalizing international admissions**

◆ English Presentation

| 11:10 AM - 12:30 PM JST | 2:10 AM - 3:30 AM UTC

| **[SS-13-01] DX and EdTech solutions for internationalizing Japanese universities: Digitalizing international admissions**

*Hiroshi Ota¹, *Eva Liias² (1. Hitotsubashi University, 2. Stockholm School of Economics)

Keywords : International student admissions、 Digital solutions、 Organizational culture、 Digital Transformation (DX)、 International student recruitment

受講者に求められる 事前の知識・経験等

None

受講者が受講前に取り組む 事前課題等

None

概要

This session examines the advancement of an agile startup that is digitizing international admissions at universities in the Japanese higher education market. While East Asian countries are promising markets for digital solutions in international admissions, Japanese universities pose several challenges to their adoption. This research examines the barriers that foreign educational technology (EdTech) companies face when seeking to enter traditional Japanese universities. It also examines the attitudes, reactions, and decision-making factors of Japanese universities when introducing ICT-based software for international student admissions. The study provides potential strategies and solutions for startups to enter difficult and traditional markets and discusses the enablers that facilitate the development of digital solutions for higher education institutions in Japan.

| Oral Presentation

📅 Thu. Aug 6, 2026 11:10 AM - 12:30 PM JST | Thu. Aug 6, 2026 2:10 AM - 3:30 AM UTC | 🏢 J305(Main Bldg, 3F)

[SS-14] Supporting Meaningful Online International Collaborative Learning: Insights from Teletandem and COIL Practices

This session will be held in Japanese

🇯🇵 Japanese Presentation

11:10 AM - 12:30 PM JST | 2:10 AM - 3:30 AM UTC

[SS-14-01] Supporting Meaningful Online International Collaborative Learning: Insights from Teletandem and COIL Practices

*Kie Yamamoto¹ (1. Toyo University)

| Oral Presentation

| Thu. Aug 6, 2026 11:10 AM - 12:30 PM JST | Thu. Aug 6, 2026 2:10 AM - 3:30 AM UTC | J305(Main Bldg, 3F)

[SS-14] Supporting Meaningful Online International Collaborative Learning: Insights from Teletandem and COIL Practices

◆ Japanese Presentation

| 11:10 AM - 12:30 PM JST | 2:10 AM - 3:30 AM UTC

[SS-14-01] Supporting Meaningful Online International Collaborative Learning: Insights from Teletandem and COIL Practices

*Kie Yamamoto¹ (1. Toyo University)

Keywords : COIL、international collaborative learning、foreign language education、agentive participation、translanguaging

受講者に求められる 事前の知識・経験等

オンライン国際協働学習、COIL、テレタンデム、国際共修、異文化理解、外国語教育または学生の主体的な学びに関心のある方であれば、どなたでもご参加いただけます。

COILやテレタンデムの実施経験がない方も歓迎します。すでに国際教育交流に携わっている方はもちろん、今後、自校でオンラインを活用した国際交流や協働学習を取り入れたいと考えている教職員の皆様もぜひお越しください。

受講者が受講前に取り組む 事前課題等

なし

概要

AI技術の発展により、外国語でのやり取りや海外に関する情報へのアクセスは、以前よりも容易になりつつあります。一方で、異なる背景をもつ学生同士が、驚きや戸惑い、時には意見の違いを経験しながら相手と関わり、学び合う過程には、オンライン国際協働学習ならではの教育的意義があると考えます。本セッションでは、テレタンデム研究と日米COIL実践をもとに、オンライン国際協働学習を有意義な学びの場として設計するための課題と工夫について考えます。特に、「オンライン国際協働学習ではどのような学習成果を期待できるのか」「何をもって学生の主体的参加と捉えるのか」という問いを軸に、参加者の皆様と共に検討します。

オンライン国際協働学習は、海外の学生とつながり、外国語を実際に使用しながら異文化理解を深める機会として注目されています。しかし実際の運営では、学生の言語能力差、授業上の位置づけの違い、発言の偏り、交流の表層化など、さまざまな課題が生じます。そのため、交流の機会を設けるだけでなく、学生がどのように参加し、どのように相手の学びを支えられるのかを授業設計の中で考えることが重要です。

前半では、テレタンデム実践をもとに、学生がオンライン上でどのように相手と関わり、相手の理解を支えながら学びを深めていったのかを紹介します。言語に加えて、表情、ジェスチャー、画面共有、チャット、画像などを組み合わせたマルチモーダル・コミュニケーションや、学生の参加を支える環境的要因にも注目します。

後半では、日本の大学と米国の大学が実施した約8週間のCOIL実践を取り上げます。「キャリア」を共通テーマとする本実践では、学生の言語使用への意識や協働への関わり方に変化が見られた一方で、言語能力や授業上の条件の違いによって、参加のしやすさや貢献の仕方に差が生じる場面も見られました。これらの研究・実践から得られた知見に加え、実践者としての振

り返りも共有します。特に、発話量だけで学生の参加を捉えるのではなく、事前準備、理解確認、進行調整、振り返りなども協働への貢献として位置づけることの重要性を検討します。

本セッションを通して、COILやテレタンデムを、オンライン環境の特性を活かしながら学生が互いの学びを支え合う協働的な学習経験として発展させるための視点を共有します。国際教育交流や大学の国際化に携わる皆様と、実践に活用できる具体的な工夫を共に考える機会となれば幸いです。

| Oral Presentation

📅 Thu. Aug 6, 2026 11:10 AM - 12:30 PM JST | Thu. Aug 6, 2026 2:10 AM - 3:30 AM UTC | 🏢 J306(Main Bldg, 3F)

| **[SS-15] Is Your TOEFL Image Up to Date?**

This session will be held in Japanese

◆ Japanese Presentation

11:10 AM - 12:30 PM JST | 2:10 AM - 3:30 AM UTC

[SS-15-01] Is Your TOEFL Image Up to Date?

*Sei Isomine¹, Yoshihiko Taira², Manabu Yamaguchi² (1. J. F. Oberlin University, 2. ETS Japan)

| Oral Presentation

| Thu. Aug 6, 2026 11:10 AM - 12:30 PM JST | Thu. Aug 6, 2026 2:10 AM - 3:30 AM UTC | J306(Main Bldg, 3F)

| **[SS-15] Is Your TOEFL Image Up to Date?**

◆ Japanese Presentation

| 11:10 AM - 12:30 PM JST | 2:10 AM - 3:30 AM UTC

| **[SS-15-01] Is Your TOEFL Image Up to Date?**

*Sei Isomine¹, Yoshihiko Taira², Manabu Yamaguchi² (1. J. F. Oberlin University, 2. ETS Japan)

Keywords : TOEFL iBT、Updated TOEFL iBT、TOEFL、International exchange、Study abroad

受講者に求められる 事前の知識・経験等

なし

受講者が受講前に取り組む 事前課題等

なし

概要

近年、国内大学の国際交流・留学支援の現場では、留学要件としてTOEFL iBT、IELTS など複数の英語試験が併存している。その中で、TOEFL iBTは2026年1月21日以降、試験構成およびタスク設計が大幅に改訂された「2026年改訂版TOEFL iBT」へすでに移行しており、留学支援実務担当者には、こうした改訂内容を正確に理解し、学生に分かりやすく説明する役割がこれまで以上に求められている。

しかし現場では、TOEFLと聞くと過去の形式や受験経験に基づくイメージが先行し、現在のTOEFL iBTが測定している内容との間に認識のズレが生じているケースも少なくない。加えて、IELTSについても、近年の運営方針の変更によりペーパー版試験の終了や試験会場数の減少といった環境変化が生じており、受験機会やスケジュール設計の面で、留学支援担当者が学生に与える助言の重要性が高まっている。

本セッションでは、すでに実施されている2026年改訂版TOEFL iBTを題材とし、国際交流・留学支援実務担当者が、自らの言葉で学生に説明できる状態になることをゴールに設定する。冒頭では、2026年改訂版TOEFL iBTの全体像を、留学支援の現場で必要な観点に絞って整理し、試験構成の主な改訂点と、測定される英語力の本質が維持されている点を明確にする。

続いて、TOEFL iBTが測定する英語力を、講義理解、資料読解、要点整理、根拠に基づく説明といった留学後の具体的な学修場面と結びつけて解説し、試験と留学実態との接続関係を可視化する。

さらに本セッションでは、参加者が2026年改訂版TOEFL iBTの実際の問題内容を体験し、その経験を通じて試験の特徴を自分の言葉で説明できるようになることを目指す。講義音声や英文資料を用いながら要点を整理し、自らの言葉で説明するという一連のプロセスを実際に経験することで、同試験が単なる英語知識の確認ではなく、留学前に求められる学修行動や思考プロセスを前提として設計されていることへの理解を深める。

後半では、留学相談の現場で頻出する「IELTSとの違い」「どの試験を選ぶべきか」といった質問について、試験形式の優劣を論じるのではなく、提出要件、試験実施形態、受験環境（会場数・受験機会）、出願スケジュールとの整合性といった実務的観点を踏まえた説明手法を紹介する。受験環境の変化も考慮しながら、学生一人ひとりの状況に応じてどのように助言すべきかを整理し、大学ウェブサイトやオリエンテーションで活用可能な説明の枠組みも提示する。

本セッションを通じて、参加者が2026年改訂版TOEFL iBTを「理解している」段階から、「学生に説明し、学内で共有・運用できる」段階へと進むことを目指す。

| Others

🗓 Thu. Aug 6, 2026 12:30 PM - 1:30 PM JST | Thu. Aug 6, 2026 3:30 AM - 4:30 AM UTC | 🏢
Cafeteria(Main Bldg, 1F)
| [-] **Lunch Space**

| Poster Presentation

📅 Thu. Aug 6, 2026 9:30 AM - 4:00 PM JST | Thu. Aug 6, 2026 12:30 AM - 7:00 AM UTC | 🏢 TNC Lounge
(TNC Lounge)(TNC Lounge)

[PS] Poster Session

Poster Presentation
12:30-13:30

[PS-01] Design and Implementation of a Study Abroad Preparation Workshop for High School Students

*Akiko Fukao¹ (1. International Christian University)

[PS-02] Designing Sustainable International Programs: Insights from the Tohoku University Engineering Short Program

*Kanao Nakashima¹, *Megumi Tanigawa¹, Han Luo¹ (1. School of Engineering, Tohoku Univ.)

[PS-03] A short-term inbound program: Development of Disaster Prevention Education Programs that Leverage the Unique Characteristics of the Region and the University

*Naixin XU¹ (1. Shizuoka University)

[PS-04] The Impact of Overseas Internships on the Development of Transferable Skills among Engineering Students: An Analysis of Learning Outcomes from Intercultural Work Experience

*Risa Kuramitsu¹, Masato Esaki¹, Hirotsugu Kamahara¹ (1. Toyohashi University of Technology)

[PS-05] Teikyo Global Competency: Developing Indicators for University-wide “Internationalization as Everyday Life”

*KUWAHARA TATSUYA¹, *Kato Yuki¹, *Arima Airi¹ (1. Teikyo University)

[PS-06] Translating Japanese Lecture Videos into English Using Generative AI: Practices and Challenges

*Ryozo Sasaki¹, *Naixin Xu¹, *Yoichi Hiruma¹ (1. Shizuoka university)

[PS-07] Evaluation Uncertainty in Job Hunting among Students with Foreign Roots: Neither International Students nor Japanese Students

*Shugo Kagawa¹ (1. Osaka International University)

[PS-08] Fostering Industry–Academia Collaboration in the Humanities through International Collaborative Learning— A Case from Malaysia

*Kaori Kimura¹ (1. University of Malaya)

[PS-09] A Small-Step Strategy for Rebooting Internationalization: Trial and Error at a Japanese National Institute of Technology

*Hiroshi Yamaguchi¹, *Hironori Yokoi¹ (1. Nagoya Institute of Technology)

[PS-10] Cross-Border AI-enhanced COIL for Staff as FD/SD

*KEIKO IKEDA IKEDA¹, *Ayame Ishida¹, *Manabe Kinnosuke¹ (1. Kansai University)

[PS-11] Introduction of Global Network Project to Promote Study in Japan

*Yusuke Nii¹, *Yutaro Oki², *Ritsuko Miyamoto³, *Yuji Kajiyama⁴ (1. Okayama University, 2. Kyushu University, 3. Akita University, 4. Tsukuba University)

| Poster Presentation

| Thu. Aug 6, 2026 9:30 AM - 4:00 PM JST | Thu. Aug 6, 2026 12:30 AM - 7:00 AM UTC | TNC Lounge (TNC Lounge)(TNC Lounge)

| [PS] Poster Session

[PS-01] Design and Implementation of a Study Abroad Preparation Workshop for High School Students

*Akiko Fukao¹ (1. International Christian University)

Keywords : Pre-Departure Education、High School Students、Workshop Design、Intercultural Adaptation

受講者に求められる 事前の知識・経験等

なし

受講者が受講前に取り組む 事前課題等

なし

概要

コロナ禍を経て、日本の高校生の海外留学は回復傾向にある。文部科学省の2023年度統計によると、約3.5万人の高校生が留学したが、そのうち3か月以上の長期留学は3,174人である。長期留学が伸びにくい要因として、費用負担や学校制度や大学受験への影響に加え、語学や生活への不安などが指摘されている。そのため、留学前に生徒が自らの期待や不安を整理し、異文化環境でのコミュニケーションや学習への姿勢を考える機会の提供が重要となる。

しかし、日本の高校生を対象とした留学前教育は、渡航手続きや生活上の注意事項の説明に重点が置かれることが多く、異文化適応や主体的な学習姿勢を促す教育的活動として体系的に実施される例は少ない。特に、高校生の発達段階を踏まえた参加型の留学準備プログラムの実践報告は十分に蓄積されていない。

本発表では、長期海外留学を控えた高校生を対象とした留学準備ワークショップの設計と実践について報告する。数年にわたる試行錯誤の末、留学環境のシミュレーションや異文化コミュニケーションの状況を想定したディスカッションなどが、生徒が主体的に留学経験を捉える視点を育む可能性があることが示唆された。

ワークショップは4-5時間のプログラムとして構成され、関連し合う三つの活動から成り立つ。第一に、「留学後の学習・生活環境のシミュレーション」である。英語のみの使用をルール化し、参加型の課題を中心に設計した。第二に、「異文化場面のシナリオディスカッション」である。ホストファミリーとの生活、友人関係の形成、外国語での会話が円滑に進まない場合など、留学先で起こり得る具体的な場면을提示し、グループで対応策を検討した。第三に、「英語ライティングを通じた自己表現」である。生徒は、留学に関する考えをアカデミックエッセイの形式で表現した。

参加生徒の感想からは、期待や不安の整理による心理的安心感や、異文化適応に対する意識向上が示唆された。一方、参加人数が限られ、評価も主催教員を通じた間接的な情報にとどまるため、留学中や帰国後の学習成果との関連は十分に検討できていない。今後は、振り返り活動やインタビュー調査を通じ、留学前教育が生徒の学習経験に与える影響を継続的に評価する必要がある。

本実践は、高校生を対象とした留学前教育における参加型ワークショップの有効性を示す一例である。異文化体験に向けた主体的な学びを促す教育的取り組みとして、今後さらに体系的な評価と改善が求められる。

| Poster Presentation

| Thu. Aug 6, 2026 9:30 AM - 4:00 PM JST | Thu. Aug 6, 2026 12:30 AM - 7:00 AM UTC | TNC Lounge (TNC Lounge)(TNC Lounge)

| [PS] Poster Session

[PS-02] Designing Sustainable International Programs: Insights from the Tohoku University Engineering Short Program

*Kanako Nakashima¹, *Megumi Tanigawa¹, Han Luo¹ (1. School of Engineering, Tohoku Univ.)

Keywords : International students、Short Programs、Engineering

受講者に求められる 事前の知識・経験等

なし

受講者が受講前に取り組む 事前課題等

なし

概要

In this presentation, we examine the Tohoku University Engineering Short Program (TESP), a short-term inbound program established in 2012 at the School of Engineering, as a case of building a financially and institutionally sustainable model for internationalization. TESP is a two-week program combining interdisciplinary engineering lectures, hands-on exercises, project-based learning, and Japanese cultural experiences. Its implementation depends on the active participation of a broad range of faculty members across departments. Originally launched under a government-funded initiative and driven by strong leadership from a small number of faculty, TESP has transitioned into a self-sustaining model despite the common pattern of program contraction after the end of external funding. The program now operates on a cost-recovery basis, using participation fees as its primary revenue source and redistributing funds to participating laboratories and program support. This mechanism has enabled both an increase in the number of participants and a broader base of faculty engagement, while reducing reliance on external subsidies. The first part of the presentation outlines the process through which TESP evolved from a grant-dependent initiative into an autonomous program, highlighting operational frameworks such as collaboration with on-campus stakeholders and local communities. The second part focuses on a key challenge for long-term sustainability: understanding and sustaining faculty engagement. As leadership transitions, it becomes critical to identify the motivations that drive faculty participation—such as opportunities for recruiting international students or enhancing educational outcomes for domestic students—and to translate these into durable institutional incentives. Drawing on a faculty survey to be conducted during the 2026 summer program, we present the survey design and preliminary analytical directions. The discussion will explore the conditions under which short-term international programs can move beyond project-based initiatives to become embedded, self-sustaining components of university internationalization.

| Poster Presentation

| Thu. Aug 6, 2026 9:30 AM - 4:00 PM JST | Thu. Aug 6, 2026 12:30 AM - 7:00 AM UTC | TNC Lounge (TNC Lounge)(TNC Lounge)

| [PS] Poster Session

[PS-03] A short-term inbound program: Development of Disaster Prevention Education Programs that Leverage the Unique Characteristics of the Region and the University

*Naixin XU¹ (1. Shizuoka University)

Keywords : Disaster Prevention Education、 Short-Term Inbound Program、 Fieldwork-Based Learning、 Intercultural Understanding、 Local Engagement

受講者に求められる 事前の知識・経験等

なし

受講者が受講前に取り組む 事前課題等

なし

概要

This report shares insights gained from a short-term disaster-prevention education program conducted by Shizuoka University for Indonesian university students. The 9-day program was conducted in English and involved 32 Indonesian university students and 11 Shizuoka University students (TAs). The program's features can be summarized in three points. First, it comprehensively covered disaster prevention by understanding not only academic knowledge but also the underlying Japanese culture and values. Second, it emphasized active learning through fieldwork and research activities, rather than passive, lecture-based learning. Third, it fostered information dissemination skills by teaching methodologies for using picture-story (Kamishibai) shows in disaster prevention education.

As a regional national university, Shizuoka University faced the challenge of developing short-term exchange programs to improve its external reputation and provide Japanese students with cross-cultural education experiences. Considering the characteristics of Shizuoka Prefecture and Shizuoka University, the high level of disaster prevention awareness among residents and the university's cutting-edge research and practice of disaster prevention education methods were chosen as learning materials. In addition to presenting short-term exchange students with good disaster-prevention practices, the program was designed to enable students to directly and comprehensively learn about disaster prevention by conducting surveys and interacting with residents to understand their preparedness. Furthermore, in line with the mission of a regional national university to contribute to the multiculturalization of the region, the program included a wide range of educational exchange opportunities, from high school students to senior citizens.

Participant surveys showed particularly high satisfaction with the enrichment of fieldwork and on-site experiences, visits to the Shizuoka Prefectural Earthquake Disaster Prevention Center, and interactions with senior volunteers and local high school students. Deepening understanding of Japanese culture and values, interactions with new friends and local people, and broadening learning through diverse activities were also highly valued.

This experience provided several insights for future Shizuoka University exchange program planning and management. Challenges such as the capacity of public transportation in Shizuoka Prefecture, travel restrictions not found in large cities, and the difficulty of providing religious dietary food were identified through the actual program trial, providing valuable reference for future program design. Furthermore, sharing and deepening the philosophy and methodology of the "experience → reflection → next step" learning cycle with the host university is crucial to distinguishing our short-term exchange program from

previous knowledge-based learning or superficial cultural experience programs. While this program focused on disaster prevention and disaster prevention education, many faculty members at Shizuoka University are likely engaged in teaching and research on topics that are distinctive to Shizuoka University's programs and of interest to international students. Discovering such "treasures" is also a significant challenge.

This report summarizes the achievements and challenges gained through the implementation of a disaster prevention education program that leverages the unique characteristics of Shizuoka University, a regional national university, and offers suggestions for designing future international education programs that utilize the characteristics of the university and the region.

| Poster Presentation

| Thu. Aug 6, 2026 9:30 AM - 4:00 PM JST | Thu. Aug 6, 2026 12:30 AM - 7:00 AM UTC | TNC Lounge (TNC Lounge)(TNC Lounge)

| [PS] Poster Session

[PS-04] The Impact of Overseas Internships on the Development of Transferable Skills among Engineering Students: An Analysis of Learning Outcomes from Intercultural Work Experience

*Risa Kuramitsu¹, Masato Esaki¹, Hirotsugu Kamahara¹ (1. Toyohashi University of Technology)

Keywords : international internship、globally competent professionals、Work-integrated learning、career education、KOSEN and engineering students

受講者に求められる 事前の知識・経験等

なし

受講者が受講前に取り組む 事前課題等

なし

概要

【背景・目的】

少子高齢化と労働力不足に直面する日本社会において、多国籍チームを牽引できるグローバル人材の育成は喫緊の課題である。豊橋技術科学大学では、実践的な能力を有するエンジニア育成を目的として、学部4年次に約2ヶ月間の「実務訓練（インターンシップ）」を必修化している。本研究では、工学系の高専出身者が多くを占める本学の特性を踏まえ、海外企業での実務訓練を通じて学生がどのような学修成果を得ているかを明らかにすることを目的とした。

【評価指標について】

「トランスファラブルスキル」とは、特定の専門分野に限らず通用する汎用的スキルを指す。本研究では、全国の高等専門学校で用いられている学習到達目標「モデルコアカリキュラム（MCC）」の分野横断的能力をベースに評価指標を設定した。MCCでは、行動や実践を通して発揮される「汎用的技能（コミュニケーション、課題発見力など）」、判断や行動の基盤となる「態度・志向性（主体性、キャリアデザイン力など）」、習得した知識を問題解決に活かす「創造性・デザイン能力（エンジニアリングデザインなど）」の3分野・16項目が定義されている。本研究ではこれを評価指標とし、各項目を6段階の評価基準（ルーブリック）で測定した。

【分析手法】

2024年度および2025年度の実務訓練参加学生（国内派遣・海外派遣）を対象に、実務訓練前後のトランスファラブルスキルの自己評価と、派遣先機関からの客観評価を比較分析した。また、学生が提出した振り返りレポートを対象にKJ法を用いたテキスト分析を実施し、学びのプロセスや言語的・文化的障壁への適応プロセスを定性的に分析した。

【結果・考察】

実務訓練を通じて、国内企業に派遣された学生は「主体性」や「自己管理能力」など「態度・志向性」に関する基本的な姿勢を身につける傾向があったのに対し、海外企業に派遣された学生は企業からより実践的なスキルが求められ「コミュニケーションスキル」「課題発見力」といった「汎用的技能」が大きく成長していた。

定性的な分析からは、専門知識や技術力はあるが語学力やコミュニケーションに課題を抱えやすい工学系学生が、「言語の壁」と海外企業からの「高い実務的要求」という二重の負荷に直面している状況が確認できた。学生はこの壁を乗り越えるため、図解、3D CAD、プロトタイプ作成といった工学系ならではの「技術的な表現力」を駆使し、多国籍チームにおけるコミュニケーション能力を実践的に発揮していた。

【結論】

本研究の結果、海外企業に派遣された学生は、海外実務訓練を通じて工学系学生ならではの技術的専門性を基盤に「技術的な表現力」を用いて多国籍チームでのコラボレーションやイノベーション創出に必要となる汎用的技能を向上させていた。本発表では、データに基づく一連の分析結果を基にグローバルに活躍できるエンジニア育成に向けた国際教育のモデルとしての可能性を提示する。

| Poster Presentation

| Thu. Aug 6, 2026 9:30 AM - 4:00 PM JST | Thu. Aug 6, 2026 12:30 AM - 7:00 AM UTC | TNC Lounge (TNC Lounge)(TNC Lounge)

| [PS] Poster Session

[PS-05] Teikyo Global Competency: Developing Indicators for University-wide “Internationalization as Everyday Life”

*KUWAHARA TATSUYA¹, *Kato Yuki¹, *Arima Airi¹ (1. Teikyo University)

Keywords : Internationalisation Initiatives、University-wide Promotion Framework、
Internationalisation in Everyday Life、Indicators and Practices、A University in Demand Globally

受講者に求められる 事前の知識・経験等
なし

受講者が受講前に取り組む 事前課題等
なし

概要

1. Background

Japanese higher education is undergoing significant international transformation through initiatives such as “Diversity with Quality” and the “International Gateway” concept. To remain “a university sought after by the world,” Teikyo University established the Global Initiative Office in 2021 under the vision of “Internationalization as Everyday Life.” However, as a large comprehensive university, challenges arose, including the concentration of internationalization within specialized departments and differing levels of awareness across faculties and campuses.

2. Teikyo Global Competency (TGC)

To address these challenges, Teikyo University established the Teikyo Global Competency (TGC) framework in 2022. TGC defines the attitudes and abilities needed for students, faculty, and staff to engage effectively with global society. It consists of three pillars: “Multifaceted Responsiveness,” “Flexible Thinking,” and “Decisive Action.” Separate indicators are provided for students, staff, and faculty members.

Students: Utilize the international environment and take on challenges autonomously.

Staff: Respect diversity and apply a global perspective to their work.

Faculty: Engage strategically in international education and research.

3. Current Initiatives

To foster and enhance the practical implementation of TGC, the university has developed several initiatives, including the following:

1). Promotion of Awareness Reform: More than 75% of faculty and staff participated in university-wide FD/SD seminars on internationalization held in 2025. According to post-seminar surveys, the proportion of respondents who regarded the university as “an international university” improved from approximately 40% to over 60%.

2). Providing Opportunities for Collaborative Learning: Taking advantage of the strengths of a comprehensive university, Teikyo University launched the Global Challenge Seminar in 2022. In this program, faculty members from different academic disciplines deliver lectures on a common theme, while students, faculty, and staff engage in online discussions across campuses.

3). Sharing Information Among Faculty and Staff: The university has created opportunities for

faculty and administrative staff across campuses to introduce and share good practices related to international collaborative research and international exchange activities.

4). Data Analysis and Evidence-Based Internationalization: Internal surveys identified “heavy workload and lack of time” as the greatest barriers to internationalization among faculty and staff. These findings indicate the need for institutional systems that appropriately coordinate international activities with other responsibilities and properly reflect international engagement in personnel evaluations and incentives.

4. Future Prospects

In 2026, Teikyo University formulated the medium- to long-term internationalization plan “TEIKYO GLOBAL TRY.” This presentation reports on efforts to establish “Internationalization as Everyday Life” as an organizational culture through TGC and discusses findings from recent internal surveys.

| Poster Presentation

| Thu. Aug 6, 2026 9:30 AM - 4:00 PM JST | Thu. Aug 6, 2026 12:30 AM - 7:00 AM UTC | TNC Lounge (TNC Lounge)(TNC Lounge)

| [PS] Poster Session

[PS-06] Translating Japanese Lecture Videos into English Using Generative AI: Practices and Challenges

*Ryozo Sasaki¹, *Naixin Xu¹, *Yoichi Hiruma¹ (1. Shizuoka university)

Keywords : Generative AI、English Dubbing、On-demand Lecture Videos、Internationalization of Higher Education、Instructional Design

受講者に求められる 事前の知識・経験等

なし

受講者が受講前に取り組む 事前課題等

なし

概要

本発表では、静岡大学が進める国際的な教育プログラムの一環として取り組んだ、既存の授業動画音声の英語化の実践について報告する。

取り組みの出発点は、コロナ禍の間に蓄積された日本語のオンデマンド授業動画を、英語で学ぶ授業の資源として使い回せないか、という問題意識であった。英語で受講できる授業の拡充や講義コンテンツの对外発信は本学でも継続的な課題となっており、既存資産の再利用はその流れに応じた選択肢に見えた。本実践は、再利用の可能性を確認する一方、英語で講義を受けることそのものを問い直す契機にもなった。

作業の流れは次のとおりである。もとの動画（日本語）から音声を抽出して書き起こしを行い、それを英訳したうえで英語の読み上げ音声を生成し、元の映像に同期させた。この一連の処理はスクリプトで自動化したが、音声とスライドのタイミングがずれた箇所は手作業で補正している。技術的には既存動画の英語化が可能であることは確認できた。ただしそれと講義コンテンツとして使えることの間には、予想以上の距離があった。最も処理が複雑だったのは英訳の尺合わせである。内容の正確さを保ちつつ、発話時間やスライドの表示時間に収まる長さに英文を整える必要があり、直訳では意味が通らない箇所も少なくなかった。もっとも、講義担当教員と英語化担当教員（専門は日本語教育）が一言一句確認しながら英訳を進めるのは現実的ではない。そこで英訳は一括して生成AIで行い、その後に講義担当教員の確認を仰ぐ手順を採った。

作業を通して見えた課題は三つある。まず、日本語音声の文字起こしを教員が逐一確認する負担が想定よりはるかに重い。次に、カーボンニュートラルのように動きの速い分野では、動画完成の時点ですでに記述が古くなり始めており、短期間での修正が求められる。そして、公開を前提とする場合には著作権処理がボトルネックとなる。学内利用なら問題にならなかった資料も扱いを一から見直す必要があり、動画制作とは別種の労力を要する。

既存動画の英語化は技術的には可能でも、時間・費用・確認作業を合わせて考えると、必ずしも効率が良いとは言えない。講義動画の作成当初から公開や英語化を前提として教材を設計しておくほうが、結果として処理が円滑に進むこともある。

もっとも、この取組の収穫は英語版動画そのものではない。「誰のための英語授業か」「どの部分を英語で提供すれば専門と英語の学習に効果的か」という、本来まず問うべき問いに立ち戻れたことの意義が大きい。受講者や科目によっては、授業全体を英語化するよりも、日本語の対面授業を軸に英語の復習動画を組み合わせたり、事前学習と対面を役割分担させたりするほうが高い学習効果が期待できる。英語授業を開講する議論の前に、誰が受け、どの形式で行われ、公開するならどこまでを開くのか。こうした問いを切り分けずに検討する姿勢が求められる。

| Poster Presentation

| Thu. Aug 6, 2026 9:30 AM - 4:00 PM JST | Thu. Aug 6, 2026 12:30 AM - 7:00 AM UTC | TNC Lounge (TNC Lounge)(TNC Lounge)

| [PS] Poster Session

[PS-07] Evaluation Uncertainty in Job Hunting among Students with Foreign Roots: Neither International Students nor Japanese Students

*Shugo Kagawa¹ (1. Osaka International University)

Keywords : Students with Foreign Roots、Job Hunting、Evaluation Uncertainty、Identity、Career Development

受講者に求められる 事前の知識・経験等

なし

受講者が受講前に取り組む 事前課題等

なし

概要

本研究は、日本における外国ルーツの大学生の就職活動に焦点を当て、その困難と構造的要因を明らかにすることを目的とする。近年、外国にルーツを持つ若者は増加しているが、国籍や在留資格に基づく既存の統計や支援枠組みでは十分に把握されていない。特に、日本で育ち日本社会に適応してきた外国ルーツの学生は、日本人学生とも外国人留学生とも異なる立場に置かれ、就職活動において独自の課題を抱えていると考えられる。本研究では、外国ルーツの大学生への半構造化インタビューを通じて、就職活動における経験や認識を分析する。予備的調査として、ネパール出身で家族滞在資格により来日した学生の事例を検討した結果、当該学生は「留学生とも日本人とも異なる」立場にあることを自覚しており、制度的支援の対象外となる一方で、日本企業においては日本語能力が評価の中心となるため、自身の多言語能力や国際経験が十分に活用されにくい状況が確認された。また、採用過程において評価基準が不明確であると感じる場面も見られた。これらの結果は、外国ルーツの学生が「日本人／外国人」という二分法的枠組みの中で位置づけられにくく、そのことが就職評価の不確実性につながっている可能性を示唆する。本発表では、複数事例の追加調査を踏まえ、こうした構造的課題を検討するとともに、キャリア教育における支援の在り方についても考察する。

| Poster Presentation

| Thu. Aug 6, 2026 9:30 AM - 4:00 PM JST | Thu. Aug 6, 2026 12:30 AM - 7:00 AM UTC | TNC Lounge (TNC Lounge)(TNC Lounge)

| [PS] Poster Session

[PS-08] Fostering Industry–Academia Collaboration in the Humanities through International Collaborative Learning— A Case from Malaysia

*Kaori Kimura¹ (1. University of Malaya)

Keywords : Talent Development、Employability、humanities students、Industry–Academia Collaboration、International Collaborative Learning

受講者に求められる 事前の知識・経験等

なし

受講者が受講前に取り組む 事前課題等

なし

概要

ルックイースト政策は、日本をはじめとする東アジア諸国から産業倫理や技術、人材育成モデルを学ぶことを目的として、1981年にマハティール政権下のマレーシアにおいて提唱された。以降、日本の公的支援、とりわけJICAによる技術協力や能力開発支援は、教育・職業訓練分野において継続的に展開されてきた。マレーシア技能指導者育成センターや、工学教育拠点としてのマレーシア日本国際工科院の設立は、その代表例である。これらの取り組みは、技能教育や教師教育の分野において一定の成果を上げてきたと評価されている。しかしながら、こうした制度的枠組みが大学段階における産学連携型人材育成実践へどのように接続し、機能しているのかについては十分に検証されていない。とりわけ、産業界と大学との接続は、工学・理学分野においては教育拠点の設置や共同研究などを通じて制度的に進展している一方で、人文・社会科学領域においては限定的である。M大学においても、工学系やITを含むビジネス系では産学連携型教育が比較的進展しているのに対し、人文社会系では遅れがみられる。このことは、大学段階における人文系の人材育成が、制度型接続とは異なる形で展開されている可能性を示している。すなわち、制度的接続が限定的である一方で、人文社会系においては、産学連携を通じた準制度的・実践的な人材育成の枠組みが形成されつつあると考えられる。本研究では、学生のエンプロイアビリティの定義や、自身の専攻分野での学修内容が将来の職業にどの程度関連し得るのかという主観的評価、すなわち職業的レリバンスを人文社会系の学生の文脈で捉え直した上で、2022年以降にM大学の人文系学部日本研究プログラムにおいて、日系企業と連携して実施されている「日本マレーシア人材ブリッジプロジェクト」を取り上げる。本プロジェクトにおける企業との対話活動や、日本の大学との国際協働学習を含む複数の実践を分析対象とし、これらの実践に着目し、人文社会系教育において、人材育成が産学連携の文脈の中でいかに再構成されているのかを明らかにする。

| Poster Presentation

| Thu. Aug 6, 2026 9:30 AM - 4:00 PM JST | Thu. Aug 6, 2026 12:30 AM - 7:00 AM UTC | TNC Lounge (TNC Lounge)(TNC Lounge)

| [PS] Poster Session

[PS-09] A Small-Step Strategy for Rebooting Internationalization: Trial and Error at a Japanese National Institute of Technology

*Hiroshi Yamaguchi¹, *Hironori Yokoi¹ (1. Nagoya Institute of Technology)

Keywords : Internationalization、Organizational culture、Organizational change、Institutionalization、Perceptions and sensemaking within organizations

受講者に求められる 事前の知識・経験等

なし

受講者が受講前に取り組む 事前課題等

なし

概要

本発表は、あらためて国際化に注力しようとする大学が、どのように小規模な実践を積み重ねながら国際化を組織的に位置付けていくのか、その過程と取組を、実践的観点から検討するものである。

近年、日本の大学においては、「未来を創造する若者の留学促進イニシアティブ＜J-MIRAI＞」などの政府の国際化戦略や、スーパーグローバル大学創成支援事業から展開した取組などにより、国際化の必要性は広く共有されていると考えられる。しかしながら、その進捗や強度、重視する内容は、各大学のミッションや組織文化などによって大きく異なる。とりわけ、過去に国際化関連事業の実績や経験が少なく、組織的な国際展開の基盤を十分に有していない大学においては、何から着手し、どのように取組を進めていくのかが、大きな課題となる。

本発表では、こうした条件下にある地方中規模の国立工業系大学を事例に、国際化を再起動する過程での試行錯誤を整理する。当該大学では、留学生数の減少や国際性指標の低さの一方で、組織的な戦略や体制は十分に整備されておらず、国際化が本流の課題として位置づいていない側面があった。他方、こうした状況が、学内の教育研究の発展を阻害しかねないという認識も、データとともに明らかになってきた。

これを受け、当該大学では、外部の政策や国際的な動向も踏まえて問題点を可視化し、幹部層の関与や関係部署との協働等を通じて、段階的に取組を進めてきた。具体的には、学内国際化組織の立ち上げ、国際化先行大学や関連機関との連携、国際教育フェア等への参加、学内外の国際化予算への申請等、そして、国際戦略の策定である。これらを通じて、継続的な活動を積み重ねることで、国内外のネットワーク構築に加え、国際化に対する構成員の認識の変容も促してきた。これらの過程は、危機認識の共有から始まる段階的な組織変革のプロセスとして捉えることが可能である。

しかしながら、これらの取組は必ずしも一貫した成功を伴うものではなく、学内の摩擦や葛藤、外部事業への申請不採択も含まれる。他方で、こうした過程自体が次の展開に向けた基盤として機能してきた。このような蓄積は、国際化を一過性の取組ではなく、組織的な実践の中で定着させていく過程、すなわち制度化・組織化の一端として理解することができる。

以上を踏まえ、本発表では、当該大学の取組の展開を振り返りながら、①国際面での現状の再認識、②外部環境や政策動向を活用した方向付け、③段階的な実践を通じた組織化の試み、の三点を中心に整理する。国際化は多くの場合、目的ではなく手段であり、その位置づけも進め方も大学ごとに異なる。本発表では、一大学の実践例を提示することに加え、同様の課題を抱える大学、あるいは異なる経路で国際化を進めてきた大学とも知見や経験を共有しながら、より効果的な国際化のステップを考えるための一つの素材としたい。

| Poster Presentation

| Thu. Aug 6, 2026 9:30 AM - 4:00 PM JST | Thu. Aug 6, 2026 12:30 AM - 7:00 AM UTC | TNC Lounge (TNC Lounge)(TNC Lounge)

| [PS] Poster Session

| [PS-10] Cross-Border AI-enhanced COIL for Staff as FD/SD

*KEIKO IKEDA IKEDA¹, *Ayame Ishida¹, *Manabe Kinnosuke¹ (1. Kansai University)

Keywords : COIL for Staff、Faculty and Staff Development、Internationalization、AI-Augmented Professional Learning

受講者に求められる 事前の知識・経験等

特になし

受講者が受講前に取り組む 事前課題等

特になし

概要

This session focuses on the emerging practice of “**COIL for Staff**” and examines its potential as a new methodology for faculty and staff development in support of institutional internationalization. In line with the theme of **SIIEJ 2026**, it extends the COIL method—traditionally developed as a form of international education for students—into a framework for cross-border professional learning and organizational capacity-building among university faculty and staff. In particular, it considers how a COIL-based approach can create shared learning opportunities across the institution, rather than treating internationalization as the concern of only a limited number of specialized offices. Drawing on examples from **CEU Cardinal Herrera University** and the **University of Florida**, the session introduces “**COIL for Staff**” as a dialogic and collaborative framework in which university personnel connect online with counterparts at overseas institutions to learn together about internationalization, support systems, intercultural responsiveness, work design, and digital practices. If feasible, colleagues from these institutions will also join online to share the background, design, achievements, and challenges of their initiatives. The session will also present a proposed **Tech-Augmented COIL for Staff** initiative under **JIGE**, designed to foster digital skills, intercultural competence, and understanding of work redesign in the age of AI. Through this discussion, the session aims to propose a new FD/SD model and offer practical insights for strengthening the organizational foundations of internationalization in Japanese higher education.

| Poster Presentation

| Thu. Aug 6, 2026 9:30 AM - 4:00 PM JST | Thu. Aug 6, 2026 12:30 AM - 7:00 AM UTC | TNC Lounge (TNC Lounge)(TNC Lounge)

| [PS] Poster Session

| [PS-11] Introduction of Global Network Project to Promote Study in Japan

*Yusuke Nii¹, *Yutaro Oki², *Ritsuko Miyamoto³, *Yuji Kajiyama⁴ (1. Okayama University, 2. Kyushu University, 3. Akita University, 4. Tsukuba University)

Keywords : All-Japan effort、International student recruitment、Strengthening overseas networks、Region-specific promotion activities

受講者に求められる 事前の知識・経験等

なし

受講者が受講前に取り組む 事前課題等

なし

概要

日本の18歳人口は1992年をピークに減少の一途を辿っており、今後中国からの留学生数も中長期的には減少していくことが見込まれている。実際、入学希望者の減少等の理由により、一部の大学の統廃合が進み、学生の質にも影響を及ぼしつつある。

こうした中、2023年に「教育未来創造会議」が取りまとめた「未来を創造する若者の留学促進イニシアティブ（J-MIRAI）」では、令和15年（2033年）までに本邦の外国人留学生受入数40万人（うち2万人は高校生）を達成することを目標に掲げた。日本留学促進事業では、上記目標達成に貢献するべく、2024年より次の5大学が6拠点でオールジャパンでの日本留学プロモーション活動を展開している（2029年3月までの5か年事業）。

岡山大学（東南アジア）

東京大学（南西アジア）

九州大学（中東・北アフリカ）

秋田大学（サブサハラ・アフリカ）

筑波大学（南米、中央アジア・コーカサス（CIS）地域）

上記5大学は、現地・本邦機関とのネットワーキング及びマッチング、高校・大学向け日本留学フェア・セミナーの開催、InstagramなどSNSでの広報（大学・プログラム紹介、奨学金案内、留学体験談紹介など）、国際交流協定締結支援、現地学生の短期受入支援、現地日本留学事情の共有・説明会の開催、現地事務所での資料配架、現地語での留学相談など、多岐にわたる活動を展開している。

本ポスター発表では、①日本留学促進事業概要、②東南アジア、③中東・北アフリカ、④サブサハラ・アフリカ、⑤CISの取組説明を通じ、参加者（参加機関）がどのように日本留学促進事業に関わることが可能か意見交換する。また、発表者は、参加者（参加機関）が今後参加可能な日本留学関連イベント（フェア、セミナーなど）、広報機会（SNS、事務所への配架など）、勉強会・説明会について情報提供することで、オールジャパンの取組である本事業への参加を促す。中期的には、より多くの本邦教育機関が事業に参画することで、本事業のノウハウ・知見が広く共有され、各機関の自立した留学生リクルート体制の整備につながることを期待される。

| Oral Presentation

📅 Thu. Aug 6, 2026 1:30 PM - 2:50 PM JST | Thu. Aug 6, 2026 4:30 AM - 5:50 AM UTC | 🏢 J304(Main Bldg, 3F)

[SS-16] International Student and the-Comprehensive Measures for Orderly Coexistence

This session will be held in Japanese

◆ Japanese Presentation

1:30 PM - 2:50 PM JST | 4:30 AM - 5:50 AM UTC

[SS-16-01] International Student and the “Comprehensive Measures for Orderly Coexistence”

*Katsumi Shiraishi¹, *Shoko Sasaki² (1. The Asian Students Cultural Association, 2. Japan Immigration Association)

| Oral Presentation

| Thu. Aug 6, 2026 1:30 PM - 2:50 PM JST | Thu. Aug 6, 2026 4:30 AM - 5:50 AM UTC | J304(Main Bldg, 3F)

[SS-16] International Student and the-Comprehensive Measures for Orderly Coexistence

◆ Japanese Presentation

1:30 PM - 2:50 PM JST | 4:30 AM - 5:50 AM UTC

[SS-16-01] International Student and the “Comprehensive Measures for Orderly Coexistence”

*Katsumi Shiraishi¹, *Shoko Sasaki² (1. The Asian Students Cultural Association, 2. Japan Immigration Association)

Keywords : Reception of Foreign Nationals、 Comprehensive Measures for Coexistence、 International Students Visa Management、 International Students

受講者に求められる 事前の知識・経験等

なし

受講者が受講前に取り組む 事前課題等

1 下記ホームページ「外国人の受入れ・秩序ある共生のための総合的対応策」概要版、概要版（詳細）、動画を見ておいてください。

<https://www.cas.go.jp/jp/seisakukaigi/gaikokujinzai/index.html>

2 下記ホームページ「外国人留学生の適切な受入れ及び在籍管理の徹底等について（通知）」およびガイドラインを見ておいてください。

https://www.mext.go.jp/a_menu/koutou/ryugaku/1325305.htm

https://www.mext.go.jp/a_menu/koutou/ryugaku/1325305_00006.htm

概要

In November of last year, the Japanese Cabinet established the “Inter-Ministerial Council on the Acceptance of Foreign Nationals and its Policy,” and in January 2026, it announced a “Comprehensive Action Plan.” It can be said that many aspects of this plan are closely related to international students studying in Japan, as well as to foreign residents in the country. Ms. Seiko Sasaki, a director of the Japan Immigration Association, will provide an explanation of the matters specifically relevant to international students.

| Oral Presentation

📅 Thu. Aug 6, 2026 1:30 PM - 2:50 PM JST | Thu. Aug 6, 2026 4:30 AM - 5:50 AM UTC | 🏢 J303(Main Bldg, 3F)

[SS-17] From Elective to Compulsory: Large-Scale Implementation of Intercultural Collaborative Learning and an Examination of Student Learning Outcomes and Challenges

This session will be held in Japanese

◆ Japanese Presentation

1:30 PM - 2:50 PM JST | 4:30 AM - 5:50 AM UTC

[SS-17-01] From Elective to Compulsory: Large-Scale Implementation of Intercultural Collaborative Learning and an Examination of Student Learning Outcomes and Challenges

*Kazuko Suematsu¹, *Yukiko Shimmi¹, *Denka Yanagi¹, *Shizuki Saruta¹, *Junna Minato¹ (1. Tohoku University)

| Oral Presentation

| Thu. Aug 6, 2026 1:30 PM - 2:50 PM JST | Thu. Aug 6, 2026 4:30 AM - 5:50 AM UTC | J303(Main Bldg, 3F)

[SS-17] From Elective to Compulsory: Large-Scale Implementation of Intercultural Collaborative Learning and an Examination of Student Learning Outcomes and Challenges

◆ Japanese Presentation

1:30 PM - 2:50 PM JST | 4:30 AM - 5:50 AM UTC

[SS-17-01] From Elective to Compulsory: Large-Scale Implementation of Intercultural Collaborative Learning and an Examination of Student Learning Outcomes and Challenges

*Kazuko Suematsu¹, *Yukiko Shimmi¹, *Denka Yanagi¹, *Shizuki Saruta¹, *Junna Minato¹ (1. Tohoku University)

Keywords : Intercultural Collaborative Learning、Intercultural Education、Student Learning Outcome、Teaching and Learning

受講者に求められる 事前の知識・経験等
特になし

受講者が受講前に取り組む 事前課題等
特になし

概要

This session presents a university-wide implementation of intercultural collaborative learning (ICL), mandated under MEXT's "Project for Promoting Social Impact," targeting approximately 3,000 first-year undergraduate students, including international students. The session is structured around two main pillars: (1) sharing the challenges encountered and insights gained in implementing ICL for all students, and (2) examining student learning outcomes. It provides an overview of the entire process from design and preparation to implementation and evaluation, with a particular focus on identifying practical issues and responses that emerged in delivering ICL to a diverse student population regardless of their prior interest in or experience with intercultural learning. By extending beyond the conventional focus on self-selected participants, this study highlights both the potential and the limitations of implementing ICL in a required format that includes students who are not necessarily interested in intercultural exchange or study abroad, thereby offering a more comprehensive understanding of its educational significance. Specifically, the session will outline key operational aspects of introducing ICL as a required course, including the articulation of learning objectives and outcomes, course design, the establishment of collaborative structures among faculty and staff, and the training and deployment of facilitators. It will also address challenges that emerged during implementation, such as operational constraints associated with scaling, variations in student engagement, and the consistency of learning experiences, along with corresponding responses and improvements. Furthermore, based on survey results collected using an ICL rubric, the session will report on changes in students' attitudes and their perceptions of cultural differences. Through these analyses, the session will identify key considerations across the stages of program design, implementation, and evaluation, and offer practical implications for faculty and staff considering large-scale implementation or full integration of ICL.

| Oral Presentation

📅 Thu. Aug 6, 2026 1:30 PM - 2:50 PM JST | Thu. Aug 6, 2026 4:30 AM - 5:50 AM UTC | 🏢 J215(Main Bldg, 2F)

[SS-18] Bridges Not Barriers: Building Inclusive Communities with International Students

This session will be held in English

◆ English Presentation

1:30 PM - 2:50 PM JST | 4:30 AM - 5:50 AM UTC

[SS-18-01] Bridges Not Barriers: Building Inclusive Communities with International Students

*Guy Francis PERRING¹ (1. Etio)

| Oral Presentation

| Thu. Aug 6, 2026 1:30 PM - 2:50 PM JST | Thu. Aug 6, 2026 4:30 AM - 5:50 AM UTC | J215(Main Bldg, 2F)

| **[SS-18] Bridges Not Barriers: Building Inclusive Communities with International Students**

◆ English Presentation

| 1:30 PM - 2:50 PM JST | 4:30 AM - 5:50 AM UTC

| **[SS-18-01] Bridges Not Barriers: Building Inclusive Communities with International Students**

*Guy Francis PERRING¹ (1. Etio)

Keywords : Community acceptance、 Social integration、 Economic engagement、 Institutional leadership

Broad, timely relevance: The topic addresses global trends (ISB 2025) affecting universities, municipalities, employers, and civil society on international student acceptance which is key to Japan's success in future recruitment of international students.

High-impact implications: International-student integration influences local economies, labor markets, social cohesion, and long-term talent pipelines, making the issue strategic rather than just niche. This is a call to action for all Japanese institutions.

Evidence-informed and actionable: The presentation pairs data-driven insights with concrete, scalable interventions with a range of clear case studies globally as well as across Japan and Asia.

By reframing international students as community assets, I hope this presentation will inspire the audience to see their role beyond simple recruitment and marketing, but to really hold in their hands the ability to change society for the better. It should also set the stage for more granular conversations and action.

受講者に求められる 事前の知識・経験等
なし

受講者が受講前に取り組む 事前課題等
なし

概要

International students offer substantial cultural, intellectual, and economic benefits, yet acceptance by local communities varies globally and current global issues have exacerbated tensions. Drawing on broad trends reported in the International Student Barometer (ISB) 2025 and complementary global observations, this presentation offers a practical, evidence-informed framework to increase community acceptance and convert international-student presence into shared local value.

ISB 2025 highlights point to persistent gaps: many students report positive academic experiences but uneven feelings of belonging and mixed perceptions of local community welcome—patterns that correlate with language support, visible institutional commitment, and opportunities for civic and economic participation.

The framework rests on four integrated pillars: institutional leadership, language and academic supports, social and civic integration, and economic engagement.

Institutional leadership requires clear inclusion policies, centralized coordination, and public-facing commitments that normalize international students as community partners.

Language and academic supports—ranging from conversation partnerships to faculty training in inclusive pedagogy—address day-to-day barriers to connection and academic

success.

Social and civic integration deploys structured mentorships, shared cultural programming, and service-learning to build interpersonal ties.

Economic engagement facilitates internships, local hiring pathways, entrepreneurship supports, and volunteer placements that create measurable community benefit.

Global case studies illustrate scalable approaches. In Japan, we focus on how institutions outside the main cities in rural areas have reached out to local communities. In New Zealand, EduNZ measures social licensing across the country every year detecting trends. Canadian campuses with co-designed community internship pipelines show improved employer attitudes and higher post-study local employment. German models linking vocational pathways and industry partnerships help international students contribute directly to local labor needs, improving community perceptions.

Measuring impact requires a balanced dashboard: sense-of-belonging surveys (student and community), participation in mixed activities, internship and employment placements, volunteer hours, retention/completion rates, and qualitative community feedback.

This presentation synthesizes the ISB 2025-informed trends and global case examples into an actionable roadmap for higher-education leaders, municipal officials, and community partners.

Attendees will gain a prioritized checklist, templates, and measurement indicators to foster inclusive, mutually beneficial relationships between international students and their host communities—transforming diverse arrivals into sustained civic and economic assets.

| Oral Presentation

📅 Thu. Aug 6, 2026 1:30 PM - 2:50 PM JST | Thu. Aug 6, 2026 4:30 AM - 5:50 AM UTC | 🏢 J305(Main Bldg, 3F)

[SS-19] Japan Beyond the Big Four

This session will be held in English

◆ English Presentation

1:30 PM - 2:50 PM JST | 4:30 AM - 5:50 AM UTC

[SS-19-01] Japan Beyond the Big Four: Highlighting India to Japan mobility

*KEIKO IKEDA¹, *Adrian Mutton², *Vijaysekhar Chellaboina³, *Neema Agarwal⁴ (1. Kansai University、 2. Acumen、 3. JK Lakshmipat University、 4. NIET Group of Institutions)

| Oral Presentation

| Thu. Aug 6, 2026 1:30 PM - 2:50 PM JST | Thu. Aug 6, 2026 4:30 AM - 5:50 AM UTC | J305(Main Bldg, 3F)

[SS-19] Japan Beyond the Big Four

◆ English Presentation

| 1:30 PM - 2:50 PM JST | 4:30 AM - 5:50 AM UTC

[SS-19-01] Japan Beyond the Big Four: Highlighting India to Japan mobility

*KEIKO IKEDA¹, *Adrian Mutton², *Vijaysekhar Chellaboina³, *Neema Agarwal⁴ (1. Kansai University, 2. Acumen, 3. JK Lakshmipat University, 4. NIET Group of Institutions)

Keywords : Student Mobility、 Study Abroad Pathways、 Japan's Positioning in International Education

受講者に求められる 事前の知識・経験等
特になし

受講者が受講前に取り組む 事前課題等
特になし

概要

This session examines the changing position of Japan in the student mobility landscape of South and Southeast Asia through comparative benchmarking with other destination countries. While the traditional “Big Four” destinations—the United States, the United Kingdom, Australia, and Canada—continue to shape global mobility aspirations, rising costs, visa uncertainty, and changing career expectations are prompting students and families to consider alternative destinations. In this context, Japan is attracting growing attention, but its value must be understood in relation to other emerging destinations such as Malaysia and regional hubs that offer different combinations of affordability, accessibility, language requirements, and post-study opportunities. The session reframes study abroad to Japan not simply as student recruitment, but as part of a broader pathway involving study, skills formation, employability, and possible longer-term settlement. It explores how Japan is perceived by students, families, institutions, and intermediaries, and considers both Japan's distinctive strengths and the challenges it faces in communicating its educational and career value more clearly. The session also asks how Japanese universities should reposition international education within this shifting environment. As student mobility becomes more pathway-oriented and strategically benchmarked, universities in Japan are challenged to move beyond a narrow “acceptance” model and rethink international education as an integrated framework linking learning, language support, intercultural engagement, and career development.

| Oral Presentation

📅 Thu. Aug 6, 2026 1:30 PM - 2:50 PM JST | Thu. Aug 6, 2026 4:30 AM - 5:50 AM UTC | 🏢 J306(Main Bldg, 3F)

[SS-20] Sake Connecting Japan and the World: Expanding Japanese Cultural Engagement through Industry -Academia Collaboration

This session will be held in Japanese

◆ Japanese Presentation

1:30 PM - 2:50 PM JST | 4:30 AM - 5:50 AM UTC

[SS-20-01] Sake Connecting Japan and the World: Expanding Japanese Cultural Engagement through Industry–Academia Collaboration

*Jin ABE¹, *Kan Otsuka², *Yoshiko Ono³, *Kiyoto Saito⁴, *Yun Meng³ (1. Hitotsubashi University, 2. Nabadana Brewing Co., 3. Niigata University, 4. Hakkaisan Brewery Co.,Ltd.)

| Oral Presentation

Thu. Aug 6, 2026 1:30 PM - 2:50 PM JST | Thu. Aug 6, 2026 4:30 AM - 5:50 AM UTC | J306(Main Bldg, 3F)

[SS-20] Sake Connecting Japan and the World: Expanding Japanese Cultural Engagement through Industry-Academia Collaboration

◆ Japanese Presentation

1:30 PM - 2:50 PM JST | 4:30 AM - 5:50 AM UTC

[SS-20-01] Sake Connecting Japan and the World: Expanding Japanese Cultural Engagement through Industry-Academia Collaboration

*Jin ABE¹, *Kan Otsuka², *Yoshiko Ono³, *Kiyoto Saito⁴, *Yun Meng³ (1. Hitotsubashi University, 2. Nabedana Brewing Co., 3. Niigata University, 4. Hakkaisan Brewery Co.,Ltd.)

Keywords : Japanese Sake、PBL、TBL、Industry-Academic collaboration

受講者に求められる 事前の知識・経験等

なし

受講者が受講前に取り組む 事前課題等

なし

概要

日本への外国人留学生の増加に伴い、日本文化を体験的に学ぶ教育への関心が高まっています。中でも日本酒は、農業や発酵、地域や食文化といった多様な要素をあわせ持つ、日本文化を象徴する題材です。2024年には「伝統的造り」がユネスコ無形文化遺産に登録され、その価値を世界に伝える機運も一層高まっています。

一方で、日本酒と大学教育を結びつけた取り組みはまだ限られています。大学側にはアルコールを扱う教育プログラム運営の難しさがあり、酒蔵側にも外国人受入や言語対応などの負担があります。そのため、両者の連携は十分に広がっているとは言えません。

本セッションでは、新潟大学および一橋大学における事例をもとに、日本酒を活用した国際教育プログラムの設計・運営のポイントを共有します。個別事例の紹介に加え、アルコールを含む地域文化資源を国際教育に活用する際の留意点や、大学・地域産業双方にとって無理のない持続可能な連携のあり方について、パネルディスカッション形式で議論します。本セッションを通じて、国際教育関係者と日本酒業界が連携し、それぞれの地域特性を生かした日本文化理解の促進を全国各地で展開していく契機となることを目指します。

| Workshop

📅 Thu. Aug 6, 2026 1:30 PM - 4:30 PM JST | Thu. Aug 6, 2026 4:30 AM - 7:30 AM UTC | 🏢 J102(Main Bldg, 1F)

[WS-4] Building Strategic Agency Partnerships: New Evidence-Based Insights and Case Studies within Japanese Higher Education

This session will be held in Japanese and English

◆ Japanese Presentation

1:30 PM - 4:30 PM JST | 4:30 AM - 7:30 AM UTC

[WS-4-01] Building Strategic Agency Partnerships: New Evidence-Based Insights and Case Studies within Japanese Higher Education

*Hiroshi Ota¹, *Shigetoshi Akamatsu², *Nobuo KANDA³, *Daejoong Son⁴, *Martijn van de Veen⁵, *Megumi Kawai⁵, *Hiroki Koyama⁶, *Octavio Seijas⁷, *Jeehye Lee⁸ (1. Hitotsubashi University, 2. Waseda University, 3. J. F. Oberlin University, 4. Konkuk University, 5. ICEF, 6. iae Global Japan, 7. Academic Programs International, 8. WorldStrides)

| Workshop

Thu. Aug 6, 2026 1:30 PM - 4:30 PM JST | Thu. Aug 6, 2026 4:30 AM - 7:30 AM UTC | J102(Main Bldg, 1F)

[WS-4] Building Strategic Agency Partnerships: New Evidence-Based Insights and Case Studies within Japanese Higher Education

◆ Japanese Presentation

1:30 PM - 4:30 PM JST | 4:30 AM - 7:30 AM UTC

[WS-4-01] Building Strategic Agency Partnerships: New Evidence-Based Insights and Case Studies within Japanese Higher Education

*Hiroshi Ota¹, *Shigetoshi Akamatsu², *Nobuo KANDA³, *Daejoong Son⁴, *Martijn van de Veen⁵, *Megumi Kawai⁵, *Hiroki Koyama⁶, *Octavio Seijas⁷, *Jeehye Lee⁸ (1. Hitotsubashi University, 2. Waseda University, 3. J. F. Oberlin University, 4. Konkuk University, 5. ICEF, 6. iae Global Japan, 7. Academic Programs International, 8. WorldStrides)

Keywords : Education Agents、International Student Recruitment、University Internationalisation、Latest Research on Japan、Interest Gap、Recruitment Strategy

受講者に求められる 事前の知識・経験等

発表は、日本語と英語で行います。

受講者が受講前に取り組む 事前課題等

事前にアンケートを実施いたします。

概要

As Japanese Higher Education Institutions (HEIs) strive to expand and diversify their international student intake, collaborating with education agents – who play a central role in the global student mobility market – has become an essential strategy. However, for many domestic universities, agent recruitment remains an "uncharted territory", leaving many institutions interested but unable to take a concrete first step.

This workshop unveils the latest findings from the "Global Agency Perspectives on Japan" research (ICEF, March 2026), the first-ever comprehensive study of global education agents regarding Japanese HEIs. The survey revealed a striking "Interest Gap": while agent interest in partnering with Japan is remarkably high (4.41 out of 5), only 12.5% currently have active partnerships with Japanese institutions.

To address this disconnect between market expectation and institutional reality, this session shares evidence-based insights and case studies from both Japan and South Korea. This will be followed by an attendee-led interactive discussion. Through guest speaker round-tables and peer dialogue, participants will have the opportunity to honestly share their hesitations and expectations regarding this new challenge. Together, we will explore how to envision that "first step" within the unique organisational culture and existing structures of each institution.

| Workshop

📅 Thu. Aug 6, 2026 1:30 PM - 4:30 PM JST | Thu. Aug 6, 2026 4:30 AM - 7:30 AM UTC | 🏢 J214(Main Bldg, 2F)

[WS-5] Intercultural Understanding Felt Through the Body in Stillness: Awakening to the Diversity Within

This session will be held in Japanese

◆ Japanese Presentation

1:30 PM - 4:30 PM JST | 4:30 AM - 7:30 AM UTC

[WS-5-01] Intercultural Understanding Felt Through the Body in Stillness: Awakening to the Diversity Within

*Naoyuki Ogino¹, *Hiroko Akiba², *Yuki Ito³ (1. Stanford University Japan Center, 2. Hitotsubashi University, 3. Flore Works)

| Workshop

Thu. Aug 6, 2026 1:30 PM - 4:30 PM JST | Thu. Aug 6, 2026 4:30 AM - 7:30 AM UTC | J214(Main Bldg, 2F)

[WS-5] Intercultural Understanding Felt Through the Body in Stillness: Awakening to the Diversity Within

◆ Japanese Presentation

1:30 PM - 4:30 PM JST | 4:30 AM - 7:30 AM UTC

[WS-5-01] Intercultural Understanding Felt Through the Body in Stillness: Awakening to the Diversity Within

*Naoyuki Ogino¹, *Hiroko Akiba², *Yuki Ito³ (1. Stanford University Japan Center, 2. Hitotsubashi University, 3. Flore Works)

Keywords : Intercultural acceptance、International education、Embodiment、Diversity、Awareness、Well-being

受講者に求められる 事前の知識・経験等

事前にジョセフ・ルフトとハリ・インガムが1955年に発表した「ジョハリの窓」について目を通しておくといでしょう。「ジョハリの窓」とは、「自分の知っている自分」だけではなく、「自分の知らない自分」にも目を向ける理論的枠組みです。ワークショップ当日は、この理論について簡単な講義を行います。事前に確認しておくことで、各種ワークでの身体の感覚に集中しやすく、学びが深まります。

受講者が受講前に取り組む 事前課題等

事前課題は、身体接触を伴うワークショップですので、事前に睡眠をよくとっておいていただく事、風邪などをひかないように注意しておいていただく事、身体的疲労が少ないように心がけておいていただくことぐらいです。あとは楽しみにして来て下さい。また、当日は、カジュアルで動きやすい服装（スカートは避けてください）でご参加ください。より体験を楽しみたい方は、当日裸足で取り組むとより体感が得やすいかと思います。

概要

In this workshop, participants will use bodily exercises to become aware of aspects of their own perception that they may not have noticed before, with the aim of understanding intercultural acceptance and their own ways of perceiving more intuitively and experientially, while also reconsidering both other cultures and their own.

Guided by three instructors, participants will first engage with insights into what it means “not to hear” from the perspective of a hard-of-hearing person, attending to subtle forms of perception, and will then move into embodied exercises rooted in traditional Japanese martial arts. The workshop also draws on theories of intercultural education, offering a deeply experiential form of learning. Precisely because we live in the age of AI, this program values embodiment and perception, and seeks to foster awareness that embraces diverse needs beyond the scope of international education alone.

The main flow of the workshop is as follows:

1. Overview and check-in

The purpose and structure of the workshop will be shared, followed by brief self-introductions among participants.

2. Experiencing what it means “not to hear”

Participants will listen to what a hard-of-hearing instructor experiences in everyday life, and through ordinary actions that we usually perform without much thought, they will

experience ways of relating to objects and sound without relying on hearing. By encountering the world of “not hearing” and the cues that make communication possible, they will notice changes in their own perception. Participants will record on worksheets what they discover about themselves and their bodily sensations—things they may not have been aware of before—and then share these reflections through discussion.

3. Experiencing the bodily sensitivity of traditional Japanese martial arts

Building on the changes in perception that emerged through the experience of “not hearing,” participants will next explore the subtle bodily sensitivity of martial artists through contact with other people. They will first take part in simple physical-contact exercises with an instructor who is also a martial artist, and then work on the same exercises with one another. Through this process, they will experience tension and relaxation in both their own bodies and those of others. Based on this introspection, they will record on worksheets what they notice about themselves—things they may not have recognized before—and then share these discoveries through discussion.

4. Reframing the experience through intercultural education theory

Participants will then reinterpret their experiences by applying the theory of the Johari Window developed by Joseph Luft and Harrington Ingham. Using a Johari Window worksheet, they will map the discoveries they have recorded and objectively reconsider their experiences, while also directing their awareness toward aspects of themselves they “did not know” before.

5. Presentations integrating experience and theory

Participants will divide into three groups together with the three instructors. In each group, they will again share what they have experienced and then make a presentation to the whole workshop. For the presentations, they will experiment with forms of expression that do not rely on voice or sound.

6. Reflection and check-out

As a final reflection, participants will consider how they can apply what they have learned through this experience to their future work and daily lives.

This workshop explores intercultural acceptance through a bodily approach that inherently includes diversity, offering a theme and format unlike conventional programs. By experiencing a different balance of the senses and engaging in the activities while moving the body and following their perceptions, participants will have an opportunity to rethink intercultural experience, reflect on their everyday work, and consider the expansion of their own sensibilities. Since the workshop also includes time for sharing, it may also serve as an opportunity to build networks and connections with other participants.

Through this workshop, we aim to make possible:

- becoming aware of and enjoying the diversity that exists within oneself through a variety of senses,
- becoming aware of and appreciating the quietness of everyday life,
- and, starting from bodily sensation, re-examining and enjoying one’s relationship with society, with other people, with oneself, and with things.

| Oral Presentation

📅 Thu. Aug 6, 2026 3:10 PM - 4:30 PM JST | Thu. Aug 6, 2026 6:10 AM - 7:30 AM UTC | 🏢 J215(Main Bldg, 2F)

[SS-21] Background and Details of the Japanese Language Education Institution Accreditation System

This session will be held in Japanese

🇯🇵 Japanese Presentation

3:10 PM - 4:30 PM JST | 6:10 AM - 7:30 AM UTC

[SS-21-01] Background and Details of the Japanese Language Education Institution Accreditation System

*Katsumi Shiraishi³, *Akiko Morishita², *Yu Ftagoisi¹ (1. Tohoku University, 2. Okayama Institute of Languages, 3. The Asian Students Cultural Association)

| Oral Presentation

| Thu. Aug 6, 2026 3:10 PM - 4:30 PM JST | Thu. Aug 6, 2026 6:10 AM - 7:30 AM UTC | J215(Main Bldg, 2F)

[SS-21] Background and Details of the Japanese Language Education Institution Accreditation System

◆ Japanese Presentation

3:10 PM - 4:30 PM JST | 6:10 AM - 7:30 AM UTC

[SS-21-01] Background and Details of the Japanese Language Education Institution Accreditation System

*Katsumi Shiraishi³, *Akiko Morishita², *Yu Ftagoisi¹ (1. Tohoku University, 2. Okayama Institute of Languages, 3. The Asian Students Cultural Association)

Keywords : Japanese Language Education、 Japanese Language Schools、 Act on the Accreditation of Japanese Language Education Institutions、 Registration System for Japanese Language Teachers、 Japanese Framework of Reference for Language

受講者に求められる 事前の知識・経験等

なし

受講者が受講前に取り組む 事前課題等

なし

概要

Japanese language schools—which provide preparatory education for admission to universities and other institutions—have played a significant role as the gateway for accepting international students in Japan.

Although their importance has been widely recognized since the “100,000 International Students Plan” of 1983, Japanese language schools have remained outside the framework of clear legal status as educational institutions and public support.

Their existence was only recognized through “notifications” issued by the Immigration Services Agency of the Ministry of Justice.

However, in recent years, against the backdrop of progress in policies for accepting foreign workers, the importance of Japanese language education has grown even further from the perspective of social integration. Amidst this, the Parliamentary League for Japanese Language Education was established in 2016. Following the enactment of the “Act on the Promotion of Japanese Language Education” in 2019, the “Act on the Accreditation of Japanese Language Education Institutions” was enacted in 2023.

In this session, we will outline the differences between the traditional “notification standards” and the new “Accreditation Act.” We will also touch upon changes in teaching methodologies and the Japanese version of the CEFR. While providing an overview of the background, content, and current status of the Japanese Language Education Institution Accreditation System, we will look ahead to the future role and direction of Japanese language schools.

| Oral Presentation

📅 Thu. Aug 6, 2026 3:10 PM - 4:30 PM JST | Thu. Aug 6, 2026 6:10 AM - 7:30 AM UTC | 🏢 J303(Main Bldg, 3F)

[SS-22] Skills-First Approaches to Connecting Learning and Work: Insights from the OECD

This session will be held in Japanese

◆ Japanese Presentation

3:10 PM - 4:30 PM JST | 6:10 AM - 7:30 AM UTC

[SS-22-01] Skills-First Approaches to Connecting Learning and Work: Insights from the OECD

*Shizuka Kato¹, *Shingo Ashizawa² (1. OECD, 2. Kanda University of International Studies)

| Oral Presentation

| Thu. Aug 6, 2026 3:10 PM - 4:30 PM JST | Thu. Aug 6, 2026 6:10 AM - 7:30 AM UTC | J303(Main Bldg, 3F)

| **[SS-22] Skills-First Approaches to Connecting Learning and Work: Insights from the OECD**

◆ Japanese Presentation

| 3:10 PM - 4:30 PM JST | 6:10 AM - 7:30 AM UTC

| **[SS-22-01] Skills-First Approaches to Connecting Learning and Work: Insights from the OECD**

*Shizuka Kato¹, *Shingo Ashizawa² (1. OECD, 2. Kanda University of International Studies)

Keywords : skills、micro-credentials、lifelong learning

受講者に求められる 事前の知識・経験等

なし

受講者が受講前に取り組む 事前課題等

なし

概要

Across OECD countries, the focus on skills is growing. In education and training, learning is becoming more granular and increasingly centred on skills relevant to the labour market, with micro-credentials and modules playing an important role. Attention is also shifting from initial education in youth to skills development throughout life. At the same time, labour markets are increasingly adopting skills-first hiring practices, assessing candidates on the basis of demonstrated skills rather than relying solely on academic qualifications or professional experience.

Together, these developments are increasingly described as "skills-first approaches". To take stock of current progress and stimulate discussion, the OECD developed the Skills-First Readiness and Adoption Index in 2025 and will publish the report A Skills-First Labour Market in June 2026. The report covers a range of topics, including skills taxonomies, micro-credentials, recognition of prior learning, skills intelligence, career guidance, and human resource practices within firms.

This session presents key findings from the OECD's work on skills-first approaches, drawing on both the Index and the forthcoming report, as well as the latest evidence from the Survey of Adult Skills (PIAAC).

| Oral Presentation

📅 Thu. Aug 6, 2026 3:10 PM - 4:30 PM JST | Thu. Aug 6, 2026 6:10 AM - 7:30 AM UTC | 🏢 J304(Main Bldg, 3F)

[SS-23] Career Support for International Students (From University-Wide Internship Programs to Employment Support)

This session will be held in Japanese

◆ Japanese Presentation

3:10 PM - 4:30 PM JST | 6:10 AM - 7:30 AM UTC

[SS-23-01] Career Support for International Students (From University-Wide Internship Programs to Employment Support)

*MAKI ICHIMURA¹, *Haruna Kojima¹ (1. Kyoto University of Advanced Science)

| Oral Presentation

| Thu. Aug 6, 2026 3:10 PM - 4:30 PM JST | Thu. Aug 6, 2026 6:10 AM - 7:30 AM UTC | J304(Main Bldg, 3F)

[SS-23] Career Support for International Students (From University-Wide Internship Programs to Employment Support)

◆ Japanese Presentation

| 3:10 PM - 4:30 PM JST | 6:10 AM - 7:30 AM UTC

[SS-23-01] Career Support for International Students (From University-Wide Internship Programs to Employment Support)

*MAKI ICHIMURA¹, *Haruna Kojima¹ (1. Kyoto University of Advanced Science)

Keywords : Challenge to Japanese Society

受講者に求められる 事前の知識・経験等
特にありません

受講者が受講前に取り組む 事前課題等
特にありません

概要

In this session, we will introduce practical examples of our university-wide internship program and career support initiatives for international students at Kyoto University of Advanced Science. In Japan, promoting domestic employment for international students has become a critical policy issue amid the declining birthrate and aging population; however, in practice, there are complex challenges such as Japanese language proficiency, understanding job-hunting customs, and corporate readiness to accept interns.

Our university provides systematic career support for international students of diverse nationalities enrolled in the English-track program, with a focus on “working in Japan.” In particular, we use internship and corporate training programs open to all faculties and grade levels as a foundation. By creating early connections with companies, we aim to foster a professional mindset and promote understanding of the Japanese work environment. We are also strengthening our partnerships with companies to identify employers actively recruiting international students and expanding opportunities for student-company matching through English-language company information sessions and networking events. Furthermore, we offer intensive support programs for international students, providing practical training such as guidance on conducting interviews in Japanese, self-promotion, and mock interviews. We also provide opportunities for students to systematically learn the basic knowledge and schedules necessary for job hunting. This helps them adapt to Japan’s unique hiring processes and supports the acquisition of specific skills needed to secure job offers.

In this session, we will share both the achievements and challenges of these initiatives. Through our university’s case study, we will discuss our approach to career support for international students and the challenges that lie ahead.

In this session, we will organize these initiatives into a model applicable to other universities and present key points for generalization from the perspectives of: (1) establishing early contact, (2) exploring corporate partnerships, and (3) supporting language and cultural gaps. We will provide concrete suggestions for supporting international students’ employment by sharing practical insights—including specific design, operational frameworks, and approaches to corporate partnerships—so that faculty and staff involved in international

education exchange and university internationalization can implement these strategies within their own institutional contexts.

| Oral Presentation

📅 Thu. Aug 6, 2026 3:10 PM - 4:30 PM JST | Thu. Aug 6, 2026 6:10 AM - 7:30 AM UTC | 🏢 J305(Main Bldg, 3F)

[SS-24] Implementing Micro-Credentials in Higher Education and Ensuring Quality Assurance: Reconstructing the University in the Digital Age

This session will be held in Japanese

◆ Japanese Presentation

3:10 PM - 4:30 PM JST | 6:10 AM - 7:30 AM UTC

[SS-24-01] Implementing Micro-Credentials in Higher Education and Ensuring Quality Assurance: Reconstructing the University in the Digital Age

*Ryosuke Ohniwa¹, *Keiko Ikeda², *Toru Iiyoshi³, *Yun Meng⁴ (1. University of Tsukuba, 2. Kansai University, 3. Kyoto University, 4. Niigata University)

| Oral Presentation

Thu. Aug 6, 2026 3:10 PM - 4:30 PM JST | Thu. Aug 6, 2026 6:10 AM - 7:30 AM UTC | J305(Main Bldg, 3F)

**[SS-24] Implementing Micro-Credentials in Higher Education and Ensuring Quality Assurance:
Reconstructing the University in the Digital Age**

◆ Japanese Presentation

3:10 PM - 4:30 PM JST | 6:10 AM - 7:30 AM UTC

**[SS-24-01] Implementing Micro-Credentials in Higher Education and Ensuring
Quality Assurance: Reconstructing the University in the Digital Age**

*Ryosuke Ohniwa¹, *Keiko Ikeda², *Toru Iiyoshi³, *Yun Meng⁴ (1. University of Tsukuba, 2. Kansai University, 3. Kyoto University, 4. Niigata University)

Keywords : Micro-credential、JV-Campus、Quality Assurance、Learning Record、Implementation

受講者に求められる 事前の知識・経験等

なし

受講者が受講前に取り組む 事前課題等

なし

概要

This session explores micro-credentials—an emerging form of higher education—and examines their true role within academia. Together with a guest who leverages the online platform ‘JV-Campus’ as a strategic infrastructure for educational initiatives, we will discuss the implementation of micro-credentials in universities and the challenges they entail, including balancing the fragmentation of learning records with quality assurance and building ecosystems that respond to societal needs. The session also considers the value of degrees in the digital age and explores the evolving role that universities are expected to play

| Oral Presentation

📅 Thu. Aug 6, 2026 3:10 PM - 4:30 PM JST | Thu. Aug 6, 2026 6:10 AM - 7:30 AM UTC | 🏢 J306(Main Bldg, 3F)

[SS-25] Collaborations and Case Studies of Partnerships Between Universities and Study Abroad Providers

This session will be held in Japanese

📌 Japanese Presentation

3:10 PM - 4:30 PM JST | 6:10 AM - 7:30 AM UTC

[SS-25-01] Collaborations and Case Studies of Partnerships Between Universities and Study Abroad Providers

*Yoshikazu UEOKU UEOKU¹, *Koji Manabe¹, *Keisuke Hishida² (1. Japan Association of Overseas Studies, 2. Meijo University)

| Oral Presentation

| Thu. Aug 6, 2026 3:10 PM - 4:30 PM JST | Thu. Aug 6, 2026 6:10 AM - 7:30 AM UTC | J306(Main Bldg, 3F)

[SS-25] Collaborations and Case Studies of Partnerships Between Universities and Study Abroad Providers

◆ Japanese Presentation

| 3:10 PM - 4:30 PM JST | 6:10 AM - 7:30 AM UTC

[SS-25-01] Collaborations and Case Studies of Partnerships Between Universities and Study Abroad Providers

*Yoshikazu UEOKU¹, *Koji Manabe¹, *Keisuke Hishida² (1. Japan Association of Overseas Studies, 2. Meijo University)

Keywords : Collaboration between Universities and Study Abroad Providers、 Outbound Japanese Student Mobility

受講者に求められる 事前の知識・経験等

なし

受講者が受講前に取り組む 事前課題等

なし

概要

Currently, Japanese higher education institutions are called upon to achieve an extremely ambitious national goal: increasing the number of Japanese students studying abroad to 500,000 by 2033. In an era of diversifying student needs and a complex global landscape, the key to realizing this vision lies not only in optimizing internal university resources but also in strategically integrating external expertise. This session explores the synergistic potential that arises when study abroad provider associations and universities transcend the traditional "client-vendor" framework to join hands as partners in co-creating educational value. The core of this session goes beyond a mere introduction of case studies, offering a vision for the next generation of "outbound support models." We will provide a platform for speakers and participants to deepen their collective thinking on providing information that aligns with diverse student career paths, optimizing external collaborations to maximize university resources, and building medium-to-long-term cooperative frameworks aimed at large-scale national targets. Furthermore, we will seek solutions tailored to each university's context by drawing on existing expertise to address common challenges, such as ensuring quality and optimizing collaborative workflows when integrating external resources. This session is designed for university professionals seeking to breathe new life into their institution's study abroad systems. By redefining collaboration with study abroad providers as an "essential resource" for achieving institutional goals, we aim to facilitate a fruitful dialogue that empowers participants to envision the ideal partnership model for their own campus. Let us work together to find the keys to elevating Japan's study abroad promotion to the next stage, powered by the momentum of national policy.