

# ICS110 Project Based Learning Introduction-B

4th quarter, Freshman + Spring Vacation Period (2 weeks)

<b>Instructor</b>	KOBATA KOJI
<b>Style of Class</b>	Seminar (1 week of preliminary study at the University of Fukui and 2 weeks of field work and research in Thailand; course format consists of lectures, field work, discussions and presentations.)
<b>Number of Credits</b>	2
<b>Day and Period</b>	Friday, Periods 3-5

## Course Description

[Comparative study and research of global human resource development in Japan and Thailand]

There is growing discussion in Japan about bringing the start of English education forward in elementary schools (from grade 5 to grade 3), and certain high schools and universities across the nation have been selected as “Super Global” schools. Government grants awarded to universities also vary based on the degree of internationalization and globalization pursued by those institutions. In other words, the development of global human resources has now become a pillar of Japan’s school education. Moreover, amid a contraction in the domestic market, access to overseas markets has become a major supporting factor for regional revitalization, and the need for global human resources in regional areas is exceptionally high. Accordingly, the role and responsibility of Japanese universities in the context of global human resource development is rapidly growing in importance.

In addition, the advancement of globalization is spurring changes in international, domestic and regional societies on a daily basis. One of the key expectations for Japanese universities, which represent the nation’s highest educational institutions, is to constantly redefine global human resources, objectives and methods to develop global human resources, and the challenges that need to be resolved to support these endeavors, and put them in practice. This constitutes an extremely important mission that will help propel the globalization of local communities, support sustainable regional growth, and ultimately lead to the revitalization and restoration of Japan’s economy. Universities have a major role to play in this process.

In Project Based Learning Introduction B, students will compare and analyze global human resource development in Thailand and Japan, and learn by taking part in concrete global human resource development initiatives through a short-term training program in Thailand. In this way, they will gain a clearer perspective on the objectives and context of global human resources development, methods that support achievement of those objectives, and outstanding challenges.

## Course Objectives

- 1) Acquire knowledge from different viewpoints about Thai culture, politics, economy, society and education system through communication with various people, homestay and dormitory life, and develop a corresponding understanding.
- 2) Analyze from different angles global human resources development in Thailand, the related context and objectives, and develop a corresponding understanding.
- 3) Analyze from different angles global human resources development in Japan, the related context and objectives, and develop a corresponding understanding.
- 4) Develop an understanding of internationalization, the formation of global networks, and the deep correlation between global development and stronger international competitiveness.

## Expected Outcomes

- 1) Understand major trends in higher education in Asia and across the world, gauge the direction of reform and human resources development that Japanese universities should take based on the concepts of standardization and diversity, and introduce related measures.
- 2) Acquire the necessary skills and qualities associated with global human resources (e.g., English communication proficiency, the ability to create through collaboration, a cooperative spirit, and a sense of responsibility) through readings of literature and other materials, discussions, short essay writing, group work and presentations.

## Prerequisites

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None

## Class Materials

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Yoshino Kosaku (2014) *Eigoka suru ajia – toransunashonaru na kotokyoiku moderu to sono hakyu* – (Englishizing Asia: The Transnationalization of Malaysia's Higher education and its Impact), The University of Nagoya Press.

Kitamura Yuto and Sugihara Miki (2012) *Gekido suru ajia no daigaku-kaikaku – gurobaru jinzai o ikusei suru tame ni* – (Accelerating University Reforms in Asia: To Cultivate Global Human Resources), Sophia University Press.

Yamakage Susumu (2012) *Atarashii ASEAN – chiiki-kyodotai to ajia no chushinsei o mezashite* – (A new ASEAN: Aiming for a Regional Cooperative Body and Centrality in Asia), Institute of Developing Economies, Japan External Trade Organization.

P. G. Altbach, Umakoshi Toru and Kitamura Yuto (2006) (*Kotokyoiku shirizu*) *Ajia no kotokyoiku-kaikaku* (Asian Universities: Historical Perspectives and Contemporary Challenges), Tamagawa University Press.

Joseph Shaules. "The Intercultural Mind: Connecting Culture, Cognition, and Global Living." Intercultural Pr. January 20, 2015

Davis Killick. "Developing the Global Student: Higher Education in an Era of Globalization (Internationalization in Higher Education Series)." Routledge July 8, 2014

Peter Kell, Gillian Vogl. "International Students in the Asia Pacific: Mobility, Risks and Global Optimism (Education in the Asia-Pacific Region: Issues, Concerns and Prospects)." Springer, 2012

Collins Brock, Lorraine Pe Symaco. "Education in South-East Asia (Oxford Series in Comparative Education)." Symposium Books August 15, 2011

Ross Lewin. "The Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global Citizenship." Routledge. June 23, 2009

Other materials to be distributed.

## Course Method

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### (1) [Lectures]

For lecture-format classes, students will be required to complete reading assignments, and prepare for active class participation.

### (2) [Essays on textbooks and reference materials]

Students will be expected to read the textbooks and reference materials before attending class, and write and submit essays if so requested.

### (3) [Local field work report]

Students will start their research abroad in Thailand immediately after the lectures in Japan have finished. They will tour elementary schools, junior high schools, high schools, universities, local and foreign companies, and even visit the Thai Minister of Higher Education. Students will have to summarize and submit what they have learned during these visits in the form of a field work report.

### (4) [Group projects]

Students will be divided into small groups, and required to research a particular topic that relates to the main theme of the course. Examples of topics are outlined below.

1) Present state of foreign-language education and education that supports international understanding, and of international student exchanges (dispatch/intake)

2) Globalization of universities and regional revitalization

3) Strained political relations in Asia, formation and expansion of higher education blocs

4) Economic growth in Asia, student mobility, formation and expansion of higher education blocs

5) Strengthening international compatibility and competitiveness (individual, organization, country, etc.)

6) Present state of recruiting at local companies (local staff or foreign staff)

7) Present state of recruiting at foreign companies (local staff or foreign staff)

8) Globalization and related changes in Thai companies

9) Other topics approved by the instructor

Students will be expected to participate frequently in group work outside the classroom, and

conduct related study and research. Each group will also be required to submit a short research essay and conduct a presentation.

### **Evaluation/Assessment**

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- 1) Active class participation: No marks allocated in particular.
- 2) Essays on textbooks and reference materials: 30 marks
- 3) Field work report: 20 marks
- 4) Group-led short research essay: 25 marks
- 5) Presentation of group-led short research essay: 25 marks

### **Grading**

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30%	Essays
20%	Field work report
25%	Group-led short research essay
25%	Presentation of group-led short essay

### **Course Schedule**

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**[Japan]** Prior to students' departure to Thailand, classes will be conducted at the University of Fukui. The classes will incorporate mini lectures, discussions and presentations.

**Week 1: Global human resource development in Japan**

Students will learn the definition of global human resources and the context behind global human resource development.

**Week 2: Major trends in higher education across the world (1): North America and Europe**

Students will reflect on the Bologna Declaration and the formation of Europe's higher education network, as well as on the related context and objectives.

**Week 3: Major trends in higher education across the world (2): Asia**

Students will reflect on the formation of regional higher-education blocs, cooperation between blocs, related contexts and objectives, and the correlation between economic development and student mobility.

**Week 4: Major trends in higher education across the world (3): Oceania**

Students will reflect on the study-abroad business and the globalization of Australian education through, for example, the New Colombo Plan.

**Week 5: Global university ranking**

Students will reflect on the correlation between the internationalization of universities and their rankings.

**Week 6: Getting to know Thailand**

Each group will select a topic related to Thai culture, history, society, economy or politics, conduct a short presentation on their topic, and accordingly acquire basic knowledge about Thailand.

**Week 7: Thailand's education system**

Each group will select a theme related to the characteristics of Thailand's education system and educational challenges, conduct a presentation, and absorb basic knowledge about Thai education.

**Week 8: Global human resources development in Thailand**

How are global human resources defined in Thailand? What kind of educational methodologies are used? Through such questions, students will learn about global human resources development in Thailand, as well as the related context and objectives.

**[Thailand]** Two weeks

**Week 1 – First half (Chonburi Province, Thailand)**

Students will visit the Kasetsart University Laboratory School Multi-lingual Program and take part in the following activities.

1) In lectures led by local faculty/staff, students will cover topics such as the ones outlined below.

(1) Explanation of the school, focusing on the integrated primary and secondary education system and its mission.

(2) Third-language approach (Thai, English, and Japanese or Chinese) by native-speaker

instructors.

(3) Education supporting international understanding through short-term study-abroad programs.

(4) Guardians and students' expectations for the school, and school's expectations for guardians and students.

(5) Expectations of the country, regions and universities vis-à-vis affiliated schools.

- 2) Students will conduct presentations about Japanese culture, Fukui Prefecture and the University of Fukui, teach Japanese, serve as conversational partners, and listen to presentations by students of the Kasetsart University Laboratory School, thus supporting a strengthening of mutual understanding for both cultures. Moreover, by participating in actual classes and various activities, students will learn about the school culture in Thailand, and think about differences with Japanese schools and related contexts.
- 3) By participating in homestay programs, students will deepen their knowledge of Thai culture through interaction with their host families.
- 4) Students will ask questions related to their group work research tasks to instructors or staff, host families and local students, and thus deepen study and research of their topic.

### **Week 1 – Second half (Bangkok, Thailand)**

• Students will visit the Kasetsart University Laboratory School International Program, and take part in the following activities.

1) In lectures led by local faculty/staff, students will cover topics such as the ones outlined below.

- (1) Explanation and overview of the school.
  - (2) All classes conducted in English. Context and objectives of establishment of the international program.
  - (3) Guardians and students' expectations for the school, and school's expectations for guardians and students.
  - (4) Country and regions. University's expectations for its affiliated school. Mission of the affiliated school as a key driver.
- 2) Students will take part in actual classes, exchange opinions with local students, faculty and staff, and deepen their knowledge of class levels, the scope of classes, local students' English proficiency, English education in Thailand, English teaching methodologies and Thai school education. In addition, students will ask questions related to their group work research, and thus deepen study and research of their topic.

• Students will visit the Kasetsart University, and take part in the following activities.

1) In lectures led by local faculty/staff, students will cover topics such as the ones outlined below.

- (1) University internationalization strategy and mission.
- (2) Introduction of courses held in English, and quality assurance for education and research.
- (3) Objectives of high school-university partnerships and linkages; present state and challenges.
- (4) Present state of industry-university collaboration; joint research and internship programs, etc.

2) Students will take part in actual classes, exchange opinions with local students, faculty or staff, and experience the university education in Thailand. In addition, students will ask questions related to their group work research, and deepen study and research of their topic.

• Students will visit the Mahidol University International College and Mahidol University International Demonstration School, and take part in the following activities.

1) In lectures led by local faculty/staff, students will cover topics such as the ones outlined below.

- (1) Overview and explanation of the high school and university, full English-medium teaching, university mission as a driver of global education, university internationalization strategy.
- (2) Objectives of high school-university partnerships and linkages; present state and challenges.
- (3) Present state of industry-university collaboration; joint research and internship programs, etc.

2) Students will take part in actual classes. They will exchange opinions with local students, faculty or staff, and experience the university education in Thailand. In addition, students will ask questions related to their group work research, and deepen study and research of their topic.

- 3) Students will stay at the Mahidol University hotel, which is managed under the student internship program, and take part in the program that will expose them to all aspects from customer service to hotel management.

**Week 2 (Bangkok, Thailand)**

Students will visit companies and offices from Fukui Prefecture that have established outposts in Thailand, and exchange opinions and conduct interviews to deepen their knowledge on Thai politics and economy, employment status, Japanese companies' entry into local markets, globalization strategies and challenges, impact of ASEAN integration, their expectations for Japanese universities, their expectations for global human resources education in Japan, and differences between global human resources development in Thailand and Japan.

During the visit to the Thai Higher Education Bureau, students will attend a lecture on global human resources development in Thailand, ask questions related to their group work research, and deepen study and research of their topic.

**Week 2 (Phetchaburi, Thailand)**

Students will visit the Phetchaburi Rajaphat University and Phetchaburi Rajaphat University Demonstration School.

They will team up with local students, independently compile plans, ask questions related to their group work research, and deepen study and research of their topic.

Students will finish their group research short essay on day 4 of week 2, and conduct a presentation on the group research short essay on the last day.

**Preparation and Follow-up**

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- (1) The class structure will follow that of the textbooks or reference and other materials. Students are expected to read through relevant sections before attending the lectures (preparation).
- (2) Following class attendance, students should deepen their understanding of the subjects covered in class, handouts, and corresponding textbook or reference materials sections (follow-up).