

8. AY2020 Progress

Common Indicators and Targets

Internationalization

1. Developing International Education Programs Online: Achieving Quality Academic Outcomes Focused on Co-learning

KGU developed its own guidelines for online international programs. It developed programs that focused on co-learning with overseas students. In 2020, approximately 30 programs were offered and around 300 students participated. These programs received highly positive feedback and paved the way for a post-Covid model.

Based on the responses from the survey for the Project-based Learning programs, there were significant increases in the scores for the categories of “I am able to figure out what I need to do and take the initiative to do it”, “Even when I am stressed, I am able to see it as a learning opportunity and deal with a situation positively” and “I have knowledge in the exchange country’s society, culture and practices”. In addition, for the short-term English programs where interaction with foreign students were increased, students saw significant improvements in their English abilities at the end of the programs, despite the online environment. These results do not mean that online interactions will replace physical study abroad programs, **but the university expects future international programs to include a hybrid of offerings even after the pandemic.**

◆ Case studies of 2020 programs

Case① HR Management and Employment (Trinity University, USA)

Collaborative Online International Learning (COIL) course developed in collaboration with partner university Trinity University. Students studied various business cultures, made presentations and debated on the topics in this course that was jointly delivered by faculty from both universities.



Case② Global Career Seminar in Canada (University of Toronto, Mount Allison University, Queen’s University, King’s University College at Western University,)

Regular study abroad courses moved online. Students worked on solutions and made presentations with other Canadian students for projects which were provided by local companies.



Case③ Cultural Experience Seminar (Ho Chi Minh City University of Economics and Finance, Vietnam)

New program developed for the purpose of online co-learning. Students worked on a business project given by a local company with other Vietnamese students.

Case④ Foreign Language Studies (Partner universities in Ireland, Thailand, Taiwan, Malaysia, UK, Australia, and others)

Offered in the summer and spring semesters. Select programs offered in conjunction with partner universities to provide students with increased interaction with local students.

2. Student Support Related to International Education During the Pandemic

KGU offered the following support to students to promote study abroad even during the pandemic.

Active communication channels

Special Covid-19 Website

New website featuring convenient information on international education opportunities that are possible during Covid-19.



*URL <https://ciec.kwansei.ac.jp/covid/>

CIEC YouTube channel

Promoting study abroad through videos accessible anywhere and at any time.

Counseling support

Providing information sessions and consultation to those affected by changes in their study abroad during Covid. (51 sessions were conducted in the fall semester in 2020, serving 1,985 students)

Financial support

Scholarships for online international education

Scholarships were provided to those participating in online international programs as incentives.



3. International Student Programs

① Supporting students affected by entry restrictions

- Supporting continuation of their studies Providing students with online classes and sending course materials overseas
- Support for new inbound students Providing full financial support for Residence Track requirements and providing preferential allocation of dormitories
- Other support Providing flexible arrangements for students affected by suspension of classes through waiving of enrolment fees and the freezing of enrolment period

② Sakura Science Plan “Water Challenge” held online

The School of Science and Technology held the “Water Challenge”, an online international exchange program between 7 universities in 4 countries over 27 Feb - 13 Mar, 2021.

Around 90 students from KGU, India’s Amity University and Biyani College, Indonesia’s Udayana University and Padjadjaran University, and Taiwan’s National Taiwan Normal University and Tunghai University participated in lively discussion over several days.



“Water Challenge” was participated by 7 universities in 4 countries



Governance Reform

① Covid-19 Response Committee chaired by the President formed to facilitate prompt decision-making

The Committee, formed in Jan 2020, is chaired by the President to execute Covid-19 emergency measures. It is attended by all relevant departments and is a body able to handle changing situations swiftly and flexibly.

[Support measures executed by the Committee]

- Implemented the Higher Education Contribution Scheme (HECS)
- Rental PC and mobile routers
- Networked printing service for course materials at convenience stores

② Adapting the Mid-term Management Plan according to changes in external conditions; using the PDCA cycle to achieve a dynamic but flexible institutional management

In light of the many transformations taking place in the wake Covid-19, a “Post-Covid Evaluative Committee” has been set up to evaluate educational strategies at the University. Recommendations from the Committee and from the Total Review process that occurs every three years will be taken onboard, and a digital transformation plan has been added to the “Kwansei Grand Challenge 2039” super long-term vision and strategy, reflecting the success of the dynamic and flexible institutional management system.



Educational Reform



① Offering online programs designed for co-learning with overseas students

To give students the chance to participate in international education from home and as an innovation in education that can be used even post-Covid, the university introduced online programs where students are able to learn together with overseas students. KGU developed its own guidelines for online co-learning, ensuring its quality, and is putting to use grants from the TGU for the development of these courses which will begin for all schools in AY2021, promoting internationalization from within.

Above: Remote interview component of the hands-on fieldwork (students participated online from home)

② Online delivery of hands-on fieldwork and internships

KGU started online fieldwork as part of the Hands-on Learning Program, a component of the unique “Dual Endeavor Program” developed by KGU. The online fieldwork, which forms a part of the regional connectivity class, uses a new teaching and learning model that opens up new possibilities post-Covid. A new “Hands-on Advanced” course is currently under development for AY2021.



Right: Student looking for projects at their destinations remotely in the Hands-on Internship during Covid

■ University’s Own Indicators and Targets

Expanding the compulsory internship locations on the Graduate UN and Foreign Affairs minor course

The UN and Foreign Affairs minor course, which aims to nurture future UN leaders and diplomats in the global public arena, has expanded its internship options by signing partnerships with the UN Economic and Social Commission for Asia and the Pacific and UNICEF in July and Aug 2020 respectively.

In response to the travel restrictions, KGU developed online internships which allowed students to intern with organizations such as the World Food Programme office in Zimbabwe, Japanese Organization for International Cooperation in Family Planning (JOICFP) and the World Tourism Organization (UNWTO)’s Regional Department for Asia and the Pacific.

■ Initiatives based on the Distinct Characteristics of the University

Online open seminar with the German ambassador to Japan as part of the UN and Foreign Affairs course

KGU welcomed Ina Lepel, Ambassador of Germany to Japan, on July 15, 2020 as guest speaker as part of the UN and Foreign Affairs minor course. Ambassador Lepel visited the campus and exchanged discussions with students and faculty through an online format in light of Covid-19 precautions. The seminar, which included discussions around global economics and foreign affairs and how they linked to today’s times, gave those who are looking to develop careers in international organizations incredibly valuable insights.



Scene from Ambassador Lepel’s seminar

■ Free Description

TGU External Evaluative Committee

KGU formed the External Evaluative Committee in July, 2020 with members from outside of the university. The External Evaluative Committee praised KGU’s efforts from achieving its goal of becoming a university with the most study abroad student numbers based on partnerships in only 5 years in 2018, and integrating UN and foreign affairs studies into its education, to building a globally recognized quality assurance framework, and building a governance reform scheme and facilitating its self-perpetuation. The Committee also discussed the role of the university in helping graduates to continue to grow even after they had entered the workforce. The recommendations from the Committee will be shared with the Central Committee for Globalization Promotion and reflected in future initiatives.