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研究課題名（和文）Examining the Academic Impact of an Active Learning-Based Study-Abroad Program

研究課題名（英文）Examining the Academic Impact of an Active Learning-Based Study-Abroad Program

研究代表者

DEACON Bradley (Deacon, Bradley)

南山大学・国際教養学部・准教授

研究者番号：10454406

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研究成果の概要（和文）：短期留学プログラムについて、北米で2つの発表を行いました。最初の研究では、米国の大学との留学プログラムが、日本の大学2年生のグローバルマインドに及ぼす影響を実証的に評価しました。2つ目の研究は、異文化間行動の意図と実際の異文化間コミュニケーション行動に焦点を当てた。また、2024年に出版予定のタイでの留学プログラムにおいて、日本人大学生グループの学術・文化ガイドを務めたタイの大学パディパートナーボランティアが異文化感受性に及ぼす影響を検証した論文を執筆しました。これらの研究は、本研究プロジェクトの焦点であるアクティブラーニングに基づく教育的アプローチを促進する教育的文脈と結びついています。

研究成果の学術的意義や社会的意義

This research focused on answering the question: What is the impact of a short-term study-abroad program with an active learning focus on participating students? A model was created using factors (attitudes, behavior, intention) that were found in previous steps in this research design.

研究成果の概要（英文）：Two presentations were made in North America on a short-term study-abroad (STSA) program between a university in central Japan and a university in the south-west in the US. The first study empirically assessed the impact of a six-week study-abroad program with the US university on sophomore Japanese university students' global-mindedness (GM). The second study focused on intercultural behavioral intent and actual intercultural communicative behavior. In addition, one paper was written that examined the impact on the intercultural sensitivity of volunteer Thai university buddy partners who served as academic and cultural guides for a group of visiting Japanese university students during a three-week study-abroad program in Thailand, which will be published in 2024. These studies are connected to educational contexts that promote active learning-based pedagogical approaches, which is the focus of this research project.

研究分野：Intercultural competence

キーワード：intercultural competence short-term study abroad global mindedness active learning

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## 様式 C - 19、F - 19 - 1 (共通)

### 1 . 研究開始当初の背景

Active Learning (AL) is defined by Bonwell and Eison (1991) as “anything that involves students in **doing things and thinking about the things they are doing**” (p. 2) and satisfies five conditions: 1) student involvement, 2) skills development, 3) higher order thinking focus, 4) engagement in activities, and 5) reflection on learning. AL has long been a focus for research in the fields of second language acquisition and action research in various worldwide contexts (e.g. Birley & Moreland, 1998), and is being promoted now in the wider context of the Japanese education system. While MEXT (2014) have called for a greater shift towards more learner-centered approaches in education, such as CLIL, several serious challenges currently exist. Firstly, many teachers at the university level in Japan do not fully understand what AL entails (Nakai, 2015). Furthermore, it has been shown that teachers frequently struggle to cohesively integrate their methodologies, content, and goals within an AL approach to teaching and learning (Nishikawa, 2015). This is problematic, especially where study abroad is concerned, given the emphasis placed on students to become more actively involved in overseas programs. This research project sought to better ascertain how theoretical findings related to Active Learning (AL) have been practically implemented in a Japanese university educational context in order to more effectively prepare students for success in a short-term study-abroad program. The key general research question in this study was: What Active Learning experiences do Japanese university students find effective in their home learning context and in their CLIL-based short-term study abroad context? The simple answer found was that students require more intercultural competence development in addition to second-language skills development in order to successfully participate in short-term study abroad programs.

### 2 . 研究の目的

Little research exists into how domestic education helps to prepare Japanese learners to foster their global competence and make disciplinary assessment gains in their academic contexts overseas. Active Learning (AL) is considered to be one approach **that can enhance students’ higher order cognitive**, attitudinal and behavioral abilities, especially for study-abroad programs where students are expected to interact with others cross-culturally. This project sought to examine the impact, including the effect and influence, of AL on the academic ability (knowledge, attitude, and skills) of cohorts of students first in their home university context in central Japan, and then as they transition to the context of a required six-week study-abroad program at a US university. It was not possible to examine this effect in the US because of COVID-19. Thus, this effect has been explored through a virtual mobility between a Japanese and US university, which has shown the impact on students' global mindedness (GM) - a factor connecting to academic ability that was perceived to be relevant in active learning-infused overseas programs. Additionally, instruments measuring intercultural skills were used involving Japanese and Thai students to expand the scope of this research in an overseas Thai context.

### 3 . 研究の方法

Exploratory sequential mixed-methods (Creswell, 2015) were used in this study. First, after determining that intercultural competence (also termed global mindedness) was a significant area that the Japanese participants perceived to be important for studying abroad, the researchers collected qualitative data in the form of pre/post-study abroad written reflection papers and surveys, and then conducted semi-structured interviews with a random selection of experimental group participants in English at the conclusion of the program. A pre-arranged survey/interview guide with several questions pertaining to intercultural competence was used. Participant responses were then coded using an open-coding approach in the MAXQDA software program (version 20.4.1). Deductive coding (Corbin & Strauss, 2008) was used to code participant responses in alignment with the **general categories found in Hett's (1993) definition of GM: 1) beliefs (e.g. what constitutes a GM person and why the participants enrolled in the program), 2) attitudes (e.g. views on the importance of GM development), and 3) behaviors (e.g. what specific GM-related actions the participants were taking after the program).** The quantitative data collection instrument in this study was a modified version of the Global-Mindedness Scale (GMS) (Hett, 1993), which is a multi-dimensional construct comprised of five sub-scales (see Table 1). The 30-item GMS measures GM on a 5-point Likert scale (strongly disagree, disagree, unsure, agree, strongly agree) where total scores range from 30 (low) ~ 150 (high). The GMS was distributed to the experimental and control groups at three time points through Qualtrics. The survey at Time 1 included: 1) socio-demographic questions, and 2) the GMS instrument. The surveys at Time 2 and Time 3 included the GMS instrument only. The collected survey data was then analyzed in Stata software (version 17) for descriptive statistics, and a two-way ANOVA was conducted to test the effects of group and time on GMS scores.

### 4 . 研究成果

We return to the original definition of active learning by Bonwell and Eison (1991) as **“anything that involves students in doing things and thinking about the things they are doing” (p. 2) and its relationship to satisfying five conditions defined as: 1) student involvement, 2) skills development, 3) higher order thinking focus, 4) engagement in activities, and 5) reflection on learning.** Through an initial qualitative analysis, this study found that students recognized the importance of intercultural competence (also termed global mindedness in our study) as a skill requiring development in order to succeed in study-abroad programs. Given the challenges to participate in overseas study-abroad programs, this study investigated a virtual short-term study-abroad program treatment **effect on a group of Japanese university students' global-mindedness (GM).** Methodological rigor was increased by employing a control group, multiple-measurement stages, and mixed-methodology. Some researchers (see Munoz, Wood, & Cherrier, 2006 in Medora, Roy, & Brown, 2020) have argued that engaging in concrete (face-to-face) cross-cultural experiences, which they mention are lacking in traditional classroom environments, are necessary to promote GM, and also to allow students to flourish more in active learning-infused programs that are commonplace in Western contexts. Participants in the current study could not engage in face-to-face intergroup contact; however, they still experienced statistically significant short-term gains in GM as measured by the GMS. These

gains eroded over a six-month period, potentially due to reduced opportunities at the **students' local university for in-person** intergroup contact given that few international students were on campus due to the COVID-19 pandemic. Additionally, students may not have built up adequate competencies (e.g., agency, social skills) to pursue unstructured (i.e. unfacilitated) contact with their overseas partners suggesting a need for more sanctioned support. More research is necessary in order to uncover other factors that are inhibiting such development and that can also facilitate greater GM within programs that have an active learning pedagogical focus. In sum, understanding how even virtual short-term study-abroad programs can lead to attitudinal, belief, and behavioral shifts in GM in particular and intercultural competence in general, and enhanced learning within active learning-based programs, is an area in need of further investigation in other contexts given the predominance recently of these programs. Moreover, further investigations are considered to be important given the importance that MEXT is placing these days on educations endeavors linked to globalization (e.g. global jinzai).

5. 主な発表論文等

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3. 雑誌名 Journal of Virtual Exchange	6. 最初と最後の頁 pp. 155-175
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〔図書〕 計0件

〔産業財産権〕

〔その他〕

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6. 研究組織

	氏名 (ローマ字氏名) (研究者番号)	所属研究機関・部局・職 (機関番号)	備考
研究 分担 者	M I L E S R i c h a r d	南山大学・国際教養学部・准教授	
	(Miles Richard)		
	(90751602)	(33917)	

7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計0件

8 . 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関
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