

『2024年春 交換留学生と日本人学生の
混合クラスを担当して』
“Spring 2024: Teaching a Mixed Class of
Exchange Students and Japanese Students”

——『民主主義の修練場』続々編——
——“A Training Ground of Democracy” (third edition) ——

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Preface

このエッセイは経営学部発行の冊子「麒麟」に2023年3月、2024年3月と連続で掲載した私のふたつのエッセイの延長線上に位置づけられています。「交換留学生と日本人学生の混合クラスを担当して」という共通のサブタイトルで発表したそれらのエッセイの、第3弾ということになります。ですから、このテーマに興味を持たれた方は是非2023年版、2024年版を見ていただきたいと思います。

This essay is positioned as an extension of my two previous essays, which were printed in March 2023 and March 2024 in the booklet “Kirin” published by the Faculty of Business Administration. This is the third of these essays published under the same subtitle “Teaching a Mixed Class of Exchange students and Japanese students.” If you are interested in this topic, I would like you to take a look at the 2023 and 2024 editions.

少しだけ第1弾の2023年版、第2弾の2024年版について触れておきます。2023年版では、私は英語で行われるこの混合クラスの狙い、さらに言えば、そのクラスの理念について述べています。2024年版ではその第2章で2023年秋学期の混合クラスの全体像を紹介し、第3章でかなり多くの学生の、このクラスについての、あるいは日本や日本の若者についての感想文を掲載しています。さらに第4章でそうした学生の感想文を見ながら私が考えたことを述べています。主に学生の大学間移動が急速に進む中での、こうしたクラスの持つ大学（特に神奈川大学）にとっての意味、「英語」にまわりつく政治の意味などです。そして第5章では私の日本の教育に関する持論を「「日本の教育」—教育からEducationへ」と題して論じています。

I would like to briefly touch on the 2023 edition and the 2024 edition. In the 2023 edition, I described the aims, and for that matter, the philosophy of this mixed class conducted in English. Chapter 2 of the 2024 edition provides an overview of the Fall 2023 Classes, and Chapter 3 of the same essay (Fall 2024 edition) contains quite a few international students' impressions of the young Japanese students and Japanese society in general. Furthermore, in Chapter 4, I wrote my thoughts on higher education in Japan. It included the issues of the global phenomenon of movement of students between and among universities under a system such as Erasmus Program. “English” as means of political suppression is also discussed. In Chapter 5, I discussed my thoughts on the more fundamental problem of education in Japan under the title of “Education in Japan: From Education=kyouiku教育 (teaching from the above) to Education=E+Ducare. (unlocking potentials)”

この今回の第3弾では、できる限り具体的にこのクラスの様子を皆さんにお伝えしたいと思いました。そのためには、私が学期末に参加者に、毎回書いてもらっている、このクラスのやり方や、このクラスで取り上げたテーマについての感想文を、できるだけ多く紹介するのが良いのではないかと思います。第1弾や第2弾で述べた、私の考えや理念について再度述べるのではなく、学生さんたちの生の声を紹介したいと思いました。ですから、このエッセイは、圧倒的に今回のこのエッセイの第3章である「参加学生のコメント抜粋」に多くのページ数を

充てています。

This essay which I am presenting today is the third and the last in the series of essays with subtitles “Teaching a Mixed Class of Exchange Students and Japanese Students.” In this essay, I wanted to provide you with some more concrete images about the class I manage than in the previous two editions under same subtitle. In order to do so, I thought it would be a good idea to introduce as many comments from students as possible about the way this class is done and the topics covered in this class, which I asked the participants to write at the end of the Spring 2024 semester.

この参加学生のコメントは学生の評価に関係しないことをハッキリさせて、率直に感想を述べてもらっています。形式も全く自由でアカデミックなものを期待しないと事前に述べました。ですから英語という点でも文法的な間違いなども無視してそのまま掲載しています。そもそもこのクラスは英語の勉強のためのクラスでなく、英語を使いながら、留学生と日本人学生が国際社会のことや日本のこと、それぞれの社会での体験を紹介したり、比較したりしながら議論するクラスです。もっと言えば英語から自由になって英語で議論するクラスです。次回参加する学生さんたちにもこうした率直な感想を参考にして、さらに深い、普遍的な議論の場を作り上げてほしいと思い、学生の生の声をたくさん紹介したわけです。私の文章については機械翻訳も利用しながら、微妙なニュアンスを含む日本語での複雑な論述を排除し、和英両言語で書かれています。このクラスで、あるいは日本滞在で参加者がなにを感じたか、そうしたことを学生たちのコメントからくみ取ってもらえたらよいと思います。

I made it clear that the contents of comments from the participating students are not related to the evaluation of the students, and asked them to express their impressions frankly. I mentioned in advance that the format is completely free and I don't expect anything academic. Therefore, in terms of English, I ignored grammatical errors and have posted them as they are. In the first place, this class is not for studying English, but a class in which international students and Japanese students discuss the international community and Japan introducing and comparing their experiences in each society while using English. In other words, it is a class where they can free themselves from English and yet discuss issues using English. I hope that the students who will participate in the next term will refer to these honest impressions of the previous students and contribute to create deeper and more exciting discussions reflecting voices shown in this essay. This time, I have decided to present this essay/report both in Japanese and English. In doing so this time, I have decided to make the use of machine translation, at least partially. I hope that you will be able to grasp some of the realities of how the participants felt in this class and their experiences in Japan from the comments of those students.

第1章 2024年春学期の全体像

Chapter 1 Overview of the 2024 spring class

まず最初に今回のこの2024年春学期（4月中旬から7月下旬）のこのクラスの全体像について述べます。

First of all, I would like to give you an overview of this classes for the Spring 2024 semester (mid-April to late July).

今回提供したクラスは国際機構論と国際政治学Ⅰでしたが、いずれも週一回の90分のクラスです。

The classes offered this time were International Organizations and International Politics I, both of which are 90-minute classes once a week.

私が担当した参加者の国籍は以下のようなものになりました。

The nationalities of the participants for these two classes were as follows.

国際機構論：

交換留学生：Total 20名

アメリカ1、メキシコ4、スウェーデン1、スペイン3、中国1、ドイツ4、フィンランド1、ベルギー3、トルコ1

正規学生：Total 4名

（日本人に韓国籍2、中国籍1が加わる）

International Organizations:

Exchange Students: Total 20 students:

1 from the United States, 4 from Mexico, 1 from Sweden, 3 from Spain, 1 from China, 4 from Germany, 1 from Finland, 3 from Belgium, 1 from Turkey

Regular (Japanese) Students: Total 4 students:

(2 Korean nationals and 1 Chinese national included)

国際政治学Ⅰ：

交換留学生：Total 20名

アメリカ1、メキシコ2、スウェーデン1、スペイン3、中国1、ドイツ3、ベルギー3、ポーランド2、イタリア1、トルコ1、フランス2

正規学生：Total 14名

（日本人に韓国籍2、中国籍1が加わる）

International Politics I:

Exchange Students: Total 20 students:

1 from the United States, 2 from Mexico, 1 from Sweden, 3 from Spain, 1 from China, 3 from Germany, 3 from Belgium, 2 from Poland, 1 from Italy, 1 from Turkey, 2 from France

Regular (Japanese) Students: Total 14 students:

(2 Korean nationals and 1 Chinese national included)

交換留学生の国籍については例年と大差はありませんでした。提携大学は毎年同じような人数の学生を神奈川大学に送ってきています。

The nationality of the exchange students was not much different from previous years. Our partner universities send a similar number of students to Kanagawa University every year.

毎年のことですが今回もまた日本人の登録がスムーズに行われませんでした。これは残念なことですが、この問題についてはここでは細かく取り上げません。関係者の間で検討してほしいと思います。毎回述べていることですが交換留学生にとっても日本人学生にとっても混合クラス内での共同作業や学生同士のDiscussionが重要であり、お互いにこのクラスに求めることのはずです。そのためには、できるだけ交換留学生と日本人学生の参加者数が拮抗することが重要です。

As is the case of previous years, registration of Japanese students did not go smoothly. This is unfortunate, but we won't go into details about it here. I would like to see it resolved soon. It is important for there to be a good balance of exchange students and Japanese students who register.

いずれにせよ2024年春学期の国際政治学Ⅰの参加者構成はほぼ理想的なものになりました。正規学生の多くは留学経験者、または留学希望者であり、彼らにとっても留学の延長であり、事前準備であり、その意味で大きな意味を持ったことは明らかです。

In any case, the composition of participants in International Politics I in the 2024 Spring was almost ideal. Many of the regular Japanese students who joined this time have studied abroad or wish to study abroad, and it is clear that this class functioned as an extension of their study abroad and/or preparation for studying abroad. It meant a lot for those students.

このクラスのスタートアップで私が意識したこと

What I did in the first two weeks

このクラスにとっては4月中旬の顔合わせをどのように進めるかが決定的に重要です。留学生の多くにとってはこの5か月間でどれだけ密度の濃い日本人学生との付き合いを実現できるかがこの4月の顔合わせの空気でも決まると言っても良いと思います。もちろん留学生はクラス以外の生活の場面でも様々な日本人との付き合いをすぐに始めているわけですが、やはり教室での議論を通じての社会理解、日本理解が一番重要な留学活動ですから、そのスタートは重要です。そういうことを強く意識しての第一回目、第二回目のクラスではふたつのことを毎回行います。

For this class, how we proceed with the meeting in mid-April is crucially important. For many international students, it is safe to say that the atmosphere of the meeting in April will determine how closely they will be able to inter-act with Japanese students over

the next five months.

Of course, international students start socializing with various Japanese people in their daily lives outside of the class immediately after arriving in Japan, but the most important study abroad activity would be socializing with Japanese and International students through discussions in the classroom. Creating an exciting atmosphere is of the highest importance. So, the first two weeks are very important. With that in mind, I did two things in the first and second classes.

ひとつは徹底的な参加者の自己紹介です。留学生には何を期待して半年間の留学プログラムに参加したかについて語ってもらいます。日本人学生には英語での議論中心のこのクラスに参加した動機について語ってもらいます。第二に私の方から、このクラスの運営に対する私自身の信念を述べます。その信念についてはこの連続するエッセイの第一弾版（2023年3月）で詳しく述べているので興味ある方は、ぜひそのエッセイを読んでほしいと思います。その中で、私は留学生には先入観を排し、日本人、日本社会に向かい合ってほしいと述べました。日本人には苦しくとも、つたない英語で良いから頑張って議論に参加してほしい、時には議論を引っ張って欲しいと述べました。

The first is a thorough self-introduction by the participants. International students are asked to talk about what they expected in this five-month study abroad program. I ask Japanese students to talk in depth about their motivations for participating in this discussion-based class in English. Secondly, I elaborate my way of management of this class. I have described this class management style and its philosophy behind it in the first two editions of the essay (March 2023/24). If you are interested, I encourage you to read these essays. In this context, I repeatedly asked the international students to eliminate preconceived notions about Japanese people and Japanese society. I tell Japanese students to do their best to participate in the discussion because it is OK to speak up in poor English. I encourage Japanese students to be leaders in group discussions.

このクラスで毎回何を行うべきかについては、私はいわゆるシラバスにはこだわらないことにしています。シラバスは講義型のクラスでは大切かもしれませんが、このクラスでは逆に邪魔にすらなる場合があると思っています。参加者の興味や資質を最初の2週間で見極め、最大限に柔軟に対応することにしていきます。対応を柔軟にすることでこのクラスの参加者の間での化学反応を産み出し、このクラスを契機にして、クラス内の時間を越えての学生同士の深い付き合いが実現してきたことを何回も目撃しているからです。

As for what I should do every time in this class, I try not to stick directly to the syllabus. The syllabus may be important in a lecture-type class, but I think it will be a hindrance in this class. This is because I have witnessed many times that the flexibility of the class management has created a chemical reaction among the participants of this class. The chemical reaction created in the class room often leads to a deeper relationship between students even outside of the class room.

本来なら一か月間ぐらい時間をかけて参加者の間で、何をこのクラスの中で扱うべきかにつ

いて徹底的に議論するのが良いのではないかとすら、私は考えています。

I even think that it would be a good idea to spend about a month thoroughly discussing what should be covered in this class.

そうは言っても留学生の滞在期間は5か月間ですので、第3週目からは、ある程度このクラスの流れを作って進める必要があります。そのために私はシラバスに代わるこのクラスの運営に関する「メモ」を用意し口頭で40分ほど時間を使い説明しました。

Having said that, the period of stay for international students is 5 months, so it was necessary to create a class flow to some extent from the third week. To that end, I prepared a “note” on the management of this class leaving the official syllabus aside, and spent about 40 minutes explaining my “note” verbally.

その「メモ」を **資料A** として以下に提示します。

The “memo”=“note” is presented below as **Document A**.

資料A

Document A

国際機構論・国際政治学の参加者へのメモ (From Ishizumi) May 6, 2024 **Notes to the Participants in International Organization and International Politics I**

前回のクラスで説明したように、5月はグループ別の討論、6月はその討論を踏まえたクラス全体での何回かの討論を予定しています。5月10日のクラスではグループ分け（暫定）を行います。

As explained in the previous class, we plan to have a group discussion in May, and whole class discussions based on group discussions in June. On May 10, the class will be divided into groups (provisional).

このクラスの共通のテーマとしては「グローバルな社会の現実と未来」を想定しています。
The common theme of this class is “THE REALITY AND THE FUTURE OF THE GLOBAL SOCIETY”

とりあえず私が想定しているこの共通テーマのもとでの各グループのテーマは以下のようなものですが、5月10日のクラスの中で、参加者からもっと面白いテーマの提案があれば、それを発言してください。柔軟に対応したいと思います。

For the time being, the themes for each group (under the common theme “**THE**

REALITY AND THE FUTURE OF THE GLOBAL SOCIETY”) that I have in mind are as follows, but if there is a more interesting theme from the participants in the class on May 10, please mention it. I would like to be flexible.

ただし、テーマ設定では以下の点 (a~d) が重要だと思います。

However, I think the following points (a~d) are important when setting up a group theme (topic) :

- a) グループのテーマはクラス全体で議論できるにふさわしいテーマであるべき。
The group topic should be suitable for the whole class discussion.
- b) 必要な場合はデータや教科書的な基礎知識の共有があると思うが、できる限り個人の考え方をぶつけ合う場面が生み出されるタイプのテーマを考えるべき。
There should be a sharing of data and basic knowledge from available (common) information resources including web pages when necessary, but as much as possible, we should think of a type of theme that creates a situation where individual / personal ideas are to be provoked.
- c) せっかくの混合クラスだから、できるだけ各国の比較を通して、結果的により普遍的な問題の理解と将来への展望が議論できるテーマが良いだろう。そのためには具体的な経験を持ち寄ると同時に、それを考える際に助けになるかもしれない「理論」「理念」「歴史」などについても考えることも重要だろう。
Since it is a mixed class, it would be good to have a theme (topic) that allows us to compare countries as much as possible, and as a result, we can discuss a more universal understanding of issues and prospects for the future. In order to do so, it is important to bring specific experiences to the table, and at the same time, to think about “theories,” “principles,” and “history” that may be helpful when thinking about them. Since it is a mixed class, it is better to compare countries’ realities as well as personal experiences and views as much as possible. It is hoped to have a theme (topic) that allows us to discuss a more universal understanding of the problem and future prospects.
- d) このクラスは基本的には社会と個人の関係、文化や文明の問題、歴史の問題、政治の問題、経済の問題、教育の問題などが中心となることになると思うので、それらに関係する具体的問題を選ぶことから出発することが良いと思う。
I think that this class will basically focus on the relationship between society and the individual, cultural and civilizational issues, historical issues, political issues, economic issues, educational issues, etc., so I think it is a good idea to start by choosing concrete issues related to them.

以下のテーマ①～⑩はとりあえず石積が思いつくままにリストアップしたものだ。

The following ①～⑩ are a list of themes that Professor Ishizumi has come up with for the time being.

①グローバル社会の大きな現象に人の移動がある。この問題について考えよう。

One of the major phenomena in global society is the movement of people. Let's think about this problem.

*外国人受け入れのプラスとマイナスについて考えよう。それぞれの国が抱える問題について考えよう。

Let's think about the pluses and minuses of accepting foreigners. Let's think about the problems that each country is facing with.

*世界中で広まってきた排外主義について考えよう。

Let's think about the xenophobia that has spread around the world.

*日本は移民を受け入れない国だといわれている。本当はどうなのだろうか？外国人を排斥する社会なのか？

It is said that Japan is a country that does not accept immigrants. What is it really like? Is it a country that excludes foreigners?

*バイデンは5月1日「排外主義的国」として中国・ロシアとともに日本あげて名指した。(2024 Bloomberg May 1) これはビックリする発言だが、これをどう考えるか？

Biden Now Calls Ally Japan 'Xenophobic' Along With China ,Russia (2024 Bloomberg May 1) This is a surprising statement, but what do you make of it?

②グローバル社会における言語とコミュニケーションスタイルの問題を考えよう。

Let's consider the problem of language and communication style in a global society.

*言語が政治的な抑圧となるケースについて考えよう。

Let's consider the case where language becomes political suppression.

*各国における（特に日本における）英語という言語が持つ社会的機能について考えよう。

Let's consider the social function of the English language in each country (especially in Japan).

*日本におけるコミュニケーションは自分の意見をハッキリさせないことに特徴がある

といわれる。なぜそうなのか？またこのコミュニケーションスタイルのメリットとデメリットを考えよう。

It is said that communication in Japan is characterized by not making one's opinion clear. Why is this so? Let's also consider the advantages and disadvantages of this communication style.

*日本の文化で世界を魅了するのは、アニメであり、漫画であり、可愛いコスチュームであり、いわゆるアイドルであるといわれる。なぜ日本の可愛い若者文化は世界の若者に人気があるのか？

It is said that what fascinates the world about Japan culture is anime, manga, cute costumes, and so-called #kawaii#. Why is Japan's cute youth culture so popular with young people around the world?

③日本にとっての、そして世界にとってのアメリカ。

USA to Japanese and to the World.

*留学生も気が付いたと思うが、日本にとってアメリカは特別な存在だ。日本にとってのアメリカ、世界にとってのアメリカについて考えよう。そのアメリカの光と影について考えることは、実は世界の光と影について考えることになるはずだ。

As international students may have noticed, the United States is special to Japan. Let's think about America for Japan and America for the world. When we think about the light and shadow of America, we are actually thinking about the light and shadow of the world.

*近代社会の最先端であったアメリカは終わりの時代を迎えたのか？それとも近代はまだ価値があるのか？

Has the United States, which was at the forefront of modern society, reached the end of its life? Or is modernity (represented by the US) still valuable?

④若者の政治参加の問題について考えよう。

Let's consider the issue of youth political participation.

*最近の若者の政治参加（例えばイスラエルのガザ攻撃でのデモ行進や、キャンパス内での立てこもり）について考えよう。

Let's think about the recent increase in youth political participation (e.g., demonstration marches and stand-offs on campus related to Israel-Gaza attack).

*日本の学生の政治不参加とその理由について考えよう。

Let's think about the non-participation of Japan students in politics and the reasons

for it.

⑤民主主義の問題についてもう一度考えよう。

Let's think again about the value and problem of democracy.

*世界では民主主義に対して権威主義の国々が対峙しているといわれている。この見方に根拠はあるのだろうか？

It is said that democracy is challenged by authoritarian regimes in the world. Is there any basis for this view?

*あなたは民主主義が好きですか？

Do you like democracy?

⑥民主主義のひとつのカギはジャーナリズムだといわれる。この面では日本は大きな問題を抱えている。

It is said that one of the keys to democracy is journalism. Japan has a big problem in this regard.

*国境なき記者団（世界の報道の自由を拡大しようとするジャーナリストたちの組織）は毎年報道の自由度ランキングを発表している。日本は今年も下位に低迷している。G7で最低の80位だった。このことについて考えよう？日本人学生はこれに納得がいくか？なぜこういう数字になるか考えよう。

Reporters Without Borders, an organization of journalists working to expand press freedom around the world, publishes its annual press freedom rankings. Japan is ranked 80th, the lowest in the G7. Let's think about this. Do Japanese students agree with this ranking? Let's think about why this number is the way it is.

⑦経済の状況、生活の状況、就職と就業。

Economic Situation, Living Situation, Employment.

*IT化が進み、グローバル化が進む中で、少数の富裕層と多くの貧困層のギャップが大きくなっているという。富めるものと貧しいもののギャップはより大きくなっているという。この点での各国の現実、日本の現実、そして世界の大きな状況について、できたら個人的体験などを踏まえて報告し、その背景を考えよう。

As IT (Internet Technology) advances and globalization progresses, the gap between the rich and the poor is getting bigger. Students will report on the reality of each country, the reality of Japan, and the general situation in the world, based on personal experiences if possible, and consider the background.

* その点での世界の現実政治や経済社会における世代間対立が大きく進んできているといわれる。それぞれの社会の実例を紹介し、それらの背景と今後の見通しを考えよう。
With the advancement of IT and globalization, it is said that inter-generational conflicts in politics, economy and society are created. Let's take a look at some examples of such phenomena in each society and consider their backgrounds and future prospects.

⑧日本の現状と未来について、特に経済、生活、若者の仕事などについて、各国の経験も踏まえて考えよう。

Let's think about the reality and future of Japan, especially the economy, daily life, and youth jobs, based on the experiences of each country.

* 日本は40年前には“ジャパン・アズ・ナンバーワン”と言われた。今はどうだろう？なぜ日本は低迷しているのだろうか？グローバル化に対応できない日本について考える。

Forty years ago, Japan was “Japan as number one.” What about now? Why is Japan in a slump? Think about Japan's inability to cope with globalization.

* なぜ日本の経済は伸びない？将来はどうなる？

Why is Japan's economy not growing? What does the future hold?

* どこをどうすれば日本は成長軌道に入るのか？留学生が気がつく日本の問題。

Where and how will Japan enter a growth path? What problems in Japan are international students aware of.

* 各国で克服してきた経済成長の道。

The path of economic growth that each country has overcome.

⑨教育、特に高等教育

Education, especially Higher Education

* 各国の高等教育の特徴と目的について各国の事情を比較しよう。そして特に日本の教育の問題を考えよう。留学生の観察した日本の教育の特徴と、留学した日本人学生からの話を聞きながら考えよう。

Let's compare the characteristics and objectives of higher education in each country. And let's consider the issue of education in Japan in particular. Let's think about the characteristics of Japan's education observed by international students and listen to stories from Japanese students who studied abroad.

⑩武力否定、暴力否定の政治風土の日本社会。

Japanese society with a political culture that denies force and violence.

*日本社会は武力、暴力、に対してアレルギーのある社会だといわれる。優しい社会だといわれる。そうだと考えるとしたら、その背景について議論しよう。

Japanese society is said to be allergic to force and violence. It is said to be a #優しい # (kind? compassionate? none-confrontational?) society. If you think so, let's discuss the background.

次のようにグループ分けとグループ内の討論、クラスでのグループとしての発表と全体討論を進めます。

We will proceed with group division, group discussion, and group presentation and discussion in the whole class as follows.

- (1) 1科目登録の学生は1グループを選択し、3限または4限のグループディスカッションに参加する。

Students enrolled in one subject, select one group and participate in group discussion in period 3 or 4.

- (2) 2科目登録の学生は2グループを選択し、グループディスカッションに参加する。

Students enrolled in two subjects will select two different groups and participate in group discussion of both Period 3 and Period 4.

- (3) 2科目登録の学生で1グループのみで深く討論し、集中したい学生は石積に申し出ること。

Students who are enrolled in two subjects and want to have a deep discussion in one group to have an intensive approach should consult with Professor Ishizumi.

- (4) 5月10日に各グループで集まり、第1回のミーティングを行い、参加者全員がそれぞれ、参加した理由、どの分野で特に自分がグループワークに貢献できるかを話す。

On May 10, each group will meet for the first meeting, where all participants will talk about why they participated and in which areas they can contribute to the group work.

- (5) グループワークは授業時間内での討論、自分の受け持つ部分についてのリサーチ、必要に応じてのPPの準備、プレゼンの準備を含む。過去の例ではメンバー間で調整してクラスの空き時間でも議論し相談していた。

Group work includes discussion during class time, research on the part of the

student in charge, preparation of PP if necessary, and preparation of the presentation. In the past, members coordinated with each other and discussed and consulted during the spare time.

- (6) 5月10日にグループ内での暫定的なリーダーを決定し、そのリーダーが司会し、グループワークのスコープと段取りをとりあえず決める。必要に応じてサブリーダーを決める。

On May 10, an interim leader will be selected within the group, and the leader will preside over the meeting to determine the scope and arrangement of the group work. Decide sub leader if appropriate.

- (7) 前記 A, B, C, D を踏まえ、全体のプレゼンで議論が盛り上がるようにグループ内での準備を進めることが最重要。

Based on the aforementioned A, B, C, D, it is most important to proceed with preparations within the group so that the discussion will be lively in the overall presentation in the whole class.

- (8) 6月の各週は、各グループからのプレゼンと討論に十分に時間を使う予定である。

Each week in June will be devoted to presentations from each group and discussions in the whole class.

- (9) 5月のグループワークについては3限・4限とも石積とSAの中山は教室内でサポートする。

For group work in May, Professor Ishizumi and student assistant Yutaro Nakayama (SA) will provide support in the classroom in both the 3rd and 4th periods.

READ THIS MEMO THROUGH CAREFULLY !!!

Try to identify the area of your interest.

If you have any other suggestion for the theme for the group discussion, I am glad to hear from you on the 10th of May.

5月10日のクラスで、**資料A**として上記に提示した私のメモについて再度口頭で説明し、このクラスの運営についての私の考えを詳しく述べました。さらに、学生からの疑問にも応えました。

実際は私が例として暫定的に提示したグループ別テーマ（メモの項目**資料A**①～⑩）以外の新たなテーマの提案は5月10日のクラスではありませんでした。そこで早速各グループ参加者を決定することになりました。グループとして何をなすべきかについての説明と、さらにその後のスケジュールが上記=**資料A**の(1)～(9)です。

In the class on May 10, I further explained my notes presented above as **Document A**, and elaborated my thoughts on the operation of this class. In addition, I also answered questions from the students. In fact, there were no proposals for new themes in the May 10 class other than the group-specific themes that I tentatively presented as an examples (**Document A** items ①~⑩) in the above notes). Therefore, it was decided to finalize the participants of each group immediately.

The explanation of what should be done as a group and the schedule of the class is explained in **Document A** item (1) ~ (9) of the above.

グループ分けについて私が強く要請した点のひとつは、各グループに必ず日本人学生が含まれていることです。英語を共通言語とする社会問題を扱う多人数のクラスでは、日本人がなかなかdiscussionのながれに対応できず、いわばお客さん状態になることもあるわけですが、グループ別の話し合いではそういう傍観者の態度は不可能で、それこそが日本人学生にとっても交換留学生にとっても最大の留学経験だと思うからです。(実際、日本人学生にとってこのクラスへの参加はまさしく留学です。神奈川大学は日本人学生にとってはHOMEですが、この混合クラスは完全にAWAYのはずです。しかしそれこそが素晴らしい体験のはずです。)

One of the things I strongly urged about grouping was that each group should always include a Japanese student. In a large class that deals with social issues with English as the common language, it is difficult for Japanese students to respond to the flow of discussions, and they may become observers, so to speak, but such a bystander attitude is impossible in group discussions, and I think that the group study is the greatest study abroad experience for both Japanese students and exchange students. (In fact, for Japanese students, participating in this class is actually providing a “study abroad” experience. Kanagawa University is “HOME” for Japanese students, but this class is completely “AWAY”. That’s what makes it a great experience for Japanese students.)

第2章 メインテーマとグループ・プレゼン

Chapter 2 Main themes and group presentations

さて5月中旬の段階で学生からの新たなグループワークのテーマの提案がなかったことは前に述べたとおりです。したがって私が考えた①から⑩の中から自分が参加したいグループを選び、5月と6月の2か月間でそれぞれのグループ・プレゼンをクラス全体の前で行い、それを出発点にしてやはりクラス全体でdiscussionを進めました。つまり2つの段階（グループと全体）で参加者はdiscussionに参加することになるわけです。どのグループに参加するかは個々の学生の自由でしたが、実際は学生の方で全体の人数的バランス、出身地的バランスを考えて一人一人参加グループを決めてくれたようです。教員からの指示を待つということはありませんでした。特にヨーロッパ系の学生はこうした組織運営に慣れており、個人の希望の明確な表明とクラス全体の利益の両立を考えての行動を機敏に示してくれました。日本人学生にはおおいに勉強になったと思います。

As I mentioned earlier, as of mid-May, there were no proposals for new group work themes from students. Therefore, the students chose the group they wanted to participate from ① to ⑩, and in the two months of May and June, each group did a presentation in front of the whole class and used that as a starting point for the discussion with the whole class. In other words, students participated in the discussion in two stages (group discussion and whole class discussion). It was up to each student to decide which group to join, but in reality, it seems that each student decided which group to participate in considering the balance of the overall number of students and the country balance. European students in general are accustomed to this kind of organizational management, and they were quick to act in consideration of the clear expression of individual wishes and the interests of the class as a whole. I think Japanese students learned a lot from this process.

なお“THE REALITY AND THE FUTURE OF THE GLOBAL SOCIETY”という全体テーマのもとで私の方から提示した上記①から⑩のグループ別テーマの中で、実際に学生が参加したテーマは7つのテーマでした。以下のテーマを選んだ学生はいませんでした。

Under the overall theme of “The Reality and Future of a Global Society,” among the group themes ① to ⑩ above, the students actually participated in seven themes. None of the students chose the following themes:

テーマ theme③ 日本にとっての、そして世界にとってのアメリカ。
USA to Japanese and to the World.

テーマ theme⑥ 民主主義のひとつのカギはジャーナリズムだといわれる。この面では日本は大きな問題を抱えている。
It is said that one of the keys to democracy is journalism. Japan has a big problem in this regard.

テーマ theme⑩ 武力否定、暴力否定の政治風土の日本社会。
Japanese society with a political culture that denies force and violence.

じつは私としては参加希望学生がいなかった上記の3つのテーマが留学生と日本人学生の混合クラスで扱う上では相当面白いテーマだと思っていたので、これらのテーマに参加する学生がいなかったのは残念でした。私はこれらのテーマについては自分自身日々考えており、機会を見て私の持論を述べようと思っていたのですが、中々その機会を見つけないことができませんでした。学生が選び、プレゼンしたうえでの全体討論が毎回エキサイティングで時間が足りなくなったので、私の持論の開陳の時間が取れなかったというわけです。

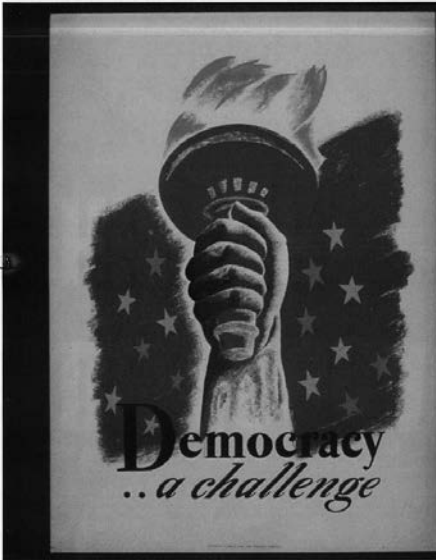
In fact, I thought that the above three themes, which had no students who wanted to participate, were quite interesting themes to deal with in a mixed class of international students and Japanese students like this. So, in a sense it was too bad that there were no students participating in those groups. I think about these themes often, and I thought I would take the opportunity to express my opinion on those topics, but I couldn't find the opportunity to do so. The student's discussion consumed 90 full minutes in most of the cases allowing only a little time for me to elaborate my own thinking about them. It was of course OK because students' discussion is of most importance.

いずれにせよ、全参加者はテーマ①の移民や排外主義の問題、②の英語を中心にした言語とコミュニケーションの問題、④若者の政治参加の問題、⑤の民主主義の問題、⑦の各国の経済や仕事の問題、⑧の日本の未来の問題、⑨の教育の問題 などの中のどれか1つか2つのグループに入り、グループで討論し、パワーポイントを準備してプレゼンを行い、その後のクラス全体での議論の運営を行ったわけです。毎週2グループから3グループのプレゼンと、その後続くこの約2か月間の討論中心のクラスが、今回の国際機関論、国際政治学Ⅰの内容でした。もちろん必要に応じて私の方で関連する理論やデータを説明することもありましたし、6月末には現役の国連職員をゲストで招くということもありました。

Anyway, all participants were in one or two groups dealing the themes of ① immigration and xenophobia, ② language and communication problems centered on English, ④ youth political participation, ⑤ democracy, ⑦ economic and job problems in each country, ⑧ problems of the future of Japan, ⑨ education problems, etc. Students discussed in groups, prepared PowerPoint presentations. The presentations of two or three groups each week, followed by the discussion-centered class for about two months, were the essence of this semester's International Organization Theory and International Politics I. Of course, I explained the relevant theories when needed. At the end of June, I invited an UN official on active duty as a guest speaker.

学生のプレゼン資料は結果的に大量なものになりました。もちろんこのエッセイではその1%も紹介できません。しかし、その資料のイメージを示すために、ここでは⑤の民主主義の問題での、あるグループの資料を2ページ分だけ以下に紹介します。

The students' PP presentations were massive. Of course, I can't show even 1% of it in this essay. However, in order to give an image of the material, let me show below two pages of materials from the group dealing the issue of ⑤ democracy.



Content

- 1 Definition, History, and Evolution
- 2 Risks and Limits (Advantages and Disadvantages)
- 3 Relationship between Japan and another Asian country with different political systems (Authoritarian and Democracy)
- 4 Why Japanese people are not interested in democracy and what's the impact

WHY JAPANESE ARE NOT INTERESTED IN POLITICS AND DEMOCRACY

Main Factors

- Aging Population
- Cultural Factors
- Economic Stability
- Education Focus
- Work and Lifestyle

Efforts to Increase Turnout

- Civic Education
- Youth Engagement



第3章 参加学生のコメント抜粋

Chapter 3 Excerpt of students' comments

第2章（前章）ではこのクラスでどのようなテーマを扱ったかを示しました。5月中旬から6月末までの間、毎週違うテーマを扱い、学生同士の討論を中心に進めてきたこのクラスでは毎回議論が尽きず、個々の学生は新たな視点を獲得したのではないかと思います。私はこのクラスでは、アカデミックな論文を書いてもらうことが最重要であると考えていません。5か月という短い日本滞在を、日本人をはじめとする様々な国の若者との経験に時間を使ってほしいとの思いで、学期末の試験やエッセイの提出も可能な限り個々の学生にとって負担のないものにしたと思っています。

ディスカッションにどれだけ積極的に、そして建設的に参加したか？そのための準備を十分行ったか？時々求められる宿題（例えばある問題に対するコメント）提出など確実に行ったか？そうしたことを総合的に見て私は学生の評価を行います。ディスカッションが重要ですから出席は当然最重要です。

In Chapter 2, I showed what topics were covered in this class. From mid-May to the end of June, each week, we dealt with a different theme and focused on discussions among students. Each student gained a new perspective. I don't emphasize too much the importance for the students to write academic papers. I want students to spend their short five-month stay in Japan for experiences with young people from various countries, including Japan, and I would like to limit the number of end-of-semester exams and essay submissions.

How actively and constructively did students participate in the discussion? Have they prepared enough for the presentation? Did they make sure that they did the homework that they were sometimes asked to do (e.g., comments and research on certain specific issues)? With a holistic view of all these elements, I give a grade to the students. Because of the emphasis on discussion in the class, attendance is of course a must.

私はそうした5月、6月のクラスを通じて参加学生がなにを感じたかについて知りたいと思いました。そのために今回のクラス（2024年春学期）を閉じるにあたり、私の方から7月中旬に私のメモを配布しその内容を口頭でも説明しました。メモでは私は2つのことを記しています。1つは学期末のインタビューについてです。もう1つはこのクラスに関するアンケートについてです。学生に以下のアンケートを配布しました。この第3章では、**資料B**としてアンケートそのものを紹介し、アンケートに対する参加者の答え（コメント）を大量に紹介します。

I wanted to know what the participating students felt through the classes in May and June. At the end of this class (Spring 2024 semester), I distributed the following notes dated July 11 and explained the contents verbally. In the memo I wrote two things. The first is about the end-of-semester interviews. The other one is about the questionnaire I asked students to respond to. In Chapter 3 **Document B** below I am presenting to the reader a large number of participants' answers (comments) to the questionnaire.

資料B

Document B

Memo From Ishizumi July 11 , 2024

今学期のクラスの総括として参加者一人一人に対し以下のようなことをお願いします。
To sum up this semester's class, I would like to ask each participant to do the following:

A. Individual Interview on July 12 and/or July 19.

* インタビューは英語でも日本語でも OK。各自5分程度。

Interviews can be conducted in English or Japanese. About 5 minutes for each person.

* 12日のインタビューは下記Bを12日までに準備できた学生を優先する。

For the interview on the 12th, priority will be given to students who have prepared the following B by July 12th.

B. 以下のアンケートに応え、遅くとも7月17日までに Yutaro にメールで返信。

Fill out the questionnaire and reply to Yutaro by email by July 17th at the latest.

* 本来は今までのクラスでのプレゼンや意見交換を総合的に検討して、石積が全体討論にふさわしいテーマを設定して、クラス全体で最後の討論を行うことを計画していたが、なかなかテーマを絞り切れないので、以下のアンケートをお願いすることにした。

Originally, I had planned to comprehensively set a theme suitable for the general discussion, and hold the final discussion for the whole class, but it was difficult to narrow down the theme, so I decided to ask for the following questionnaire.

C. アンケートに対する答えは Q1・・・ Q2・・・という風に記載し、答えだけ Yutaro にメールで提出。同時に各自プリントアウトしてインタビュー時に持参。

The answers to the questionnaire are to be written for Q1, Q2, and so on. Only the answers are submitted to Yutaro by e-mail. At the same time, print it out and bring it with you for the interview.

* アンケートに対する答えは英語でも日本語でも OK。

Answers to the questionnaire can be in English or Japanese.

* 答えの字数は自由。ただし各項目 1-2パラグラフ程度をめどに、簡潔に。

The number of words in the answer is free. However, each item should be concise, normally in about 1-2 paragraphs.

*実際は項目によっては1行でも2行でも良い場合があるだろう。

In fact, depending on the item (question), one or two lines may be fine.

The Question

- Q 1 今回の国際機構論・国際政治学のクラスの全体として評価し、同時にその理由を述べてください。

Please rate the overall satisfaction of the International Organization and/ International Politics class and state the reasons for the rating at the same time.

- Q 2 自分の所属したチームのプレゼンテーマを明記し、その中で自分が特に受け持った部分が何だったかを明記してください。

Describe the theme of your team's presentation and what you were particularly responsible in the presentation.

- Q 3 チームとしてのプレゼンを行う中で、チーム内での討論や、全体での討論を通じて、あなた自身が最も興味を持ったことを、その理由も含めて述べてください。

As you present as a team, state what you are most interested in through the discussion within the team and the discussion in the whole class, including the reasons for it.

- Q 4 他のチームのプレゼンと討論の中で最も印象に残っていることを、その理由とともに述べてください。

What impressed you the most about the other teams' presentations and discussions, along with why?

〈the Q 5, 6 are for International Students, Q 7, 8 are for Japanese Students〉

- Q 5 留学中で最も印象に残っていることを、その理由とともに述べてください。

What impressed you the most during your study in Japan, along with the reasons?

- Q 6 日本や日本人について、来日前と来日後で最も大きく見方が変わった点を述べてく

ださい。日本での生活、クラスの仲間との対話や他の講義や紹介された資料などを踏まえての現時点でのあなたなりの日本人論、日本社会論を述べてください。ただしアカデミックである必要はありません。

What is the biggest change in your perspective on Japan and Japanese people before and after coming to Japan?

Based on your life in Japan, your dialogue with your classmates, and other lectures and materials introduced, please describe your own current theory of Japan and Japanese society. However, it does not have to be academic.

- Q 7 クラスを受講する中で外国人留学生に対して、特に強く感じたことを述べてください。

Please describe what you felt particularly strongly about international students during your class.

- Q 8 このような混合クラスが日本人学生にとって大きな意味があるとするば、どのような点でしょうか。

If such a mixed class is of great significance to Japan students, what is it?

- Q 9 日本人学生にとっても、留学生にとっても、英語を共通語として、日本の大学のクラスの中で、対等な立場で、社会について、あるいは政治について、討論することは、たぶん新しい体験だったと思います。その体験は意義深かったですか？ そうだとすれば、どのような点で意義深かったと考えますか？

I think it was a new experience for both Japanese students and international students to discuss society and politics on an equal footing in a Japan university class with English as the common language. Was that experience meaningful? If so, in what ways do you think it was significant?

- Q 10 今回のクラスの全体テーマはグローバル社会の現実と未来でした。この点についてのあなたの考え方は深まりましたか？ それはどのようなことですか？ またなぜですか？ このテーマの全体でも、ある一部分（例えば日本、例えば移民問題）についても結構ですから論じてください。

The overall theme of this class was the reality and future of global society. Have you deepened your thinking on this point? What does that look like? And why? You can discuss this issue in its entirety or in a subset (for example Japanese immigration).

- Q 11 討論中心のこのクラスは、あなたにとって意義がありましたか？ 通常の講義中心のクラスと比較してどうでしたか？

Did this discussion-based class make sense to you? How did it compare to regular lecture-based classes?

Q12 講師によるこのクラスの運営の仕方についての率直な感想を聞かせてください。
What are your honest thoughts on the way the instructor conducts this class?

Q13 上記Q1～Q12でカバーできなかったあなたの感想、率直な意見など、何でも自由に書いてください。
Feel free to write anything you could not cover in Q1~Q12 above, including your impressions and honest opinions.

Q14 あなたのコメントの全体、部分を石積がレポートにまとめ、それを公開することにするかもしれません。国籍と名前付きでそれを行うことに同意しますか？次のa, b, c, dから選択してください。
Professor Ishizumi may compile all or part of your comments into a report and publish it. Do you agree to this with your nationality and name? Choose from the following a, b, c, and d.

- a) 完全匿名 (completely anonymous)
- b) 全面的に同意 OK (fully agree)
- c) 国籍だけ同意 OK (nationality only)
- d) 名前だけ同意 OK (name only)

Q15 もしあれば、自由なコメント。テーマ自由。最大1ページ。
If you have any other comments about any topic, please write a maximum of one page.

参加学生のコメント抜粋の要領

Notes to mention in showing the Excerpt of students' comments

以下にQuestionとそれに続けて学生のコメントを列記します。その際の要点は以下のとおりです。

The following is a list of questions followed by student comments. The following are the points to note when listing the students' comments.

①コメントは抜粋で記載しています。センテンスの選択は私が行いました。同じポイントができるだけ重複しないように選択いたしました。同時にクラス全体の雰囲気も反映すること

も重要と考え、似たようなコメントも当然掲載しています。

The comments are excerpted. The choice of sentences was made by me. I have chosen to avoid duplication of the same points as much as possible, but at the same time, I think it is important to reflect the atmosphere of the class as a whole, so of course similar comments are also included.

- ②このアンケートに対しての学生の反応は一樣ではありませんでした。もともとこれは成績には基本的には反映されないということをクラスの中で私は明言していて、できるだけ率直な感想を書いてもらいたいといったので、結構真剣に書いた学生もいましたが、一方では実に気楽に書いてきた学生もいました。

Students' responses to the survey were varied. I made it clear in the class that this would not be reflected in the grades, and I wanted them to write their honest impressions as much as possible, so some students wrote quite seriously, but on the other hand, there were students who wrote very casually.

- ③上記②と関連しますが、多くの学生は文章を推敲していません。英語、あるいは日本語においても文法的な間違いも散見されます。この点については今回のこのエッセイの「まえがき」でも述べましたが、私は全く気にせず、そのまま掲載することにしました。今回のこのエッセイはこのクラスの雰囲気をごまかに理解してもらうことが目的だからです。

Related to ② above, many students did not re-check their writings before hand-in. Naturally, there are grammatical errors in English and Japanese. As I mentioned this point in the "Preface" to this essay, I didn't mind it at all and decided to post it as it is, because the purpose of showing students comment in this essay is to give a rough picture for your understanding of the atmosphere of this class.

- ④今回は大量のコメントを掲載しましたので、個々の学生のコメントに対する私のコメントや感想は記載しませんでした。クラスの雰囲気を感じてもらうことで良いのではないかと判断しました。

Due to the large number of comments posted this time, I did not add my comments and impressions to the comments of each student. Providing with you a sense of the atmosphere was the priority this time in writing this essay/report.

- ⑤私が引用した文章の長短は内容に関する私の評価にあまり関係ありません。ただし各コメントの下線部分については私のものであり、日本人学生にはよく読んで考えてほしい点です。The length of the sentences I quoted has little to do with my assessment of the content. However, the underlined part of each comment is a point that I would like Japanese students to read and think about carefully.

- ⑥英文についても和文についてもそのまま掲載し訳文は付けませんでした。主にエッセイ全体の長さを考慮してのことです。

Both English and Japanese texts are posted as they are, and no translations were added.

This is mainly due to the length (volume) consideration of this entire essay.

⑦ Q14に対して殆どの学生はB = 全面的に同意 OK (fully agree) と答えましたが、国籍だけという学生も数名いました。理解できます。このエッセイの読者にとってはやはり国籍は興味あるところだと思いますので、各コメントの最後に国籍だけ記載します。

In response to Q14, most students answered B = fully agree, but there were a few students who said "only nationality". It's of course understandable. Since nationality is of interest to readers of this essay, I mentioned nationality only at the end of each comment.

それでは、ここからは参加者のコメントの抜粋を示します。まずクエスチョンそのものを、もう一度示します。これは上記の資料2 **Document B** で示したものと同じものですが、あえてもう一度Q1, Q2,として再掲します。その方が分かりやすいと考えました。続いて1-1, 1-2,として回答 (Answer = Comment) を列記します。回答 (コメント) の順番は完全にアランダムです。

Here are some excerpts from the participants' comments. First, let me repeat the questions themselves. The repeated questions are the same as shown in **Document B** above, but I will reiterate them again as Q1, Q2, and so on. I thought that would be easier in reading a large number of comments. Next, the answers (Answer=Comment) are listed as 1-1, 1-2, and so on. The order of the answers (comments) within the same question is completely random.

参加学生のコメントの抜粋

Students' comments excerpted.

The Question = **Q** and Comments = <Comments>

Q1 今回の国際機構論・国際政治学のクラスの全体として評価し、同時にその理由を述べてください。

Please rate the overall satisfaction of the International Organization and/International Politics class and state the reasons for the rating at the same time.

<Comments>

1-1 This helped me to gain a well-rounded understanding of the subject matter. Also, the instructor is highly knowledgeable, with extensive experience in the field. The teaching methods are engaging, and the teacher is approachable and provides valuable feedback.

Also, the course includes interactive elements such as debates, simulations, and group projects, which foster active participation and critical thinking among students.

【Spain】

1-2 Comprehensive coverage of key topics in international organizations and politics. Knowledgeable and engaging instructors who make complex concepts accessible. Interactive learning environment with discussions and group projects. Practical applications through simulations and real-world case studies. 【Spain】

1-3 I think it was a very different class from the classes I usually take in university as it was mostly based on people's personal opinions instead of just pure theory.

【Spain/Turkey】

1-4 普段政治に関心がなかったが、授業を通じて多様な国家の政治政策とグローバル問題に対して解決案や自分の考えを他の学生たちと討論できる機会になってとても良かったと思う。 【Korea】

1-5 It was really interesting to share and discuss different points of views, opinions, and political systems not only with Japanese people but with people from all around the world. 【Spain】

1-6 I know that is a good class, but at the same time as everything has potential of growing and also I am really aware that that will depend on the people that are in the class and how they will involve in the discussion. 【Mexico】

1-7 A, Because of the purpose of the course and the free speech 【Belgium】

1-8 I learn stuff by being participating and constantly discussing about topics that are interesting, 【Mexico】

1-9 I was able to have deep discussions with many exchange students from overseas on themes of humanities and social sciences. At the same time, I realized that my knowledge was extremely shallow. 【日本】

1-10 特に留学生とのディスカッションを通じて、異なる文化的背景からの視点を取り入れることができたのは非常に有意義でした。 【日本】

1-11 様々な国の人と関わる中で、日本人との交流だけでは絶対に触れることができなかったことがあった 【日本】

1-12 This class is very chill, good vibe, the homework are pretty easy, and they are funny

to do. the topics are interesting and varied.

【Belgium】

1-13 A Classmates can talk freely in the class, no matter where they are from and how different their opinions are. I feel very participated in every discussion. Professor is also very open-minded. 【China】

1-14 Personally, I'd go with A. Because in a university where the majority of classes are lecture-based, I felt very good about being able to freely express my opinions and discuss them with other students in this class. 【China・KU Regular Student】

1-15 A However, I felt that some advanced topics were not covered in sufficient depth. I would have appreciated more comprehensive material on these topics to further enhance my understanding 【Germany】

1-16 Normally, I don't enjoy discussions, but I felt free and comfortable participating in the conversations held here, free of judgment. I felt encouraged to speak up, which was challenging since I'm not used to it at my home university. However, I would have appreciated having a few lessons in the classic lecture style before the group presentations. This would have helped to clarify the global context, especially since this is an international politics class. 【Italy】

1-17 A 他の科目ではあまり行う機会がなかったディスカッションが毎回の授業で実施されたため。また、さまざまな国からの留学生と交流し、意見を交換することができたからです。 【日本】

【Q2】 自分の所属したチームのプレゼンテーマを明記し、その中で自分が特に受け持った部分が何だったかを明記してください。

Describe the theme of your team's presentation and what you were particularly responsible in the presentation.

<Comments>

2-1 Reality and Future of Work in Japan Based on the Experiences of each Country (A Comparative Analysis with South Korea and Germany) 【Korea】

2-2 I was in the team talking about democracy and I was responsible of the question “Why Japanese people are not interested in democracy” and the power point 【Belgium】

2-3 In the International Organization class my team's theme was the problem of language

and communication style in a global society, the case when language becomes political oppression, the social function of the English language in each country (especially in Japan), the advantages and disadvantages of the Japanese communication style and why is Japan's cute youth culture so popular with young people around the world?. I was in charge of the case when language becomes political oppression.

In the International Politics class my team's theme was democracy, what it is, risk and limits, the relationship between different system countries, relationship between Japan and another Asian country and why are Japanese people not interested in democracy and what's the impact. I was in charge of the relationship between different system countries. **【Spain】**

2-4 I did the presentations of democracy and Anime

- I explained the advantages of democracy, such as promoting individual freedoms, ensuring equal representation, and fostering accountability and transparency in government.
- I also covered the disadvantages, including potential inefficiencies in decision-making processes, the risk of majority rule overriding minority rights, and the possibility of populism influencing governance.
- I discussed the presence and popularity of anime in Spain, highlighting how it has grown in cultural significance and gained a dedicated fan base.
- I explained the reasons behind its popularity, such as the diverse genres catering to various tastes, the high-quality animation, and the engaging storytelling that resonates with viewers of all ages. **【Spain】**

2-5 Democracy was our presentation, I was in charge of talking about the possible advantages and disadvantages of democracy. My second presentation was about language and how it could lead to differences in culture. **【Spain/Turkey】**

2-6 The topic of our presentation was Democracy. We first explained the definition of it, its evolution, advantages and disadvantages of it, relationship between different systems (authoritarian and democracy), why Japanese people aren't interested in politics and the impact of this. I was particularly responsible for the definition and explanation of the evolution it had had over the years. Before we started preparing the presentation we asked some Japanese friends about democracy and what they know about the topic and we figured out almost none of them knew what democracy is. That was the reason for me to choose to explain in general terms what democracy is, because I personally think it's crucial to have some knowledge about it. **【Spain】**

2-7 we talked about the movement of people so I gave my personal perspective about migration and emigration in Mexico and also added some specific data and then explained the reasons about it. In the second class I chose to talk about young people

- participating in politics where I talked about young people's participation in Mexico and our beliefs about why young Japanese people are not getting interested in this and also if this is important or is irrelevant 【Mexico】
- 2-8 I talked about the ways where language can be used as a tool for a political oppression, But also, everyone talked about the social function of English language in their countries, and I talked about the situation of it in Mexico. 【Mexico】
- 2-9 I explained why the Japanese are not interested in democracy and politics. One factor is the Japanese growing up in a comparatively stable and comfortable environment. So, we don't have to care that much about politics. 【日本】
- 2-10 「各国の民主主義の比較」についてプレゼンし、私は中でも民主主義を採用しているアジアの数国を比較した。 【日本】
- 2-11 I introduced basic knowledge about the current Japanese economy and mentioned the competitiveness of the Japanese economy in the world. 【日本】
- 2-12 THE SOCIETAL SIGNIFICANCE OF MANGA AND ANIME
漫画・アニメの歴史と日本のアニメがどのように世界に広まったのか？ 【日本】
- 2-13 My team and I decided talked about the manga culture across the world. For this, I decided to talk about Belgium and the influence of manga and its effect. 【Belgium】
- 2-14 Topic 1: Migration: My part is to introduce the main situation of immigrants and emigrants in China
Topic 4: Politic participation: My part is to introduce the politic participation in China, and why Chinese young people are so interested in politics 【China】
- 2-15 The topic of our group discussion was "Language and Communication in the International Community". In my discussions with the rest of the group, I became acutely aware of the importance of English and the impact that language can have. 【China】
- 2-16 Our team's presentation was entitled "Reality and Future of Japan Based on the Experience of Each Country". We drew comparisons with South Korea and Germany to highlight different approaches to similar economic issues, and discussed how lessons from these countries could be applied to Japan 【Germany】
- 2-17 “Economic Situation, Living Situation, Employment ”

日本についての現状を考え、説明するパートを担当しました。

【日本】

2-18 I took part in two presentations. Higher education and then also the Economic/employment group. I was responsible for the Swedish aspect in both presentations as well as the global perspective on poverty and economical cliff. I really wanted to add the global perspective and not leave it out because of its great importance. 【Sweden】

2-19 I was responsible for assembling the team, planned what we would talk about, and prepared the presentations. It was difficult for us to set one date for the meeting. Japanese students were working or having recruitment after classes, while exchange students were traveling.
We managed to meet one day and agree on what we were doing to put everything together later. The very idea of working in a group is great, but if it requires meeting outside of class time it raises a problem. 【Poland】

Q3 チームとしてのプレゼンを行う中で、チーム内での討論や、全体での討論を通じて、あなた自身が最も興味を持ったことを、その理由も含めて述べてください。
As you present as a team, state what you are most interested in through the discussion within the team and the discussion in the whole, including the reasons for it.

<Comments>

3-1 As for higher education, I find it quite shocking that Germany has an educational system that separates all 11-year-olds and channels them into specific paths at such a young age. I also found it surprising that Italian professors base their lectures solely on their own research, without providing students with additional literature or research materials apart from their own work.
Additionally, I am keen to highlight the challenges in Sweden, which are closely intertwined with political dynamics and the rise of nationalistic and right-wing populist movements. I find discussions on these topics highly engaging, as they allow me to challenge existing stereotypes and explore new perspectives.
I didn't have any focused knowledge on Mexico and Japan I have come to learn as I have been here. It really was for me the most interesting topic for a presentation. 【Sweden】

3-2 During the preparation of the presentation we had time for discussion, we had opinion from 4 countries Japan, China, USA, Poland, which gave us a view of the same topic from different perspectives. I think this brought the most value. 【Poland】

3-3 世界別に勤務時間はあまり変わらないが、賃金が大きく差がある点に対して関心を深く持つようになった。理由としては、韓国と日本は似ているので他の国について知る機会が多くなかったが、今回の発表を通じて韓国、日本だけでなく様々な国の勤務時間について知ることができるようになった。 【Korea】

3-4 During the preparation we talked about how some of stated democracy looked actually like a fake democracy when you dig the information, how the media are oriented etc 【Belgium】

3-5 In the International Organization class, I was particularly interested in the theme of language as political oppression. Through our team discussions, I've been drawn to how language can be a tool for both unity and division. My focus is on understanding the mechanisms through which language policies can marginalize communities and the social and political ramifications of such actions.

The reasons would mainly be the historical and contemporary relevance, like the suppression of indigenous languages resonate with contemporary issues where certain languages are promoted over others, often leading to social and economic disadvantages for non-speakers. And the personal connection, growing up in a multilingual country, I've seen firsthand how language policies can impact people's lives, both positively and negatively.

In the International Politics class, my primary interest lies in the relationship between countries with different political systems. This topic is compelling because it deepens into the dynamics of international relations and how countries with differing ideologies interact on the global stage.

The reasons would mainly be the complex Interactions, like the relationships between democracies and non-democracies are complex and often fraught with challenges, making it a rich area for analysis. And also that, this theme is highly relevant in today's geopolitical climate, where understanding these interactions can provide insights into current events and future trends. 【Spain】

3-6 As we presented as a team, the discussions that I found most interesting included both internal team discussions and broader audience interactions:

Within the Team:

I was particularly interested in our internal discussions on the various forms of governance, especially democracy.

In the Whole Presentation:

During the broader presentation and audience interaction, I was fascinated by the discussion on anime's cultural impact, especially in Spain. The audience shared their perspectives on how anime has influenced their views on Japanese culture and its role in promoting cultural exchange. This highlighted the power of media in shaping cultural perceptions and fostering international understanding. 【Spain】

- 3-7 During our team discussions and presentation, I found the lack of interest in politics among Japanese people the most interesting. This interested me because it's different from other countries where people are more involved in politics. We looked into cultural, historical, and social reasons for this. Learning about these reasons helped me understand how different factors can affect people's involvement in politics. 【Spain】
- 3-8 I personally think that one of the most interesting things about this kind of discussion is how we can see different points of view depending on the country you are from and they way it changes is quite big, we talked about participation in politics and a lot of the people in the classroom just refer to this as election of a candidate but I think that involves more than just that and even if we just talked about voting mostly the opinion and grade of interest really changes depending on the person or country. 【Mexico】
- 3-9 When I asked if I(int'l students ?) wanted to build a career in Japan, I was impressed by the fact that so few(many?) international students raised their hands. This is because most international students who come to Japan to study are at least interested in Japan and want to work in Japan. However, for international students from countries with stronger and richer economies than Japan, working in Japan may not seem attractive. Also, due to the weak yen, it is not easy for international students to see the Japanese labor market as a place to build their careers. 【日本】
- 3-10 I'm most interested in current Japan's situation. A significant issue is that most (Japanese?) university students may not retain this (memorized) information post-(university) examination. In contrast, exchange students demonstrate greater passion and knowledge about both their own country's political situation and that of Japan. This disparity highlights a concerning problem for our student body, yet its seriousness often goes unrecognized. 【日本】
- 3-11 チームメンバーの出身国の政治参加に関して比較した。日本の若者の政治に対する関心の少なさが印象的だった。その理由として、自分自身の政治に対する興味や知識の不足を実感するきっかけにもなったし、今後勉強してゆきたいというモチベーションにもつながったからである 【日本】
- 3-12 The thing I was most interested in was the cost of living from each country. I was surprised throughout both the research and discussion phases, how vastly of a difference the cost of goods and services were between our countries. 【USA】
- 3-13 It was very interesting that we can discuss the different situations in some many different countries. And the communication with Japanese students were also very interesting, how was their opinion, and so on. 【China】

3-14 In the discussion on "Economic Situations, Living Situations, Employment", we discussed the GDP, cost of living, and employment conditions in the United States, Japan, China, and Poland. 【China・KU Regular Student】

3-15 During the preparation and discussions for our team presentation on "Reality and Future of Japan Based on the Experiences of Each Country", I was most interested in the comparative analysis of work culture and economic strategies between Japan, South Korea and Germany. 【Germany】

3-16 プレゼンの準備段階の討論がとても印象に残っています。スウェーデン、メキシコ、日本それぞれの経済状況や、抱える問題をお互いの意見や比較を交えながら共有できたことは大きな学びになりました。 【日本】

3-17 日本とのチームメンバー出身国の違い、税金、国の政策、働き方など国によって本当に異なることと、日本がどの国よりも優れたシステムを持っていると思っていたが他の国も優れていたこと。 【日本】

Q4 他のチームのプレゼンと討論の中で最も印象に残っていることを、その理由とともに述べてください。

What impressed you the most about the other teams' presentations and discussions, along with why?

<Comments>

4-1 日本のインターシップ及び修士についての内容が印象に残る。理由は日本で就職したいから。現在日本学生たちの就職市場はどんな状況なのかについて分かるようになったからだ。 【Korea】

4-2 As we were the first team presenting, the other teams were more ready for the "discussion" part and it was more interesting. 【Belgium】

4-3 The same as in the discourse while preparing a presentation in my group. Looking at everyday topics through the lens of a different culture and different experiences. 【Poland】

4-4 I mostly am interested in controversial takes, although I disagreed with it, one of the students calling Japan racist and xenophobic was quite interesting to me. 【Spain/Turkey】

- 4-5 Personally, what I liked the most about the other team's presentations was to learn more about other countries. Even though each team presented a different topic, all the participants tried to develop and work on the topic as representatives of their own country. For example, the Mexican students talked about the political situation in Mexico, while the Chinese student talked about communism, what it is like to live under that system, its pros, and also its cons... I never had the opportunity to listen about so many different countries and systems and more importantly, from local people's own experience. 【Spain】
- 4-6 we talked about anime and I noticed that a lot of people start getting involved not just in anime but beyond (culture, behavior, places) 【Mexico】
- 4-7 What impressed me the most for me were mostly the political topics because I saw a big difference of the European, American, and Latin American countries compared to some Asian countries, especially Japan. Because in my country, younger generations are getting more involved in this topic to try to change the situations of the country whereas in Japan they are not so interested but we saw some reasons of this. 【Mexico】
- 4-8 The session that introduced the Japanese subculture left a strong impression on me. I think the Japanese subculture is one of the reasons why international students are interested in Japan, so I think it was a very exciting session. Also, the professor's analysis of the question "Why are Westerners interested in Japanese culture?" in the latter half of the lecture was very interesting. 【日本】
- 4-9 また、日本の漫画が世界に与えた影響や、異なる文化圏における漫画の受け入れられ方についても議論され、その普及と進化の過程を学ぶことができました。漫画が単なる娯楽としてだけでなく、文化や社会に対する影響力を持つメディアであることを再認識することができました。 【日本】
- 4-10 I strongly believe that, compared to Japanese students, including myself, exchange students are more confident and critical in discussions. Although we were allowed to interrupt and ask questions or share opinions, it was mostly the exchange students who did so, while the Japanese students often refrained. Several factors contribute to this disparity. First, we do not speak English as well as they do. Second, we have had few opportunities for discussions, critiques, and debates, and we have not been adequately trained in these areas. Third, when speaking in front of others, we Japanese feel pressured to speak English perfectly, even though passion is more important than perfection. This lecture from Ishizumi made the Japanese students realize what we should do in these types of discussions. 【日本】

- 4-11 外国の選挙についてのプレゼンテーションはとても印象に残りました。 【日本】
- 4-12 各国の教育における政治的内容について述べ、日本では選挙や国際情勢に関して学ぶ機会が少ないという結論が出た回が最も印象に残っている。他国の人の視点から日本の現状を見た客観的な意見を聞くことができたため、非常に勉強になったからである。 【日本】
- 4-13 To be quite honest, I was more impressed by how well made their presentations were. I read international news quite often, so I usually already know 60~70% of what is already being presented. I am inept when it comes to the creative side of power point presentations. If it was created by just me, it would probably just be in black and white, some photos, and that's it. I have my teammates to thank for making our presentation pop out. 【USA】
- 4-14 Many students agreed that their countries have a bright future, but the individuals not. One of the groups mentioned Japan's anime culture during their presentation (although our group talked about that more or less as well), which intrigued me. In the aftermath I also compared what we talked about with what they talked about and realized where the part I was responsible for was not perfect. 【China】
- 4-15 The anime manga presentation, provoked a lot of good thoughts and discussions. It helped to shape new views on the topic. I did not expect this. 【Germany】
- 4-16 Many teams showed an impressive level of research and provided detailed analysis of their topics. For example, a team focusing on the economic impact of climate change in Japan included comprehensive data and statistics, making their arguments very convincing and well supported. 【Germany】
- 4-17 I enjoyed how a discussion on one topic could lead to countless other discussions on various related subjects. I especially liked the conversations that emerged about how anime and manga reflect societal issues. These discussions were really interesting and thought-provoking. 【Italy】
- 4-18 ほとんどのチームがプレゼンの前後にディスカッションの時間をしっかりと取り、発表で感じたことを踏まえて意見交換ができたことが良かったです。特に、なぜ日本の若者は政治に対して興味がないのか、というテーマのディスカッションでは、改めて自分達が政治にあまり関心を向けていなかったことに気づくきっかけとなりました。 【日本】

Q5 留学中で最も印象に残っていることを、その理由とともに述べてください。

What impressed you the most during your study (Japan), along with the reasons?

<Comments>

5-1 It's striking how similar 20-somethings are across different places. Young people around the world are increasingly exposed to similar cultural influences through media and global trends. Many 20-year-olds face common milestones and challenges such as education, starting careers, and navigating relationships, regardless of location

【Sweden】

5-2 I was surprised to be able to choose what I wanted to learn. In Poland, the study program is predetermined for 3 years of bachelor's, 2 years of master's, and we can't choose our own subjects. Before coming to Japan, I had done my homework and was well prepared for what I might encounter here. Some Japanese people feel uncomfortable when they have to speak English, they seem shy when doing so, but as soon as they cross that barrier they become more open.

【Poland】

5-3 公共の場や街並みが非常に清潔で、秩序が保たれていることが多いと思う。ゴミの分別やリサイクルの取り組みも進んでいるから心的に安心感を持つようになった。【Korea】

5-4 During my exchange study in Japan, what impressed me the most was the country's seamless blend of tradition and technology. 【Belgium】

5-5 What impressed me the most during my study of Japan were the intricate ways in which cultural values and social norms are interwoven into various aspects of Japanese life, particularly in communication styles and societal structures. Mainly it will be the politeness and respect, the high level of politeness and respect ingrained in everyday interactions stood out as a defining characteristic of Japanese society. For example, the use of honorifics and the careful consideration of tone and formality in language highlight a profound respect for others. Or the exceptional quality of customer service, driven by a genuine commitment to respect and hospitality (omotenashi), showcases these values in practice.

Another thing that impressed me would be Japan's ability to blend traditional cultural elements with modern innovations is both impressive and unique.

【Spain】

Q6 日本や日本人について、来日前と来日後で最も大きく見方が変わった点を述べてください。日本での生活、クラスの仲間との対話や他の講義や紹介された資

料などを踏まえての現時点でのあなたなりの日本人論、日本社会論を述べてください。ただしアカデミックである必要はありません。

What is the biggest change in your perspective on Japan and Japanese people before and after coming to Japan?

Based on your life in Japan, your dialogue with your classmates, and other lectures and materials introduced, please describe your own current theory of Japan and Japan society. However, it does not have to be academic.

<Comments>

6-1 I initially believed it might be challenging to make friends with Japanese people due to the stereotype of their shyness. However, I've found that I do have a few Japanese friends, and any difficulty in making more is not due to shyness. It's more likely because many Japanese already have established social circles, and I've also found wonderful friends among my dorm mates to keep me busy. Also at first, I thought Japan was all about following strict rules and everyone acting the same way. I met people who broke stereotypes and embraced their unique identities and passions.

【Sweden】

6-2 Nothing has changed in my perspective on Japan. Japan is just different, it has its own unique culture. The first image of Japan that I remember was from the Studio Ghibli movie when I was just a kid. The initial infatuation turned into curiosity. I began to look for information about the country, the culture, music, food and the language on my own. I was greatly influenced by anime and manga. I fell in love all over and my dream became a trip to Japan. I even planned to study Japanese, but my family told me to come down to earth and choose another direction, so I chose finance and accounting. Nevertheless, Japan was still my goal, so when I found out about the exchange with my University and Kanagawa University I made the decision to go. Unfortunately, due to pandemics, I had to postpone the trip for 3 years. At that time I had already completed my master's degree, so in order to participate in the exchange I had to start another course of study.

It was worth it to be stubborn and persistent. Japan is just as I imagined it. A combination of culture and modernity. In the middle of Tokyo you may come across temples or works of modern art. Glass cities bustling with life and the countryside full of nature and tranquility.

People who want to blend in and people who want to stand out from the crowd. Coming here and experiencing everything firsthand, I fell in love even more. I was warned that I might feel lonely in Japan because Japanese people don't want to socialize too much and value personal space, but living in a dorm(International House), joining various student clubs (ikebana, kyudo, coffee club, tennis, cooking club), studying on

the Minato Mirai campus, and traveling with other exchange students, I don't feel an ounce of loneliness.

The Japanese people I met, not just students, were open-minded and curious about the reason I chose Japan. Sometimes language skills were a barrier, but my goal is to learn the Japanese language, so I tried to break the initial ice and speak as much in Japanese as possible, which allowed the people to open up and talk to me more.

【Poland】

- 6-3 日本に住んで感じたのは日本人は礼儀正しく、他者への配慮を大切にすることだ。挨拶やお辞儀などが日常生活に根付いてる。また、日本は多面的な社会だと思う。表面上の礼儀やテクノロジーの先進性だけでなく、人間関係の深さや文化の多様性に触れることで、より一層日本の魅力を理解することができた。 【Korea】

- 6-4 Before coming to Japan, I viewed the country primarily through a lens of stereotypes, seeing it as a land of high-tech gadgets, strict social norms, and rich traditions. I came to appreciate the nuanced balance between modernity and tradition, and I saw the Japanese people as incredibly diverse, with a deep sense of community and resilience.

【Belgium】

- 6-5 My initial perspective on Japan was shaped largely by popular media, literature, and second-hand accounts. I had a somewhat idealized view of Japanese society, focusing on its efficiency, cleanliness, and the harmonious coexistence of modernity and tradition. After living in Japan, engaging in dialogue with classmates, and absorbing various lectures and materials significantly broadened my understanding. I came to appreciate the complexities and nuances of Japanese society beyond the stereotypes. I realized that while Japan has many admirable qualities, it also faces challenges and contradictions that are often overlooked.

My perspective has evolved from an idealized view to a more nuanced appreciation of the delicate balance between tradition and modernity, individual and community, and the strengths and challenges that define Japanese society. This experience has deepened my respect for Japan and its people, while also highlighting the importance of continual adaptation and openness to change in preserving the unique cultural fabric of the nation.

【Spain】

- 6-6 I spend lots of time in a small town called Hakuraku (near my dormitory), there I've met hundreds of people, most people at least double or even triple my age. Even then they treat me as equal I feel extremely accepted there which was so interesting to me.

【Spain/Turkey】

- 6-7 What impressed me the most during my study in Japan was the culture in general. Before coming here I didn't know much about it. Back in Europe, we don't learn much

about Asian countries, their economical situation, culture, history... Unfortunately, we mainly focus on Western Countries.

Local people have always been really nice and helpful to me. If I had to mention something that impacted me, I would say that I got impressed by how unusual it is for Japanese people to talk English. 【Mexico】

6-8 My university does not give this kind of opportunity of not only helping foreign students but also Japanese students on trying to improve their skills in speaking a foreign language. Also the classes begin so dynamic and are really interesting, my university only gives lectures and I think that one of the best ways to learn is getting involved and participating in the daily classes like we did here.

Also I joined a club and it's amazing how serious they take the clubs and the variety of them and in general how students manage the schedule. 【Mexico】

6-9 In some classes Japanese people are extremely shy and don't want to speak up or are afraid of saying something wrong. 【Germany】

6-10 But overall, most of the things impressed me in a good way and I learned from it, it was a nourishing experience, and I would really recommend it to other students who want to study abroad. 【Mexico】

6-11 Nothing really impressed me per se. This is the 6th time I have been in Japan, so I was already beyond the culture shock phase. I noticed how cars do not slow down at pedestrian crossings. I ended up looking it up online and found out Japan has a 45% stop rate when it comes to pedestrian crossings. I feel like driving on the road in Japan is safer than America, but as a pedestrian- I feel like it's safer in America.

【USA】

6-12 Since young I always wanted to experience the Japanese student life. I am grateful to experience this opportunity and I really enjoyed it. To be in the same class with Japanese students and talk with them was the most important thing for me.

【Belgium】

6-13 I like Japan so much; the street is clean, and the people are polite. 【China】

6-14 (I was surprised that Japanese students) took the attendance very serious, because I think in the most European countries they don't care about attendance. Because you are old enough to decide yourself. Another thing was that even the Japanese students who are studying English can't speak that well English. That Japanese people are shy but after you know them a little bit more, they are really nice and are trying to help you with all your problems. 【Germany】

6-15 During my studies in Japan, several aspects left a lasting impression on me. These experiences were not only enlightening, but also deeply enriching on both a personal and academic level. It was common to see ancient temples and shrines next to modern skyscrapers. This juxtaposition of tradition and modernity created a unique and captivating environment. The emphasis on group work and collaborative projects also fostered a sense of teamwork and community. Interacting with fellow students from different backgrounds gave me new perspectives and enhanced my understanding of global issues. The level of customer service in Japan was exceptional. 【Germany】

6-16 Firstly, I was struck by how Japanese society aligns with what I studied in books at my home university, yet also differs in surprising ways.

However, I also found that many Japanese people are not as knowledgeable about their own society, history, or traditions as I expected. For example, when I was talking to a friend about Shinto, she asked, "What is Shinto?" (神道って何?). I was speechless to say the least, as it felt similar to an asking to an Italian, "What is Catholicism?" and they don't know the answer. Even if you don't practice the religion, it's a fundamental part of the culture and as such is an important thing to know.

I was also surprised by the lack of English proficiency among Japanese students. At the university level, especially people that chose to follow classes held in English, I expected a higher level of fluency. Especially in the class where I was teaching assistant, it was aimed to improve the English of students that are interested or are actually going abroad next semester, and the majority of them was not really interested in English at all.

Additionally, I came to Japan expecting the renowned "Japanese politeness," but what I often experienced felt like a superficial politeness, maintained for the sake of appearances. 【Italy】

6-17 I've been in Japan for several years now and I've always respected the Japanese culture while maintaining my own habits and way of thinking. When I first came to Japan I wondered if I should become more "Japanese" or just be myself, because I know the saying "When in Rome, do as the Romans do 「郷に入っては郷に従え」". Later on, I realized that the true meaning of this saying is not to force yourself to become more "Japanese" inside and out, but to respect the culture of the country you are living in. 【China · KU Regular Student】

6-18 I initially believed it might be challenging to make friends with Japanese people due to the stereotype of their shyness. However, I've found that I do have a few Japanese friends, and any difficulty in making more is not due to shyness. It's more likely because many Japanese already have established social circles, and I've also found wonderful friends among my dorm mates to keep me busy.

Also At first, I thought Japan was all about following strict rules and everyone acting

the same way. I met people who broke stereotypes and embraced their unique identities and passions. 【Sweden】

6-19 Before coming to Japan, I viewed the country primarily through a lens of stereotypes, seeing it as a land of high-tech gadgets, strict social norms, and rich traditions. I came to appreciate the nuanced balance between modernity and tradition, and I saw the Japanese people as incredibly diverse, with a deep sense of community and resilience. 【Belgium】

6-20 The biggest change in my perspective on Japan and Japanese people before and after coming to Japan is the realization of the depth and complexity of their cultural and social practices. Before arriving, I had a general view of Japan as a technologically advanced and culturally rich country. However, living here has provided me with a more nuanced understanding. Living in Japan has enriched my understanding of its culture and people, highlighting the complexities and beauties of a society that values both its past and its future. 【Spain】

6-21 Coming to Japan is the first time I've lived by myself, I learned quite a lot from this. I think I feel confident I can live by myself anywhere, travel anywhere. I feel way more capable and independent now more than ever. Moving to a country where you can't communicate with the locals taught me a lot. 【Spain/Turkey】

6-22 It is true that it is not easy for us (foreigners) to talk with Japanese people besides regular greetings. Nevertheless, if you spend time with them, you understand the cultural differences and try to make them comfortable, they are almost all of them really happy to talk with you. It is true that dormitory life helps a lot because we all live in the same kitchens, common areas... but if someone asked me about my own experience I would definitely say most Japanese people are really shy but if you really interested in having a relationship with them and you are patient and respectful, you can make great friends here. 【Mexico】

6-23 I think the stereotypes that we normally have are like that and they are really wrong, of course this changes from person to person but Japanese people are more warm than what I was expecting, classes are not monochromatic as we have the stereotype and in general Japanese students are shy but they will express their opinion if you ask and they also take the initiative. 【Mexico】

6-24 As aforementioned, I have been to Japan many times already. But regarding my own personal theory about the situation of Japan and Japanese society, I have mixed feelings. Obviously, Japan (just like every country in the world) has a lot of sectors

it needs to improve on. But the one I want to talk about, is Japan's absolutely need to be more global. I feel like when Japan embraces foreign/global thoughts and technologies- Japan shines brightest. But periods after Japan shines, I feel like it fizzles out because people want to "go back to the old/Japanese way." For example,
. . . 【USA】

6-25 My perspective of Japan didn't change. I am happy to what happened to me in Japan. The same for Japanese people, I am not disappointed. My current theory about Japanese system is the same as I had before coming. I knew Japanese people are not really into politic. So my theory stayed the same. 【Belgium】

6-26 I never thought that the service could be so extreme...but sometimes I feel the Japanese people are a little bit too depressive, for example in the subways, I cannot see the hope in their eyes. 【China】

6-27 I think that Japanese people are not used to give their opinions so it can be very difficult to understand them sometimes. Even if you're not Japanese, they somehow expect you to "read in the air" which is difficult for European students as in school we teach us that it's very important to speak up and give our opinions. That's also why I think they don't really have interest in politics etc. I didn't have a big change of thought about Japan or Japanese people. I still have a hard time forming a real theory about the problems of the economy. Maybe it has to do with the declining birth rate, the partly outdated corporate culture, the lack of English skills. There are probably many reasons. 【Germany】

6-28 Living in Japan, interacting with my classmates, and absorbing information from various lectures and materials has given me a more nuanced understanding of the country and its people. Many of my Japanese peers were keen to improve their English and learn other languages, reflecting a desire to engage more deeply with the global community. 【Germany】

□7 クラスを受講する中で外国人留学生に対して、特に強く感じたことを述べてください。

Please describe what you felt particularly strongly about international students during your class.

<Comments>

7-1 クラス内で多くの留学生が異なる文化を尊重し合う姿勢を持っていることに感心しまし

た。特に、ディスカッションやグループワークの際に、互いの文化的背景や価値観を理解しようとする姿勢が見られ印象的でした。 【日本】

7-2 政治や経済、教育、言語など全ての面に関して基礎的な知識が備わっており、自分の考えを述べるができる留学生の姿から刺激を受けた。議論をする際、私はそもそも知識がなく発言ができない場面もあったため、知識を踏まえて自分の意見まで持っている、それを周囲に伝える力があるという学生たちを見て、自分に足りないものを自覚することができた。 【日本】

7-3 They really don't hesitate to impress their opinion even if it was wrong. It motivated Japanese people to discuss actively. 【日本】

7-4 みんなよく自分の意見を話す。遠慮していない。みんなやる時はやる、やらない時はやらないというメリハリがすごい。 【日本】

7-5 海外の学生はディスカッションに積極的に参加するイメージがあったが、この点については日本人と特に差はないのではと感じた。確かに積極的に意見を言う学生は多くいたが、それは日本人学生を見ても同じくらいの割合であったと感じている。しかし、我々と留学生の大きく異なる点は、話を振られた際に瞬時に回答することができる点である。英語力に問題があると考えることがあると考えることもできるが、自身の意見を言うことに対するハードルにその差があるのではともその差があるのではとも考えた。 【日本】

7-6 この講義形態には意義があったと考える。そう考える一つ目の理由は、「他の講義では体験できないスタイルの講義」であるからである。また、彼らの自国に対するプライドのようなものを感じる事が出来たことも理由として挙げられる。 【日本】

7-7 外国人留学生の多くがしっかりと自分の考えを持っていて、人と違う意見であっても堂々と発言していることが強く印象に残っています。また、意見を求められた際にすぐに答えていた点もすごいと思いました。 【日本】

Q8 このような混合クラスが日本人学生にとって大きな意味があるとすれば、どのような点でしょうか。

If such a mixed class is of great significance to Japan students, what is it?

<Comments>

8-1 I was able to recognize my lack of English ability. I don't think we should take this negatively, but rather think of it as an opportunity for us to grow. 【日本】

- 8-2 海外の学生の主体性に刺激を受けられる点 【日本】
- 8-3 日本人は自国のことに対しての知識が少ない。この授業を通して、他国の文化を知り、それと比べたり、留学生に日本の文化を説明することによって、自分の国を知るきっかけとなる。また、そのスキルは英語の力とともに留学に活用することができると思う。 【日本】
- 8-4 If they want to study abroad, it's the best place to feel the real class in English and they can know their level of English especially listening and speaking.
Even if they don't want, it's going to be a perfect opportunity to learn how to deal with different people. 【日本】
- 8-5 一つ前の質問でも答えたように、自身の意見を言うハードルを下げることを彼ら留学生から学ぶことができたと思う。これは大学の講義であり、そこに明確な正解があるわけではないので、恥ずかしがらずに自身の意見を言うことが必要だと感じた。 【日本】
- 8-6 このような英語での混合クラスは、日本人の学生に異文化理解や英語への興味関心を向上させることができると思います。私自身、今まで日本でたくさんの留学生の人とディスカッションをしたことがなかったため、日本以外の国について学ぶきっかけとなりました。 【日本】

Q9 日本人学生にとっても、留学生にとっても、英語を共通語として、日本の大学のクラスの中で、対等な立場で、社会について、あるいは政治について、討論することは、たぶん新しい体験だったと思います。その体験は意義深かったですか？ そうだとすれば、どのような点で意義深かったと考えますか？

I think it was a new experience for both Japanese students and international students to discuss society and politics on an equal footing in a Japan university class with English as the common language. Was that experience meaningful? If so, in what ways do you think it was significant?

<Comments>

- 9-1 The experience was meaningful. This class was the only class where vocal participation was highly valued and it was on a higher level than some of my other classes with English as the common language. 【Sweden】
- 9-2 This was the only university class with English as the common language where the teacher is also Japanese. Initially, I was fascinated by the classes and the topic. It was also the only class where there were so many Japanese students, so I was very happy

about it.

【Poland】

9-3 日本人をはじめとする多くの国籍の外国人たちと一緒に授業を聞きながらプレゼンテーションを一緒にしてみた結果、やはり言語の疎通が少し難しかった部分があるが、皆英語で話そうとする姿を見て私ももっと熱心にならなければならないと感じたし、国籍が違う皆が集まって各自自分の国に政治、グローバル問題などに対して話す姿が不思議な経験だったと思う。 【韓国交換】

9-4 Using English as the common language created a level playing field, facilitating more inclusive and balanced discussions. This approach improved communication skills for both Japanese and international students, which is valuable for their future academic and professional endeavors. The necessity to collaborate on projects and discussions promoted teamwork and fostered a shared learning experience, making the classroom environment dynamic and interactive. This collaboration taught students to navigate cultural differences and find common solutions, a crucial skill in a globalized world.

【Spain】

9-5 Yes, the experience was meaningful in several ways:

1. **Equal Footing:**

○ It allowed both Japanese and international students to discuss society and politics as equals, fostering mutual respect and open dialogue.

2. **Improved Communication:**

○ Using English as the common language enhanced communication skills for all students.

3. **Cultural Exchange:**

○ It facilitated cultural exchange, helping students appreciate different backgrounds and societal norms.

4. **Broadened Perspectives:**

○ Exposure to diverse viewpoints broadened students' understanding of global issues.

5. **Critical Thinking:**

Engaging in discussions encouraged critical thinking and healthy debate.

6. **Global Preparation:**

It prepared students for the globalized world by simulating an international environment. 【Spain】

9-6 I can't help but to feel like it would feel more meaningful if the Japanese students were somewhat interested in politics. Since they're not it feels kind of empty

【Spain/Turkey】

9-7 It was such a good and interesting opportunity to be able to discuss society and

politics with Japan students and international students. In fact, I think we all learnt many things from each other. Japanese students were usually scared to talk loud and express their own opinion but when they did, it was really interesting for us, international students, to listen to their thoughts and opinions. 【Mexico】

9-8 Yes, I really think that the fact of us both having the opportunity to exchange not only knowledge but point of views and culture was really significant, I learn a lot from different people perspectives and I know that this will help us to improve our multicultural understanding and this is important. 【Mexico】

9-9 In my opinion it was meaningful to me because I wanted to learn this from different perspectives and different countries, and sharing this was really impactful for me for the way we see this topics in different countries, because some of them care more about it than the others and i think it reflects the way of living or thinking of the people of each country, so it was really nourishing to be in this class discussing about these different topics. 【Mexico】

9-10 英語を共通語とすることで、異なる文化背景を持つ学生同士が対等に政治について意見交換できたことは非常に意義深かったです。自国の政治についても新たな視点から見直すことができました。 【日本】

9-11 It was really meaningful for me. I was very inspired by exchange students. I was able to understand the values and perspectives of people who grew up in different environments through discussions. It had a very positive impact on what has shaped me. 【日本】

9-12 意義深い体験だった。上にも述べたが、日本人学生や日本の教育における優れている点と課題点に関して客観的な意見をもらえた点、外国人留学生の良いところに刺激を受けた点、国際交流の重要性を身を持って体感できた点などからである。 【日本】

9-13 意味深かった。その理由として、社会や政治について英語で話し合う機会はなかなか無かったので、最初は緊張して自分の意見を言えなかったが、どんな意見も聞く耳を持ってくれる留学生や、先生に対して自分の意見を伝えたいという気持ちに変わっていた。私は留学を控えているのでこの機会は本当に良かったと考える。討論中心の授業は初めてであったが、この授業で討論に対しての抵抗心を取り除くことができた。 【日本】

9-14 It was meaningful because even if we have an opportunity to have a discussion, it's rare to talk about society and politics since they're very sensitive. It was a great time to think not only something about other countries but also about Japan. 【日本】

9-15 意義深かった。日本人同士ではよく話さない政治のことについても話すことができたし、

自分たちがこれからどうすればいいかがわかり、一番勉強になった授業でした。【日本】

- 9-16 It was significant of course because it showed me, I was right. I knew Japanese people are not really into politic. So my theory stayed the same. 【Belgium】
- 9-17 Language is only a tool for communication, not the destination. It's already enough when the students can use a common language to express their opinions, no matter how simple it is or do they have grammar mistakes. 【China】
- 9-18 As a frequent reader of world news (With a particular eye for American and Japanese news), my depth of thought regarding global society has not changed too much. This class did teach me a few things that I did not know (through my classmate's presentations), but not enough to truly make me think more about global society. 【USA】
- 9-19 Obviously, this is a great opportunity for us to promote mutual respect and understanding among people, and even among nations. A significant portion of the population is reluctant to step out of their own country to see more, and their impressions of other countries are based on stereotypes and made-up elements, as well as prejudices based on political propaganda. I think that this is a good opportunity to break down prejudices. It's what makes us better as people.
【China · KU Regular Student】
- 9-20 Yes, I have deepened my thinking on the reality and future of global society, especially through the lens of cross-cultural communication and business practices.
【Belgium】
- 9-21 Based on my opinion, I generally think the whole world is a structured hierarchy, and everyone have their stable social class. In fact, there is no real middle class in the world, because they do not own the means of production. In Chinese we say that the rich use the blood of the middle class to put out the fire of the poor. Middle class always take too much burden on their shoulders. 【China · KU Regular Student】
- 9-22 The experience of discussing social and political issues on an equal footing in English was very meaningful. It fostered mutual respect and understanding, which are essential for effective international cooperation. I put more thoughts in the topic about immigration, because it is a big issue in Germany. So I gained a lot of more insights from other countries. 【Germany】
- 9-23 It was indeed a meaningful experience to discuss society and politics on an equal footing with Japanese students in a university class where English was the common language. It allowed both Japanese and international students to share and learn from

each other's perspectives, fostering a deeper understanding of different cultural and political contexts. It provided a platform for us to exchange ideas and challenge our preconceived notions, thus enriching our global awareness. 【Germany】

9-24 It significantly broadened my perspective, helping me realize that what I consider a given or expected may not be the same for others. I appreciated learning through interactions and discussions rather than just theoretical knowledge. 【Italy】

9-25 この講義は意義深い体験でした。特に金曜3限のクラスでは英語が母語の国出身の留学生が少なく、より全員が対等な関係で、自分の言葉で考えを伝えるという事を努力できたと思います。 【日本】

【Q】10 今回のクラスの全体テーマはグローバル社会の現実と未来でした。この点についてのあなたの考え方は深まりましたか？それはどのようなことですか？またなぜですか？このテーマの全体でも、ある一部分（例えば日本、例えば移民問題）についてでも結構ですから論じてください。

The overall theme of this class was the reality and future of global society. Have you deepened your thinking on this point? What does that look like? And why? You can discuss this issue in its entirety or in a subset (for example Japanese immigration).

<Comments>

10-1 I was especially interested with the discussion on Japan's experience during and after World War II. The Opium Wars, which mainly involved China, also had an impact on Japan, affecting regional power dynamics and trade relationships during its own modernization process. These historical events show how global forces and regional histories have shaped Japan's development and international relations, ultimately influencing its identity and place in the world today. 【Sweden】

10-2 We touched on interesting topics, but often the classes turned into seminars instead of open discussions. I really liked the discussion about Korea and the class on the terrace. 【Poland】

10-3 グローバル社会において、環境問題や貧困、平等などの課題に対する取り組みがますます重要になりなるから国際的な協力が不可欠だと思う。 【韓国交換】

10-4 Yes, this class has significantly deepened my thinking about the reality and future of global society. This has led me to believe that the future of global society will hinge

on our ability to balance cultural preservation with the inevitable changes brought by globalization. 【Belgium】

10-5 A significant part of my learning focused on Japan's role within the broader global society. Japan's unique position as a technologically advanced yet culturally rich nation offers valuable insights into balancing modernization with tradition. 【Spain】

10-6 Deepening one's understanding of the reality and future of global society involves grappling with interconnected issues such as globalization, technological advancements, environmental sustainability, and geopolitical dynamics. Exploring specific subsets, like Japan or immigration, allows for a focused analysis on demographic trends, technological innovation, and the social impacts of migration. Overall, it entails critical reflection, interdisciplinary insights, and consideration of ethical implications to navigate the complexities of our interconnected world effectively. 【Mexico】

10-7 Yes, with this class I learned and changed a lot of things of my point of view of the global society, this made me think about some opportunities my country can have to be more developed and build a better society, but most important to me it made me discover and get to know more things about myself, So, it was a really impactful class for me. 【Mexico】

10-8 I was able to compare the political participation of young people around the world with that in Japan. This allowed me to reassess what was happening in my own country and provided an opportunity for reflection. As my thinking deepened, the number of things I wanted to relearn increased significantly. 【日本】

10-9 このクラスを通じて、グローバル社会の現実と未来についての考え、移民問題に対する理解が深まりました。国際的な協力の必要性について深く議論し、例えば、移民受け入れ国における経済的利点と社会的負担のバランス、出身国における人材流出の問題など、多面的な視点から移民問題を理解することができました。私自身、以前は移民が受け入れ国に与える経済的負担ばかりを考えていましたが、実際には移民がもたらす経済的、文化的な貢献も大きいことを知り、また、移民が出身国においてもたらす影響についても考えるようになり、国際的な視点から問題を捉える重要性を実感しました。 【日本】

10-10 I was able to compare the political participation of young people around the world with that in Japan. This allowed me to reassess what was happening in my own country and provided an opportunity for reflection. As my thinking deepened, the number of things I wanted to relearn increased significantly. 【日本】

10-11 Yes, especially the point I presented. Society is made by people but Japanese people,

most youth generation rarely vote so it makes Japanese society weak.
But there are some solutions from other countries we learned and discussed.
For example, in education, we can focus more on the real society, not only history.

【日本】

10-12 世界の色々なシステムについて知れたことが世界を知り考えを深めることができました。世界の未来はどのようになっていくのか、今までの傾向と他の国の政策を見て予想できる未来の日本。

【日本】

10-13 日本で外国の知識を深めるためには、ニュースやテレビなど誰かが媒介した情報しかアクセスすることができず、一次情報を取得するのが難しい状況です。その中で、留学生のプレゼンテーションを通して、現地の課題そして同じ世代の意見を聞くことができたことは大きな意義があると感じました。今回の授業で学んだことを活かして、今後流入する日本の移民問題についても卒業論文で深く考察し、国際社会で活躍できる人材になるために生かしていきたいと思いました。

【日本】

10-14 As a foreigner living in Japan, I would like to talk about the immigration of foreigners to Japan. The attitude of the Japanese people towards foreigners is quite conservative and xenophobic, so much so that even "returned children", i.e., children of Japanese people who grew up outside of Japan, and mixed-race children of Japan and other countries, are often not regarded as --

【China · KU Regular Student】

10-15 Thanks to this class, my way of thinking definitely deepened. I think that reality and future of global society is a real issue but very complex.

Everyone has a different opinion towards this theme so it can conduct to friction and more. For example, I think that French people opinion about immigration and Japanese people opinion are different because there are only few immigrants in Japan comparing to Europe. That's why it's difficult to agree with everybody.

【France】

10-16 The discussions on economic interdependence highlighted the complexity of globalisation. I realised how interconnected economies are and how events in one part of the world can reverberate throughout the global marketplace. This understanding was crucial in appreciating the balance between national policies and international cooperation. The course also provided a platform for understanding cultural differences and similarities, fostering a deeper appreciation of diversity. For example, discussions on Japanese culture highlighted how cultural values shape societal norms and behaviours. This understanding is essential for effective cross-cultural communication and collaboration.

【Germany】

10-17 Japanese". At the same time, however, there are many organizations that provide assistance and support to foreign residents in Japan, as well as many organizations

that speak out on behalf of foreign residents. In short, there are many things I like about Japan, but that doesn't conflict with my desire for more interaction and understanding between Japanese and foreigners. 【China・KU Regular Student】

10-18 My thinking about the reality and future of global society has deepened, but my thoughts or theory are still not clear. The class discussions and presentations highlighted how different countries deal with different issues, especially in the context of work and economic conditions. For example, comparing German working conditions with those in Japan revealed significant differences in work culture, flexibility, and work-life balance. 【Germany】

10-19 Many expressed strong opinions and a genuine interest in bringing about change, hoping to make a difference in the world and improve things for the better. 【Italy】

10-20 私は留学経験を通して、「人間はみんな結局人間」ということを学ぶことができたが、今回のクラス活動を通して改めてその認識を持つことができた。文化が異なろうと感じることに共通点はあるし、お互いの考えも理解することを学ぶことができた。人種が異なろうと、お互いに考えや認識をすり合わせることで理解することができると思うことが出来た。 【日本】

10-21 グローバル社会の現実と未来についての自分の考えは深まったと思います。理由としては、ディスカッションの際に必ず他の国の意見や現状と比較して日本についても考える機会があったからです。生活する上での安全性が高く、高い技術力を持ち、世界進出している企業も多いという点は日本の大きな魅力だと思います。その一方、政治や移民問題など今後自分たちが向き合わないといけない問題に対しての若者の問題意識が、他国の同世代と比べて低いということに気づくことができました。講義の中で日本以外の各国の現状についても学ぶことができたのは、実際にその国で生活している留学生からの生の声を聞くことができたからであると思います。 【日本】

Q 11 討論中心のこのクラスは、あなたにとって意義がありましたか？ 通常の講義中心のクラスと比較してどうでしたか？

Did this discussion-based class make sense to you? How did it compare to regular lecture-based classes?

<Comments>

11-1 It's funnier and more interesting. I was very participated in it. We touched on interesting topics, but often the classes turned into seminars instead of open discussions. 【Poland】

- 11-2 皆と一緒に自分の考えを話したり意見を交わしたりして、他の学生たちは私と違う意見を持っているんだな、同じテーマでも考え方が違うということがたくさん感じられる機会になったと思う。通常の授業の時は自分で話す機会がなかったが、この授業は私の意見を話しながら聞くことができるとても役に立った。 【Korea】
- 11-3 Yes, this discussion-based class made a lot of sense to me and was quite enriching. 【Belgium】
- 11-4 Overall, the discussion-based class made a lot of sense and provided a valuable complement to the more traditional lecture-based format. It fostered active engagement, diverse perspectives, improved communication skills, and real-world application of concepts. While both formats have their strengths, the interactive and student-centered nature of discussion-based classes offered a deeper and more enriching learning experience. This approach not only enhanced my understanding of the material but also equipped me with critical thinking and communication skills that are essential for academic and professional success. 【Spain】
- 11-5 The instructor effectively facilitates discussions, encourages active participation, and creates a supportive learning environment where diverse viewpoints are respected. I appreciate the instructor's ability to balance guiding the conversation while allowing space for students to express their ideas freely. Additionally, the instructor's approach fosters critical thinking and encourages students to connect theoretical concepts with practical implications. Overall, I find the instructor's methods effective in promoting meaningful dialogue, deepening understanding, and preparing students for broader discussions on global issues. 【Spain】
- 11-6 Yes, this discussion-based class made more sense to me than regular lecture-based classes due to its active engagement, diverse perspectives, critical thinking stimulation, collaborative learning, and real-world relevance. 【Spain】
- 11-7 Yes, I prefer this kind of classes. I appreciate being able to express my own opinion. It feels quite freeing 【Spain/Turkey】
- 11-8 It definitely made sense to me. In this way, we not only learn by listening to the teacher but also by hearing what other classmates share with us about their knowledge, culture... 【Mexico】
- 11-9 It makes sense in the way that we can practice more abilities that the theory and we have so many perspectives and points of views that can make you change your mind completely. This class was much more dynamic so it was really interesting and easy to understand and keep in mind. 【Mexico】

- 11-10 I think it was more interesting this way, because we can learn based on reality and not from textbooks, and also, we get to know the differences in each country which i think its really important to know nowadays because of globalization and the development of globalized cities. We also learn from different cultures and learned how different types of communication are seen in these countries, and also how these topics are seen in them. 【Mexico】
- 11-11 Because of the casual style, I was able to express my opinions frankly, even if my English was a little strange, and I was satisfied. 【日本】
- 11-12 討論中心のクラスは通常の講義中心のクラスよりも有意義であり、多くの点で学びが深まりました。討論形式のクラスは受け身の学習ではなく能動的な学習になるので、自分の意見を述べるためには事前に資料を読み込み、問題点を整理し、自分の考えを明確にする必要があります、そのプロセスを通じて情報の収集能力や分析能力が向上しましたし、他者の意見を聞くことで自分の視点だけでなく多角的な視点から物事を考える力も養われたと感じました。 【日本】
- 11-13 It was very good. I gained experiences that I couldn't get from other lectures. If there were more lectures like this, it would be interesting, and I believe more people would be able to express their opinions clearly. 【日本】
- 11-14 私は、講義を（聞いて）テストを受ける（スタイル）よりも良かったと考える。その理由は、プレゼンや討論では、物事を覚えるだけではなく自分の気持ちや日本についてを、自分で説明をしなくてはいけないので、深い理解が必要になる。その理解は、テストなどによる理解よりも印象に残りやすく確実に自分の身になっていく。 【日本】
- 11-15 I don't think there is ample time for discussion but yes, I think it's more meaningful compared with a normal class. 【日本】
- 11-16 討論するということは自分の意見をしっかり持たなくてはいけないということなので通常のクラスよりよく考え理解することができました。討論形式にすることによって自分の意見を言い、相手の意見を聞く機会が生まれ、授業を受講している生徒全員が参加できることになり、とても意義のある授業になったと思います。 【日本】
- 11-17 Like the first question I answered, I'm a big fan of discussion-based courses. Because being able to express my views freely is important to me. 【China・KU Regular Student】
- 11-18 I think this class was really different from regular lecture-based classes. This class made us think on our own as we had to think to make the class discussions. That's why this class made sense to me: I felt that my opinion was as important as everybody

else.

【France】

11-19 I would much prefer discussion-based classes than lectures. The engagement between students is both fun and something I value more than a grade (That I could get easily from other lecture-based courses). This is because my main objective while studying in Japan, is to understand a little bit more of the Japanese psyche and thought process. I feel like this information would be invaluable to me when I eventually become an English teacher in Japan (Via JET program). But this objective should not just be one-fold. I want to learn about the Japanese peoples, and I want them to learn about me. This is how we become more united as a global society. 【USA】

11-20 Yes this class made a lot of sense to me compared to the other classes cause the topic changes every week. This class is different from the other. 【Belgium】

11-21 It's funnier and more interesting. I was very participated in it. 【China】

11-22 This discussion-based class was more engaging and thought provoking compared to regular lecture-based classes. It encouraged active participation and critical thinking. 【Germany】

11-23 この講義は意義深い体験でした。特に金曜3限のクラスでは英語が母語の国出身の留学生が少なく、より全員が対等な関係で、自分の言葉で考えを伝えるという事を努力できたと思います。 【日本】

11-24 We touched on interesting topics, but often the classes turned into seminars instead of open discussions. 【Poland】

11-25 Yes, this discussion-based class made more sense to me than regular lecture-based classes due to its active engagement, diverse perspectives, critical thinking stimulation, collaborative learning, and real-world relevance. 【Spain】

11-26 I think it was more interesting this way, because we can learn based on reality and not from textbooks, and also, we get to know the differences in each country which i think its really important to know nowadays because of globalization and the development of globalized cities. We also learn from different cultures and learned how different types of communication are seen in these countries, and also how these topics are seen in them. 【Mexico】

11-27 I appreciated having a class where learning occurred through debates and interactions with people from different backgrounds, rather than just listening to the professor lecture continuously. (But some more lectures) would have provided clarity on global

situations, allowing next classes to build discussions on that knowledge and become more focused. 【Italy】

11-28 ディスカッション中心の講義は私にとってとても意味がありました。通常の講義中心のクラスよりも自分の意見を持って授業に参加できました。 【日本】

11-29 Because of the good atmosphere there is and because of the different discussion class. We can talk about everything, politics and Japanese culture. This discussion-based class was more engaging and thought provoking compared to regular lecture-based classes. It encouraged active participation and critical thinking. 【Germany】

11-30 The discussion-based format encouraged active engagement and participation from all students. This interactive approach made the learning process more dynamic and engaging as we were not passive recipients of information but active contributors to the dialogue. 【Germany】

11-31 I appreciated having a class where learning occurred through debates and interactions with people from diverse backgrounds, rather than just listening to the professor lecture continuously. These lectures would have provided clarity on global situations, allowing the next classes to build discussions on that knowledge and become more focused. 【Italy】

□12 講師によるこのクラスの運営の仕方についての率直な感想を聞かせてください。
What are your honest thoughts on the way the instructor conducts this class?

<Comments>

12-1 Huge knowledge that he wanted to share. The teacher is open to various topics, but sometimes he lost himself in monologue. 【Poland】

12-2 I honestly think the instructor conducts this class very effectively. The emphasis on discussion fosters active engagement and critical thinking, creating an interactive and dynamic learning environment that encourages diverse perspectives and collaborative learning. 【Spain】

12-3 He's fun and knowledgeable, and has an interesting ideology. It's quite respectable. 【Spain/Turkey】

12-4 I like the fact that he let us participate in the class that he is giving and not doing a

lecture.

【Mexico】

12-5 I really liked the way it conducted the classes because we made good use of the time, even though we didn't discuss everything we wanted we still manage to learn the main topics we wanted to cover, and also he made us participate in interesting topics so we could enrich the class, and that way the class was not boring and there was something really interesting to talk about in each one. 【Mexico】

12-6 I think it would be great if this type of class increased. 【日本】

12-7 特に、討論の際に各自の意見を尊重しながら進めてくれた点が印象的でした。 【日本】

12-8 日本の基本的な授業形態は先生の話聞いてメモとり、インプットする受動的なだと思うが、今回のように討論中心であることで主体的に望むことができ、「なぜだろう？」と疑問を抱く回数も多くなるため、思考力が身につくと思った。小中高のうちからこのような授業も取り入れ、慣れる、鍛える必要があると思った。 【日本】

12-9 「単位のため」「卒業のため」に授業を受けるのではなく、「知識を身につけたいから」という明確な目的を持って取り組めた。 【日本】

12-10 There was too much time only to hear the professor and to be honest, it was unexpected and disappointing. I expected more time for discussion and group work but most of the time of our group project, we have a meeting online so we should have more time for meetings to carry out our project in person. 【日本】

12-11 ディスカッション、全員で考える、プレゼンテーション、ゲストスピーカーによる講義、すべて意見交換ができる運営で楽しく授業できました。 【日本】

12-12 とても良いと感じます。SA含めて、生徒全員が参加しやすい雰囲気がとても良かったと思います。 【日本】

12-13 I feel like the class is really struggling to balance between a lecture or a discussion-based course. With that said, to be more efficient, I think the instructor should take 30 minutes (max) to introduce a topic of discussion, then let students carry on the discussion. Only in the case that students stop talking, should a professor interject and join the discussion. 【USA】

12-14 I liked really this class because of several reasons. I can start by saying that the teacher is nice, comfortable and kind with the students. The students are kind free in the class to go to the restroom if need or take something to drink. The topic of the class changes every week, so I think it is cool and interesting to change and talk

about something different every week.

【Belgium】

12-15 Good, but sometimes his thought is very diverse, and it is a little bit hard for him to come back to the original topic. 【China】

12-16 I liked the form of this class but I think it lacked a little bit of organization sometimes. However, more structured guidance during debates could increase the depth of analysis. Sometimes we strayed from the main topic and talked too much about some tensions. 【Germany】

12-17 The teacher's approach to encouraging active participation was effective. He asked thought-provoking questions and facilitated discussions that encouraged us to think deeply about the issues and to actively engage with the material. 【Germany】

12-18 There were times when I felt discussions could have been more effective if they were based on what was covered in lecture classes or assigned readings as homework. This approach could have helped students with varying levels of English proficiency or those who were shy, allowing them to prepare questions and participate more comfortably during discussions. Additionally, I found the professor's statement of "to understand japan, you must understand me" challenging as a starting point for the classes as it emphasized that understanding an individual's personal experiences and perspectives can provide deep cultural insights and also by understanding an individual's experiences, one can develop a more empathetic understanding of Japanese society as a whole. And I think this is also what this class represented to me...a journey of self discovery (as I had to find myself for being able to express my ideas during the debates) and learning the richness of multiculturalism in the globalized world and the importance of understanding individual perspectives in understanding broader societal contexts.

【Italy】

12-19 石積先生によるフィードバックは非常に興味深いと感じた。豊富な経験や相手の考えを引き出す力はすごいと感じた。しかし、時々何を最終的に伝えたいのかわからない時があったので、講義の最後に明確なまとめのようなものが欲しいと感じた。しかし、今回の講義のスタイルから明確な答えがないことが正解のようにも感じるので、この形も一つの正解の形なのではと感じる。 【日本】

12-20 ディスカッションを踏まえての石積先生の考えやお話を聞くことができ貴重な講義でした。また、どんどん生徒の意見を聞き入れてくれる点がとても良いと感じました。

【日本】

Q13 上記 Q1 ~ Q12でカバーできなかったあなたの感想、率直な意見など、何でも自由に書いてください。

Feel free to write anything you could not cover in Q1~Q12 above, including your impressions and honest opinions.

<Comments>

13-1 Until now, I had only focused on my English ability, but I realized that the important thing is not English ability but speaking my opinion calmly and confidently. In that regard, I would like to express my gratitude to the instructor and all the class members who helped me realize this. Thank you very much. 【日本】

13-2 メンバーも授業スタイルも含めて、まるで留学しているような環境で学習ができたと思う。真の学びが得られる授業だった。 【日本】

13-3 この授業で、留学に必要なスキルを準備できたと考える。初めは、自分の知識のなさに驚いたが、回数を重ねていくごとに、自分の考えを発信したいと思うようになった。私は、各1回の授業で1回以上発言をするという目標を作り授業に挑んでいた。この目標は、自分の心を開く良いきっかけになり、今後も学習面以外でも活用していきたい。 【日本】

13-4 毎回楽しい授業でした！みんなでたくさん話して仲を深めることができ受けて良かったと思っています。ありがとうございました！ 【日本】

13-5 現在4年生ですが後期にもこのようなディスカッションをする機会がある混合クラスの実施があればぜひ受講したいです！また、FAOについて、ゲストスピーカーの方の貴重なお話を聞く機会を設けてくださり、ありがとうございました。 【日本】

13-6 Hope the students from other semesters also have the opportunities to join the classes like this. 【China】

13-7 At least I'm pretty sure this class had the best atmosphere of all the classes I registered for this semester. It allowed me to relax after four exhausting days each week.

【China・KU Regular Student】

Q14 あなたのコメントの全体、部分を石積がレポートにまとめ、それを公開することにするかもしれません。国籍と名前付きでそれを行うことに同意しますか？次の a,b,c,d から選択してください。

Professor Ishizumi may compile all or parts of your comments into a

report and publish it. Do you agree to this with your nationality and name?
Choose from the following a, b, c, and d.

- a) 完全匿名 (completely anonymous)
- b) 全面的に同意 OK (fully agree)
- c) 国籍だけ同意 OK (nationality only)
- d) 名前だけ同意 OK (name only)

☐15 もしあれば、自由なコメント。テーマ自由。最大1ページ。

If you have any other comments about any topic, please write a maximum of one page.

Q14とQ15のコメントは省略します。なおQ14（学生のコメントの公開）に関する答えは1名が全面的にNO= (a) でした。そう表明した学生のコメントは掲載していません。コメント抜粋の公開にYESと答えた学生の中で名前の公開にはNO= (c) の学生が数名いました。彼らも国籍公開にはYESでしたので、上記掲載コメントでは、すべて国籍のみを示しました。

Comments in Q14 and Q15 are not here mainly for the reasons of the space. Regarding Q14 (Publication of student comments), one student answered “NO = (a) completely anonymous”. I did not include comments from a student who expressed this.

Among the students who answered YES to the publication of comment excerpts, there were several students who answered (c). Since they said yes to disclosing their nationality, so in the comments posted above, I have indicated students nationality only.

以上が今回の学生のコメントの抜粋です。これらのコメントを読んだ後にそのコメントの内容について、いろいろ考えを巡らせてほしいと思います。これから参加しようとしている学生さんには、弁証法的に、これらのコメントを利用してほしいと思います。（弁証法という言葉は僕もクラスの中で紹介しましたが、初めて聞いた人は辞書で調べてください。）とにかく掲載したコメントを有効に利用してもらったらよいと思います。

The above is an excerpt of the students' comments. After reading these comments, I would like you to think a lot about the content of those comments. I would like students who are about to participate to use these comments dialectically. (I introduced the word dialectic in class, but if you have never heard of it before, look it up in a dictionary.) Anyway, I hope that you make effective use of the comments I posted.

おわりに

Postscript

「はじめに」で述べたように、このエッセイは昨年・一昨年と2年連続で経営学部の冊子「麒麟」に発表させてもらった私のエッセイ「交換留学生と日本人学生の混合クラスを担当して」の第3編であります。その私の以前のエッセイで、私はこのクラスを運営するうえでの私の考え、大げさに言えば理念のようなものを述べました。学生にも私の根本的な考え方を理解してほしいと思いますので、できる限り早く英語版も書きたいと思います。しかしそれらの以前のエッセイの英語版の完成を待たずに、今回、最3弾として書くこの同テーマでの今回のエッセイは和英両言語で書くことにしました。なぜならこの今回の学生の感想文の紹介を中心とする私のエッセイを留学生にも読んでもらい、次の秋学期に参加する交換留学生にも日本人学生にも今まで以上にこのクラスを理解してもらい、そして、その成功のために協力してほしいと思ったからです。

As I mentioned in the Introduction, this essay is the third edition of my essay “Teaching a Mixed Class of Exchange Students and Japan Students,” which I published in the booklet “Kirin” by the Faculty of Business Administration for two consecutive years, last year and the year before that.

In my previous essays, I shared my thoughts, or rather a philosophy, on running this class. I want my students to understand my fundamental ideas, so I would like to write an English version as soon as possible. However, instead of waiting for the English version of these previous essays to be completed, I decided to write this essay on the same topic in both Japanese and English, which I will write as the third and final essay in both Japanese and English.

This is because I wanted international students to read my essay, which focuses on the posting of students' comments about the class that they took, so that exchange students and Japanese students who will participate next fall semester will understand this class better than ever before, and contribute more for its success.

私は、この秋学期に参加する交換留学生には今回の留学生のコメントを踏まえて、このクラスのイメージを具体的に持ってもらい、今までの参加者以上に、さらにこのクラスを充実させるように大いに協力してもらいたいと思います。日本人参加者にとってはおそらく今回の和英両言語でのエッセイは、さらに大きな意味があるのではないかと思います。英語で書かれたコメントを読みながら、クラスの中での会話調での話し合いの内容がもっとはっきりするのではないかと思います。留学生たちの本音も、もっとはっきりとわかるのではないのでしょうか。英語での討論のための最高の教材です。自分たちがクラスで話したことを具体的な留学生の顔とともに、思い出されるわけですから。これから話すことがそのまま材料として提示されているわけですから。

I would like the exchange students who will participate in this fall semester to have a concrete image of this class based on these International and Japanese students' comments, and to cooperate greatly to further enhance this class beyond the previous semesters. For

the Japanese participants, this essay in both Japanese and English will probably have even greater meaning. While reading the comments written in English, I think that the content of the discussion in the conversational tone in the class will become clearer. I think we can understand the real voices of the international students more clearly. Students' comments are the best material for debate in English. Participants of this class will recall what the classmates said in class, along with the faces of the specific international students.

交換留学生と日本人学生の混合クラスは大きなチャレンジであるとクラスの中で何回も述べました。特に英語を得意としていない学生が大部分を占める私たちのような大学で、これを遂行するのは大きなチャレンジであると述べました。しかし難しいからこそ逆に希少価値が生まれるというものでしょう。それは個人にとっても神奈川大学という組織体にとっても比較優位や競争力の増強につながるはずです。この難しい試みを成功させることができるかは、この混合クラスを「魂の燃え滾る組織体」にすることができるかどうかにかかっているはずです。そのために私を筆頭にこのクラスの直接の参加者は心を込めてこのクラスの成功に向かい努力しましょう。同時に直接・間接の関係者にも協力をお願いしたいと思います。

I mentioned many times in class that a mixed class of exchange students and Japanese students is a big challenge. I said it would be a big challenge, especially at a university like ours, where the majority of students are not good at English. However, it is precisely because it is difficult, that scarcity value is created. A success of this kind of class should lead to an increase in comparative advantage and competitiveness for both individuals and Kanagawa University. The success in this difficult endeavor will depend on whether or not this mixed class can be turned into a “soul-burning community /organization.” To make it happen, I and the other direct participants in this class should work hard to make this class a success. At the same time, I would like to ask for the cooperation of both direct and indirect stakeholders.

7月23日午後、2024年春学期の交換留学生の5か月間の中期留学プログラムの修了式とそれに続くさよならパーティーが、「みなとみらいキャンパス」の21階の大ホールで行われました。日本人学生も交えての百数十名のこのパーティーは大盛り上がりでした。交換留学生と日本人学生の混合クラスのエネルギーは象徴的にこのパーティーにも表れていました。そのエネルギーは確実にキャンパス全体にも広がるものではないかと思います。(了)

On the afternoon of July 23, the completion ceremony of the five-month mid-term study abroad program for exchange students in the spring semester of 2024 followed by “sayonara” party were held in the large hall on the 21st floor of the Minato Mirai Campus. This party, which was attended by more than 100 people, including Japanese students, was a great success. The energy of the mixed class of exchange students and Japanese students was symbolically evident in this party. I believe that this energy will surely spread throughout the campus. (End)