Can Short-Term Program Really Enhance Students' Employability?

Wednesday, 28 March 2018, 11.00 - 12.30

Professor Kazuko Suematsu, Tohoku University
Professor Stephan Jungblut, University of Paderborn
Dr. Yukako Yonezawa, Tohoku University
Structure

I. Outline: Students’ employability and education internationalization

II. Case 1 (IaH): The Intensive PBL Program “CREATIVITY”

III. Case 2 (FL): The Faculty-led Program in Germany

IV. Case 3 (FL): The Faculty-led Program in Vietnam

V. Discussion

VI. Q & A
Presenting 3 cases of short programs

- York University, UK
- Tohoku University, Japan
- Foreign Trade University, Vietnam
- Paderborn University, Germany

**On-Campus**
Intercultural PBL with Collaboration of Partner University

**Education-abroad**
University-wide at Tohoku Faculty-level at Paderborn

Education-abroad Faculty-level at Tohoku University-wide at FTU
“Digital literacy” matters for students’ employability

“Just as numeracy and literacy skills are fundamental for every citizen, regardless of discipline and profession, so too are digital literacy skills. They will become necessary to succeed in today’s society and labour markets where ubiquitous connectivity is the new normal.”

Source: European Political Strategy Centre (2017), p. 2
“Digital native” are not appropriately nurtured at high schools in Japan

International Survey on Study Habit of High School Students (2017)

How often do you do the following activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Japan</th>
<th>US</th>
<th>China</th>
<th>South Korea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the internet to research and collect information and data for study.</td>
<td>61.3</td>
<td>76.9</td>
<td>71.8</td>
<td>85.5</td>
</tr>
<tr>
<td>Using the internet for news and current events.</td>
<td>71.0</td>
<td>78.3</td>
<td>74.5</td>
<td>70.7</td>
</tr>
<tr>
<td>Using writing software like Word.</td>
<td>20.8</td>
<td>36.4</td>
<td>50.9</td>
<td>85.6</td>
</tr>
<tr>
<td>Using spreadsheet software like Excel.</td>
<td>13.1</td>
<td>27.1</td>
<td>23.4</td>
<td>23.6</td>
</tr>
<tr>
<td>Using presentation software like Power Point.</td>
<td>11.1</td>
<td>32.3</td>
<td>64.1</td>
<td>74.5</td>
</tr>
<tr>
<td>Creating a simple computer program.</td>
<td>4.8</td>
<td>12.9</td>
<td>21.4</td>
<td>23.4</td>
</tr>
</tbody>
</table>

Source: National Institution for Youth Education (2017)
http://www.niye.go.jp/kenkyu_houkoku/contents/detail/i/114/

Note: Percentage of answers as “Often” and “Sometimes".
“Digital native” are not appropriately nurtured at high schools in Japan

International Survey on Study Habit of High School Students (2017)

Note: Percentage of answers as "Most of the classes" and "More than half of the classes".

Source: National Institution for Youth Education (2017)
http://www.niye.go.jp/kenkyu_houkoku/contents/detail/i/114/
Goal: Enhancing students’ employability

Education abroad

A financial barrier: 28.7% of TU students answered the cost was the biggest reason they do not want to participate studying abroad programs (TU students’ survey, 2016)

Possible solutions:

- Intensive development of cost-effective, short-term programs
- Promotion of “Internationalization at Home”

I. Outline: Students’ employability and education internationalization

✓ Intercultural perspectives
✓ Problem-solving skills
✓ Digital literacy skills
Tohoku University

18,621 Students

10 Faculties

16 Graduate Schools

6 Research Institutes

2,111 International Students

Founded in 1907

3,150 Full-time Faculty members

Located in Sendai, Japan

Selected for the MEXT’s “Top Global University Project” (2014-)

APAIE 2018 Conference & Exhibition | The Impact of the Fourth Industrial Revolution on Higher Education in the Asia Pacific | 25 to 29 March 2018
Education Internationalization in Tohoku University

Student mobility

✓ Inbound: Top 10 in Japanese universities
✓ Outbound: Top 20 in Japanese universities

International classroom

✓ Advancement of intercultural co-learning courses

The ratio of international students in TU is 11%

The ratio of domestic students who studied abroad is only 5%
Tohoku University’s Strategy for Education Internationalization

Combine the two initiatives for comprehensive internationalization

- ✔ Enhancing outbound mobility of domestic students
- ✔ Promoting “Internationalization at Home”
## Short-term credit-bearing programs in TU University-wide

*15-20 students per each program*  
(As of FY2018, provisional programs.)

<table>
<thead>
<tr>
<th>Type</th>
<th>Destination</th>
<th>Period</th>
<th>Type</th>
<th>Place</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAP Beginners’</td>
<td>US</td>
<td>3 weeks Summer</td>
<td>SAP Advanced</td>
<td>Canada</td>
<td>4 weeks Summer/Spring</td>
</tr>
<tr>
<td>SAP Beginners’</td>
<td>US</td>
<td>3 weeks Summer</td>
<td>SAP Advanced</td>
<td>UK</td>
<td>4 weeks Spring</td>
</tr>
<tr>
<td>SAP Beginners’</td>
<td>Australia</td>
<td>5 weeks Summer</td>
<td>SAP Advanced</td>
<td>UK</td>
<td>4 weeks Spring</td>
</tr>
<tr>
<td>SAP Beginners’</td>
<td>Malaysia</td>
<td>3 weeks Summer</td>
<td>Faculty-led</td>
<td>Canada</td>
<td>2 weeks Summer</td>
</tr>
<tr>
<td>SAP Theme-based</td>
<td>Vietnam</td>
<td>3 weeks Summer</td>
<td>Faculty-led</td>
<td>US</td>
<td>2 weeks Summer</td>
</tr>
<tr>
<td>SAP Theme-based</td>
<td>Indonesia</td>
<td>4 weeks Spring</td>
<td>Faculty-led</td>
<td>US</td>
<td>2 weeks Summer</td>
</tr>
<tr>
<td>SAP Advanced</td>
<td>NZ</td>
<td>5 weeks Spring</td>
<td>Faculty-led</td>
<td>Spain</td>
<td>2 weeks Spring</td>
</tr>
<tr>
<td>SAP Advanced</td>
<td>US</td>
<td>4 weeks Spring</td>
<td>Faculty-led</td>
<td><strong>Germany</strong></td>
<td><strong>2 weeks Spring</strong></td>
</tr>
<tr>
<td>SAP Advanced</td>
<td>US</td>
<td>4 weeks Spring</td>
<td>Faculty-led</td>
<td>Russia</td>
<td>2 weeks Spring</td>
</tr>
<tr>
<td>SAP Advanced</td>
<td>Canada</td>
<td>4 weeks Spring</td>
<td>Faculty-led</td>
<td>Australia</td>
<td>2 weeks Spring</td>
</tr>
</tbody>
</table>

15-20 students per each program
## Short-term programs in TU Department-level

(As of FY2018, provisional programs for undergrad students)

<table>
<thead>
<tr>
<th>Department</th>
<th>Type</th>
<th>Destination</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>Faculty-led</td>
<td>US, Europe, Asia</td>
<td>10-14 days Throughout the year</td>
</tr>
<tr>
<td>Science</td>
<td>Faculty-led</td>
<td>Australia</td>
<td>3 weeks Spring</td>
</tr>
<tr>
<td>STEM + University</td>
<td>Research training</td>
<td>US</td>
<td>3 weeks Summer &amp; Spring</td>
</tr>
<tr>
<td>Economics</td>
<td>Faculty-led</td>
<td>Vietnam</td>
<td>2 weeks Spring</td>
</tr>
<tr>
<td>Arts &amp; Letter</td>
<td>Faculty-led</td>
<td>Europe, Asia</td>
<td>1-2 weeks Summer &amp; Spring</td>
</tr>
<tr>
<td>Medicine</td>
<td>Special training</td>
<td>US, Europe, Asia</td>
<td>3 – 12 weeks Throughout the year</td>
</tr>
<tr>
<td>Education</td>
<td>Faculty-led</td>
<td>China &amp; Korea</td>
<td>5 weeks Spring</td>
</tr>
</tbody>
</table>

There are a lot more programs shorter than 2 weeks and research training abroad for graduate students.

15-30 students per each program
Internationalization at Home in TU

Intercultural co-learning courses are increasing in TU

### Intercultural Co-learning Classes

<table>
<thead>
<tr>
<th>Year</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>11</td>
</tr>
<tr>
<td>2014</td>
<td>18</td>
</tr>
<tr>
<td>2015</td>
<td>22</td>
</tr>
<tr>
<td>2016</td>
<td>34</td>
</tr>
</tbody>
</table>

A showcase: The Intensive PBL Program “CREATIVITY”

![Image of the Intensive PBL Program “CREATIVITY”]

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Structure

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II. Case 1 (IaH): The Intensive PBL Program “CREATIVITY”
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IV. Case 3 (SAP): The Faculty-led Program in Viet Nam
V. Discussion
VI. Q & A
II. Practice 1 (IaH): The Intensive PBL Program “CREATIVITY”

✓ A four-week intensive course with two lecturers from different universities and countries (UK and Japan)

✓ Dynamic provision of lectures/activities (on TU campus and an overnight trip)

✓ International classroom: facilitating meaningful communication between international and domestic students (7 international and 6 domestic students)

✓ Diverse in their study areas: social sciences, economics, engineering, medical science, nursery, linguistics.../ from Sophomore to Master’s degree

✓ Final group project: “How can we enhance students’ studying abroad?”
II. Case 1: Intensive PBL Program “CREATIVITY”

Sessions on campus

An overnight study trip to Naruko

Extensive activities with meaningful interactions
II. Case 1: Intensive PBL Program “CREATIVITY”

Using online tools to facilitate teaching/learning within and outside of the classroom

- Google Drive
- YouTube
- LINE
- WeChat
- Facebook

Resources for teaching and learning

Students’ communication (outside of the classroom)
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III. Case 2: Faculty-led Program in Germany

Paderborn University

- located central to Germany/Europe
- 20,205 students*
- 1,514 professors/research assistants*
- 62 degree programs*
- 1,621 international students*
- „University of the Information Society“

*numbers refer to winter 2017/18
III. Case 2: Faculty-led Program in Germany

Faculties at Paderborn University

- Arts and Humanities
- Business Administration and Economics
- Science
- Mechanical Engineering
- Computer Science, Electrical Engineering and Mathematics

- several internationally oriented study programs
- 69 international co-operations (faculty level)
- high student mobility
- 2 double-degree/-master programs
- several DAAD and Erasmus+ scholarship programs

www.apaie2018.org
III. Case 2: Faculty-led Program in Germany

Network development and regional clusters

Europe
- language and culture
- promotion of European ideas and values

North- / South America
- language and culture

East Asia
- economic goals and career-perspective
- inter-cultural experiences
- (language)

www.apaie2018.org
III. Case 2: Faculty-led Program in Germany

East Asian related short term program development

i. Student workshops (irregular since 2010)
   (+) content oriented
   (-) limited intercultural experience

ii. International Students’ Forum (since 2005)
    (+) high intercultural activity
    (-) short, costly, credit transfer difficult

iii. Summer-School IT-Management (2012-15)
     (+) content oriented
     (-) tight structure, limited interaction

iv. International Spring Program ISP (since 2017)
    • balanced mixture of ii. and iii.

www.apaie2018.org
III. Case 2: Faculty-led Program in Germany

Program Design

• international topic/project
  - individual research + group work
  - talks to experts and field trips
• preparation and project phase
  - international student groups
  - virtual and face to face meetings
• intercultural activities

✓ part of regular study program
✓ internationalization at home
✓ focus on Asia and Europe
✓ social skills and intercultural perspectives
✓ self responsibility and team orientation
✓ problem solving skills
✓ digital literacy skills

Enhancing students’ employability

www.apaie2018.org
III. Case 2: Faculty-led Program in Germany

Program Implementation at Paderborn University

• ISP(<FL-program) as compulsory core element of regular undergraduate course at Paderborn University

• additional assignments to meet specific demands of study program at Paderborn University
III. Case 2: Faculty-led Program in Germany

Time-line ISP/FL 2018
III. Case 2: Faculty-led Program in Germany

ICT usage in ISP 2018: Digital tools, cloud services and social media

✓ online topic allocation and development
✓ digital project milestones, feedback
✓ video conferencing and self-introductions
✓ online research tools and digital library
✓ online coordination and preparation of presentations

www.apaie2018.org
III. Case 2: Faculty-led Program in Germany

Group Project Discussions

Lectures in class

Lectures outside class

www.apaie2018.org
III. Case 2: Faculty-led Program in Germany

Perceived positive effects of ITC innovations

(+) positive impact on project development
(+) higher commitment by students
(+) enhanced interaction between university groups
(+) smooth transition from online- to project-phase
(+) improved IT-skills of students

Directions for further improvements

(-) right-management complicated and use of technology demanding
(-) joint chatrooms and digital classroom still missing
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www.apaie2018.org
IV. Case 3: Faculty-led Program in Vietnam

- A two-week intensive thematic program for economics/business majors, co-developed with our partner.
- A variety of learning opportunities—Vietnamese culture & language, economic development and business in Vietnam, and a project work.
- Company visits + interactions with alumni
- PBL activities in cooperation of Japanese companies located in Vietnam, dealing with real business cases.
- Intercultural interactions embedded in projects and extra-curricular activities with domestic students.
- Final project: Business competition of project work.

Enhancing students’ employability
IV. Case 3: Faculty-led Program in Vietnam

- Lectures in class
- Cultural Experience
- Company visit
- PBL at companies class
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V. Discussion

VI. Q & A
V. Discussion - Learning Outcome

Intercultural Competence

Survey

Interviews

Employability
- Intercultural competence
- Technology

Q. This program collected both domestic and international students in order to create an international classroom. What did you feel and gain from communicating with your peers who had different cultural backgrounds?
I. Outline: Students’ employability and education internationalization

Goal: Enhancing students’ employability

✓ Intercultural perspectives
✓ Problem-solving skills
✓ Digital literacy skills

Education abroad

A financial barrier: 28.7% of students answered the cost was the biggest reason they do not want to participate in studying abroad programs (students’ survey, 2016)

Possible solutions:
✓ Intensive development of cost-effective, short-term programs
✓ Promotion of “Internationalization at Home”
V. Discussion - Learning Outcome

Interviews

• Intensive PBL
  2 Japanese students / 1 international student

• Faculty-led in Germany
  5 Japanese students / 2 German students / 2 Vietnamese students (exchange students)

• Faculty-led in Vietnam
  4 Japanese students
V. Discussion - Learning Outcome

Intercultural perspectives

“I learned from the course that the way of discussion is affected by his/her cultural backgrounds. This is what I gained most from the course and this will help me when I will find employment at a global company where I will have more opportunities to discuss with people from different cultural backgrounds.”
- Japanese student in Case 1 Program

“What I discovered myself from the course was that I could express my own ideas in the group work with international students more clearly than that with domestic Japanese peers. I could not let myself keep ambiguous when I used a different language.”
- Japanese student in Case 1 Program

→ Found the influence of the culture and languages in his/her ways of thinking and communication.
V. Discussion - Learning Outcome

Interviews

Intercultural Perspectives

“Before participating in the program, my impression on foreign people are aggressive and somehow even hostile if they disagree with your opinion. My teammates, however, very patiently try to understand me, and sometimes even rephrase what I want to say to make sure we are on the same page.”

- Japanese student in Case 2 Program

→ Realize her stereotypical perception of “foreigners” to be false.
V. Discussion - Learning Outcome

Interviews

Intercultural Perspectives

“I grew up in a very conservative rural area which had negatively shaped my perception of people from certain countries in East Asia and Islamic regions.

A chance to communicate with a Muslim at the Mosque, however, completely changed my view. He is an ordinary person you would meet elsewhere. This shocking experience even enabled me to change my attitude toward the East Asian countries.”

- Japanese student in Case 2 Program

→ Encounter with local people in different cultures causes the learner to become aware of the influence of his/her own cultural context.
V. Discussion – Learning Outcome Interviews

Intercultural Perspectives

“I learned to start conversations and keep it going, learned to be more open and accept people as they are... coordination and communication abilities improved, and I gained confidence to communicate in other language, learned to express things more simple and focused.”

- German student in Case 2 Program

→ Understand differences in culturally-bound communication styles and try to accept them.
Withstand problems, solve conflicts and overcome frustrations.
V. Discussion - Learning Outcome

Interviews

Intercultural Perspectives

“Japanese are very team oriented and cooperative, adopt very well, but do not give main impulse, Vietnamese are very active communicators”

“I was surprised by openness and approachability of Japanese students, prejudices not confirmed.”

- German student in Case 2 Program

→ Analyze and understand working styles of people from different cultural backgrounds. Realize her stereotypical view of Japanese to be false.
V. Discussion - Learning Outcome

Interviews

Intercultural Perspectives

“I realized that a language is an important tool of communication. If you don’t lay out what you are thinking in the form of words, people, especially from different cultural backgrounds, cannot understand each other. You cannot expect them to read your mind.”

“If you don’t give your opinion just because you don’t want to ruin the harmony of your team, it does not help to improve the quality of your team product. So, you are actually harming the team by not saying anything.”

- Japanese student in Case 3 Program

→ Identify differences in culturally-bound communication styles and suggest ways to better function in an international community.
V. Discussion - Learning Outcome

Interviews

Problem-solving Skills

“The mosque was impressive and I am sure they are very successful in the community, but why do they have to create an oasis like place in an already rusty area? If they have successfully integrated, they could have build many more small sized mosques in closer, more convenient places just like churches.”

“Why doesn’t Japan accept more immigrants? I think we should review our regulations. I would like to support immigrants coming to Japan. Germany is doing it that. Why not Japan?”

- Japanese student in Case 2 Program

→ Try to find underlying problems and suggest ways to solve them.
V. Discussion - Learning Outcome

Interviews

Problem-solving Skills

“This program made me realize how incompetent I am in carrying out discussions in English. I have shifted my career goal from a policy-maker in the Ministry of Foreign Affairs to the Ministry of Education. There is an obvious problem in the current English education system in Japan. I would like to change it so that students in the next generation do not have to suffer as I did.” - Japanese student in Case Program

→ Identify problems and try to take action.
V. Discussion - Learning Outcome Interviews

Problem-solving Skills

“I was surprised and pleased to see that people of different countries can find a way to come together to find a final result”, we can overcome individual differences.”

- German student in Case 2 Program

→ Experience need and ability to overcome individual differences to carry out common goal/task.
Digital literacy Skills

“The documents of all sessions were stored in the Google drive. Because of this, I could read the materials paperless and see them anytime and anywhere through my mobile phone. I also could submit my assignments by uploading them to the Google drive. It would be very inconvenient if I had to submit paper reports because my laboratory is located in the different campus. I used SNS such as Line, Wechat, and facebook to exchange conversations with my peers.”

- Chinese student in Case 1 Program

→ Learned to utilise digital tools for academic purposes.
V. Discussion - Learning Outcome

Interviews

Digital literacy Skills

“Through the program, I was able to confirm that we cannot live without it. However, the tool must be carefully chosen because some SNSs allow non-program related information constantly flow in and you get destructed.”

- Vietnamese student in Case 2

→ Skills to review and select digital tools appropriate for specific tasks.
V. Discussion - Learning Outcome

Interviews

Digital literacy Skills

“Google docs was amazing. We could all work on the same product at the same time.”

- Japanese student in Case 2 Program

→ Learned to utilize digital tools for academic purposes.
V. Discussion - Program Outcome

Can Short-Term Program Really Enhance Students' Employability?

YES

with carefully designed curriculum where active, reciprocal, and meaningful interactions between international and domestic students are encouraged.
V. Discussion - Program Outcome

Digital Learning - Effective?

**CAN BE**

◆ With a training of both students and instructors.

and most importantly,

◆ If used effectively with face-to-face communication.
Digital Literacy

“Having multiple tools sometimes confused me because it was hard to locate documents.”

“On-line meetings using SKYPE were effective in building a rapport, but they were just supplementary to actual face-to-face meetings. Seeing teammates’ expressions on the face, feeling the tone of voices, and exchanging non-project-related casual conversations were extremely important. “

- Japanese student in Case 2 Program