



# Why Now? Gap Year

## Global JINZAI and Gap Year

## なぜ今ギャップイヤーか?

### －日本型ギャップイヤーの将来展望－

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Meiji University

# Why Now?

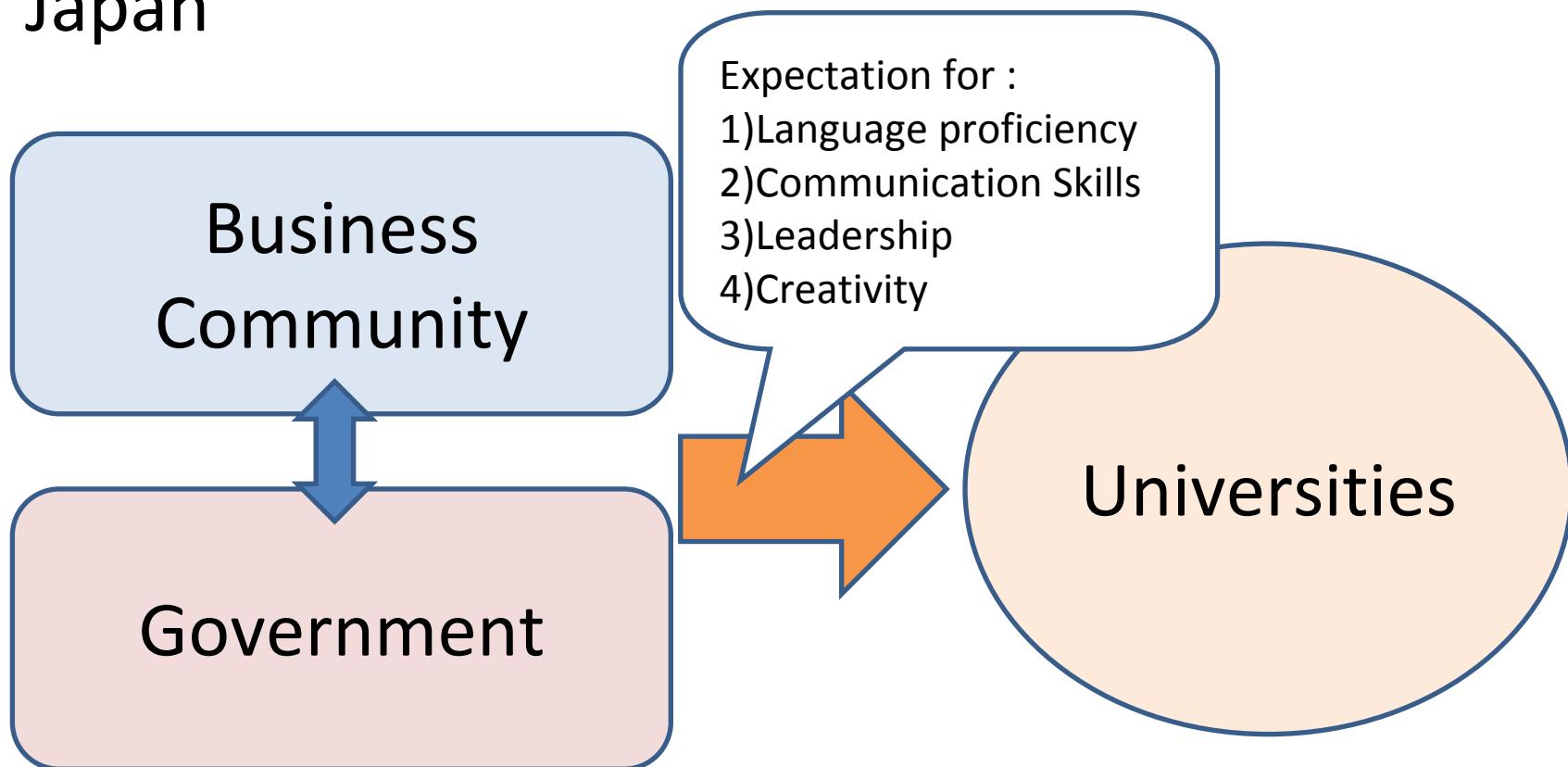
# Gap Year

# Gap Year Symposium on June 13 2011



# Why we need Global JINZAI (HR)?

- Global “JINZAI” (Talents) is a buzz word in Japan



# What is Global JINZAI?

<b>Category I</b>	<b>Language Proficiency and Communication Skills</b>
<b>Category II</b>	<b>Active Attitude, Challenge Spirit, Flexibility and Commitment</b>
<b>Category III</b>	<b>Cross-cultural understanding and Cultural Identity as Japanese</b>

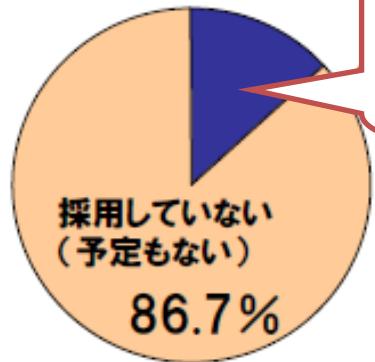
National Council of Global JINZAI, June 2011  
「グローバル育成推進会議中間まとめ」より

# Employers' Expectation towards Students <data source: Mizuho R.I .2012>

	<b>Less than 300</b>	<b>300- 1999</b>	<b>2000 or more</b>
Study Abroad with academic credit	10.7	20.1	28.8
Overseas Language Study	17.7	25.2	28.8
Internship (domestic)	34.2	35.0	36.3
Volunteer (domestic)	31.3	26.9	22.5
Internship (abroad)	8.7	14.1	18.8
Volunteer (abroad)	8.1	10.3	13.8

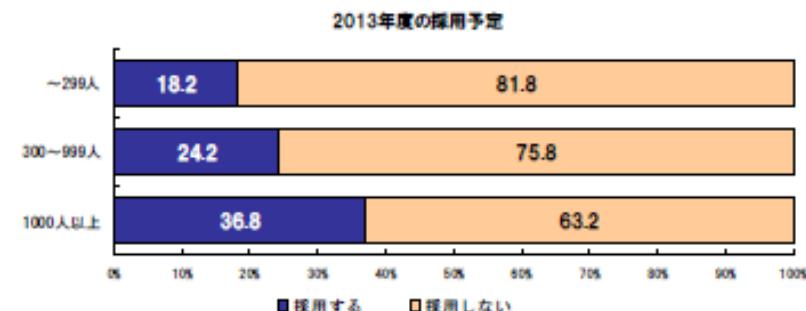
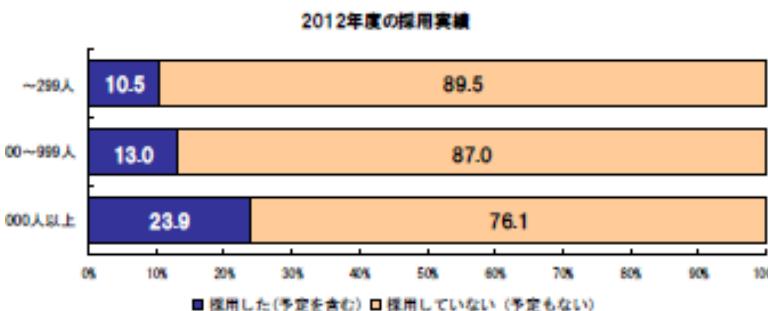
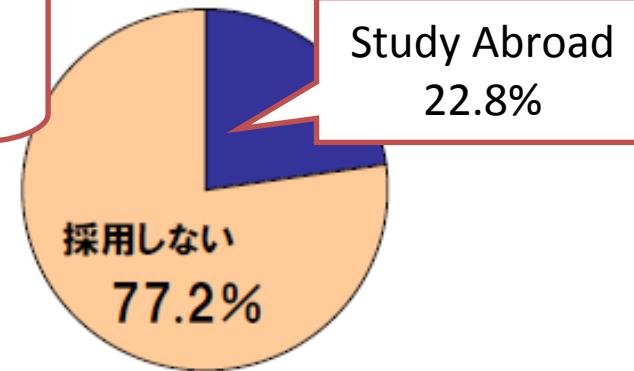
# Japanese Business Community needs more Global JINZAI

## 2012 Employment Data



## 2013 Employment Plan

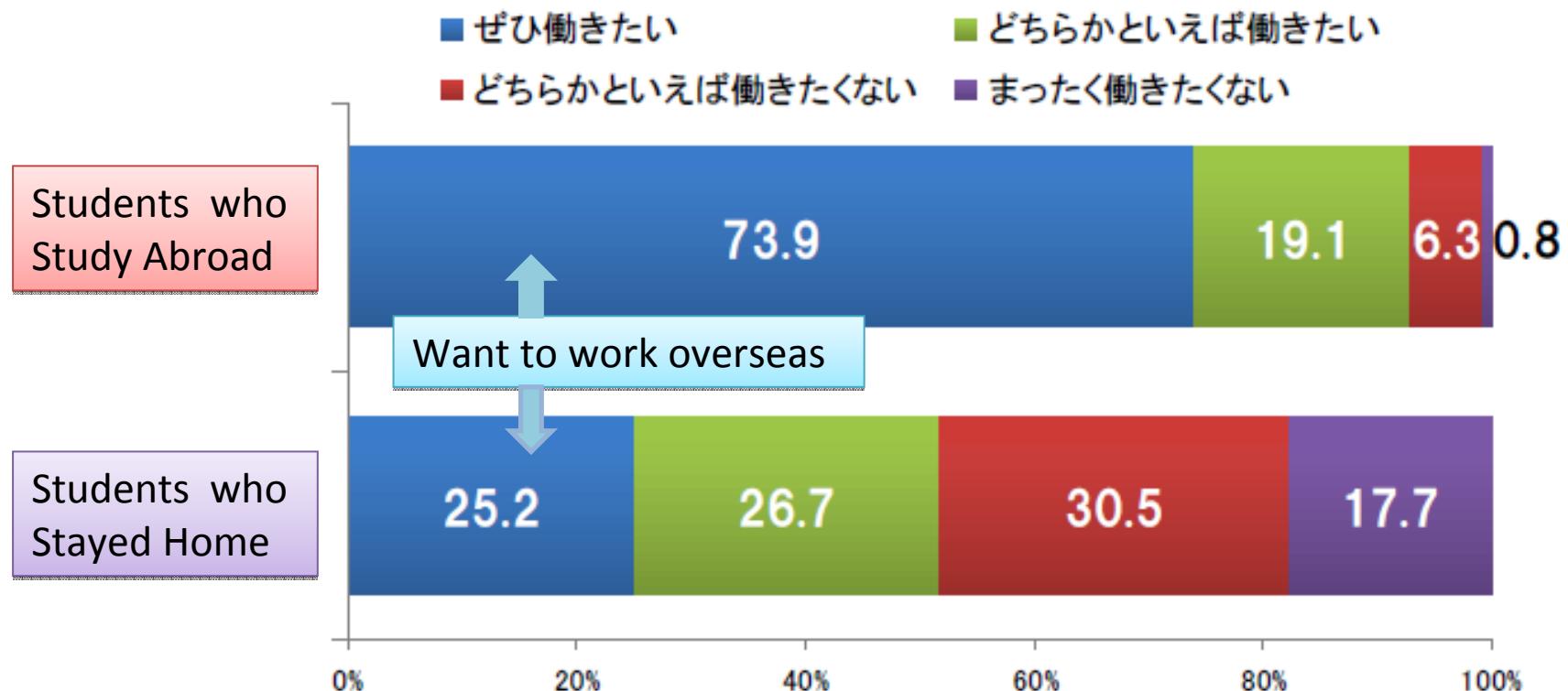
Study Abroad  
Experience: 13.3%



日本人留学生を採用する企業は増加傾向。  
従業員規模1,000人以上の大企業は約4割。

Source : DISCO

# Working Overseas

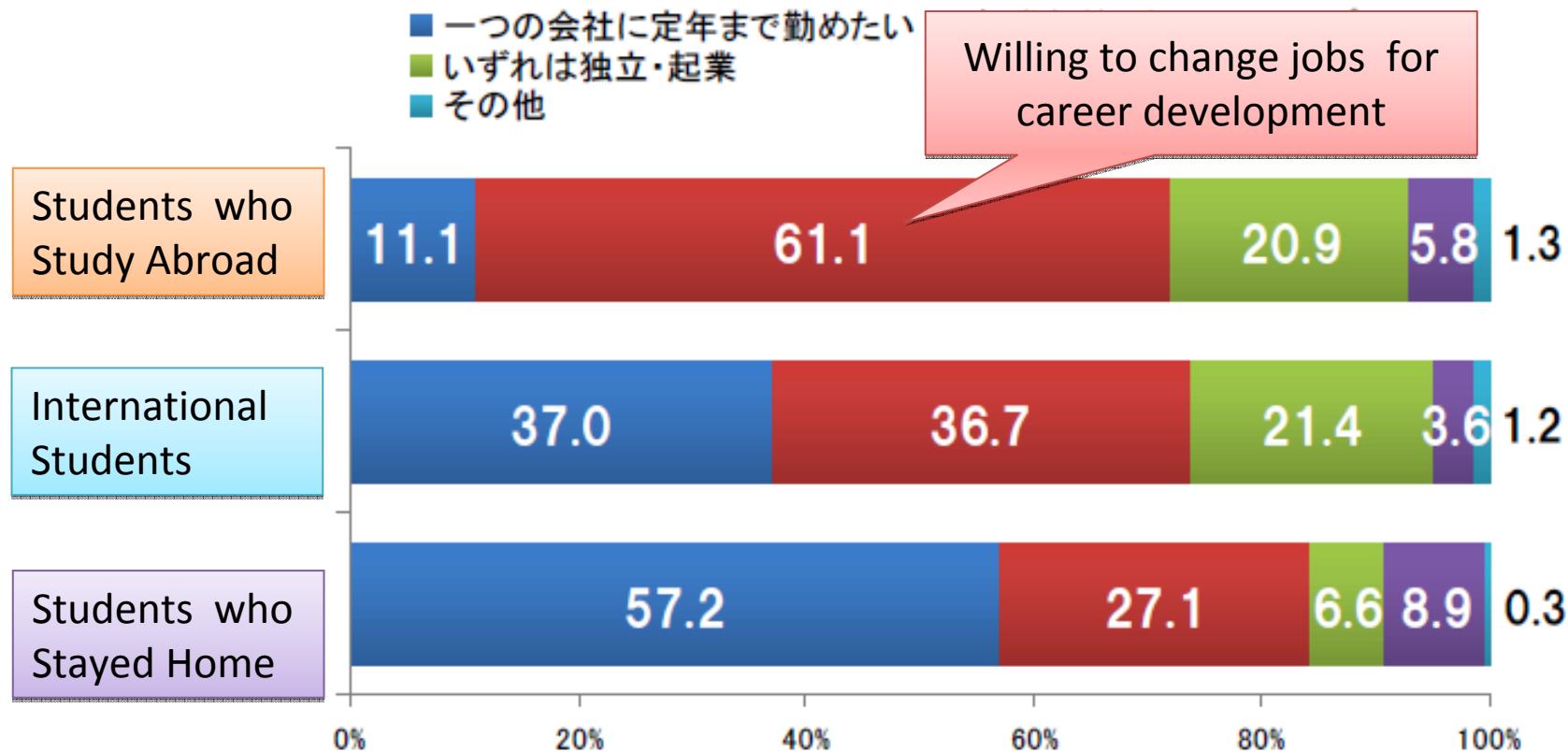


海外留学生は圧倒的に海外勤務志向が高い

Source : DISCO

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# Future Career Plan



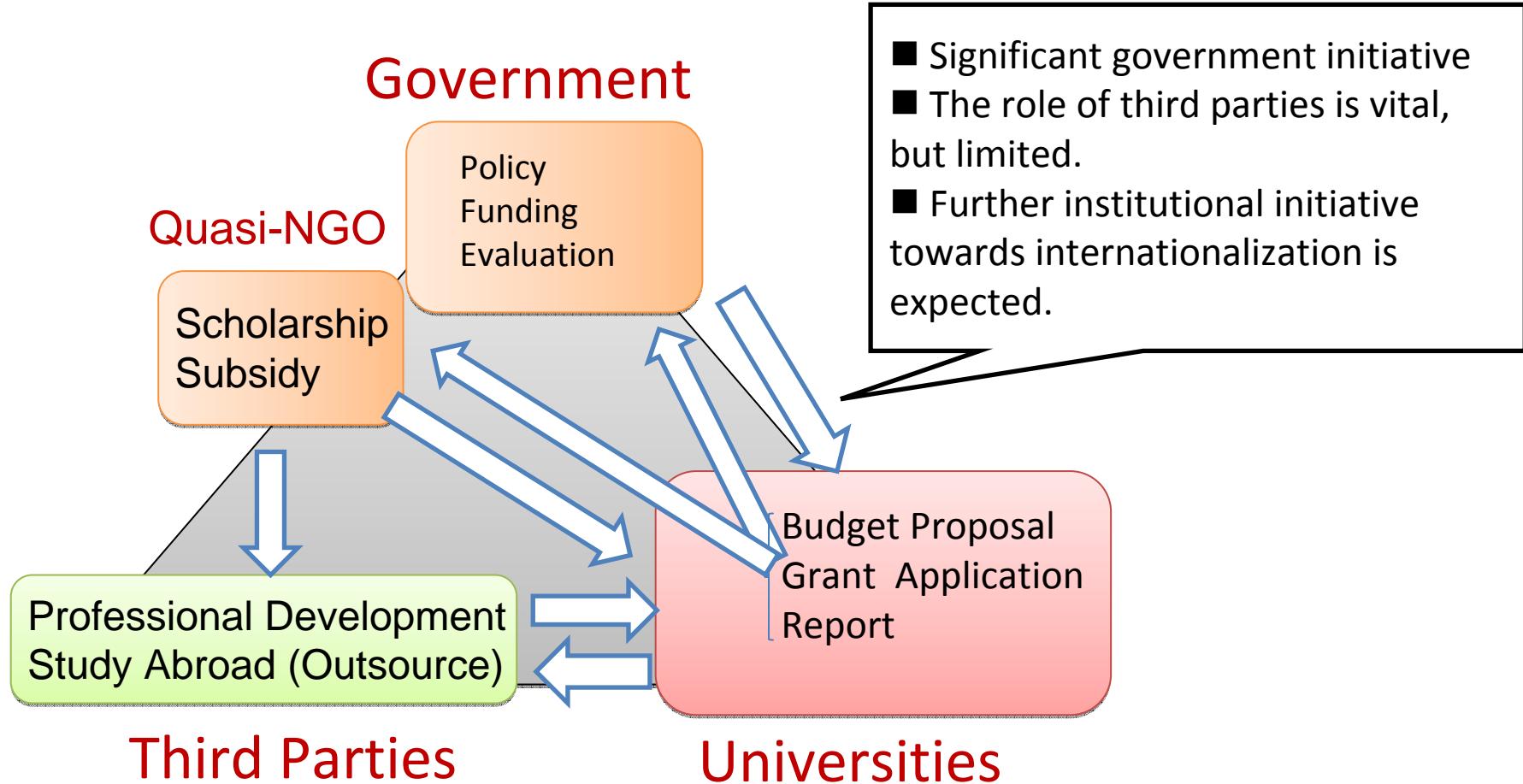
海外留学生は定年まで一つの会社に勤めるという意識より、  
転職・起業志向が高い。

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Source : DISCO

# Government Initiative in Internationalization

# Governments Initiative in Internationalization of Japanese Universities



# Government Initiative in Japan

## G30 Project



- Prioritized Financial Assistance for the Internationalization of Universities
- 13 universities selected as core schools
- FY2009 to 2013
- Action Plans
  1. 300,000 international students by 2020
  2. Establishing degree programs taught in English
  3. Establishing Overseas Offices (8 cities in 7 countries)

# G30: 13 Selected Universities



## <National (Public)>

- Tohoku University
- University of Tsukuba
- University of Tokyo
- Nagoya University
- Kyoto University
- Osaka University
- Kyushu University

## <Private>

- Keio University
- Sophia University
- Meiji University
- Waseda University
- Doshisha University
- Ritsumeikan University

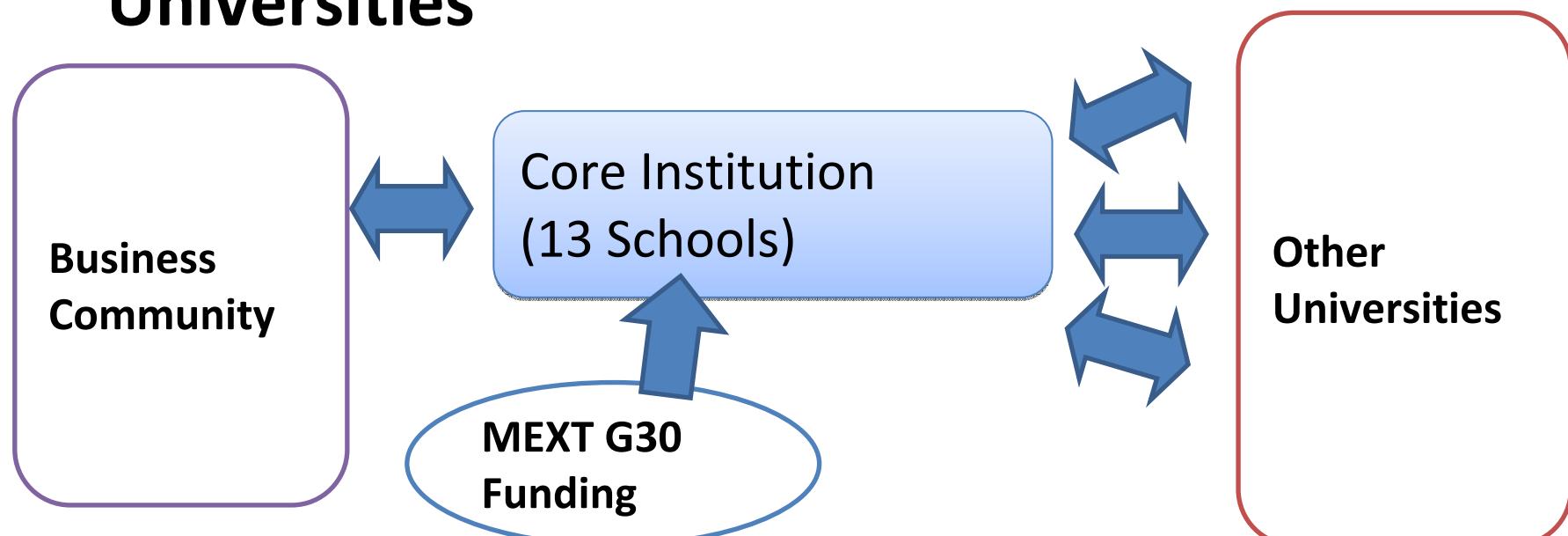
# Series of Budget Review 2010



- 1) Screening of Academic and Research Activities at Universities**
- 2) Review of Quasi-Governmental Organizations**
- 3) Cutbacks and Reorganization**

# Budget Review and Modification

- Resource Sharing
- Collaboration with Business Community
- Networking with Overseas and Domestic Universities



# Government Initiative – Institutional Network and Collaboration: 5 year project as of 2011 (Each institution receive 80 million JPY a year.)

- "Campus Asia" is intended to harmonize China, Japan, and South Korea's colleges and ultimately keep more students in the region.

**12 universities were selected.**

- Joint educational program with overseas universities (particularly with US universities).

**11 universities were selected.**



# New Government Grants from FY 2011-2012 Budget

- Increase Scholarship (Degree Program, One-Year Exchange)
- New Grant for Short Stay and Short Visit (2.2 billion JPY)
  - inviting 7,000 students (inbound)
  - sending 7,000 Japanese students (outbound)
  - 2 weeks (up to 3 months)

# 2012 New Government Grant (G30 Plus) Project for Promotion of Global HR

- 5-Year Project for Promotion of Global Human Resource Development (グローバル人材育成推進事業)
  - 10 comprehensive universities (140 to 260 mil JPY a year depending on size of school population)
  - 30 specific project (120 mil JPY a year)
  - Requirement : Set target goals for language proficiency and education abroad

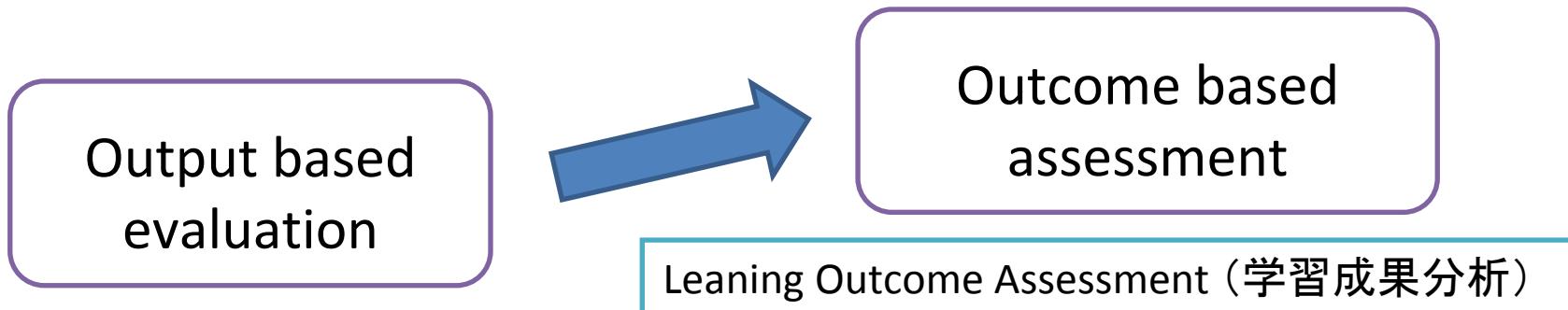
①卒業時の外国語力スタンダードの設定とこれを満たす学生数 (TOEICやTOEFLなどの標準テストを想定) # of students who reach a target in language proficiency	5-year plan for total % of ① + ② - overlapped #
②卒業時における「単位取得を伴う海外留学経験者数」 # of students who receive academic credits through study abroad	
③シート1の③の具体的な能力を達成する学生数 Target # of students who reach criteria of Global HR (self defined)	5-year plan

## **2012 New Government Grant (G30 Plus) Project for Promotion of Global HR**

- 1) Definition of Global JINZAI for each school
- 2) Evidence of Learning: setting learning outcome goal and 5 year plan
- 3) Commitment of university leaders  
(department accountability for goal setting)
- 4) Transparent Screening Process

What can we do as  
international  
educators??

# From “Output” to “Outcome”



<Trend in defining learning outcome>

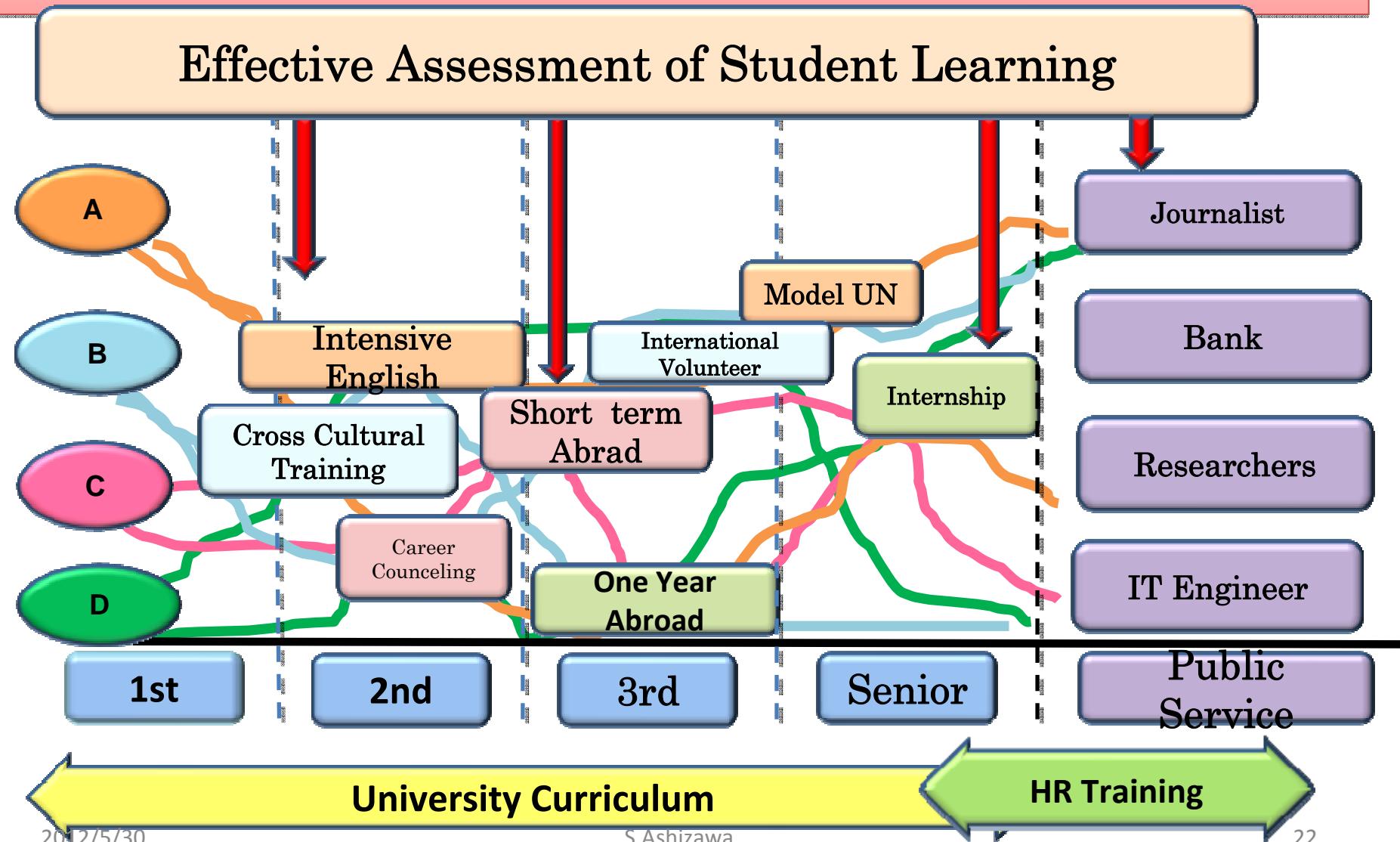
- Tuning Project- Degree Profile

ボローニャ・プロセスを具現化するための質保証スキームの一つとして、学士、修士、博士など学位課程で求められる能力(Competence)の定義と学問分野ごとの学習成果目標を設定するチューニング・アプローチ

- AHELO(Assessment of Higher Education Learning Outcome) 学士号にかかる国際的な学習成果分析

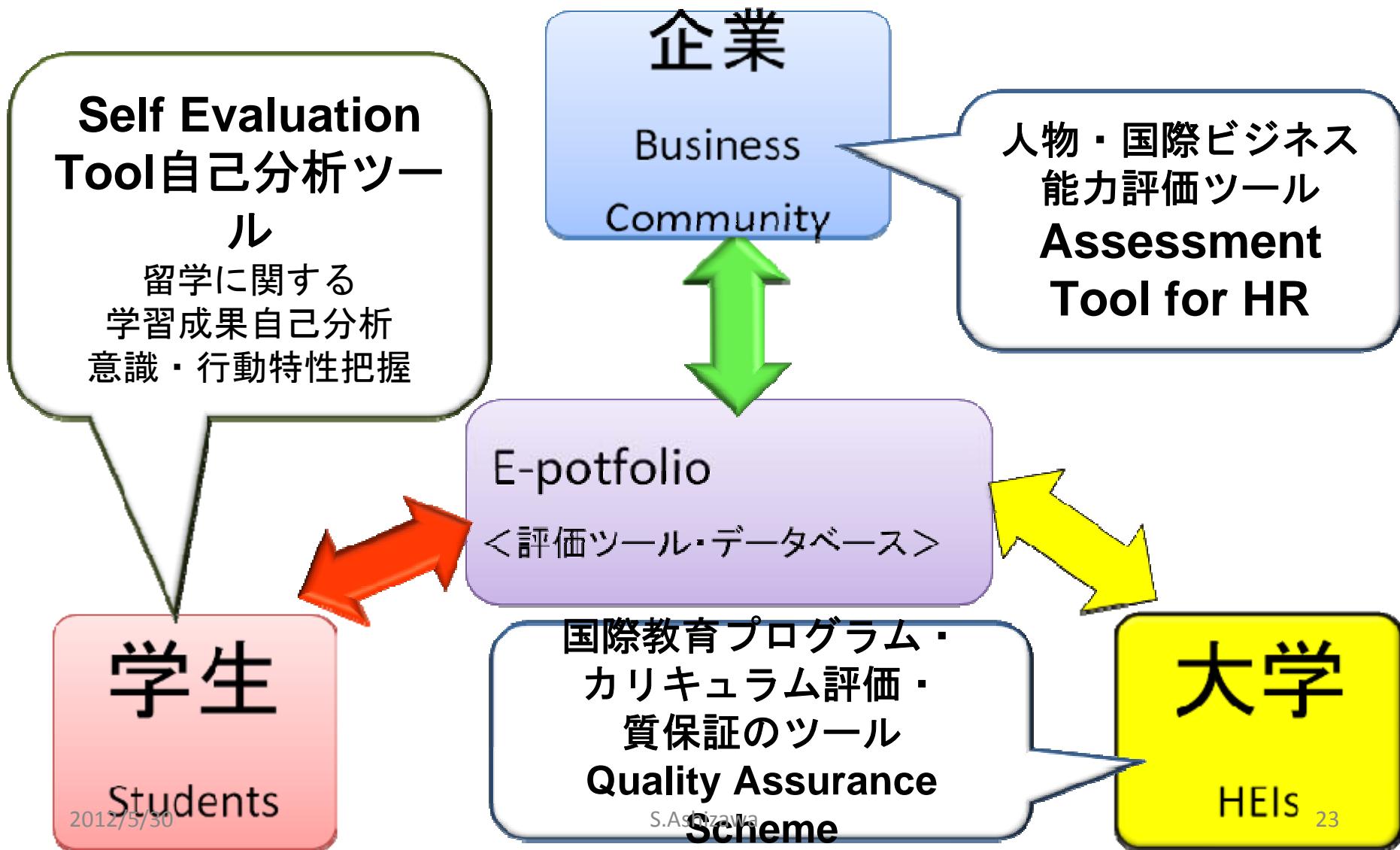
# Evidence of Learning : Various Career Development Process

＜参考＞多種多様な「グローバル人材化」のプロセス



# グローバル人材を測るツールとしてのEポートフォリオ

Potential Usage of e-portfolio for Global JINZAI



# Seeking for effective Assessment Tool of Student Learning (e-portofolio)

ge-folio (global engagement)  
at Meiji University

国際キャリア特論の  
授業で運用

The screenshot shows a user profile for '竹川 隆司 (明治證券)' with a green cartoon character icon. The main area displays a collection titled 'マイポートフォリオ (公開)'. A message indicates '新しいコレクションが追加されています。' Below is a table listing collections categorized by stage:

分類	コレクションタイトル	添付ファイル	更新日時	コメント数
①留学前	resume 12/2013	0	2011-10-18 00:24	0
	Application Form (final Ver.)	0	2011-10-17 23:53	0
	xxx調査 Spring/12	0	2011-10-18 00:18	0
	xxx調査 Winter/12	0	2011-10-18 00:16	0
	xxx調査 Summer/12	0	2011-10-18 00:17	0
	モチベーション調査 Jun./2012:	1	2011-10-18 00:15	0
②留学中	【2012年度】留学	1	2011-10-18 00:15	0
	モチベーション調査 May/2012:	1	2011-10-18 00:15	0
	【2012年度】留学	1	2011-10-18 00:13	0
	モチベーション調査 Apr./2012:	1	2011-10-18 00:13	0
	【2012年度】留学	0	2011-10-18 00:01	0
	留学体験記 Spring/2012	0	2011-10-18 00:01	0
	留学体験記 Winter/2012	0	2011-10-18 00:01	0
	留学体験記 Summer/2012	0	2011-10-18 00:00	0
③留学後	キャリア意識調査:グローバル人材バンク	1	2011-10-18 00:38	0
	就職アンケート	0	2011-10-18 00:19	0
④就職後	キャリア日記 2015年10月度	0	2011-10-18 00:25	0
	キャリア日記 2015年5月度	0	2011-10-18 00:25	0
	キャリア日記 2015年8月度	0	2011-10-18 00:24	0

# ポートフォリオにおける指標 ルーブリックの概念 VALUE Rubric (Intercultural)

**VALUE Rubric: Intercultural Knowledge and Competence**

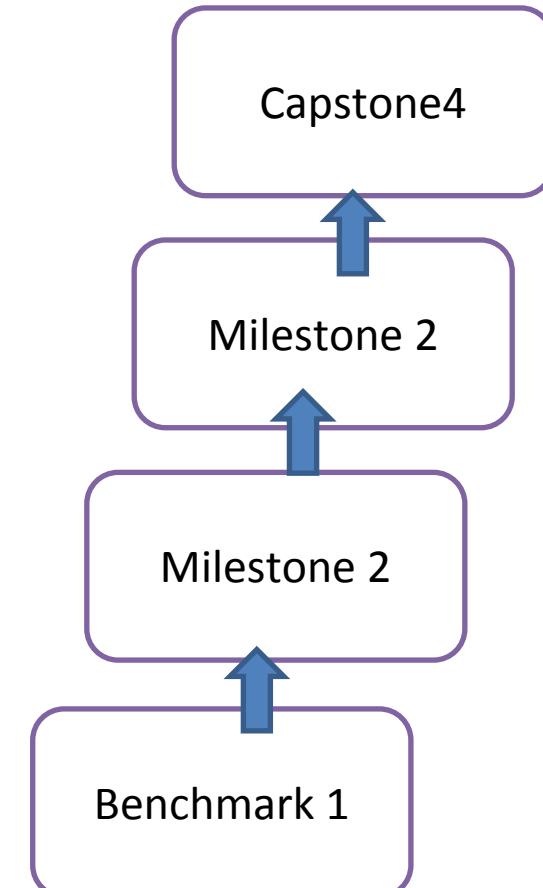
**DEFINITION**  
 Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moonian, 95-110. Thousand Oaks, CA: Sage.)  
 Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	CAPSTONE (4)	MILESTONES (3)	MILESTONES (2)	BENCHMARK (1)
<b>Knowledge</b> <i>Cultural self-awareness</i>	Articulates insights into own cultural roles and biases (e.g., seeing, cognitively; aware of how her/his experiences have shaped these roles, and how to recognize and respond to cultural roles), resulting in a shift in self-description.	Recognizes new perspectives about own cultural roles and biases (e.g., not looking for similarities; comfortable with the complexities that new perspectives offer).	Identifies own cultural roles and biases (e.g., with a strong preference for those roles shared with own cultural group; and sees the same in others).	Shows minimal awareness of own cultural roles and biases (even those shared with own cultural group(s)) (e.g., uncomfortable with identifying possible cultural differences with others).
<b>Knowledge</b> <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
<b>Skills</b> <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
<b>Skills</b> <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people are physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
<b>Attitudes</b> <i>Curiosity</i>	Asks complex questions about other cultures; seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	Shows minimal interest in learning more about other cultures.
<b>Attitudes</b> <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in relating her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

A PDF of this and all VALUE Rubrics can be downloaded from [www.aacu.org/value/rubrics](http://www.aacu.org/value/rubrics)

Source: AAC&U (Association of American Colleges and Universities)

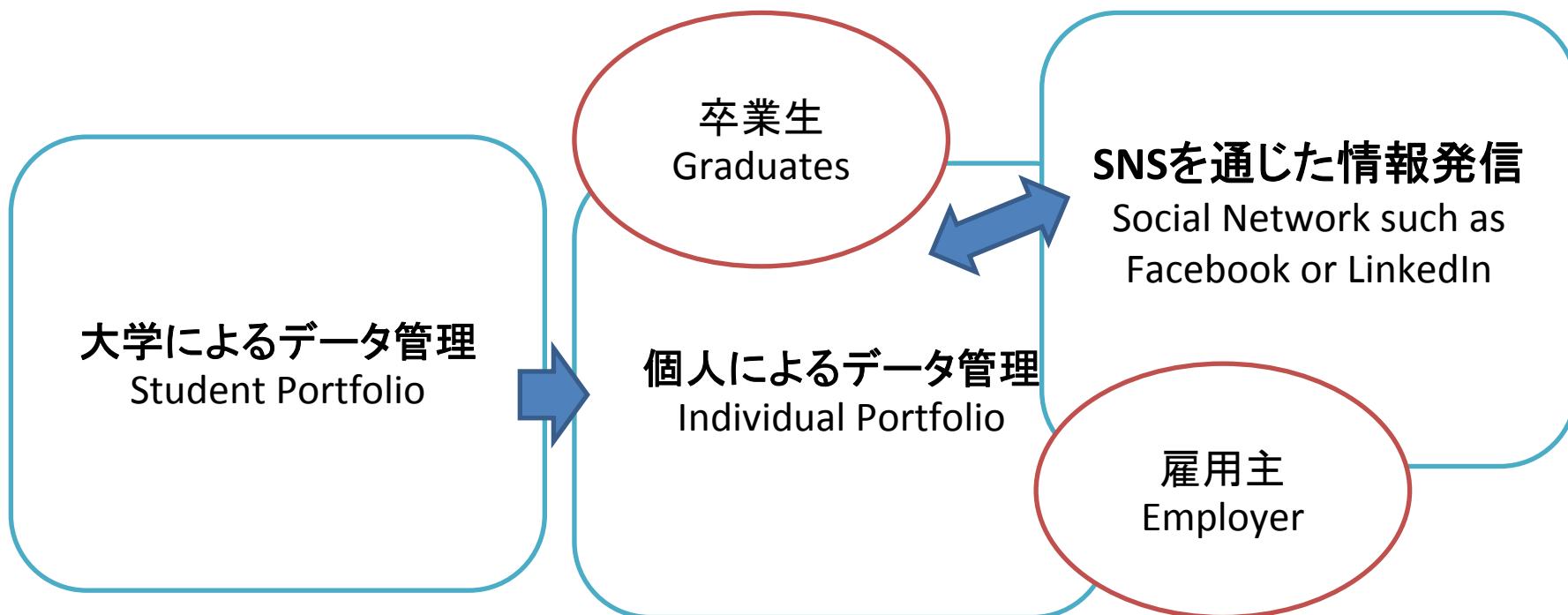
VALUE: Valid Assessment of Learning in Undergraduate Education



# ポートフォリオの将来性

## Potential Development of e-portfolio

- Development of Individual Portfolio
- Linkage with Social Network Service



# Good News ?!

# Looking Back Study Abroad

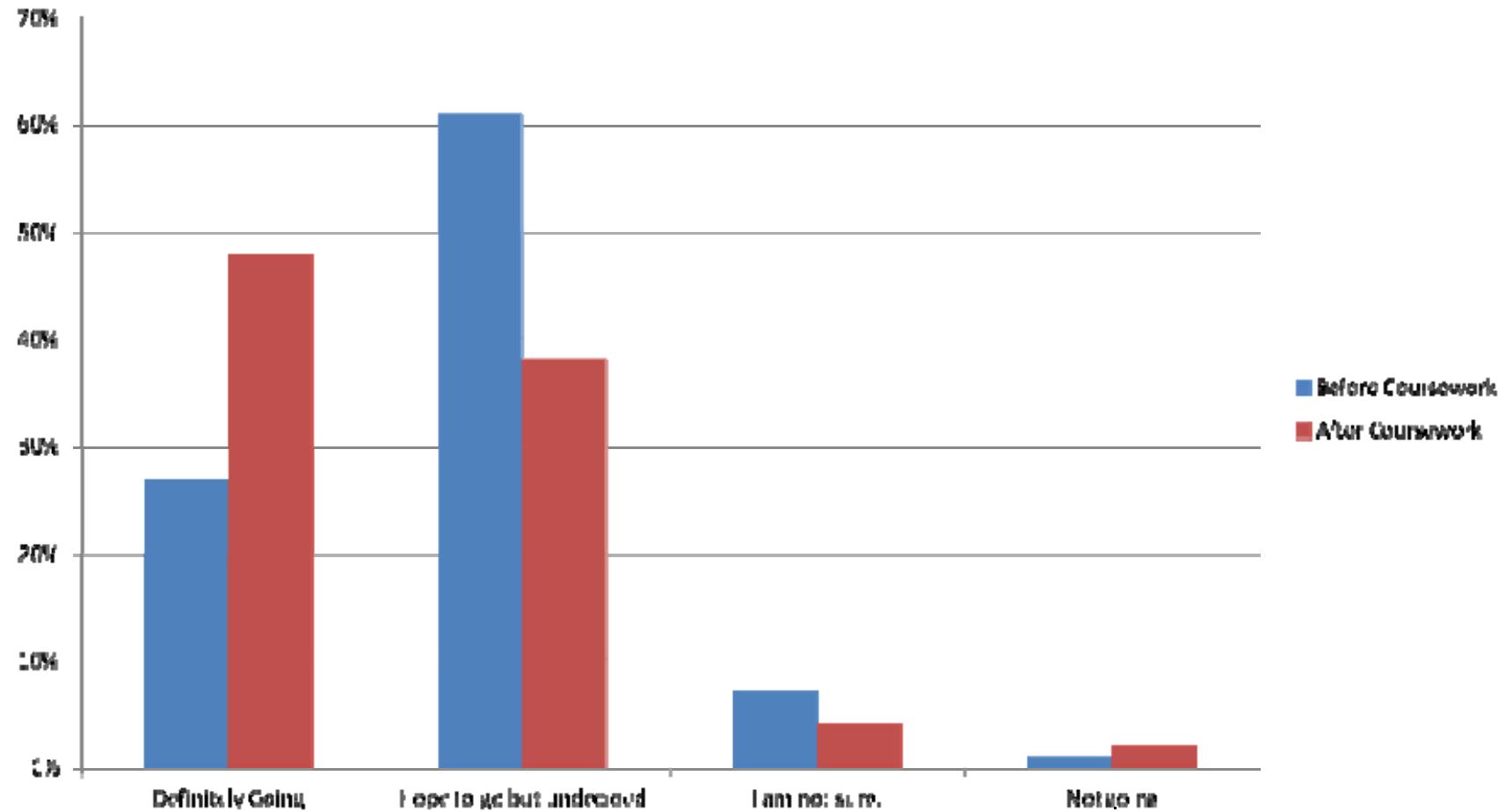
## ■ 留学をして良かったと思うか



# New Academic Course at Meiji Univ. (2011)

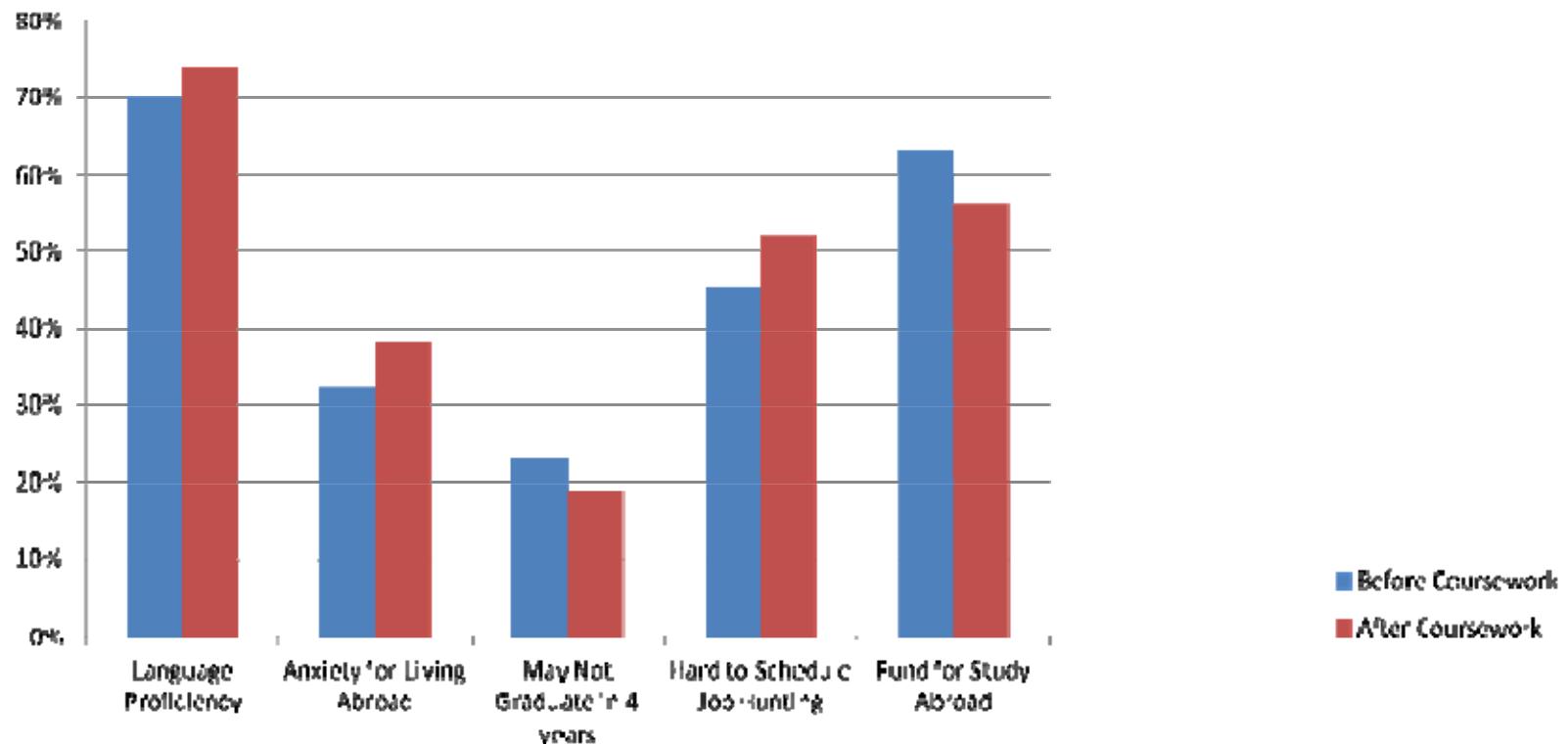
## “Introduction of Study Abroad”

(Survey of 120 students who took this course)



# Obstacle for Study Abroad

(120 students who took “Introduction of Study Abroad”)



# RIIE?

「留学交流の新たな潮流と教育の質保証」  
- 米国大学の留学生戦略と受入システム -

Global Trends in Student Mobility and Quality Assurance:  
Systems and Strategies at American Universities



IIE CEO Allan Goodman氏



WES CEO Mariam Assefa氏



SUNY Buffalo Joseph Hindrawan氏



明治大学 勝悦子副学長

# 国際教育研究所開設記念国際シンポジウムシリーズ2 「世界大学 ランキングと大学の『世界水準』」開催のお知らせ



Like 35

Twitter サイト 10

開催期間: 2012年03月09日  
明治大学 国際教育研究所

文部科学省国際化拠点整備事業(グローバル30)  
明治大学国際教育研究所開設記念国際シンポジウム シリーズ2

世界大学ランキングと大学の「世界水準」  
－日本の大学は世界の構造変動にどうむきあうか？－  
World University Rankings and “Worldwide Standards” for Universities  
—How Can Japanese Universities Deal with Structural Changes Around the World?—

世界大学ランキングや大学の国際的通用性は、現在日本の大学や科学技術予算のあり方を搖るがすような大問題として扱われるようになっています。この議論の背景には世界の構造変動、すなわち、欧米先進諸国のみならず、中国、韓国、インド、シンガポールなど、アジアを中心とした多くの新興国々のトップ大学が急速に研究・教育能力を高めていることがあります。日本の大学がこうした世界的な大競争のなかに埋没せず、個性のある役割を果していくには、どうすれば良いのでしょうか？大学の国際化が進行する現在、研究の国際競争力、グローバル人材育成などの様々な議論が必要とされています。



世界銀行のDr. Jamil Salmi



Prof. Hans de Wit, Amsterdam University o

# 【5月18日開催】国際教育プログラムと学習成果分析「グローバル人材を測る物差しを考える」：国際教育研究所開設記念国際シンポジウム シリーズ3



Like

255

ツイート

39

開催期間：2012年05月18日

明治大学 国際教育研究所

For the English site, click [here](#).

明治大学国際教育研究所開設記念国際シンポジウム シリーズ3

presented by manaba



国際教育プログラムと学習成果分析  
「グローバル人材を測る物差しを考える」  
－eポートフォリオの有効活用の可能性－  
*Learning Outcome Assessment for International Education Programs*  
－Potentials in Effective Use of ePortfolio－

「グローバル人材」を巡っては産業界、高等教育界を中心に議論が展開されているが、グローバルに活躍しうる人材の資質について、どのような定義をすることができるだろうか？本シンポジウムでは、海外学習体験が学生のキャリア形成にどのようなインパクトを与えてい





# Agenda for Japanese Universities

- More Strategic Approach on Global Recruitment Policy
- Flexibility in Academic Calendar (Gap Year Project)
- Diversity in International Programs (Volunteer Abroad, International Internship, Field Trip)
- Evidence of Student Learning (Learning outcome assessment, e-portfolio??)



**Thank you for your attention!!**  
**ご清聴ありがとうございました。**

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