

日本の大学におけるグローバル化教育の授業について考える

Thinking About Global Education at Japanese Universities

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'Global Education' classes are part of the education of undergraduate students of Tokushima university. Unfortunately the meaning of the term 'Global Education' is highly unclear: Is it simply "preparing students for being able to successfully work in an international/global environment?", which would suggest that the focus of the content of such classes should be on 'economy'. Or, can 'Global Education' also be understood as 'teaching students an international awareness', resulting in an understanding of foreign mentalities and cultures? In this case a simple focus on 'economy' does not appear to work and offering classes that teach students an understanding of foreign cultures via the studying literature, aspects of popular culture etc. appears to be a better approach.

Whatever approach a teacher chooses, there are two fundamental problems that need to be considered in case of 'Global Education':

(1) Of lately many students are showing a distinct lack of interest in international matters or foreign cultures. The number of Japanese students studying abroad or interested in working abroad after graduating from university are worryingly low. The reasons for this lack of interest are complex, but it can be assumed that in economically difficult times university graduates are more interested in securing a 'safe job' in their familiar environment than taking seeming risks like studying abroad or even working outside of Japan. Although these worries are understandable, should this trend continue it is no empty assumption that Japan will steer itself into an

age isolationism.

For a teacher in charge of 'Global Classes' the challenge is to find ways how to eliminate such student fears and raise students' interest in global matters.

(2) A second problem is the Ministry of Education's request to hold 'Global Education' classes in English. Although such a demand makes sense, it does not take into account that many students' English skills are not on a sufficient level that allows them to fully follow and participate in a class held in English only. Furthermore, with many 'Global Education' classes held in Japanese only, most students take the easy way and rather opt for the classes held in Japanese. Finally, it also needs to be pointed out that 'being fluent in English' is equal to 'having international awareness'.

In this poster presentation the above mentioned issues will be addressed in detail and ways to solve these issues suggested.

The presentation will also describe in detail the content of several 'Global Education' classes held in English only by the presenter in the academic years 2016 and 2017. One class was about exchanges between German prisoners of war who during the First World War were interned in the prisoner of war camp Bando, located north of Tokushima and the local population. These exchanges became the origin of the present relations between Tokushima prefecture and Germany. Part of this class was a field trip to Naruto city's German House museum and the former site of the prison camp.

Another class was an 'Introduction to Fantasy Literature' in which students learnt theoretical aspects of Fantasy literature and contrasted them with Japanese Fantasy literature. Via extensively reading representative works of fantastic literature students also came to debate cross-cultural topics like the different views of 'moral' from a Western and Japanese perspective etc..

A third class was about the American pulp fiction writer in which students, besides reading and analyzing Howard's stories learnt about Howard's homestate of Texas and how the 'Lone Star State' differs from the American states. Hereby students gained an understanding of the fact that 'one country' does not mean 'one mentality'.

This will be followed by presenting the results of students' reactions based on questionnaires, surveys and personal interviews. The presentation will also describe students' final assignments and projects in order to demonstrate what students learnt in these classes. The presentation will also talk about students' reaction to a class held exclusively in English.

Finally, the presentation will also give an outlook of 'Global Education' classes planned by the presenter for the academic year 2018, which are an 'Introduction to Pop Culture Studies' and another class on 'Fantastic American Literature'. Both classes are again designed to include cross-cultural comparisons, leading students to a more global understanding.

Although being a poster presentation, it is hoped that the presentation will result in a discourse between the presenter and interested audience about the possibilities and challenges of 'Global Education' that will help the presenter improve and widen his own outlook on how to plan future 'Global Education' classes.