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Workshop 2009

Preparing Future Faculty: An Introduction to Teaching and Writing for Graduate Students (March 18-24, 2010)

Session 6. Panel Discussions: International Career Planning for Japanese and Non-Japanese Graduate Students of HU (March 19, 2010)

Panelist: Shunji Kanie

HU Vision/Strategy of Internationalization for Students' Career Development with a Personal View

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1. Outline of Internationalization

During the 24 years since internationalization on campus was recognized as being essential for the future of Hokkaido University, the number of international students enrolled has increased. Hokkaido University is resolved to enlarge the number of international students on campus to 2,000 within 5 to 6 years, and that figure means more than 10 percent of all students will be international students.

To make this a reality, the university is planning to provide course programs in English for both Japanese and international students, not only at the graduate level but also at the undergraduate level. At the same time, the university will enhance Japanese language and cultural programs, which are attractive for international students.

Hokkaido University has also increased student exchange agreements with international universities and colleges. It is possible for us to send nearly 400 domestic students abroad each year and to accept the same number of international students based on those agreements.

Recently, various new attempts have been introduced in the world's leading universities, namely in Europe, to enhance international collaboration and students' mobility, including credit transfer, double degree programs and

the Erasmus Mundus program. Hokkaido University is preparing to join those programs and we will start our first two double degree programs this coming fall.

On the other hand, we already offer diverse international programs on campus. HUSTEP, a year-long program for Japanese culture and language study, is designed for international students and is delivered in English. The graduate schools, such as engineering and agriculture for instance, provide international courses in English and they have accepted many international students. However, the number of Japanese students who go abroad is somewhat smaller than that of the students accepted here and it is an urgent issue for us to increase that number for real internationalization.

2. What is the Educational Effect ?

The Graduate School of Engineering has a career development center named CEED, the Center for Engineering Education Development. Among its various programs, the international internship program is one of the most successful programs. The center has carried out a questionnaire survey every year that asks the students to perform self evaluation before and after the internship.

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In the case of international internships, the students are asked 13 questions to self-evaluate their abilities such as international understanding, decision making, planning, creativity, language proficiency and so on. Each student answers those questions using a 5-grade scale: very poor, poor, fair, good and excellent.

Based on this survey, most of the domestic students before the internship evaluated themselves as average or nothing special. However, after the internship, they evaluated themselves much better, answering the same questions. They are convinced of that they are more able, more aggressive and more positive than they thought they were before the internship. I believe this is a typical educational effect of the international experience.

3. What the students need

The engineering school carried out a different questionnaire survey of the students. The first question was about their interest in studying abroad. Would you like to study abroad?

Almost 50% of freshmen are interested in studying abroad. After proceeding to graduate school, the ratio goes up to about 60%. However, there is a problem. No positive change in their interest could be found during the 4 undergraduate years; in fact, it somewhat decreased. Since their interest never increased during their undergraduate days, this means that we have not provided them with appropriate programs to improve their attitudes towards internationalization.

As the next question, we asked them about their preferred purpose for going abroad. They need short-stay programs of less than 3 months to 1 year mainly for language proficiency. It can be said that they do not have a chance to improve their communication skills and do not have a successful experience communicating in a foreign language during the 4 years of undergraduate study.

4. What we have to provide with a personal view

We offer various chances for internationalization to the students, including ESL training, student exchange programs, internships and a TOEFL exam on campus, as well as graduate education in English, for example. We

already have a rather big curriculum. But only offering such choices or providing programs is not sufficient for improvement. It is important to show them the big picture of internationalized people with a 4-year or 6-year long program including a masters course. I think consecutive and consistent instruction through their 4 to 6 years is necessary.

Therefore, I categorized different goals of internationalization into 5 models designated A to E as an example. Students can choose a suitable model from among them based on their own goals. Model A, for a student who graduates after a 4-year education with a Bachelor's degree, is the standard level, in other words the minimum requirement for internationalization. Model C is planned for a student who wants to proceed to graduate school for a Master's degree in engineering, and is thought of as the standard level for a 6-year education. Model E, on the other hand, is the highest level for a student who wants to be an internationalized researcher.

Corresponding to these models, instruction guidelines are proposed to show students the outline of the international education programs offered. The first vertical column in the instruction guideline stands for years from freshman to graduation with a master's degree. The academic terms, including summer and winter breaks, follow the column with international programs like basic ESL, a short stay program, internship, credit transfer, etc. In this table, a circle indicates a required subject. Triangles stand for electives and solid triangles indicate recommended courses.

According to this table, each student can understand what he has to do or what is recommended as well as the favorable timing during school days. In addition, it becomes possible for academic advisors to give appropriate instruction to their students in a timely manner.

5. Conclusion

Internationalization is obviously inevitable and the university has been preparing for it because international experience has an excellent impact on the students' education. Actually, we already have diverse international programs. However, I do not think they work sufficiently well because of the lack of schematic instruction. What we have to do is to explain the importance of internationalization to the students and provide them with a roadmap

towards internationalization. After integrating those programs systematically, the academic advisor should give

consistent instructions in a timely manner based on the long-term plan.

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HU Vision/Strategy of Internationalization for Students' Career Development
A Personal View

Hokkaido University
Prof. Shunji KANIE

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International students on Campus

Year	National Fund	Governmental	Private	Total
1985	100	50	100	250
1990	150	100	150	400
1995	200	150	200	550
2000	250	200	300	750
2005	300	250	400	950
2010	350	300	550	1200

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Student Exchange Agreement (Inter-university)

Year	Credit Transfer	Double Degree Program	ERASMUS MUNDUS
2004	35	40	45
2005	40	45	50
2006	45	50	55
2007	50	55	60
2008	60	65	70
2009	70	75	80
2010	80	85	90

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International Programs on Campus

- ◆ Japanese culture and language study program (in Japanese)
- ◆ HUSTEP: Hokkaido University Short Term Exchange Program (in English)
- ◆ Graduate courses in English
 - Graduate school of engineering
 - Graduate school of agriculture
 - Etc.

Sending << Accepting

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Why do you go abroad?

from the Internship Program Evaluation by CEED

- ◆ CEED: Center for Engineering Education Development
 - To provide new graduate course programs including international internship
 - Questionnaire survey on abilities for international understanding, decision making, planning, creativity, language proficiency and etc.
 - Self evaluation before and after the internship

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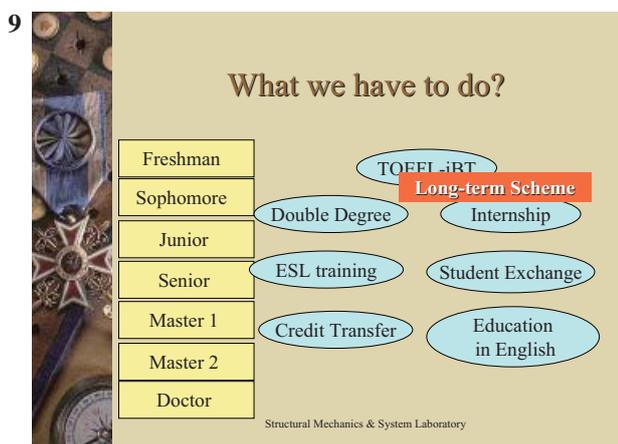
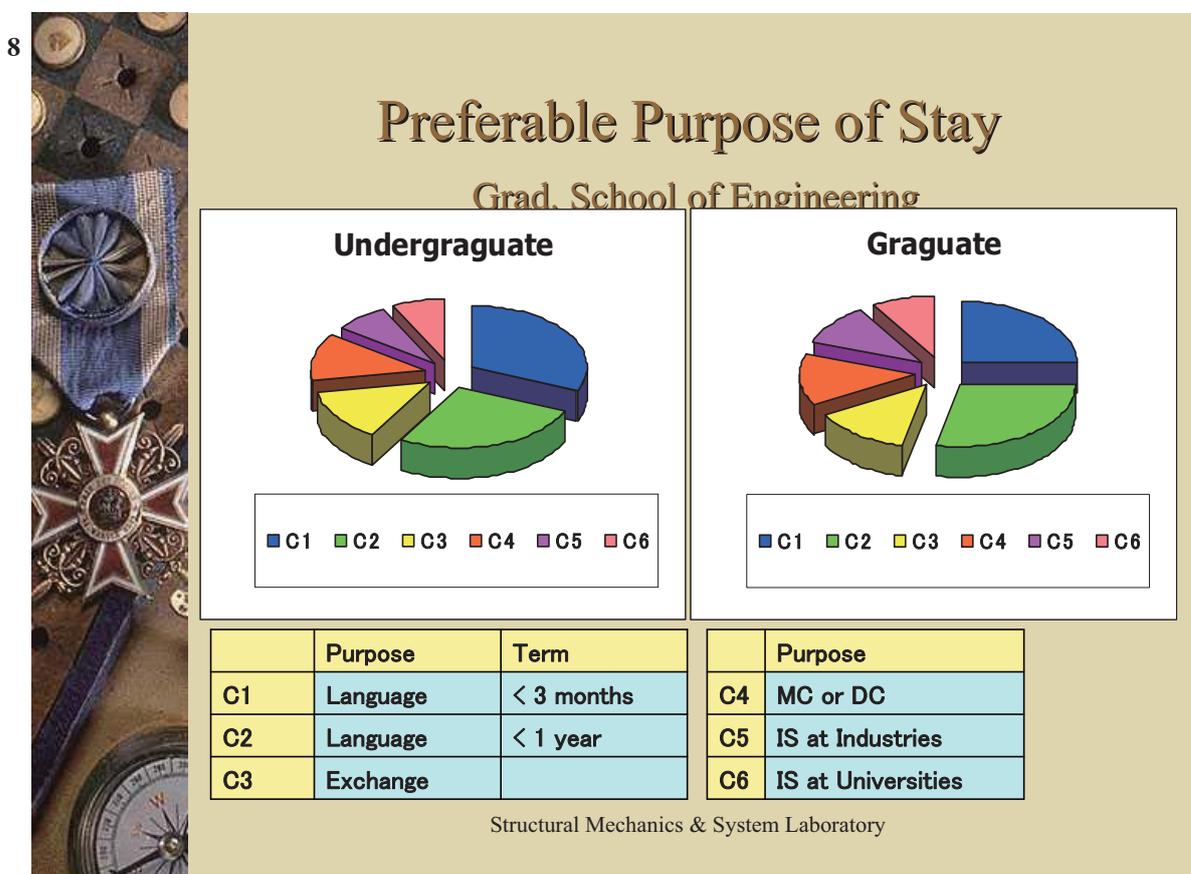
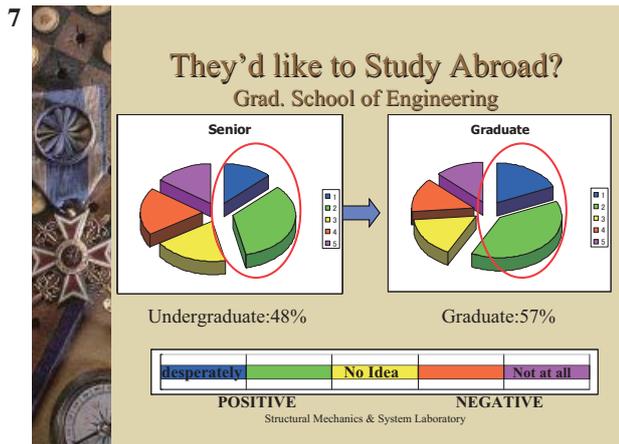
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Educational Effect of International Internship

Self Evaluation Result: Overall (based on 13 questions)

Category	Before	After
very poor	5	2
poor	10	5
mean	55	35
good	15	45
excellent	15	15

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Models for Students (Proposal)

Model	Years	Degree	Objectives and Goal
A	4	B	Standard B. Level
B	4 +	B	Advanced B. Level, Possible for MC
C	6	M	Standard M. Level
D	6 +	M	Advanced M. Level, Possible for DC
E	> 6	D	Internationalized Level

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Grade	Term	Internationalization Program	Outcome	A	B	C	D	E
1 Freshman	1st Semester	Communication skill (Basic Level)	TOEFL	○	○	○	○	○
	Summer Break	Short Stay program for Language					▲	▲
	2nd Semester	Communication skill (Intermediate Level)		○	○	○	○	○
	Spring Break	Short Stay program for Language				▲	△	△
2 Sophomore	1st Semester	Basic Engineering Education in English	TOEFL	○	○	○	○	○
	Summer Break	Short Stay program (Eng. Or Culture)			▲	▲	△	△
	2nd Semester	Basic Engineering Education in English		○	○	○	○	○
	Spring Break	Short Term Internship program					△	△
	Others	Mini International Project		▲	△	△	○	○
3 Junior	1st Semester	Student Exchange Program (Credit Transfer)	TOEFL			▲	△	△
	Summer Break	Short Stay program (Eng. Or Culture)				▲		
	2nd Semester	Student Exchange Program (Credit Transfer)			▲	▲	△	△
	Spring Break	Short Term Internship program				△	△	△
	Others	Mini International Project		▲	△	△		
4 Senior	1st Semester	Student Exchange Program (Credit Transfer)	TOEFL, FE			▲	△	△
	Summer Break	Short Stay program (Eng. Or Culture)				▲	△	△
	2nd Semester	Bachelor Thesis in English		▲	▲	○	○	○
	Spring Break	Short Term Internship program					△	△
5 M1	1st Semester	Student Exchange Program (Credit Transfer)	Master Thesis				▲	△
	Summer Break	Summer Internship in Industries				▲	▲	△
	2nd Semester	Student Exchange Program (Credit Transfer)					▲	△
	Spring Break	Spring Internship in Industries				▲	▲	△
6 M2	1st Semester	Master Thesis (in Foreign Countries)	Master Thesis					▲
	Summer Break	Summer Internship in Industries				▲	▲	△
	2nd Semester	Master Thesis (in Foreign Countries)						▲

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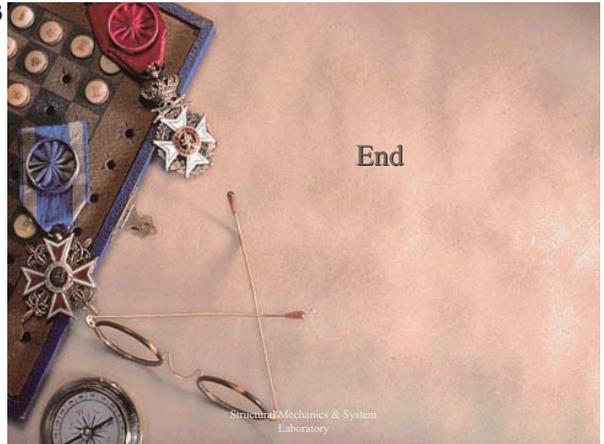


Wrapping up

- ◆ Internationalization on Campus
- ◆ Excellent educational impact of international experience
- ◆ Various international programs
 - What is missing
 - What is necessary
- ◆ Outline of international Education and appropriate Long-term Instruction

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End

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