

2019年度 独創的研究助成費 実績報告書

2020年 3月 31日

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研究課題	A Comparative Study of International Exchange Programs at Japanese Primary and Secondary Schools			
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研究実績の概要	<p>Research Question: The purpose of this research project was to examine international exchange programs for primary and secondary schools in Japan. Data collection entailed interviews with providers of programs, reviews of public relations materials (and other relevant documents), and anonymous participant feedback. Data was collected from one primary school program and from five high school programs.</p> <p>Findings: Two of the programs (a private primary school and private high school) had traditional, two-week programs in which students studied English in the morning, participated in a home stay, and experienced cultural events in community. The programs were highly structured and prioritized participant safety over social interaction.</p>			

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研究実績
の概要

Two of the programs were in public high schools and revolved around the theme of science. One of these programs was like a traditional student exchange program with a science theme, while the other project focused on Japanese and foreign students working together on science projects and learning about scientific networks of collaboration. Student feedback from the latter program showed that students had a higher awareness of how to make relationships with foreigners and its importance for scientific collaboration.

Another private high school program was online and focused on literature. Students from Japan and from France taught each other about their literature using English as the communication medium. This was a one-time only project and will not be continued.

The final program is at a private Japanese high school that creates a multicultural environment by bringing in foreign students from Asia. In this case, the foreign students learn Japanese and then participate in Japanese student life such as classes, clubs, and dormitory life. While there is some segregation between the Japanese and foreign students. Japanese students that are not interested in learning foreign languages are nevertheless able to experience making relationships with foreigners on a day-to-day basis. However, as happens in most multicultural environments, there is much self-segregation, and so the program would benefit from special training to help students overcome cultural barriers.

Conclusions: While travel-based, short-term international exchange programs are fun and a good introduction to foreign culture, a more in-depth curriculum would help students develop the confidence and skills necessary to build lasting and rewarding relationships with foreigners. Future will research will revolve around developing such a curriculum and piloting it.

Table 1. Demographics for International Exchange Programs

Program	Number of Japanese Students	Public Private	School Level	Area/Country	Length	Relations with Foreigners
1	15	Private	Primary	Australia	Two weeks	homestay
2	14	Private	Secondary	Canada	Two weeks	homestay
3	30	Private	Secondary	Asia	1-3 years	Dormitory, classes, clubs
4	19	Public	Secondary	England	Year program, 2-week visit	Homestay, meet students same age, science theme
5	10	Public	Secondary	France	Year program, 2-week visit	School visit, collaborate on scientific projects, visit research centers
6	25	Private	Secondary	France	One semester	Online interaction