

# FY2016 Inter-University Exchange Project Niigata University

Support for the Formation of Collaborative Programs with Universities in Asia

## 【Name of Project】(Adopted year: FY2016, (Type B, ASEAN))

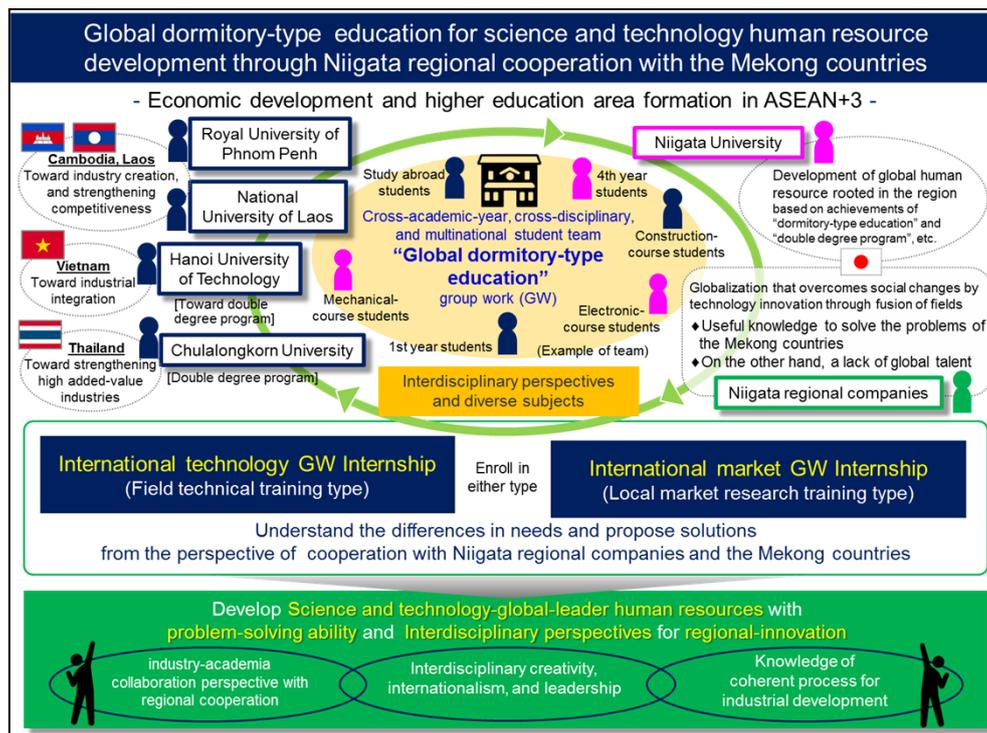
Co-creative Dormitory-type Group-work for Science and Technological Students in Japan and Mekong Countries with Regional Collaboration

## 【Summary of Project】

The purpose of this project is to foster global leaders in the field of science and technology who have the ability to solve regional vitalization issues from an integrative standpoint. This interactive educational project will be achieved through group work (GW) internships cooperated with Niigata regional companies and the Mekong countries by utilizing the information from the achievements of “dormitory-type education” developed by the Faculty of Engineering, Niigata University, and “Double Degree Program” between the Graduate School of Science and Technology, Niigata University, and Chulalongkorn University, Thailand.

\* In the “dormitory-type education”, Problem-Based Learning is conducted by student teams that cut across academic year and field of study, and students will learn leadership and cooperation as well as gaining research skills.

Human resources developed under this project will realize regional innovation and creation with a global perspective and be expected to contribute to creation and development of sustainable, high-quality industry in infrastructure and manufacturing industries. The project will also aim to expand the “global dormitory-type education” both in Japan and the Mekong countries as an international standardized GW program with quality assurance. As a result, it will contribute in a pioneering way to the economic development of ASEAN +3 and formation of higher education framework in Asia.



## 【Summary of Exchange Program】

Students from Niigata University and other universities in the Mekong countries shall form cross-academic year, cross-disciplinary, multinational student teams, which is a characteristic of “dormitory-type education”, and will conduct mainly GW in short-term (10 days), medium-term (2 months) and long-term (6-12 months) courses. In GW internships, students will experience different societies at first hand, aiming to develop knowledge of a coherent process for industrial change. This will be done with cooperation of Niigata regional companies that possess international development capabilities (including local subsidiaries in the Mekong region). In addition, students will understand the different problems and needs of different countries from the perspective of regional cooperation.

## 【Global Human Resource to be Developed on the Project】

- Practical, globally-minded human resources for science and technology that can contribute to regional innovation by identifying, analyzing and solving problems from a global viewpoint. This will be achieved through group discussions on the different needs of Japan and the Mekong countries and how they can be matched from the perspective of regional industry-academia linkage.
- Human resources that possess skills in interdisciplinary innovative creativity with a global perspective, international cooperation, English debating and leadership through GW activity experiences with cross-academic year, cross-disciplinary, multinational team members.
- Global human resources for science and technology that can contribute to industry creation, development and sophistication as well as have knowledge of a coherent process for industrial development through overall hands-on understanding of industrial globalization initiatives in Japan and industrial development in the Mekong countries.

## 【Feature on the Project】

Based on “Dormitory-type Education”, this project develops an international standardized education program for science and technology, that is aiming to promote better understanding of students on joint challenges for higher quality growth of Mekong region and further internationalization of companies in Niigata, and to cultivate their practical skills for the challenges by collaborating diverse entities.

## 【Exchange Number】

|          | 2016 | 2017 | 2018 | 2019 | 2020 |
|----------|------|------|------|------|------|
| Outbound | 2    | 15   | 20   | 30   | 30   |
| Inbound  | 2    | 15   | 20   | 26   | 26   |

# 1. FY2016 Progress

**【Niigata University】**

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### ■ Exchange Programs



〈 Trial Student Exchange Program 〉

FY2016 was considered as a preparation period for the actual project implementation starting the following year. We established a fundamental framework for the management of the project by launching a new “International Education Division” and organizing various internal/external committees. Brochures and website for promotion of the project were also created. Furthermore, issues that need to be clear for further improvement of the exchange programs were discovered by operating the trial student exchanges and having useful comments from participated students and the company accepting GW internship.

### Student-Mobility

#### ○ Outbound

Two Japanese undergraduate students were dispatched to Chulalongkorn University (Thailand) for a short-term trial exchange program in March.

#### ○ Inbound

Two undergraduate students and three graduate students from Chulalongkorn University participated in a short-term trial exchange program. Undergraduate students experienced GW internship in a regional company while graduate students mainly conducted experiments in a laboratory with Japanese students.

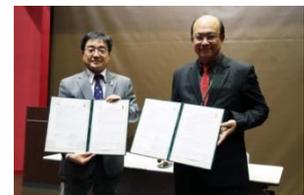
|          | 2016 |         |
|----------|------|---------|
|          | Plan | Results |
| Outbound | 2    | 2       |
| Inbound  | 2    | 5       |



〈 Conference on International Cooperation Steering Committee in Niigata 〉

### ■ Forming the University Network with Quality Assurance

Internal and external project committees composed of vice presidents and coordinators from each university formed “International Cooperation Steering Committee” as the decision-making organization responsible for quality assurance in education. “International Education Division” was newly launched to coordinate the entire project in the Education Center for Engineering and Technology which has a necessary background of managing dormitory-type education and internships. In FY 2016, we hold several committee meetings in Niigata and had a chance to hold signing ceremony of university-level agreement with Royal University of Phnom Penh (Cambodia) and Hanoi University of Science and Technology (Vietnam). “International 100-Wise-Men Network”, a group of external professional engineers providing support for internships, and “Third Party Advisory Board” responsible for evaluations and feedback were also organized as the last piece of a framework for the actual project implementation.



〈 Signing Ceremony 〉

### ■ Promotion of Student-Mobility Environment

The program manager and assistant coordinator with high English proficiency and wide-ranging overseas experience at “International Education Division” work closely with cooperated universities and provide students with a support on their study and daily life. Additionally, Placing a coordinator at each university in Mekong region facilitates the communication among universities in order to share necessary information and current situation. With this effort, students can easily have a consultation with the person who is in charge of the project and gain the latest information.

### ■ Internationalization of the University

#### Information Disclosure and Publication of Outcome

We introduced the project to various stakeholders inside and outside campus at the occasion of Kickoff Symposium in December and International Forum in March. We also created brochure and website for the project written in Japanese and English, making it easy for students to access project information including outlines, achievements, exchange programs, and events.

### ■ Good Practices

By holding the first International Cooperation Steering Committee and Kickoff Symposium at Niigata University with vice presidents and coordinators from each university, we were able to share the significance of the project, and earn understanding and support from stakeholders both in Japan and Mekong region. This event including the signing ceremony holding in front of 180 participants was posted in a local newspaper and it helped the project to become recognized in public.

## 2. FY2017 Progress

**【 Niigata University】**

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### ■ Exchange Programs



Short-term Program in Niigata

Niigata University (NU) in collaboration with four partner universities in the Mekong region conducted interactive exchange programs that include group work internships. To share in the fruits of the programs, a forum and an international symposium took place in conjunction with short-term programs in Niigata as well as in Thailand. At the same time, project committee meetings were organized by inviting educational staff of the partner universities, so that our relationship for close coordination was improved. This resulted in the achievement of exchanges more than the plan.

A series of activities of the program in before and after studying abroad such as a pre-study, a post-study, a presentation in English and an evaluation was set up. Requirements for the completion of the programs were established, and a certificate was issued to total 32 students. Furthermore, from host universities, 22 students in inbound programs and 26 students in outbound programs participated as team members of group works. Thus, educational effects were able to be spread to more students than the actual number of students studied abroad.

### Student-Mobility

#### ○ Outbound

As a practical starting year of student exchange programs, we sent a total of 17 students to the Mekong countries [10 students in short-term (10 days), 6 students in medium-term (2 months), and 1 student in long-term (6 months)]. Students participated in some lectures and lab activities at their host university as well as group work internships with local students.

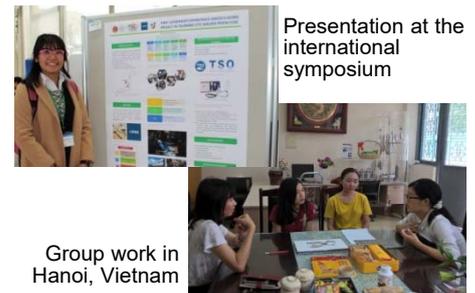
#### ○ Inbound

The inbound programs were offered with the same 3 courses as the outbound programs and 8 short-term, 6 medium-term, and 1 long-term students were accepted. In addition to the planned programs, 4 students participated in a special follow-up program in short-term.

|          | 2017 |         |
|----------|------|---------|
|          | Plan | Results |
| Outbound | 15   | 17      |
| Inbound  | 15   | 19      |

### ■ Forming the University Network with Quality Assurance

- Closer collaboration among partner universities was established by holding several times of face-to-face steering meetings.
- Subjects related to the programs were set up, and necessary arrangements for the program completion were established at relevant departments.
- Assessment sheets for internships and lab activities were developed and were used as evidence of evaluation for related subjects.
- A supplemental document for credits transfer, based on “ASEAN Plus Three Guidelines on Transcripts and Supplemental Documents for Academic Record of Exchange Students (draft)”, was issued. Also, another document was issued in order to convey records of activities that were not directly related to recognition of credit. Both documents together were delivered to the Mekong universities.



### ■ Promotion of Student-Mobility Environment

- In order to ensure security and confirming safety, guidance sessions on overseas safety management were offered to students. In addition, subscribing designated insurance was required in both inbound and outbound programs.
- Program coordinators both in NU and partner universities provided students not only with supports on their learning but also with consultations on internship.
- Active supports from group work members at host university were voluntarily offered to participants since they performed activities together as a team.

### ■ Internationalization of the university

#### Information disclosure and Publication of outcome

- This project is consistent with one of the basic strategy of functional enhancement at NU and promoted the internationalization of NU in cooperation with “Network for Education and Research on East Asian Rim” that was newly established by cross-departmental consensus.
- An international symposium that was held at NU in conjunction with other international conference organized by five universities in East Asia, helped to disseminate knowledge gained from the project. Also, a presentation on achievements of the project was provided at the 65th JSEE Annual Conference.
- Activity reports using photos and movies were frequently posted on the project Facebook page in both English and Japanese. Also, reports from the participants posted on the website provided prospective students with familiar and accessible information.

### ■ Good Practices

- The group work among students in different grades, fields, and nationalities provided them a supportive environment to help and learn each other not only in terms of studies but also understanding on local situation and culture.
- Holding a workshop for host companies on reflection of internship gave an opportunity to exchange of opinions and evaluation: it can be connected towards the improvement of the program in the following year.
- The participated students became resource persons in the network to support new participants by sharing their knowledge and experience on the programs. This can be extended to achieve further exchanges in the future.
- Implementing internships collaborated with *Tsubame Social Square Project* under the partnership agreement between NU and Tsubame city was enabled to contribute to regional revitalization.