

The Human Resources we aim for in the PHASE Program

1. A bridge person between Japan and Africa who can effectively and successfully work with others to understand and be understood.
2. A scientist who can flexibly adopt the new technologies and innovative ideas to solve global issues
3. A practitioner who can understand the environmental and cultural differences between Japan and Africa, think together about issues related to the planetary health, and engage in activities to solve them
4. An individual who can contribute to developing a sustainable PHASE Program community

Student Learning Outcomes

1. Become familiar with the objectives of the PHASE program.
2. Develop the first steps to becoming an *intercultural bridge*¹ person.
3. Raise self-awareness of personal strengths, weakness and gaps to become an intercultural bridge person.
4. Identify own ideas and strategies to become an intercultural bridge person *after* the program has finished.

Online Program aims

1. Learn about the attitudes, skills and knowledge needed to become an intercultural bridge person.
2. All members will create and sustain a community together.
3. Become familiar with Nagasaki University's research and efforts connected to the PHASE program objectives.

Classroom approach

This course begins with an overview of the objectives of Nagasaki University's PHASE program. However, the main focus of this course is to understand the skills, attitudes and knowledge that a person needs to develop in order to achieve the PHASE objectives. To this end, this course introduces the concept of the *intercultural bridge person*, and students who participate will finish this program with a self-awareness of their own potential to become

¹ A person who can act as a linguistic and cultural bridge between societies and cultures. A concept adapted from Language, Culture and The Embodied Mind (Shaules, 2019).

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an intercultural bridge person. The program is based on the concept of the *intercultural orientation to language learning* (Liddicoat & Scarino, 2013; Scarino, Kohler & Benedetti, 2016). This perspective understands languages and cultures as “sites of interactive engagement in the act of meaning-making and implies a transformational engagement of the learner in the act of learning” (Liddicoat & Scarino, 2013, p.49). It highlights intercultural development by participating with others, reflecting on self, while engaging with languages and cultures. To achieve the intercultural orientation during the course, a humanistic approach to teaching and learning is taken. All participants are understood as individuals with personal backgrounds, interests, needs and future goals. In addition, transformative learning theory, the process of examining, questioning and revising existing perceptions (Taylor & Cranton, 2012) is utilized to create the main classroom approach in all of the classes. Therefore, students are not expected to memorize, or repeat information said by the teacher or other students. Course instructors are facilitators, managers or guides during the whole experience to encourage an inner transformation of students meaning perspectives. Therefore, throughout the course, instructors will focus on two-way interactions, place responsibility on the students to learn, encourage students to be independent, creative and analytical. Students will be assigned daily homework tasks that require them to contact and work with other students. The aim of these homework tasks is to not only achieve a deeper understanding of class content, but also help to create a sustainable community together.

Course Instructors

Assistant Professor Robinson FRITZ (Nagasaki University)

Teaching Assistant Azusa KOBORI (Nagasaki University)

Expected number of participants

12 Kenyan (graduate and undergraduate)

12 Japanese (graduate and undergraduate)

Evaluation

Homework: 40% (There are 5 homework assignments)

End of course video project: 35%

Self-evaluation: 25%

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Schedule

Date: Monday 14th-Friday 18th, Monday 21st, Tuesday 22nd and Thursday 24th February, 2022

Time: Class 1 15:00-16:30 (JST)/ 9:00-10:30 (EAT)

Class 2 16:40-18:10 (JST)/ 10:40-12:10 (EAT)

Syllabus

DAY1: Theme – Introductions	Instructors
Class 1: Introductions	
<ul style="list-style-type: none">• Introduce the PHASE program.• Introduce the goals of this online program.• Explanation how to use the various online course platforms (i.e. Zoom, Padlet, etc).	Robinson Fritz Azusa KOBORI
Class 2: Introductions (part 2)	
<ul style="list-style-type: none">• Instructor and student self-introductions and icebreakers.• Assign students in pairs and groups for homework tasks.	Robinson Fritz Azusa KOBORI
Homework #1 <ul style="list-style-type: none">• Pairs meet on Zoom after class 2 (1-hour maximum). The homework aim is to find out more information about each other, and share this information with the community.	Note: <i>Suggested times to complete homework #1:</i> -1 hour Zoom meeting -30 minutes write up

DAY 2: Theme – Start to build the community.	
Class 3: Create values and beliefs	
<ul style="list-style-type: none">• Due to students coming from different socio-cultural backgrounds, there will be uncertainty and anxiety about what is right, wrong, good or bad regarding behaviour and communication during the online program. So, our community will together create and decide on the values and beliefs for all members to appreciate and respect during the online program.	Robinson Fritz Azusa KOBORI

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Class 4: Create values and beliefs (part 2)	
<ul style="list-style-type: none"> The themes of class 3 are continued. 	Robinson Fritz Azusa KOBORI
Homework #2 <ul style="list-style-type: none"> In small groups students will meet on Zoom to discuss and decide together the values and beliefs for the community. These suggestions will be shared with all community members. 	Note: <i>Suggested times to complete homework #2:</i> -1 hour Zoom meeting -30 minutes write up

DAY 3: Theme - Become an intercultural bridge person.	
Class 5: An introduction about – how to become an intercultural bridge person	
<ul style="list-style-type: none"> This class will introduce the concept of the intercultural bridge person – the person who is able to effectively and successfully negotiate and communicate meaning with people from other socio-cultural backgrounds. 	Robinson Fritz Azusa KOBORI
Class 6: Intercultural competence.	
<ul style="list-style-type: none"> The theory of intercultural competence (Deardorff, 2006) is used to explain the various attitudes, skills, knowledge and experiences that an intercultural bridge person needs. 	Robinson Fritz Azusa KOBORI
Homework #3 <ul style="list-style-type: none"> In small groups, students will meet and discuss together what are the most fundamental attitudes, skills, knowledge and experiences that a person needs to become an intercultural bridge person. Discussions will be shared with all community members. 	Note: <i>Suggested times to complete homework #3:</i> - 45 minutes Zoom meeting - 45 minutes write up

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DAY 4 – Flexibility and Adaptability: adjust and accept.	
Class 7: Become aware of your own flexibility and adaptability	
<ul style="list-style-type: none"> • Various activities will be carried out for students to become aware of their own flexibility and adaptability. 	Robinson Fritz Azusa KOBORI
Class 8: Your brain's autopilot	
<ul style="list-style-type: none"> • Based on theories from cultural neuroscience, an explanation of what stops individuals to be flexible and adaptability will be explained. 	Robinson Fritz Azusa KOBORI
Homework #4: <ul style="list-style-type: none"> • An article or book chapter will be assigned as reading for students to understand better about today's topic. 	Note: <i>Homework #4 is a reading and self-reflection exercise, so the time to complete will depend on individual reading proficiency</i>

DAY 5 – Guest speakers introduce their research.	
Class 9: Guest speaker(s) #1	
<ul style="list-style-type: none"> • Guest speakers from Nagasaki University and/or from the 4 Kenyan universities will introduce their research and efforts related to Planetary Health objectives: <ul style="list-style-type: none"> - 40 minutes interactive lecture - 15 mins Q + A - 25 mins group discussion: encourage reflection and analysis of the topics presented by the NU guest speakers 	Robinson Fritz Azusa KOBORI + Guest speakers
Class 10: NU Guest speaker(s) #2	
<ul style="list-style-type: none"> • Same as class 9 	Robinson Fritz Azusa KOBORI + Guest speakers

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Homework #5: <ul style="list-style-type: none"> • Write a short report (around 400 to 500 words) in response to a topic related to the guest speaker(s)' topic. The aim is for students to notice, compare and reflect. 	Note: <i>Homework #5 involves writing a short report, so the time to complete the assignments depends on individual writing proficiency</i>
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DAY 6 – Sustainable approach to become an intercultural bridge person	
Class 11: What causes us to resist or engage in the process of becoming an intercultural bridge person?	
<ul style="list-style-type: none"> • This class will introduce research by the main instructor that suggests the reasons that cause people to become (or not become) an intercultural bridge person. 	Robinson Fritz Azusa KOBORI
Class 12: continued	
<ul style="list-style-type: none"> • The contents of class 11 are continued 	Robinson Fritz Azusa KOBORI

DAY 7 – Introduce the video project.	
Class 13: Explanation about the video project	
<ul style="list-style-type: none"> • All students will be asked to make a short video (approximately 5 minutes) by using their smartphones (or personal cameras). The aim is for each student to explain how they plan to continue becoming an intercultural bridge person in their local context. 	Robinson Fritz Azusa KOBORI

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<ul style="list-style-type: none"> • Students are expected to: <ul style="list-style-type: none"> i) Explain how they plan on continue practicing and/or developing the things they have learned from this course. ii) Describe the things that stop them from becoming an intercultural bridge person iii) Introduce things from their local context that will allow them, or stop them, from becoming an intercultural bridge person. 	
Class 14: Brainstorm and prepare:	
<ul style="list-style-type: none"> • Students will be given time to brainstorm, discuss and start preparing ideas for their video project. 	Robinson Fritz Azusa KOBORI
<p style="text-align: center;">Note: <i>Students will be expected to submit their video by February 23rd Wednesday 2100 (JST) or 1500 (EAT)</i></p>	

DAY 8: What have you learned?	
Class 15: Review and Reflect	
All of the community (students and instructors) will be encouraged to review and reflect what they have learned, overcome and/or transformed since the start of the program.	

Note

No textbooks are required. The instructors will set up an online platform where students will be able to download handouts and other teaching/learning materials for the course.

Recruitment of students

Students who want to join the program will be asked to fill out a questionnaire to find their interest and suitability for this program. To understand the class content well, and be able to interact well with other community members, students should consider the following conditions:

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Requirements:

- Interests: Global matters, global news and curiosity in other cultures. It is assumed that students who join this course are interested to make a strong connection with Kenya.
- To be open-minded and actively make a community with other members.
- English qualifications: TOEIC 650+, IELTS 5.5+, TOEFL iBT 65+. These English qualifications are required as a good level of English is needed to understand and have confidence for communicating with others during the course. Moreover, the purpose of this course is to not improve or learn English. The purpose of this course is to use English as a tool for communication to learn about how to become an intercultural bridge person.

References

- Deardorff, D. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10(3), 241–266. <https://doi.org/10.1177/1028315306287002>
- Liddicoat, A. & Scarino, A. (2013). *Intercultural Language Teaching and Learning*. Wiley Blackwell.
- Scarino, A., Kohler, M., & Benedetti, A. (2016). Investigating pedagogies for language and culture learning. Retrieved from <https://www.education.sa.gov.au/doc/investigating-pedagogies-language-and-culture-learning-project-commissioned-department-education>
- Shaules, J. (2019). *Language, Culture and the Embodied Mind. A Developmental Model of Linguaculture Learning*. Springer Nature.
- Cranton, P. & Taylor, E.W. (2012). Transformative Learning Theory. In Taylor, E.,W. & Cranton, P. (Eds.), *The Handbook of Transformative Learning. Theory, Research and Practice*. Jossey-Bass.