**Current Situation Regarding Overseas Program in Japan**

Based on Literature Review

(Leave one line between English and Japanese titles)

日本における海外留学プログラムの現状

文献資料に基づく調査

(Leave one line between title and name)

Taro Ikebukuro\*, Saburo Niiza\* and Mark Smith\*

池袋 太郎\*、新座 三郎\*、スミス マーク\*

(Leave one line between name and Keywords)

Keywords: Overseas program, Language acquisition, Credit transfer, Internship

キーワード：海外留学、語学修得、単位互換、インターンシップ

──────────────────────────────────────────────────

(Leave one line)

**Introduction**

***Research background***

A unique form of university teaching is the so-called 'mass-produced lecture’. The term "mass production" is derived from "mass production" and can be explained as a lecture in which many students are accommodated in a single classroom. This type of lecture is often given in compulsory university courses with many students. Certainly, mass-produced lectures have the advantage of being able to deliver the same content to many students at once, not to mention their operational efficiency.

On the other hand, mass-produced lectures tend to be one-way, and there is criticism that the students' attitude to the lectures is passive. From the standpoint of teachers, mass-produced lectures require one person to deal with many students and require ingenuity in the content of lectures and the preparation of teaching materials, as well as a heavy burden and many difficulties from the management of the day of the class and attendance to the grade management.

***Research purpose***

Therefore, this workshop aimed to identify problems in the implementation of mass-produced lectures and to share methodologies for improvement while sharing case studies and exchanging opinions among the participants.

(Leave one line between chapters)

**Actual mass-production classes**

At the start of the workshop, all participants spoke about their current approaches and challenges. The number of participants in charge of lectures ranged from around 50 to 300. The following is a summary of the main comments made on each theme.

First, about the handouts. In particular, several comments questioned the distribution of the PowerPoint slides used in the lectures as they were. For example, "Is it meaningful to distribute printed slides as they are?" and "Students don't use the slides and have indigestion if we distribute slides, so we use a single resume.

Secondly, there were concerns about the operation of AV equipment and the techniques for creating and operating PowerPoint presentations. Participants pointed out that they did not understand AV materials other than PowerPoint, that they did not know how to use AV equipment because they were mechanically inept, that they were asked to have knowledge of operation in the class evaluation, and that they were analogue people and did not use PowerPoint. On the other hand, there were also comments such as "I want to use AV, but is there any way to study it?

Third, concerning the use of AV materials, there were comments on handling copyright. Several participants reported personally recording TV programmes and using them as class teaching materials. On the other hand, they commented that they would like to obtain accurate knowledge on handling copyright when using TV programme recordings in class. It seems that teachers are not fully aware of the accurate knowledge of the handling of copyright regarding the use of copyrighted works as teaching materials.

(Leave one line between chapters)

**Results**

***Number of overseas trips***

The average number of overseas trips in a lifetime was 5.61 (calculated including those who had never travelled abroad), with the highest value of 8.71 for "Married without children". A one-factor analysis of variance showed a significant difference in means by FLC (F (5,826) =4.154, p<.01). Regarding travel in the past five years (since January 2010), 32.3% said they had travelled, and 78.5% said they had not. The average number of trips (including those who had not done so) was 1.22. Analysis of variance for one factor showed a significant difference by FLC (F (5,826) = 2.364, p<.05). By FLC, the number of trips was higher for those who were 'married without children' (2.19) and 'married with independent children' (1.41).

**Figure 1** *Average number of trips (by FLC)*

***FLC and disincentives***

In tourism behaviour research, Crawford and Godbey's (1987) classification of disincentive for leisure and travel into "intrapersonal disincentive", "interpersonal disincentive", and "structural disincentive" is a well-established concept, and Nakamura, Nishimura and Takai (2010) conducted an analysis applying this to overseas travel by Japanese people. This time, "personal disincentive" (14 items), which is the burden of language, communication, and anxiety during the local stay and planning and preparation, "interpersonal disincentive" (4 items), which indicates difficulties in securing companions, and "structural disincentive" (4 items), which is the lack of time and money, were measured on a 5-point scale. The mean total scores of the subscales for each of the three disincentive categories were calculated for each FLC, and the results are shown in Table 11).

**Table 1**　*Perceived constraints (by FLC)*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Structural | Interpersonal | Intrapersonal |
| Overall (n=832) | 13.33 | 12.12 | 45.12 |
| Single with no children (n=223) | 13.90 | 13.05 | 47.68 |
| Married with no children (n=97) | 12.97 | 11.68 | 43.82 |
| Married with children 1 (n=100) | 13.83 | 11.53 | 44.11 |
| Married with children 2 (n=142) | 14.23 | 12.35 | 43.07 |
| Married with children 3 (n=161) | 12.75 | 11.92 | 45.66 |
| Married child independent (n=109) | 11.72 | 11.17 | 43.80 |

**Conclusion**

Mass-produced lectures are, above all, attended by participants. It became clear that the participants were struggling to make the students "interested in the content", "pay attention to the explanations", "take notes", and "study outside of class time" without making them sit in a passive state. One solution is using audio-visual materials such as PowerPoint slides and recordings of TV programmes. For teachers who can give lectures making full use of these materials, it will be a challenge to separate "handouts" from "slides" and "audio-visual materials", to create slides for mass-produced lectures, and to consider a structure that arouses the interest of students. On the other hand, it is also true that some teachers need help to use the teaching materials even if they want to. However, classroom facilities differ from university to university, and the only solutions are the implementation of training at each university, the construction of a support system, or self-help efforts by individual teachers.

(Leave one line between chapters)

﻿**Acknowledgements**

This work was supported by JSPS KAKENHI Grant Number JP12345678.

(Leave one line between chapters)

**Notes**

1. The scores were converted into a total score as "very applicable" (5 points), "applicable" (4 points), "neither applicable" (3 points), "not applicable" (2 points) and "not applicable at all" (1 point).

(Leave one line between chapters)

**References**

Catrett, J. B. (2018). Hospitality Education: A Third Paradigm. In J. Oskam, D. M. Dekker, & K. Wiegerink (Eds.), *Innovation in Hospitality Education: Anticipating the Educational Needs of a Changing Profession* (pp. 15-32). Cham: Springer.

Nakamura, T, Nishimura, S., and Takai, N. (2014). *Wakamono no kaigai ryokou banare wo yomitoku* [Decoding fewer young Japanese outbound travel phenomena]. Horitsu Bunka-sha.

Japan National Tourism Organization. (2023, November 15). Hounichi gaikyaku toukei 2023 nen 10 gatsu suikeichi [Number of inbound foreign visitors (estimated October 2023)]. *Japan National Tourism Organization*. Retrieved from https://www.jnto.go.jp/statistics/data/20231115\_  
monthly.pdf.