

COIL

C OLLABORATIVE

O NLINE

I NTERNATIONAL

L EARNING



Sophia University



Ochanomizu University



University of Shizuoka

Greetings



Vice President for
Academic Affairs
Professor Juro Otsuka

The Collaborative Online International Learning (COIL) Project at Sophia University began in 2018, funded through the MEXT “Inter-University Exchange Project”. The purpose of the project is to incorporate COIL in Sophia’s international education programs, in collaboration with ten partner institutions in US, Ochanomizu University and the University of Shizuoka.

COIL is applied in the following four areas.

1. Enhancing the quality of study abroad programs by coupling with preparatory and follow-up sessions using COIL.
2. Virtually connecting classrooms, in which students from various locations collaboratively learn while faculty members also collaborate for effective pedagogy.
3. The consortium of the three Japanese universities provide incoming students opportunities to study unique contents by the three universities.
4. Seeking ways in which COIL can be a means to tackle with educational inequality at multiple levels.

In this brochure you will find examples of how we have used COIL to connect classrooms. With COIL, students can access global learning regardless of their curriculum, financial situation, or travel restrictions due to the global pandemic. While the initial MEXT funding focuses on US-Japan network, this project has expanded and given us opportunities to connect with other countries, such as Mongolia for COIL courses by Department of Nursing, and Myanmar in collaboration with Jesuit Worldwide Learning (JWL). You will find a few examples of such initiatives in here as well.



Trustee and Vice President
Professor Yasuko Sasaki

Originally founded in 1875 as the first institution of higher education for women in Japan, Ochanomizu University is a national university cooperation located in the heart of Japan’s capital city, Tokyo. Ochanomizu University’s endeavors to provide “a place where all women motivated to learn can realize their dream.” Over the past 145 years, the university has forged a new path in women’s education, becoming the highest ranked women’s university in Japan.

A distinguishing feature of the university is its highly advanced curricula, with all educational courses and programs taught in small class units. Indeed, Ochanomizu University offers three undergraduate courses (“Letters and Education,” “Science,” and “Human Life and Environmental Sciences”) and six post-graduate programs (“Comparative Studies of Societies and Cultures,” “Human Developmental Sciences,” “Gender and Social Sciences,” “Life Sciences,” “Advanced Sciences,” and “Cooperative Major in Human-Centered Engineering”).

Having joined the COIL program in 2018, Ochanomizu University has participated in several initiatives with universities in the United States, particularly Vassar College, as well as other parts of the world. Such initiatives have included online class exchanges, student exchange, and joint forums. The university continue to promote COIL as a valuable tool for international student exchange in the so-called “new normal” of the pandemic era.



Vice President
Professor Akihiro Okumura

Boasting a beautiful view of Mount Fuji, the University of Shizuoka is located in Shizuoka City, approximately one hour from the center of Tokyo by bullet train. The University of Shizuoka is a public university sponsored by the Shizuoka Prefecture, where it has played an active role in local community development since its founding over 30 years ago. The University has approximately 3,000 undergraduate and graduate students and more than 300 faculty members. The university consists of five schools: Pharmaceutical Sciences, Food and Nutrition Sciences, International Relations, Management and Information, and Nursing. Shizuoka Prefecture prides itself for its production of tea, automobiles and automobile parts, musical instruments, optical products, among other foods and technologies. The University’s campus is also ideally situated near Mt. Fuji and the Hakone resort area—popular tourist sites—as well as many hot springs and historical attractions.

Involved with the COIL Program since 2018, the University of Shizuoka has conducted COIL classes with Portland University, the University of California, Davis, the University of North Carolina at Charlotte, and Gonzaga University in the United States, as well as Dornogobi Medical School in Mongolia. Approximately 300 students have participated in COIL classes. The University has played a primary role in the organization and implementation of field studies under the COIL program in Japan, including organizing field trips to major Japanese manufacturers, medium-sized local craft companies, and tea ceremony experiences. COIL participants—mostly American exchange students and local students from Shizuoka—found these experiences highly satisfying. The University of Shizuoka hopes to continue developing such COIL program initiatives going forward.

Chisa Hara

Project Associate Professor, Institute for Global Leadership, Ochanomizu University

In 2019, students from Ochanomizu University joined the collaborative online international learning (COIL) class on international education offered by Sophia University and Loyola Marymount University.

Offered by Ochanomizu University, “Development and International Cooperation” is aimed at students interested in global issues, especially in the developing world. The class discusses a range of issues based on field-based research, including education, health, poverty, and the role of international cooperation.

On November 11, 2019, 20 students participated in a COIL activity. After watching a video interview with NGO staff members with ample experience in education in Africa and Asia, the students engaged in open discussion among themselves while posting their comments on SNS.

The students’ discussions covered broad range of topics related to education, including the following:

–In the current world, education is expected to equip students with the capacity to cope with a changing society. However, in reality, education in both developing and developed countries is outdated that students study for getting better

scores at exams,

–In global society, what happens in part of the globe influences another, culturally different part of the world. Education should enhance students’ understanding of these different cultures and influences based on egalitarianism and inclusiveness.

–In respect to international cooperation, understanding local culture is important, as is sharing common values such as gender equality. This can result in conflict. For example, local culture can be opposed to girls’ education, which is an important component of gender equality. How do we understand and resolve this situation? Discussions between international and local NGOs usually find a way to compromise and develop a view rooted both in the local and international without falling into a



simple dichotomy. Such efforts enable cooperation that reflects both views, making it more constructive.

The COIL activity resulted in increasing diverse comments regarding education, sustainable development, and international cooperation. The students revealed the following impressions of the activity:

–At first, it seemed difficult to post comments as I liked. I was afraid to post “incorrect” comments. But, after reading the comments from other university students, I found that there were no incorrect comments, and I enjoyed posting comments freely.

–The replies to my comment from the students at Sophia and Loyola Marymount universities were very encouraging and useful in deepening my understanding.

–Although all students from the three universities watched the same interview, we have diverse views. Exchanging these diverse views led to the building of shared understandings with people

from different environments and cultures.

While the students from the three universities have common interests—namely, education in the developing world and international cooperation—they have diverse experiences in and out of the classroom. The students tried to utilize their experiences in expanding and deepening their discussions, which seems to be an attitude sorely needed in contemporary multicultural society.

Junko Kurokawa
Professor, School of
Pharmaceutical Sciences,
University of Shizuoka

On June 12, 2020, we conducted the COIL project in collaboration with University of California, Davis (UCD), in the following two courses taught by me: "Advanced Biometrics and Molecular Analysis" and "Advanced Medical Pharmacy." From the University of Shizuoka (US), 35 students participated in the project from their homes through Zoom. UCD is a prestigious research institution that ranks high in international university rankings and has been maintaining an institutional exchange agreement with US since 2011. Further, in recent years, UCD's Department of Pharmacology and US have been conducting international collaborative research on heart function simulation. Since 2019, we have been using COIL in these courses, which cover various research topics.

The AY2020 session was conducted as part of "Computational Pharmacology," in which Dr.

Sato, our UCD counterpart, lectured on the effectiveness of computer simulations. He used the concept of "Theoretical Science" to effectively connect a wide range of topics ranging from Newton's apple to the development of new medicines. Further, Mr. Bardia Ghayoumi from UCD explained the simulation of heart arrhythmia; this lecture was followed by a question and answer session. It is apparent that the use of computers will increase rapidly in fields such as medical applications and education. Further, we discussed how the overall model of society would inevitably be altered by the use of computers in different fields. The students were quite inspired by the lecture by Dr. Sato, who is at the forefront of research on such changes.



Student Voice

Shion Nagasawa

Graduate Division of Pharmaceutical Sciences, University of Shizuoka

In our class, we listened to presentations by Dr. Sato and Mr. Ghayoumi from UCD. It was interesting to learn about the research done

in the United States on a field similar to our own. The presenters gave us useful advice on studying abroad, as well. It was a wonderful experience for us to exchange opinions with foreign laboratories without major restrictions on time and place.

Daisuke Sato

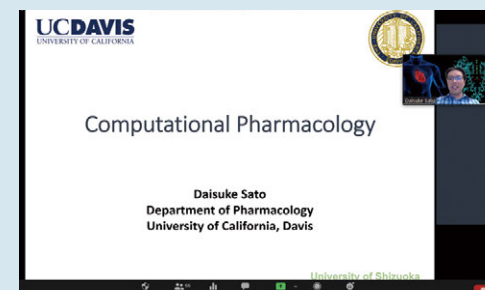
Assistant Professor, Department of Pharmacology
University of California, Davis



As a graduate-level lecture associated with the COIL Project, I provided a remote lecture from California for students in Shizuoka. The lecture was on the computer simulation of the human heart for drug discovery. First, I explained details on and the necessity of our research. Subsequently, a student from our laboratory presented one of our laboratory's ongoing projects. A remote lecture can pose many difficulties to students at times, such as deciding on when to ask questions; however,

this time, both lecturers and participants were very familiar with remote classes.

Although Shizuoka and California are located at almost the opposite sides of the earth, the session went smoothly without encountering any problems with video or audio. Further, some international students at UCD attended online courses from their home countries. I imagine that online courses and remote classes will become highly prevalent after the COVID-19 pandemic, although there are some aspects of education that cannot be implemented online. Hence, I consider this a new opportunity to accelerate both online and offline exchanges and to foster new activities, including collaborative research.



Student Voice

Bardia Ghayoumi

Department of Pharmacology
University of California, Davis

I consider it an honor to have presented at U. of Shizuoka. I found the audience very attentive,

and I was able to develop a fundamental understanding of my work by answering their questions at the end of my presentation.



Hiroko Kushimoto

Associate Professor, Faculty of Global Studies, Sophia University

This is a report of the COIL project for my course, “Basics of Southeast Asia Studies,” with Prof. Geoffrey Ashton of the University of San Francisco. “Basics of Southeast Asia Studies” is a new course offered in English as a part of the Sophia Program for Sustainable Future (SPSF), implemented in the fall 2020 semester. A “test run” of the new course was held in the spring 2020 semester with a small group of current students. In 2019, I began preparing a COIL program for this course with one of the ten partner universities in the United States, and engaged in online communication with Malaysian students. At my request, Center for Global Education and Discovery has communicated with the USF to match me with Prof. Geoffrey Ashton, who studies Buddhist Philosophies, including those of Thailand.

After several meetings, we decided not to involve his students because the topic best suits week 6 or 7 of the Japanese class schedule, which falls during the US summer vacation. Instead, we agreed to have a live lecture on my class time (1:30 pm, Thursdays) and planned ways to facilitate communication between Sophia students and Prof. Geoffrey. In this respect, an entirely online lecture as deemed better than a classroom format. Three methods were employed to enhance discussion. First, students read a chapter written by Prof. Geoffrey and were provided guiding questions on the philosophy and practice of Buddhadasa, an influential Thai Monk who tried to integrate Zen philosophy into Thai Buddhism in the early twentieth century. Second, students were asked to briefly introduce themselves as an icebreaker, and then engage in discussion using the Zoom chat function during the lecture. Third, after the lecture, students were directed to use Padlet to reflect on the

lecture as a weekly “reaction paper.”

Padlet is a widely used shared whiteboard tool. Anybody with a link can post or reply to comments without any sign-up or specific app. For this course, I used Padlet as a platform for weekly reflection so that students could read and comment on the reflections of other students. Padlet worked well as a communication tool, as students could ask questions that only occurred to them after the lecture, with Prof. Geoffrey providing answers over the next several days.

The following exchanges are examples of the conversations between my students and Prof. Geoffrey via Padlet:

Student A: Thank you very much for giving us an opportunity to learn about Buddhism in detail. Frankly speaking, it was difficult for me to study religion by myself and in class, but I have now become quite confident about it! Regarding how religion affects us, I think it really depends on which perspective we consider. How did Buddhism affect people’s lives in the past? In a positive and negative way? Why is meditation used to make one empty?

Prof. Geoffrey: It is great to hear about your interest in Zen. This is a very beautiful and wonderful religion and philosophy that is part of your own culture. Unfortunately, in Japan, Zen and the martial arts have received less interest because, after World War Two, Zen and the martial arts became associated with Japanese imperialism and violence, and thus lost many members. However, Zen is still an incredible practice that can help people. You cannot help people if you do not have power and focus, and Zen helps develop these things. Please continue to investigate these things. DT Suzuki,

for example, has written a famous book on Zen called *Zen and Japanese Culture*. This book made Zen famous in the West. You may enjoy reading it.

This example reflects how COIL helped students recognize the limitations of their knowledge about Buddhism and how they need to learn more about the religion in order to enhance their understanding of Buddhism in Southeast Asia.

To maximize the benefit of having an expert on Buddhism in Southeast Asia, I recorded the lecture and shared it with two postgraduate students in my course, “Religions and Societies in Southeast Asia.” They read the same article, watched the lecture, and then engaged in a live Zoom discussion with Prof. Geoffrey. The best thing about this discussion was that I had the chance to ask deeper questions along with my postgraduate students! This is a great advantage of

integrating COIL into a postgraduate course.

I have used COIL for the past five years in various courses, but only between a group of students in Japan and Southeast Asia. This was the first time that I have engaged in COIL with a university outside of Southeast Asia. I initially found it difficult to set an appropriate communication objective because I could not find a course focused on Southeast Asia in any of the ten selected universities. However, this semester’s experience proved that inviting a guest lecturer is an easy to arrange, flexible, and effective choice for COIL. It works well with undergraduate students even when the group includes students with little confidence in their English abilities, as well as with postgraduate students who wish to access experts beyond Japan. Above all, it was an exciting discussion and I learned a lot!

Student Voice

Takashi Harayama

Graduate School of Global Studies, Sophia University

On July 23, 2020, students in “Southeast Asian Religion and Culture 1” had an opportunity to participate in a special lecture by Professor Geoffrey Ashton from the University of San Francisco. The lecture mainly focused on core concepts from the Theravāda Buddhist doctrine, such as the Middle Way and the Four Noble Truths. He also presented the story of Buddhādasā, an influential Thai Buddhist philosopher from the twentieth century. Professor Ashton was a very friendly and enthusiastic individual who created a positive atmosphere in his lecture, stimulating students to actively participate in discussions.

This course aims to enhance students’ understanding of the influences of globalization on the beliefs and practices of Southeast Asian religions in various areas. Therefore, it was an invaluable experience for the students to learn from a professor with such a deep knowledge of Thailand. While the COVID-19 pandemic has disrupted the university education of students in Japan, we still have opportunities to study online. A cloud-based video telephonic service, Zoom has become a popular program around the world during this crisis, enabling us to meet Professor Ashton while staying in Japan. I would like to thank Professor Kushimoto and Professor Ashton for providing us with this learning opportunity in such an inventive way.

Shin Moriyama Professor, Faculty of Core Research, Ochanomizu University

Initiated in 2012 as a kind of global citizenship education, the International Student Forum is an annual event intended to solve global issues by gathering students from all over the globe. The ninth forum was held in February 2020 at Vassar College, one of our partner universities in the US, on the theme of environmentalism. Following three months of remote exchange via Zoom, 11 Ochanomizu University students went to Vassar College where they made presentations in English, while 17 students from Vassar presented in English or Japanese. The forum covered a wide range of topics from natural disasters and conservation of the natural environment to issues related to the multicultural community as a human environment. Students from both universities considered proactive solutions as the only means of addressing environmental problems, and attempted to develop solutions and how they might be put into action. As environmentalism is



Symposium

an interdisciplinary issue, this forum serves as a meeting place for both international perspectives and interdisciplinary fields, gathering students and professors beyond the border of the humanities and sciences.



Campus Tour



Forewell Party

Peipei Qiu

The Louise Boyd Dale and Alfred Lichtenstein Chair Professor of Chinese and Japanese, Vassar College

Hiromi Tsuchiya Dollase

Associate Professor of Japanese, Vassar College

It is rare for a small liberal arts college like ours to host such a large group of visitors from Japan. It was a precious opportunity for both our students and faculty members. Our students, Japanese learners, interacted with the Ochanomizu students, gaining confidence in their ability to discuss academic topics in Japanese. The forum dealt with an urgent global topic we care about deeply. The current pandemic situation makes international exchanges difficult, underscoring the need to continue creating collaborative opportunities and explore the effective utilization of online technologies.

Student Voice

Comments from Ochanomizu University Student

By comparing my thoughts with those of people who grew up in different environments, I gained diverse insights and was able to learn about international issues more deeply

than I could in classroom learning. Collaborating with others developed my identity and citizenship.

Comments from Vassar College Student

I did not learn much about Japan and its environment in my normal Japanese courses,

so I found the forum experience unforgettable.

Wonkyung Rhee
Specially Appointed Assistant Professor,
Center for Global Education and Discovery,
Sophia University

Comprising 46 Sophia students, the class entitled “Global Media and Japan” deals with topics involving Japan’s Soft Power. It is essential that students learn how people outside of Japan think about Japanese culture.

A long-term partner institution of Sophia, Gonzaga University offers an attractive course entitled “Leading Across Cultures” which deals with similar topics and perspectives. A month before the start of the fall semester, two universities decided to engage in COIL and set up dates for three synchronous sessions via Zoom.

COIL began with asynchronous collaborations. Faculties recorded videos introducing the outline of each course as well as the characteristics of cross-cultural and online communications. Students then posted their impressions and questions to the partner schools on their courseware (Moodle). Student questions were exchanged, and they were



spending the next week answering the questions of their peers at the partner institution. Questions from Gonzaga included: Do you think Japanese people are patriotic in general? Are Japanese people happy with their government? Are most apartments really small in Japan?

In the first synchronous session, even these Sophia students with little confidence in their English abilities found themselves familiar with Gonzaga students because they had introduced each other and communicated in advance. Students commented that the second meeting was even better and involved much more interaction. During small group discussions, some groups attempted to complete the activity in Japanese using free online translators.



Li Yang

Director of Partnerships and Collaborations,
Center for Global Engagement,
Gonzaga University

Nick Franco

Instructor, Gonzaga University

I am thankful for our time together. Both Gonzaga and Sophia students seemed to have had meaningful cross-cultural interactions. It has also been fun to see my students so vitalized by all of your students. Looking forward to our next joint session.



Student Voice

Comments from a Sophia University student

I am glad that I could participate in COIL because it is a rare chance to talk directly to students and professors from foreign universities. I am planning to apply for graduate schools in the US, so it was a refreshing and

impressive experience to evaluate myself and communicate with people from different cultural backgrounds via the Internet.

Comments from a Gonzaga University student

This was one of the coolest experiences that I have had in school. It was truly remarkable how well my group mates were able to

interact and discuss such complex topics in a foreign language like that. I am sad that I cannot do the same for them in Japanese.

Koichi Sawasaki
Professor,
School of International Relations,
University of Shizuoka

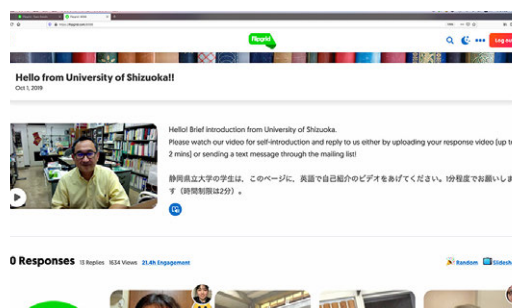
The University of Shizuoka's "Japanese Linguistics Seminar" is an advanced linguistics class focusing on Japanese second language acquisition. In the fall 2019 semester, our class collaborated with the second-year Japanese class at the University of North Carolina at Charlotte (UNCC) over the course of about eight weeks. Wanting our COIL initiative to be more than a simple cultural exchange, we set two objectives. First, in order to learn about the other university, groups of three to four students shared their lives on and outside campuses. Classes alternated between using English and Japanese as the language of instruction each week. Students gave presentations on their findings using message exchange apps like using Flipgrid® and ML.

Second, Shizuoka students were instructed to carefully observe and analyze Japanese as a foreign language as spoken/written by the UNCC students. Students then compared the findings of the extant literature with what they actually read or heard during the COIL exchange. As such, our students engaged in cross-cultural communication while observing actual examples of second language acquisition. We were delighted to find that despite not sharing identical pedagogical objectives, the



Students of UNCC listening presentations by U of Shizuoka

two courses could engage their students in meaningful learning activities through creative inter-faculty collaboration.



Exchange through a social learning system "Flipgrid"

Yukiko Yokono

Lecturer in Japanese, Department of Languages and Culture Studies, University of North Carolina at Charlotte

The US-Japan student and cultural exchange was a rare and meaningful experience for UNCC students. The 18 students who participated in the exchanged were enrolled in JAPN2202 (Japanese Language Semester 4). Students shared their school and student life experiences, as well as information about local foods and stores. Overcoming textbook and time differences, students were able to foster a sense of friendship despite the distance, textbook and time differences, as well as indirect means of communicating via

Flipgrid® and mailing lists.

Our students presented on the COIL Project with great enthusiasm during the End-of-Semester Presentation, a large event attended by all Japanese language students, who were unanimously curious about the COIL initiative. The COIL participants told me that they enjoyed the video exchange, realized how similar student life was despite cultural differences, and promised to meet up with their Shizuoka peers when studying abroad in Japan. Indeed, personal interests and connections were important aspects besides the language learning. We hope this wonderful exchange will continue.

Student Voice

Haru Kojima

School of International Relations, University of Shizuoka

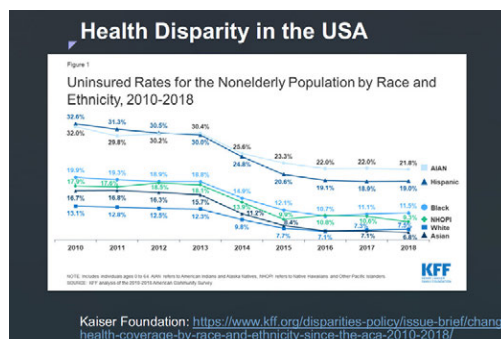
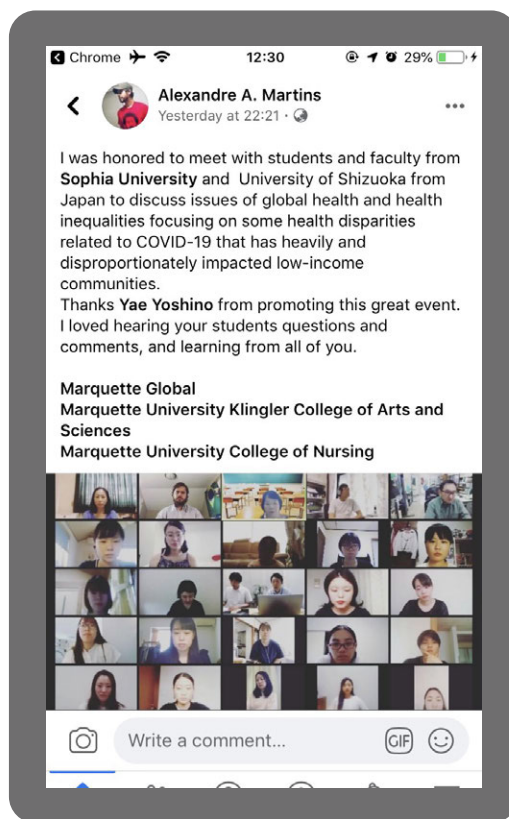
During exchange with the UNCC students, we discussed various topics related to university and personal life through daily email ex-

changes. I was quite happy to see many responses to our final presentations. For the University of Shizuoka students, the initiative centered on the study of two languages: the English language on the one hand, and how to communicate with Japanese learners in Japanese on the other.

Yae Yoshino
Associate Professor,
Department of Nursing, Sophia University

I have incorporated COIL in two courses so far. In both cases, the collaboration sought to create opportunities for students to share and exchange ideas concerning common medical and nursing issues around the world. COIL has provided important opportunities to learn about the diverse yet common missions, roles, and scopes of practice that nurses have in different socio-cultural and economic contexts. Collaboration also aimed at Learning by Sharing, in which students build horizontal relationships

as global neighbors by sharing experiences and learning from one another in order to solve global challenges. Collaboration with Marquette University occurred through a number of steps. Alexandre and I exchanged lectures about global health for each of our classes in the spring. We then scheduled a synchronous COIL session in the fall, bringing in experts from the US and the Mongolian National University of Medical Science. In short, the educational values of COIL involve students taking the initiative of their learning in an international setting, acquiring communication skills and global competencies, gaining new experiences, and connecting with fellow nursing students in other countries. International learning is indispensable for the nursing profession today. While incorporating international learning opportunities in the traditional nursing curriculum can be challenging, COIL greatly facilitates this process.



Alexandre A. Martins
Assistant Professor, Theology Department,
Marquette University

The COIL program created a unique opportunity to connect students from across the world, which all brought their cultural backgrounds, specific learning experiences, the challenges of their own countries face, and different worldviews to enrich the learning of all. Teaching students in the USA, I never thought I could connect my students to others at the same college level in the other side of the world. The COIL created this opportunity through the use of modern technologies. My

students were happy to engage with Japanese students from Sophia University. They were excited to present them a topic from the US reality and perspective. At the same time, they were eager to hear Sophia students, learn from their experiences and about their country's reality and perspective to see and address issues related to health care. This was a significant moment of international interaction and mutual learning that certainly impacted Marquette University students and enriched their college learning experience.

Student Voice

Natsuki Ashida
Department of Nursing, Sophia University

The topic of the COIL lecture I took was "Ethics and Global Health," in which we learned about health inequalities caused by poverty and discrimination and the ways in which we can view these issues from a justice perspective. Taking the COIL course made me more interested in international relations. I also spend more time studying English and taking

English-taught courses to improve my ability to engage in the discussion next time. It is a great opportunity to connect with a university abroad while in Japan. The way in which a certain issue is understood and taught by a teacher in another country can be different from how we understand it in Japan. Knowing that we have similar challenges is also important. I recommend that other students join if they are interested.

FAQ

Q What is COIL?

COIL stands for Collaborative Online International Learning. The concept, also referred to as the Virtual Exchange, was first developed by the State University of New York. COIL is a pedagogical approach to international learning involving collaboration between the faculty and students of two or more countries. COIL often takes place in academic courses paired with partner institutions and as a part of study-abroad programs.

Q What are benefits of incorporating COIL?

COIL is a great way of integrating international learning into your course! A distinctive feature of COIL, student collaboration provides opportunities for students to learn from peers from different socio-cultural backgrounds. COIL also provides an opportunity for those unable to participate in traditional study abroad programs. This feature is particularly important when travelling is restricted.

Q Does a COIL session have to be synchronous?

Not at all. There are various ways to collaborate asynchronously, such as video exchange, SNS, and other forms of communication. While synchronous collaboration is more interactive and may be more impactful, the time difference is a frequent issue. Moreover, some faculty members have found asynchronous text communication to be more accessible to those who feel less confident about language proficiency.

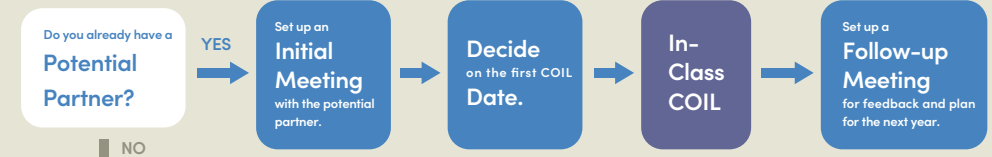
Q Do I need to incorporate COIL in every session of a course?

Not at all. Most faculty members try to implement one or two sessions for the first year. You may consider expanding this to more sessions or even a full course should you find that COIL meshes well with your course structure and objectives.

Q What should I do if I am interested in COIL but do not have a partner?

Please contact your university's international office. International offices coordinate with one another to match you with a faculty member in their partner universities.

Matching flow



- ☞ Match each other's syllabi, levels, and course objectives.
- ☞ Synchronous or asynchronous? If Synchronous, do the class times match? Sometimes synchronous COIL sessions are scheduled outside the class schedule.
- ☞ What kind of collaborative learning do you want your students to engage in?
- ☞ Frequency; one-time collaboration or more? It is okay to start with one-time collaboration!
- ☞ Platform; designated platform/courseware/Learning Management System (LMS) or Zoom? Many COIL activities occur via Zoom, Google Classroom, and message app.

Ask admin staff if they can find a partner from the university's partner institutions.

You probably want to prepare:

- The courses (areas) you want to collaborate on.
- The academic year/semester you want to collaborate in.

Contact



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Academic Calendar

The academic year in Japan runs from April to March, and typically comprises two semesters: April to July and September to January.

Japan	4	5	6	7	8	9	10	11	12	1	2	3
	COIL-able											
USA	4	5	6	7	8	9	10	11	12	1	2	3
					COIL-able							

Semester COIL-able

STUDY TOUR REPORT

Application of COIL is not limited to in-class collaboration. COIL can be used to enhance student mobility programs through combination of study abroad and preparational and follow-up COIL sessions. Here are some examples of study tour programs, which incorporate resources from partner institutions and local communities.

Shizuoka Study Tour

As a part of the “Circulation” inbound student mobility program, the University of Shizuoka and Sophia University launched two joint study tours in summer 2019 and spring 2020. Both tours were three days and two nights in length. The tours comprised of eight exchange students from COIL partners and other exchange partner institutions and eight Japanese students from the University of Shizuoka. Prior to the tour, participants attended a preparatory online lecture by Shizuoka International Business Association (SIBA) to learn about the Shizuoka area. Students also introduced themselves via SNS so that they could warm up to one another quickly on the first day of the tour. Understanding Japanese society and its industrial structure from multifaceted perspectives by visiting local companies and experiencing cultural traditions was a rare opportunity, especially for exchange students who had seldom traveled beyond Tokyo. For Shizuoka students, the tour provided opportunities to communicate with foreign students with different cultural backgrounds. With a limited time and budget, COIL proved a cost-effective way of enhancing students’ international competence.



Visited Mount Fuji World Heritage Centre, Shizuoka and learned about its unique geography

Myanmar Study Tour

Sophia University’s first Myanmar Study Tour in collaboration with Jesuit Worldwide Learning (JWL) was held in February 2020. JWL is a Jesuit Institution that coordinates universities worldwide to offer online courses to marginalized people. During the 11-day tour, four participants learned about society and educational issues in Myanmar through visits to Japanese and Korean government agencies and international organizations, as well as student exchanges at a local university and Jesuit educational institutions.

After returning, a synchronous online session with a local organization in Myanmar was held so that students could review their experiences and discuss any lingering questions. Students plan to continue the exchange with the organizations they visited via SNS. In a desire to contribute to solving educational inequality in the world, Sophia University hopes to develop further collaboration with JWL.



Visited local monastic schools in Myanmar