# COIL Institute for Globally Networked Learning in the Humanities Course Development and Implementation Case Study

## 13. Japan - USA: Japanese Language & Culture

## Abstract

SJSU and Kagoshima University in Japan implemented collaborative online course over 10 weeks. We formed 8 international teams according to the research topic they chose and they achieved their research project cooperating each other. What we felt as most problematic was the selection of proper communication tools.  As a result of trial and error, we found that using two communication tools such as SKYPE and WEBEX with two computers was the best way for whole class synchronous sessions, while for group-unit sessions, a recordable free communication tool, Google hangout, which allows 10 people to communicate at the same time showing their faces was the best. However, in order to use the Google hangout in the best condition, the students needed to use computer with earphone individually, which resulted in reserving individual room with Ethernet per group. We held 6 synchronous sessions in total using Japanese language mainly. In the first two sessions we introduced each other in the quiz format using mysterious or landmark photos. In the following 2 group-unit sessions, we introduced each country's proverbs and discussed about our health management such as when we get cold and have fever, how we deal with it, what we eat, how we prevent and so on. In the last two sessions, we interviewed and cooperated with each other on our research topics to make final group presentation and to write a paper in the end.

## Contents

## Section 1: General Course Information

**1. Courses**

| Course Title | Institution(s) | Discipline | Academic Level |
|---|---|---|---|
| Japanese culture | San Jose State University | Japanese program | upper division course |
| Seminar in Representational Culture | Kagoshima University | Humanities | advanced course |

**2. The team**

| Team Member #1 | |
|---|---|
| Name: | Yasue Yanai |
| Role on Team: | Faculty |
| Institution: | San Jose State Univeristy |
| Position at Institution: | Assistant professor |
| Department and/or Program: | World Languages and Literatures/Japanese program |
| **Team Member #2** | |
| Name: | Katsunori Takeuchi |
| Role on Team: | Faculty |
| Institution: | Kagoshima University |
| Position at Institution: | Professor |
| Department and/or Program: | Humanities |
| **Team Member #3** | |
| Name: | Mark Adams |
| Role on Team: | Instructional Designer |
| Institution: | San Jose State University |
| Position at Institution: | eCampus Lead Instructional Developer |
| Department and/or Program: | Academic Technologies |

**3. When?**

Fall 2012

**4. Number of students enrolled from each institution**

30 students at SJSU,   40 students at Kagoshima university

| 5. Is this typical for classes of this type? |
| --- |
| This is typical number for this class of SJSU.<br>This is a little bit larger than the classes of this type (Kagoshima). |

## Section 2: Issues of Language

| |
|---|
| **6. Language(s) of instruction at each institution** |
| Japanese and English at SJSU. |
| **7. Primary language of most students in each class** |
| Japanese at SJSU. |
| **8. Language of the course collaboration** |
| Japanese |
| **9. Language fluency** |
| Different depending on the students, but between ADVANCED HIGH and INTERMEDIATE LOW in ACTFL(Japanese). |
| **10. Language proficiency difference** |
| We used Japanese language for the collaborative work. |

## Section 3: Curricular Information

| 11. Online or blended? |
| --- |
| Some of the Kagoshima students had an opportunity to meet the SJSU students since they visited us in last September. |
| **12. Duration** |
| We were supposed to do over 7 weeks, but Kagoshima side found out that the last week fell on the university anniversary and ended up with 6 weeks. |
| **13. Class work or discussion related to their collaboration before and/or after the actual collaboration period** |
| Before the period, No, because we have not gotten the students' list yet, but after the period, the SJSU side asked the Kagoshima students to proofread the students' Japanese reports. Kagoshima university's semester is still going on until February, so they will work together upon Kagoshima students' request. |

## Section 4: Asynchronous Technologies Used

| 14. Tools |
|---|
| We used D2L(Desire 2 Learn) and google email, but some of my students were using Facebook individually. |

| 15. Server location |
|---|
| D2L was provided by the SJSU. Also, we decided to use google email since we adopted google hangout for the synchronous session between students. |

| 16. Technical problems |
|---|
| SJSU side did not because we are used to using the D2L. Also, it is not the technical problem, but as a nature of email, when the Kagoshima University students do not check email so often, my students had a difficulty to get Japanese language help from Kagoshima students timely. |

| 17. Frequency of use |
|---|
| Every week on the SJSU side. Every assignment was assigned and submitted through D2L. Also, when the interview tasks did not end during the synchronous sessions, we used email to complete the interview tasks. Also, when the SJSU students asked Kagoshima students to have their paper proofread, they used email. |

| 18. Informal communication |
|---|
| I was thinking to use facebook before starting this course, but I heard negative comments on that in a conference such as Japanese students are not used to using facebook, and it is informal venue and not suitable for language learning, so I gave up this time. Kagoshima students are not used to using D2L, so D2L was used for showing interview task sheet and what we did in our class before Kagoshima university's semester began. The D2L worked very effectively on an informal level on the SJSU side such as when we had discussions on our introductory presentation to Kagoshima students, and when commenting one another on our final presentations. |

| 19. Re-use |
|---|
| We have to switch to Canvas next semester because our university LMS will be changed to Canvas from this semester and we will no longer be able to use D2L. |

## Section 5: Synchronous Technologies Used

| 20. Tools |
| --- |
| We explored three communication tools, skype, webex and google hangout. We used webex for the first two sessions. Also, skype was added from the second session because we realized that we need to use two kinds of communication tools from two computers in order to show both presentation slides and the presenters' faces simultaneously in such a size that everyone can see them clearly in the classrooms. After that, the first group-unit synchronous session was done by skype since the use of webex was limited to only faculty at that time.  However, skype is free only between two parties and it cannot show 3-4 people's faces at the same time. Thus, for the rest of the three synchronous sessions, we switched to a new communication tool, google hangout, which enables us to talk with 10 people at the same time for free showing their faces. Gladly, the suggestion was made by a SJSU student in his journal after the first group-unit synchronous session. |

| 21. Server location |
| --- |
| As for webex, SJSU provided the tool, but the other two tools are cloud-based. |

| 22. Technical problems |
| --- |
| As for webex, the sound was not big and clear enough. Skype and google hangout had better sound, but Skype is neither free for multiple parties nor has recording function, so we ended up choosing the google hangout. However, for the clearer group-unit synchronous communication, we needed to reserve an individual room with Ethernet per a group and letting students use their own laptop computer and earphone individually. But, sometimes the recording function connected with youtube stopped for some reasons and could not get the sessions recorded.  The recording function was important in terms of my students' Japanese language learning. |

| 23. Frequency of use |
| --- |
| Once a week for 40 minutes (during daylight saving period) or for 90 minutes (After the daylight saving period) per class. When they could not finish their interview task within the time, they did contact outside of the class. Also, when they got their paper proofread, they had synchronous session individually outside of the class. |

| 24. Informal communication |
| --- |
| They get to know each other through skype and google hangout during class session at the beginning. |

| 25. Re-use |
| --- |
| Yes, because I (Yasue) liked google hangout better from various reasons such as FOC, sound, recordable, image, many apps and that function that 10 people can communicate at the same time. |

## Section 6: Assessment Information

| **26. How?** |
|---|

I think my course (SJSU) contributed to enhancing my students' intercultural awareness because even the students who did not like this course state that they became more sensitive to the differences between people and cultures in the questionnaires. I think the COIL course was a challenging course for those who are used to knowledge-based culture course in lecture style and those who are not used to communicating with people from other culture using skype and google hangout. There are many students who stated that they learned a lot from this course, while there are some students who stated that they did not learn anything from this course, which I found it very interesting. Also, it was surprising for me that the first-class and well-behaved students tended to declare that they prefered lecture style in the questionnaire. Those students might have felt anxious that the answers were not always given from me and felt inefficient to do trials and errors in the course.

In collaborating with SJSU, the course at Kagoshima was really successful in creating the intercultural awareness. Especially, our students produced video works based on the discussion with the SJSU students. Those videos, focusing on Japanese culture reflected in the American people's eyes, such as marriage, bushido, popular culture, job hunting, etc., express the students' attempt to understand the cultural interaction. This experience led them to explore more in the academic field related to their own interest. I think the online talk with the SJSU students worked both as the chance for looking at Japanese culture from the American point of view and the chance for presenting the result of their researches and video production responding to the oversea interests.

| **27. Common assessment rubric** |
|---|

No. Since we collaborated partially during our semester due to our differences in semester period and objectives between SJSU and Kagoshima university, we did not create common assessment rubric. Also, For Kagoshima university, the class was year-round class, whereas it was just one semester class for SJSU.

| **28. Assessment outcomes** |
|---|

N/A

| **29. Peer assessment** |
|---|

Yes. SJSU used the student peer evaluations when they presented their research in the class. Also, I included self-assessment as well for the presentations. I think it contributed to keeping their attention on the presentations and getting various types of comments from different perspectives.

The Kagoshima course also used the peer evaluations. The students created the video works based on the online discussions with the SJSU students. They watched each other's work and evaluated them. All the teams received various comments from the peers.

| **30. Charter or guidelines for student interaction** |
|---|

I set up the interview topics for my students to talk about with Kagoshima students for the first two

group-unit sessions, such as proverbs that they think represent their culture and they like and health management. Students were supposed to prepare what they would like to say along with the topics in their assignments and I corrected and gave them some feedbacks in advance.

### 31. Attrition

0 percent, although there was a student who failed this course due to no submission of her homework and paper. But, she, too, participated in the class all the time. I think it is partially because I paid attention to their relationship and problems in each group by letting them write journals on their group work weekly and I meddled in when necessary. I myself positioned and designed this course as a venue where my students experientially learn intercultural differences and solve the problems that occurs in the course of achieving a research project together within the group, so they could not back out due to the collective responsibility.

0 percent at Kagoshima. The students were divided into 8 production teams. The members of each team successfully supported each other and created good atmosphere where they completed the video productions.

### 32. Is this typical for similar classes at your institution?

No. Usually, there are at least one or two students who drop out from the course. Maybe, yes it is also due to the nature of this globally networked course, because in this type of class, students' positive participation is indispensable. They cannot be passive in the class.

## Section 7: Institutional Support

| 33. Type of support |
|---|
| <SJSU> |
| -Financial aspect |
| I applied for SJSU junior faculty grant for this COIL project and was able to win the grant $5000. I used the grant money to buy a new computer, a webcam and related books for the collaborative online course and even to go to Japan to see my international partner and students in person in advance.  Also, this grant money was spent for the portions the COIL institute did not cover when I went to the workshop in 2011 Fall. Further, the former college Dean Karl Toepfer financially supported my substitute teacher's salary during my absence. I applied for another junior faculty grant for the Capstone conference and the following international conference, but the result has not come yet. |
| At Kagoshima, the budget for providing the classroom with the audio device implementing the online discussion was obtained. |
| -Administrative |
| When I applied for the COIL grant, thanks to Dean Karl Toepfer and Professor Takeuchi things went forward at the fastest speed. Dean Toepfer wrote a letter for me to the Dean of Kagoshima university, and Professor Takeuchi brought it up and made it pass so quickly in the board meeting on the Kagoshima side and wrote a strong supportive letter for me. Further, to continue this program with Kagoshima University it was necessary to have MOU for university-wide partnership on the side of Kagoshima University, and the MOU was exchanged in April 2012 with supports from Professor Ide, Executive Director of Kagoshima University North American Center on the Kagoshima side and the former interim Deans Dr. Karl Toepfer and Dr. Sheila Bienenfeld in my College and Mark Novak in International Extended Study program and the Acting Chair Anne Fountain in my department on the SJSU side. |
| -Pedagogical |
| There was no pedagogical support from my institute, but I learned it from the COIL workshop. |
| -Technical |
| I received a lot of supports from Mark Adams, Lead instructional developer, for D2L, and from Klaus Trilck, Technology support coordinator, for webex. |

| 34. Engagement with the international programs office |
|---|
| Dean Mark Novak is the one of the members who encouraged my participation in COIL and Mark Adams was sent to our team SJSU from international program office as an instructional developer. |

| 35. Importance given to globally networked learning |
|---|
| Yes. |

### 36. Commitment

It was more a singular commitment on the part of the participating faculty Fellow. Although I asked for a teaching assistant or teaching load reduction to my department chair, not only I was not able to get either of them until I got sick, but also I had to do additional duties due to the budget crisis and my Japanese program coordinator's sabbatical leave. Also, the Japanese program coordinator always asks me when I can get rid of this COIL project from his point of view as a Japanese program coordinator. Thus, I had been caught between the Dean (+COIL staffs) and the Chair and Program coordinator in my department. I hope that a new Chair of my department and a new Dean of my college will understand this COIL project well and make a substantial commitment.

### 37. Future iterations

It will be offered 2013 Fall again with the same international partner Kagoshima university.

### 38. New globally networked courses

I have just finished the first trial and there is no specific other courses being offered until 2013 fall, but team San Jose is thinking to promote this kind of globally networked courses not only to other faculty members within SJSU and Kagoshima university, but also other countries. One of candidates is Pakistan now.  Also, I will cooperate with the cross cultural communication class in Kagoshima University next Fall.

### 39. Response of chairs, deans, provosts or other administrators to the possibility of expanding this pilot course(s) into a broader program of globally networked courses

Dean Mark Novak in International Extended Study program and Dean Sheila Bienenfeld in college of Social Sciences definitely have ideas of expanding this pilot courses, but I am not sure my current college Dean and department chair have the same idea because they are new and I have not had chances to discuss further on how they want to do this COIL project, although I have explained this COIL project to them a several times when I had chances to talk with them.

### 40. Institutional commitment to further developing globally networked courses

At this moment we have just finished the first trial, and I think our team SJSU needs to brief and appeal what we did to the Deans first to get substantial commitment from our institutions for the further development and dissemination of the COIL project.

At Kagoshima University, this trial with SJSU is gathering attention from the faculty members and the university's international relationship bureau. I see much educational possibility in organizing a systematic curriculum composed of the online collaboration class, short stay programs, and exchanging students programs. In Japan, the institutions expect such international educational programs develop more.

### 41. How to nurture the development of globally networked learning

To get teaching load reduction for campaigning this globally networked learning within and outside the campus.

## Section 8: Reflections

| **42. Goals set** |
| --- |
| Upon successful completion of this course, students will be able to: <br> 1. analyze Japanese/American ways of thinking, attitudes, behaviors and/or products themselves using various information sources. <br> 2. describe Japanese/American ways of thinking, attitudes, behaviors and/or products with their socio-cultural backgrounds. <br> 3. evaluate situations and choose appropriate communication strategies to meet their intention in intercultural settings. |
| **43. Goals achieved** |
| I think my SJSU students were able to achieve the objectives 1 and 2 completely through the international team projects (small ones and a big one) and case studies. The students were able to analyze and describe, for example, the similarities and differences in job hunting between Japan and America including why they are different with the socio-cultural backgrounds, using articles, web videos, statistics, and interviews with Kagoshima students in Japan as the information sources. As for the objective 3, I think my students came to be able to evaluate situations, but most of them did not reach the level where they can independently choose and use appropriate communication strategies to meet their intention in the actual intercultural settings. One of the reasons is that most of them were not used to using Japanese language with Japanese native speakers and the web communication tools. They have knowledge, but they could not use it appropriately without my help. I think the period itself was too short for them to achieve the goal. <br><br> The students at Kagoshima were able to achieve the objective 1 by making researches on how American people looked at Japanese culture and by making sure of their research results during the online talk with the SJSU students. They were able to achieve the objective 2 by creating the video works based on their researches and the talk with SJSU students. As for objective 3, they should have utilized more chances to talk online with SJSU students outside class periods and improve their communication skills in more various settings. |
| **44. Most unique aspect for students** |
| In usual culture class, students learn Japanese culture from an instructor and literatures in a knowledge-centered way. However, this course let them learn the culture experientially by actually communicating with Japanese students in Japan. Also, I think that the group work was the best venue for American students to learn what intercultural communication is and to foster intercultural competence. |
| **45. Most successful aspect(s) from a pedagogical perspective** |
| This kind of collaborative course gives experiential type of learning to students, so the interview tasks we had were the best parts and worked well although there were some misunderstanding on the task at the beginning. |
| **46. Most problematic aspects from a pedagogical perspective** |

Until we settle down on google hangout, we could not provide a stable communication environment to students, exploring several communication tools and environments to find the best conditions for their virtual communication technically. But I think this cannot be helped for the our first trial because we cannot test it until the class actually begins. The experience was valuable for the next time.

## 47. Changes for future iterations

I would like to increase the virtual communication assignments outside the class. This time, I was not sure how Kagoshima university students correspond to our e-mails and how my students react to individual synchronous sessions, so I did not include them on a full scale, but the chances to talk with counterparts during class time are limited, so I would like to utilize the occasions outside the classroom to the full in the form of class assignments. And, I also want to change the class time in the way that we can have the same amount of time for each synchronous session. Also, I learned that Japanese students come to class late, so by starting the class 30 minutes later, we will be able to have 60-70 minutes session each time substantially regardless of before or after the daylight saving.

## 48. Technical support

(Mark) Early on, months before the course was offered, I met with Yasue to experiment with web camera's and a different, high tech classroom that no one seemed to know how to use as it had no consistent . We decided to switch to the Incubator classroom which has very good, daily technical support staffing. We also met another time to discuss the instructional design the course, and I offered suggestions for structuring teams, encouraging mixed teams (2 Japanese and 2 American), but it was determined it would likely be too difficult for the students to coordinate. Once the course started, my role was limited as the instructors preferred to work independently and use the incubator classroom staff as needed. I did attend the sessions and offered to assist in training for the LMS and or the web conferencing tool "Elluminate/Collaborate," a powerful but more complex web conferencing tool. But it was determined that simpler solutions (Skype or Google Hangout or Web-Ex) would be preferred by these instructors.

## 49. International programs person

N/A

## 50. Time commitment

I think there is no so much difference between classes not globally networked and globally networked except time and semester differences. Time differences including time lag and daylight saving time make this kind of international collaborative course more difficult than a similar course with is not globally networked. Also, international collaboration always faces semester period difference between two countries, so it makes difficult to do the exact same classes between two countries. In my case, SJSU was from the end of August to the beginning of Dec, while Kagoshima university was from the beginning of October to the beginning of Feb.

## 51. Was it worth it?

I feel it was worth it because I was able to experience how it goes. I can predict more or less how students react and what kind of points I have to emphasize doing this kind of international collaborative

course, so it would be easier to do the similar course again. It might be an idea to explore some private universities which overlap with SJSU semester system more.

## Section 9: Student Feedback

<SJSU+>

Wide, interesting variety of learning content helped all students better understand the extent of cultural competence.

Very good at getting real world experience for students.

I think that connecting with the Kagoshima univ. students is a very good idea. It is definitely a more effective way to learn about Japanese culture tahn reading books, etc.

Had great learning experience interacting with Kagoshima students.

<SJSU->

Slight lack of organization, but this was on experimental class.

Lots of trails and errors.

## Section 10: Course Collaboration Narrative

In designing this international collaborative online course, I had three fundamental ideas in my mind. One was the use of Japanese language as foreign language for my students in its communication because my students are all Japanese major or minor students who usually do not have chances to communicate in Japanese with the native speakers. Another was letting them choose the topics of their interest to research by themselves and include the interview result of Kagoshima students in their presentations. It is because when they research and present the topics of their interest in the former Japanese culture courses, students looked more involved and motivated than just listening to my lectures, and because that will be the way they will take after this class to fulfill their intellectual curiosity. The third point was inclusion of group work. Since I took COIL workshop, I have been thinking to make such an international collaborative class that can foster my students' intercultural competence. I believe that intercultural competence can be trained only through actual communication and collaboration with others from different cultures. Also, intercultural competence can be raised not only through intercultural communication overseas, but through the communication and collaboration with their own classmates because each of us has different culture. However, generally speaking, American students are not good at doing group work and they prefer individual play. Thus, I thought that I wanted my students to learn group dynamics and synergy through this group project in this course, although I knew that it was not a smooth path for them.

It is not too much to say that other elements of the course than these three basic pillars were determined by the nature of the international collaborative course. Most of them are related with the temporal issues. One of them is the time lag between Japan and the U.S. (Pacific time). We cannot help setting the class in the morning in Japan, which is late afternoon in the Pacific time. Another is the difference of semester period between Japan and the U.S.. Kagoshima University's Fall semester starts in October and ends in January, and the Spring semester starts in April and ends in July, which is common among National universities in Japan. On the other hand, SJSU's fall semester begins at the end of August and ends at the beginning of December, and the Spring semester begins at the end of January and ends in the middle of May. In such a situation, we could not help choosing Fall semester when the temporal overlap is the longer even though it is only two and half months. The third temporal issue was daylight saving system. Japan does not employ daylight saving system, so at the point where we chose the fall semester, we were doomed to have the time change during the semester. However, we cannot change class time each other according to the daylight saving system, so the only solution was setting longer class time more than two hours on the SJSU side. The fourth temporal issue was the difference in length of class time. Interestingly, it is designated that all classes in Japanese national universities are 2-units, 90 minutes classes by once-a-week class meeting without any exception. Thus, our online collaboration was naturally limited only once a week for 90 minutes at most. These temporal restrictions naturally narrowed down what we can do and the frequency of our synchronous sessions during the semester.

Due to the temporal restrictions above, we were able to have 6 synchronous sessions this year. Before starting the sessions, the SJSU side had one and half months (6 class meetings 15 hours in total), we spent the time for the following things:

- to get used to the LMS (D2L) and communication tools
- to know classmates and oneself through activities and psychological        questionnaires
- define and explore what culture is
- to read some literatures related with intercultural competence, Japanese communication, Japanese selfness and the topics they chose of their interests

- to do extralinguistic analysis by observing Japanese people's behaviors, gestures, pause, gaze, and so on, watching Japanese videos.
- to do case studies of miscommunication and cultural conflicts between Japan and the U.S. using D.I.E methods
- to make 8 groups according to their interest (3-4 members)
- to prepare for the SJSU and the area introduction and group introduction.

Once we started doing synchronous sessions, we spent two sessions for introducing each school and area. It was done by quiz format showing mysterious or landmark photo pictures. The first session had communication problems at the beginning due to our lack of our experience in using communication tools in classroom setting. They were, for example, sound problems of Webex and extended mic (hauling or no sound), poor illumination problem and screen size problems of the slides and people. Therefore, we decided to use both Webex and Skype with two computers at the same time in the second session. This worked really well. The topics students chose covered a wide variety of topics, such as job hunting, Japanese pop-culture, gender and marriage, education, religion, advertisement, energy and environment. Based on the information they got from the icebreaking introductory activities, students formed international teams that consist of Kagoshima students and SJSU students ranged from 6 to 10 students per group. The selection was made by students taking their research topics into their consideration.  From the third synchronous session, we moved to the group-unit sessions, and at first we mutually introduced each country's proverbs that we think represent our culture and then proverbs we personally like. The idea of this activity was very good to know each country's social values as well as individual values, but it turned out that Kagoshima students did not prepared for the activity since they believed that they would do it in the following week for some miscommunication, so the follow-up interview were done by my students through emails. Also, it took time to be ready for the communication since it was the first group-unit session using Skype and we did not know Japanese students usually come to class late. From the first group session, we learned that the Skype was not good enough for the group session because it cannot show 4 people's faces on the screen and it prevents some students from their active participations. Then, following recommendation from a SJSU student, we decided to adopt a new communication tool Google hangout instead, which not only allows 10 people to talk at most simultaneously showing their faces for free, but also allows us to record the sessions being linked with Youtube. The second group-unit session was on the ways of health management in each country. We learned that when we get sick and injured we sometimes do completely opposite things with the reasons behind. The informational exchange itself was fun and successful, but still it was the first trial of using Google hangout, so it took time for all students to be ready to talk. Also, some group's communication became choppy due to network overload because students used their own lap-top computer individually with earphone for communication with the Google hangout, although I assigned three different WiFis by 2-3 groups. The third group-unit session was led by Kagoshima students who made introductory videos on their research topic. I reserved rooms for each group and recommended them to use two computers per group (one computer per two students) using Ethernet for better communication quality. This worked perfectly, and in the fourth group session led by SJSU students, students completed their own research topic interviews with Kagoshima students without any worries except their Japanese language competence. Also, they send their questions in advance, so Kagoshima students were ready to answer all the questions.

The presentations given by SJSU students were excellent and concentrated, including interview results which show Japanese young people's individual and variable opinions on the research topics in addition to what they researched individually using various information sources such as articles, videos, statistics and so on. I think that my students learned that they did not have to speak perfect Japanese to

communicate and they can develop their language skill by actually using it in this way even after this class. Also, the group work functioned really well to foster their real intercultural coordination competence. In fact, the students experienced frustrations on the process of making a presentation with their teammates, but they overcame and gave excellent presentations in the end.

The students' paper written in Japanese, too, was much better than usual, having Kagoshima students edit their papers, although some of the students seemed not used to correcting foreigner's Japanese language. I felt the need to guide this part more carefully, including how to simplify and paraphrase what they want to say and how to negotiate the meaning with proofreaders, so that they can get better proofreading.

In the next class, which will be offered in Fall 2013, I would like to improve the following points based on the comments from my students and my own observations and reflections. One is that I want to increase the chances to let them talk with their partners individually. In the first trial, I was not sure how group work and individual communication would work, but after observing students' communication with Kagoshima students, I became more confident to let them communicate individually. Some students got stressed when they did not have enough chances to talk, and some students depended too much on other students who can speak better in the group. Since the time of in-class sessions is limited, by increasing individual sessions outside the classroom as assignments, they can build closer relationship with Japanese partners and have more chances to talk in Japanese. Second, I would like to increase the dates of presentations. The presentations given by students were very concentrated and each presentation was worth one lecture. By increasing the presentation dates, I will be able to deepen and follow up the topics more. Third, I need to have stronger communication with my students and my international partner in order to avoid miscommunication. I think I did my best for the first trial, but since this class is only once a week, so the communication tended to become less. The journals my students wrote each time after the synchronous session and e-mails played an important role to fortify the communication between us, but still sometimes some students did not know what to do during the sessions although the related assignments were given in advance each time. Also, professor Takeuchi and I talked online and e-mailed every time, but still miscommunication occurred once, so I think how much we communicate, we cannot communicate too much. Last, but not least, I would like to explain the course objectives and goals and the meaning of activities we do in the course more in detail and to warn and exclude the students who do not like to communicate with Japanese students online. I learned that some students prefer lecture styled course to experiential typed course and if the style does not fit them, it would be unfortunate for both of us.