

# To be a Global Minded Person Through Authentic Learning

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**Abstract:** I had wanted to do something for the world, I needed our own choice and carry out to “have a relation with the world.” I, who entered the faculty of International Welfare Development, visited Cambodia and Taiwan and then I have felt closer to a relation with overseas. I illustrated this study to clarify what will be the competencies on living in future for me, while practicing and learning. Referring to the logic of Kolb and See, Feel, Internalize model, not only merely being involved in the international environment but also considering the theoretical background.

**Keywords:** Fieldwork, Authentic setting, Asian English, Global Minded, ICT

## OBJECTIVE OF THIS STUDY

Pursuing our goal to be a global minded person, we designed some stages to brush up ourselves.

Mainly we set three stages, first international event inside Japan, second field work outside Japan, third international collaborative project outside Japan.

- to clarify how the way of independent learning that raise own international sense
- to think about the effective of ICT
- to analyze “case study1 Cambodia” and “case study2 Taiwan” and verify SFI model

## METHOD

### Case study 1: World Youth Meeting

Ms. Hori was a member of MC in freshman and a leader in sophomore. Ms. Yoshida was a member of supporting to stay in freshman and chief in sophomore. We learned not only how to manage while cooperating but also different culture or national character or sense of values each other. We used Google+ to share progress, Skype to make a presentation and Power Point as ICT tool.

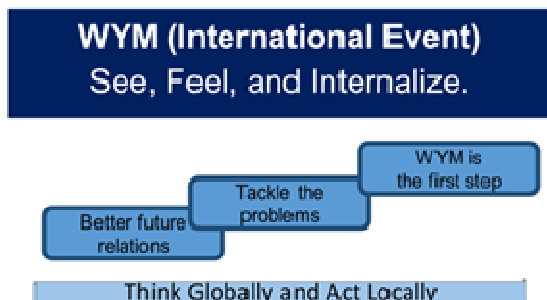


Figure 1. Model.

While studying the Kolb’s experiential learning theory, we accumulate our experiences toward the success of WYM. We could follow the S.F.I model advocated by Kageto and Sato. On the authentic occasion we could proceed with the event. We designed the international collaborative teams that comprised two countries to complete the presentation and gave the presentation in front of big audience. These contents were based on the research by ourselves.

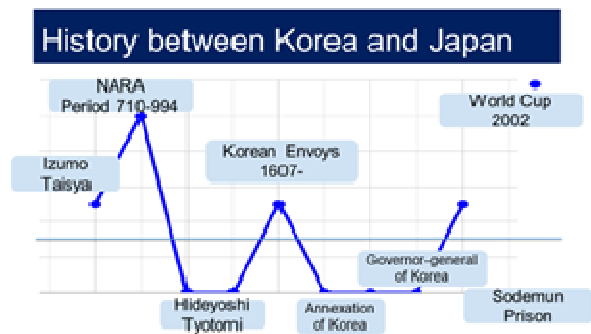


Figure 2. Relation.

### Case study 2: Fieldwork in Cambodia as experiential learning

Before the visit, we had a knowledge of world heritage site and fruits in Cambodia.

But it was a first time when we knew about “negative legacy” for example, killing-field.

Civil war caused stagnation of education. But there is no facility that doing presentation by using PC; therefore, we drew pictures and keyword on the paper.

### Case study 3: Asian Students Exchange Program

The next authentic setting is the ASEP which is the international event held in Kaohsiung, Taiwan. we had a lot of impressive memories of participating in this event.

This is an event in a heterogeneous environment. In other words, an event outside Japan.

We completed the presentation with our Taiwanese friends while enjoying the home-stay program and cultural exchange.

Through these experiences, I became able to work with my overseas friends and overcome a language barrier. It was an unforgettable occasion to recognize how English works and smiles break through the birria the conflicts in a heterogeneous environment.

As for ICT, we could communicate to improve our presentation contents, via Skype, Line and E-mail.

Not only share the messages, we use mainly the

#### Asian Students Exchange Program



Figure 3. ASEP.

visual aids to grasp our idea easily.

A picture is worth a thousand words.

Overcoming the differences caused by cultural differences, visual first communication worked very well getting along with our tasks.

### ANALYSIS

By united nation cooperation projects, we found the rule in WYM questionnaire.

The rule is “the students who participate the event independently give their positive valuation to themselves.”

- 1) The real experiences had a big role for acquisition of knowledge and think about our life from now on.
- 2) Their activity is “Task-base”; therefore, the achievements are clear, and we could get many guideline from now on.
- 3) It is important for our future life to solve the problem.

On that account we have to improve self-education ability and communication skills.

### CONCLUSION

Through our experiences, I could conclude as follows.

- 1) Self-evaluation is an important factor to improve ourselves. It gives us an idea about how we can improve ourselves.
- 2) An authentic setting such as WYM is a rich occasion to come to know how English works and why we should learn English. Also, it leads us to become global-minded.
- 3) Through real opportunities in Cambodia and other countries to communicate in English, we can be more motivated for learning English. We also get confidence by working with overseas friends using English.
- 4) Lastly, authentic settings gave me another important lesson. That is “Intelligibility.”
- 5) ICT is not just communication tool, it changes our daily life and gave us insight into how visual material works on the collaboration to unite as one group with the other country’s students.

We are EFL learners, we are students living in Asia, this is very important when we communicate with overseas friends.

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