

鹿児島大学大学院 理工学研究科

グローバル人材育成支援室

平成 30 年度活動報告書

Global Development Office

Annual Report 2018

平成 31 年 4 月 1 日

鹿児島大学大学院 理工学研究科

グローバル人材育成支援室

GDO ミッション: 鹿児島大学工学研究科の学生と教員をグローバル人材になるため支援。

- 方法： 1. 海外研修の計画を発展する
2. 海外研修支援
3. ランゲジサポート
- 英語学習サポート、英語ワークショップなど
工学研究科の海外研修支援（準備など）
理工系英語論文の校閲・発表支援
個人的な海外研修の相談（ビザ、生活など）
工学研究科内の国際交流支援
教員と学生係に留学生サポートの支援

GDO メンバー：

室長：半田 利弘 教授

副室長：小山 佳一 教授 ・ 木方 十根 教授

室員：Bo Causer 特任助教 ・ 藤崎 文乃 特任助教

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はじめに

この文書は、鹿児島大学大学院理工学研究科グローバル人材育成支援室（以下、支援室）が平成30年度に行った活動の報告である。

支援室は平成26年度に開設された設置準備室を元に平成27年度より設置され、本年度は4年目に当たる。平成30年度は「大学院理工系イノベーションプログラム海外研修」（以下、GOESプログラム）として、6名の大学院生を派遣した。派遣先はカリフォルニア州サンディエゴに加え、今年度は新たにオーストラリア連邦パースで実施した。いずれも、室長経験者である2名の副室長、支援室の2名の特任助教に加え、大学の事務職員、さらには本間理工学研究科長の支援を得ることができ、着実な成果をあげることができた。旅行手配や現地支援に関する鹿児島大学消費生活協同組合との提携や鹿児島大学グローバルセンターとの連携も、GOESプログラムを実施する上で欠かせない成功要因である。

パースでの実施に際しては、受入先である西オーストラリア大学附属語学学校と本学との連携協定締結が大いに助けとなった。協定締結のご尽力頂いた、鹿児島大学教育担当理事やグローバルセンター長、司法政策教育研究センター米田センター長にはこの場を借りて特に感謝したい。

GOESプログラムでは約10週間の海外研修を行っているが、それに要する経費は支援室構成員による廉価に実施できる方法の開拓に加え、日本学生支援機構(JASSO)海外留学支援制度および鹿児島大学学生海外研修支援事業、鹿児島大学「進取の精神」支援基金学生海外派遣事業への申請が採択された。これらの経済的支援により、大学院生の負担が軽減されていることはGOESプログラム実施の上で、非常に重要である。

小さなトラブルは発生したが、その都度、支援室構成員や現地支援者の臨機応変な協力・支援により重大事になる心配もなく実施できた。帰国後はTOEICの成績のほか、参加学生感想文集に掲載されている報告、報告会などを通じて、各学生の英語力向上、現地企業および研究室研修による世界的視野の認識、日常生活を通じた外国人との相互理解や異文化経験などを得たことがよくわかり、GOESプログラムが成功しているとの確信を強めることができた。この報告書により、GOESプログラムがさらに発展し、グローバルな視野を持った理工系人材育成に寄与することを期待する。

これまでにGOESプログラムにご賛同、ご協力、ご支援をいただいた鹿児島大学理工学研究科各位と米国での学生指導に直接携わって頂いた大学や企業等の皆様にお礼申し上げますと共に、今後もGOESプログラムへのご助言、ご支援を賜りますよう、お願い申し上げます。

平成31年3月
理工学研究科グローバル人材育成支援室
室長 教授 半田利弘

I 業務

理工学研究科グローバル人材育成支援室【活動経過】

4月	<ul style="list-style-type: none"> ・【理工系国際コミュニケーション海外研修・GOES2018】事前準備開始 (授業説明、研修費用・渡航準備日程等説明、地域貢献活動関係説明、語学学校入学手続) ・P-SEG【科学技術北米研修】説明会、募集開始(4/23) ・【理工系国際コミュニケーション海外研修・パース研修】説明会、募集 ・グローバル月例会議実施 ・理工系グローバル人材育成のためのアカデミックイングリッシュ(Q1期)開始 ・English Prep Work Shop 開始
5月	<ul style="list-style-type: none"> ・【理工系国際コミュニケーション海外研修・GOES2018】事前準備 (在福岡アメリカ領事館での領事面接、学研奨・海外留学保険加入説明、地域貢献活動) ・P-SEG【科学技術北米研修】説明会、募集(5/2) ・【理工系国際コミュニケーション海外研修・パース研修】事前準備開始 (授業説明、研修費用・渡航準備日程等説明) ・グローバル月例会議実施 ・理工系グローバル人材育成のためのアカデミックイングリッシュ(Q1期) ・English Prep Work Shop 継続
6月	<ul style="list-style-type: none"> ・【理工系国際コミュニケーション海外研修・GOES2018】事前準備 (地域貢献活動、TOEIC IP テスト、GOES2018 壮行会開催、出発前オリエンテーション) ・【理工系国際コミュニケーション海外研修・GOES2018】開始 ・【理工系国際コミュニケーション海外研修・パース研修】事前準備 (語学学校入学手続、TOEIC IP テスト、GOES2018 壮行会開催) ・グローバル月例会議実施 ・理工系グローバル人材育成のためのアカデミックイングリッシュ(Q1期)終了 ・English Prep Work Shop 継続
7月	<ul style="list-style-type: none"> ・【理工系国際コミュニケーション海外研修・GOES2018】 ・【理工系国際コミュニケーション海外研修・パース研修】事前準備 (地域貢献活動、出発前オリエンテーション) ・【理工系国際コミュニケーション海外研修・パース研修】開始 ・English Prep Work Shop 継続
8月	<ul style="list-style-type: none"> ・【理工系国際コミュニケーション海外研修・GOES2018】 ・【理工系国際コミュニケーション海外研修・パース研修】 ・グローバル月例会議実施(2回) ・2018年度海外留学支援制度・JASSO(協定派遣)プログラム案検討開始
9月	<ul style="list-style-type: none"> ・【理工系国際コミュニケーション海外研修・GOES2018】終了 ・【理工系国際コミュニケーション海外研修・パース研修】終了 ・【理工系国際コミュニケーション海外研修・GOES2018】事後指導 (授業、課題等提出、英語プレゼンテーション説明) ・グローバル月例会議実施 ・2019年度海外留学支援制度・JASSO(協定派遣)プログラム申請

10月	<ul style="list-style-type: none"> ・【理工系国際コミュニケーション海外研修・パース研修】事後指導（授業、課題等提出、英語プレゼンテーション説明） ・【理工系国際コミュニケーション海外研修・GOES2018】事後指導 ・【理工系国際コミュニケーション海外研修・パース研修】事後指導（英語プレゼンテーション実施、TOEIC IP テスト実施） ・グローバル月例会議実施 ・English Prep Work Shop 開始
11月	<ul style="list-style-type: none"> ・グローバルプロフェッショナルウィーク・GOES2018 参加学生報告会開催 ・本学海外研修支援事業プログラム申請（大学院生対象プログラム） ・グローバル月例会議実施 ・English Prep Work Shop 継続
12月	<ul style="list-style-type: none"> ・第1回 GOES2019 説明会開催・募集 ・【理工系国際コミュニケーション海外研修】事後指導（英語プレゼンテーション実施） ・グローバル月例会議実施 ・English Prep Work Shop 継続
1月	<ul style="list-style-type: none"> ・GOES2019 専攻別説明会開催・募集（参加学生面接実施） ・グローバル月例会議実施 ・English Prep Work Shop 継続
2月	<ul style="list-style-type: none"> ・GOES2019 専攻別説明会開催・募集（参加学生面接実施） ・GOES2018 参加学生文集作成、配布 ・English Prep Work Shop 継続
3月	<ul style="list-style-type: none"> ・オーストラリア、パース現地調査実施 ・グローバル月例会議実施

支援室内の会議

グローバル人材育成支援室では業務の円滑な進行と的確な運営を図るため、以下の2種類の会議を開催した。

1. グローバル人材育成支援室月例会合同会議

出席者：室長、副室長2名、支援室特任助教2名、（研究科長は要請に応じて出席）

主な内容：業務の進捗概要報告、事業実施に関する重要事項の相談や確認

頻度：原則として毎月1回程度

開催日：4/24, 5/21, 6/22, 8/1, 29, 9/7, 10/22, 11/8, 12/10, 1/28, 3/1, 26

2. グローバル人材育成支援室定例会議

出席者：室長、支援室特任助教2名

主な内容：業務の進捗状況報告、直近の事業内容の相談や確認

頻度：原則として毎週1回程度

開催日：4/3, 10, 16, 23, 5/1, 14, 28, 6/4, 12, 20, 7/10, 17, 8/27, 9/10, 18, 27, 10/10, 15, 30, 11/6, 13, 27, 12/7, 17, 25, 1/8, 16, 21, 2/18, 3/19

平成30年度グローバル人材育成支援室事業費報告

主な費目	予算金額	決算金額
消耗品・印刷関係	300,000	334,423
教材開発費	20,000	-
研修プログラム実施経費	110,000	209,757
研修プログラム現地指導費（旅費等）	500,000	338,440
シンポジウム開催費	80,000	125,840
パンフレット等印刷費	180,000	86,680
事業報告費	120,000	93,420
研修プログラム開発費 予備費等	590,000	711,440
総額	1,900,000	1,900,000

海外研修費用、およびGOES参加学生対象用支援金

2018年度本海外研修を実施にあたり、実際の研修費用と参加学生を対象とした支援金は次のとおりになる。

1. 海外研修費用 【研修費総額は支援金と学生負担額で賄っている】

① 研修地域：北米サンディエゴ

- ・研修経費総額：1,229,450円
- ・支援金総額：511,940円
- ・学生負担額：717,510円

研修経費総額には以下の経費を含む：サンディエゴ州立工学部ラボ研修費用、同州立大学附属語学学校（ALI）規定入学手続き費、授業料、ホームステイ費（2食付・6週間）、ラボ研修・地域貢献活動等期間の宿舍費（5週間）、渡航ビザ（学生）、旅費、海外旅行傷害保険料、その他事務経費

② 研修地域：豪州パース

- ・研修経費総額：406,612円
- ・支援金総額：457,182円

研修総費用には以下の経費を含む：西オーストラリア大学附属英語学校（CELT）規定入学手続き費、授業料、渡航ビザ（観光）、旅費、海外旅行傷害保険料

※宿舍費は現地研修先機関が負担

2. 支援金内訳

本研修について受領した支援金は2つあり、それぞれ、以下の金額であった。

① 鹿児島大学学生海外研修支援事業（タイプB）

- ・授業科目名：理工系国際コミュニケーション海外研修

- ・採択支援学生数：13名
- ・受給人数：博士前期課程1年生5名、博士前期課程2年生1名
- ・一人当たり受給金額：（研修地域：サンディエゴ）271,940円
（研修地域：パース）247,182円

②海外留学支援制度（協定派遣）学生交流推進タイプ（B）短期研修・研究型

- ・プログラム名：大学院理工系イノベーション海外研修プログラム（カリフォルニア研修・GOES CA）
- ・奨学金支給割当人数：16名
- ・受給人数：博士前期課程1年生5名、博士前期課程2年生1名
- ・支給月数：3ヶ月
- ・一人当たり受給月額（研修地域：サンディエゴ）：80,000円
（研修地域：パース）：70,000円

パース研修実施における西オーストラリア大学等との協定に関して

理工系イノベーション海外研修 GOES プログラム・パース研修は、西オーストラリア大学（以下、UWA）と同大学附属英語学校（以下、CELT）、および International Centre for Radio Astronomy（以下、ICRAR）で行った。当初は研究科単独で検討を開始したものだが、実施に際して学内の他研究科や全学グローバルセンターと相談した結果、本学と同大学附属英語学校との間で交わされたプログラム協定をもとに実施されることになった。それまでの経緯を以下に時系列にまとめる。

- ・平成27年3月 鹿児島市と姉妹都市であるパース市にある UWA ケント・アンダーソン副学長が本学学長を表敬訪問し、本学と UWA との交流推進を申し入れた。これを受け、アンダーソン副学長と研究分野が同じくする司法政策研究科の米田憲市研究科長が本学側のコンタクトパーソンとなる。
- ・平成28年3月 米田研究科長が UWA 担当者やパース市国際交流担当者を訪問。学術交流協定締結のための情報交換および、本学学生が CELT の主催するプログラムへ参加する可能性に関して情報交換。
- ・平成29年3月 米田研究科長が UWA とパース市を訪問し、学術交流協定の締結や交流推進についての協議し、調印と今後の方針について合意。また、本学農学研究科大学院生が CELT 主催の農学英語セミナーに参加。
- ・平成29年7月 本学での学術間交流協定手続きが完了し、最終の締結前において UWA 側の都合により学術間協定締結が一旦留保となる。
- ・平成29年11月 CELT のディレクター カラム・カウエル氏が本学や鹿児島市を訪問。教育担当理事やグローバルセンター長、司法政策教育研究センター米田センター長と懇談。
- ・平成29年12月 UWA と本学との学術交流協定締結を保留とし、代わって CELT との協定を締結することが UWA より提案される。
- ・平成30年4月 上記に基づき、本学グローバルセンターと CELT とのプログラムに関する協定が締結される。

GOES 大学院終了の進路・GOES Alumni Information

	海外研修地域	専攻	卒業年	大学院終了の進路
平成 29 年度 GOES 海外研修				
1	サンディエゴ	建築学	2019	情報なし
2	サンディエゴ	建築学	2019	株式会社 JFE 設計
3	サンディエゴ	生命化学	2019	一般財団法人カケンテストセンター
4	サンディエゴ	機械工学	2019	株式会社牧野フライス製作所
5	サンディエゴ	機械工学	2019	ファナック株式会社
6	サンディエゴ	機械工学	2019	情報なし
7	サンディエゴ	化学生命・化学工学	2019	明成化学工業株式会社
8	サンディエゴ	物理・宇宙	2019	株式会社キーエンス
9	ニューヨーク	化学生命・化学工学	2019	三井化学株式会社
10	サンノゼ	機械工学	2018	トヨタ自動車九州株式会社
11	サンノゼ	機械工学	2018	ヤンマーホールディングス株式会社
平成 28 年度 GOES 海外研修				
12	サンディエゴ・サンノゼ	化学生命・化学工学	2018	東レエンジニアリング株式会社
13	サンディエゴ・サンノゼ	海洋土木工学	2018	J X 金属株式会社
14	サンディエゴ・サンノゼ	海洋土木工学	2018	株式会社建設技術研究所
15	サンディエゴ・サンノゼ	生命化学	2018	株式会社リニカル
16	サンディエゴ・サンノゼ	生命化学	2018	鹿児島大学医歯学総合研究科
17	サンディエゴ・サンノゼ	生命化学	2018	池田糖化工業株式会社
18	サンディエゴ・サンノゼ	機械工学	2018	大分キャノン株式会社
19	サンディエゴ・サンノゼ	機械工学	2018	日産車体株式会社
20	サンディエゴ	地球環境科学	2018	NEC ソリューションイノベーター株式会社
21	サンディエゴ	海洋土木工学	2018	株式会社オリエンタルコンサルタンツ
22	サンディエゴ	建築学	2018	株式会社 大林組
23	ニューヨーク	機械工学	2018	株式会社 ATOUN
24	ニューヨーク	機械工学	2018	NOK 株式会社
25	ニューヨーク	建築学	2017	株式会社日建設計
26	ノースダコタ	建築学	2017	株式会社南日本放送
27	ノースダコタ	化学生命・化学工学	2017	株式会社日本触媒
平成 27 年度 GOES 海外研修				
28	サンノゼ	機械工学	2017	三浦工業株式会社
29	サンノゼ	化学生命・化学工学	2017	栗田工業株式会社
30	サンノゼ	情報生体システム工学	2017	ヤフー株式会社
31	サンノゼ	情報生体システム工学	2017	双日株式会社
32	サンディエゴ	情報生体システム工学	2017	株式会社村田製作所
33	サンディエゴ	建築学	2017	株式会社アール・アイ・エー
34	サンディエゴ	建築学	2017	株式会社 スペース
35	サンディエゴ	建築学	2017	大和ハウス工業株式会社
36	サンディエゴ	生命化学	2017	グローバル・ウェーブズジャパン株式会社
37	サンディエゴ・サンノゼ	機械工学	2017	トヨタ自動車九州株式会社
38	サンディエゴ・サンノゼ	機械工学	2017	トヨタ自動車九州株式会社
39	サンディエゴ・サンノゼ	情報生体システム工学	2017	三菱自動車工業株式会社
40	サンディエゴ・サンノゼ	物理・宇宙	2017	新日鐵住金株式会社

II Program Development

New Program Development: Perth

After our Feb. 2018 visit to Perth, GDO continued discussion with Center for English Language Training (CELT) University of Western Australia (UWA) to develop an overseas program. In 2018, Kagoshima University signed an institute-wide MOU with University of Western Australia Center for English Language Teaching to facilitate program development. In September 2018, CELT delivered a 27-page program proposal. The core features of the proposal have been condensed below:

10 weeks; Homestay arranged by CELT, breakfast/dinner included

Mornings: General English program at CELT; students sorted into appropriate level classes with admissions test.

Afternoons: Monday & Friday off;

Tuesday: Alternately 'Culture & Critical Understanding' class run by CELT and join ongoing UWA lectures in a science/engineering related subject of student's choice

Wednesday: Volunteering through UWA Guild Volunteering

Thursday: Alternately 'Innovation Project' run by CELT and Student Society Workshop run by UWA student clubs.

On the basis of this proposal, it was decided to publicize the program for the 2019 school year. Recruitment meetings were held on 12/25 2018 and 1/23 2019. There were 4 applications for the 1/25 application deadline. Additional recruitment meetings are scheduled for 2/8 and 2/15. In addition, the course "International communication for Science and Engineering" was made into an Open credit course and discussions are underway to recruit students from other faculties. (See p x & Y for recruitment materials).

In preparation for the new program, one student participated in a student internship at UWA ICRAR and attended language school at UWA CELT from July 12 – September 28 2018. The internship and language study proceeded smoothly. The student had a very high English level from the outset, and discussion corroborated the suggestion from other students with high functional fluency, that removing the language study requirement to allow for more time in the research lab would be more beneficial. The lab work was well-structured and well supported by ICRAR and the student was able to access a wide variety of learning opportunities. A problem occurred with the accommodation arranged by ICRAR through Air B'n'B website. GDO expressed concern when ICRAR first informed us of the accommodation plan, but ICRAR gave assurances. The student was placed in an uncomfortable situation, and was relocated immediately when ICRAR became aware of the extent of the problem with the Air B'n'B host. ICRAR has since provided statements that make clear that the student was in no way to blame for the accommodation problem, and that they would take full

GOES Perth 西オーストラリア大学とCELT語学学校海外研修 10週間案内

UWA/CELT Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
1st Class 8:30 - 10:30 am	English Class	English Class	English Class	English Class	English Class
Break (15 min.)					
2nd Class 10:45 am - 12:45pm	English Class	English Class	English Class	English Class	English Class
Lunch (1 hour)					
Afternoon Program (1:45pm - 4:45 pm)	Free Time	Critical Thinking & Cultural Understanding	UWA Guild Volunteer Experience	UWA Student Society Workshop	Free Time
		UWA Lecture Audit		Innovation Project	

午前：General English：語学学校；鹿大生以外も合流する可能性あり。

午後：GOES 学生のみ（予定＊）
土曜日・日曜日は休日です。

週替わり

火曜日は週ごとに交互に受講
Critical Thinking & Cross-cultural understanding：批判的思考と豪州文化（5回、3時間ずつ）
Lecture Audit：UWA各自で選んだUWAの理工系授業に参加（5回、3時間ずつ：1授業＝～90分）

UWA Guild Volunteering

：3週間目から、毎週水曜日午後、ボランティア活動
（内容は学生の能力や希望と地元のニーズで決める）（7回）

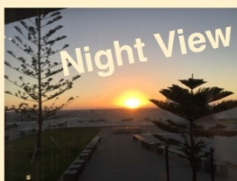
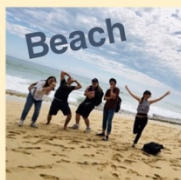
週替わり

木曜日は週ごとに交互に受講
UWA Student Society Workshop：UWAの学生組織が用意するワークショップから選択。以下のテーマを予定。
テーマ：物理、ロボット、石油、義足（5回、3時間ずつ）
Innovation Project: グループごとで革新的技術開発プロジェクト+発表に参加。（5回、3時間ずつ）

GOES Perth 西オーストラリア大学とCELT語学学校

新海外研修!

Kagoshima
Sister City, Perth



西オーストラリア大学 UWA と CELT 語学学校
 大学院オープン科目・10 週間 4 単位

国際コミュニケーション海外研修

パース市・鹿児島市と姉妹都市

募集期間
 2月～4月15日
 2019

理工学研究科 グローバル人材育成支援室 099-285-3060
 globaljinzai@gm.kagoshima-u.ac.jp
 建築棟 1 号 1 階 月曜日～金曜日 9:00～17:00

UWA/CELT Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
1st Class 8:30 - 10:30 am	語学学校	語学学校	語学学校	語学学校	語学学校
Break (15 min.)					
2nd Class 10:45 am - 12:45pm	語学学校	語学学校	語学学校	語学学校	語学学校
Lunch (1 hour)					
Afternoon Program (1:45pm - 4:45 pm)	Free Time	批判的思考と豪州 文化 授業 UWAの授業に参加	UWA Guild 人材 ボランティア 活動	UWA学生組織が 用意する ワークショップ 革新的技術開発 プロジェクト	Free Time

説明会
 2月19日・3月27日
 4月4日 17時～
 工学部共通棟 202 室2階

午前：語学学校で鹿大生以外も合流する可能性あり。
 午後：鹿大生学生プログラム：地元学生と交流可能性あり。
 火曜日・木曜日の2項目は週ごとに交互に行います。
 土曜日と日曜日の終日、月曜と金曜の午後は休みです。

期間	2019 7月13日 ~ 9月21日 (10週間)
全研修費用	¥1,020,000*
支援金	¥446,940**
学生費用	¥573,060
最少催行	10名
対象学生	M1, 2 全員

*研修費用、支援金は、参考金額です。平成30年度からの状況の変化・研修内容の変更、参加総人数、為替レートなどによって実際金額は変動しますので、ご注意ください。金額が確定次第、改めてご案内いたします。
 ***支援金を受けるには成績の条件があります。具体的な条件は支援室までご相談下さい。
 (外国為替レート 1 AUD = 90 円 で試算)



Ongoing Program Development & Support: San Diego

Kagoshima University GOES* Study Program 2018 *Graduate Overseas Engineering & Science			
Dates (June 23-Sept. 8 ; 11weeks)	June 25- Aug. 3 (6 weeks)	Aug. 6 – 17 (2 weeks)	Aug. 18 – Sept. 7 (3 weeks)
Program	Intensive English for Communication B	Future Technology Study Program	Independent Regional Study
Institution/ organization	San Diego State University American Language Institute	San Diego State University Faculty of Engineering Research Foundation	Various
Supervisory support	Staff at ALI	Mr. Donovan Geiger (SDSU Student Affairs) Dr. Kee Moon (SDSU Professor, Mechanical Engineering) Ms. Bo Causer (KU Global Development Office)	Mr. Noriyuki Mori; Various
Residence	Homestay San Diego	Vantaggio Suites State Street San Diego	Vantaggio Suites State Street San Diego
Visa	F1	F1	F1
Program Details	Students will fully participate in all aspects of the ALI IEC (B) study program.	Students will fully participate in all aspects of Dr. Moon's study program..	Students will carry out a case study of one company or organization in San Diego, with the aim of contributing to local development in Kagoshima, as part of the university's Glocal Education initiatives.

Five students visited San Diego from June 23 – September 9 2018. First students studied for 6 weeks at SDSU ALI as they have each year, while staying in homestay arranged through ALI. They then moved to Vantaggio Suites dormitory accommodation while they attended the 2 week SDSU Engineering program run by Dr. Kee Moon in the Department of Mechanical Engineering. Finally they spent two weeks volunteering in San Diego.

This year, although Dr. Moon had asked for 10 participants in order to run the program, he fortunately agreed to accept just five. The program ran well. Students were impressed with the language and culture classes and outings arranged by Donovan Geiger in the Student Affairs office, and Dr. Moon's new lab facilities were impressive and the students felt it was a good experience. During the program, GDO staff discussed future iterations of the program with Dr. Moon. An agreement was reached that if sufficient student numbers could not be recruited for 2019, that he would still welcome us when we could gather more students. Due to student feedback this year it seems that this would be a good two-four week standalone program.

This year all students were placed in San Diego volunteer spots by GDO with the help of Noritake Mori, our local 'Friend of Kagoshima University'. Two students volunteered at the RH Fleet Science Museum, as in the past. Mr. Mori introduced YuYu Magazine, a Japanese newspaper company that also publishes a free guidebook to San Diego. One student who was interested in sales & marketing volunteered there. In a meeting with GDO staff, the human resources officer at YuYu said they would be happy to have other Kagoshima University students for short or longer term volunteer positions, if they have some layout and design skills. One student was able to find a volunteer position at a SDSU lab, thanks to a connection

through his supervising professor at KU. The final student had difficulty finding a place as their goals and skills were not clear. Dr. Moon kindly let this student volunteer in his lab to work on a 3D design project. Arranging the volunteer positions was difficult, but by keeping expectations in line with reality, students were able to find positions that worked well.

Finally, this year GDO staff 'dropped in' halfway through the 11 week period, rather than accompany the students to San Diego at the beginning of the trip. ALI's airport pick-up orientation sessions were sufficient for the students to feel comfortable and arrive safely. It was helpful for GDO staff to be present once the support from ALI was over. In addition, the GDO staff visit at this stage was important because the volunteer placements had not been confirmed, with the exception of the RH Fleet placements. GDO staff was able to meet with all other potential volunteer supporters during this visit, and succeeded in confirming the final three students' placements. In addition, students found it helpful to get fresh encouragement and face-to-face support from 'home' at this stage. Although it may not be possible for GDO staff to visit partway through each overseas program, it may be worth considering individual video chats at this stage as part of student support.

Ongoing Program Development & Support: New York

There were no applicants for a student internship position at CUNY City College New York Grove School of Engineering in 2018. In August 2018, Dr. XX Kawaji, the supervising professor from the Grove School of Engineering visited our campus, and met with a mechanical engineering student who was interested in the student internship. It was determined that the field of study was not a good match. Although no students from Kagoshima University participated in this program in 2018, Dr. Kawaji agreed to extend the program for 2019.

Other Support:

Hawaii University Manoa

GDO provided assistance with arranging the J1 visa for a 1st year Masters' student in the Department of Electronics and Electrical Engineering for a 3-month student internship at Hawaii University Manoa. In addition, the student received credit for the International Communication for Science and Engineering course. To qualify, the student enrolled in language school independently, and submitted a weekly diary report; made a presentation in English on return; and submitted before & after scores for TOEIC. The diary was helpful in checking on student safety. The student had a TOEIC score of over 600 prior to departure, and student feedback on the course suggested that although attending language school has some benefit, spending more time in the lab would have been preferable and that there were plenty of opportunities to communicate in English with other lab members.

HESO Lausanne, Switzerland

GDO provided students from the Department of Bioinformatics with advice about arranging their travel and applying for funding to take part in a 3-month student internship at HESO Lausanne, Switzerland. The students did not enroll in the International Communication for Science and Engineering course, and did not participate in language school during the study abroad period. As a result, there is no way to compare their English ability prior to the experience and after, however casual discussion with the students revealed that they had plenty of opportunities to communicate in English with local students.

Global Professional Week

In order to increase student awareness and enthusiasm about study abroad, a weeklong series of events was held in November 2018. The week was kicked off on Monday 11/ with a lecture by Prof. Kotaro Nakamura, dean of SDSU Faculty of Art & Design. He spoke on architecture in America and career development as a Japanese living abroad. A presentation on university-wide resources for global professional development was planned for Tuesday, but was canceled when attendees failed to show up. On Wednesday GOES 2018 participants gave presentations on their experience abroad. The week closed with a presentation on presenting at international conferences, on Thursday (Friday being a national holiday). The decision to hold Global Professional Week was made quite close to the date, and there was not a lot of time to publicize it. Attendance was sparse, but better than expected. (Posters below).



理工学研究科

Global Professional Week

グローバル人材
シンポジウム
週間



Monday 11/19	Tuesday 11/20	Wednesday 11/21	Thursday 11/22	Friday 11/23
<p>13:00 ~ 14:20 サンディエゴ州立大学 中村 光太郎教授 アメリカの建築 とグローバル人材 キャリア 建築棟 2号館 01 教室</p>	<p>10:30 ~ 11:30 鹿児島大学内 グローバル人材 支援説明会 工学部共通棟 101 講義室</p> <p>13:30 ~ 15:30 海外研修 個人カウンセリング グローバル人材 育成支援室 建築棟 1号館</p>	<p>12:50 ~ 14:20 GOES 海外研修 参加学生報告会* 建築棟 1号館 レクチャー ルーム</p> <p>14:30 ~ 16:00 GOES 海外研修 参加学生交流会と 海外研修 ワークショップ* 建築棟 1号館 レクチャー ルーム</p>	<p>13:00 ~ 14:00 海外研修 個人カウンセリング グローバル人材 育成支援室 建築棟 1号館</p> <p>14:30 ~ 16:00 国際学会 英語発表方法 ワークショップ 工学部共通棟 101 講義室</p>	<p style="font-size: 2em; color: red;">祝日</p> <p>(金曜日の授業あり)</p>

* GOES 海外研修参加学生交流会および海外研修ワークショップは事前申込が必要です。右のQRコードからお申し込み下さい。上記以外のイベントへの参加は申込不要です。お気軽にご参加下さい。



Kotaro Nakamura, Principal, RNT Architects
中村 光太郎 所長 RNT 建築事務所
 Director, School of Art + Design, San Diego State University, California
 学科長、美術・デザイン学科、サンディエゴ州立大学 カリフォルニア州
講演会
アメリカの建築とグローバル人材キャリア

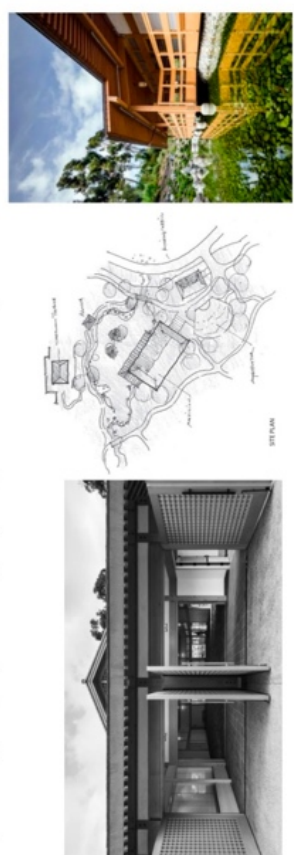
11月19日(月)
13:00 ~ 14:20
 建築棟2号館01教室

**グローバル人材
 シンポジウム週間
 初日企画**

理工学研究科の大学院生
 理学部生・工学部生
 お気軽にご参加下さい。
 このイベントへの参加
 は申込不要です。



サステイナビリティ・レジリエンス・文化



GOES
**海外研修
 参加学生
 報告会**



GOES 参加学生報告会

12:50 - 12:55	挨拶：理工学研究科 本間研究科長
13:00 - 13:15	化学生命・化学工学専攻 森美詠
13:15 - 13:30	化学生命・化学工学専攻 矢田 将之
13:30 - 13:45	機械専攻 村上 幸太郎
13:45 - 14:00	物理宇宙専攻 和田 晃司
14:00 - 14:15	物理宇宙専攻 白濱 透
14:15 - 14:20	挨拶：グローバル人材育成支援室 半田室長
海外研修ワークショップ・参加学生交流	
14:30 - 14:35	ワークショップ説明：グローバル人材育成支援室 ポウ室員
14:35 - 14:50	ローテーション1 (Daily Life/Homestay/Study/2019 Programs)
14:55 - 15:10	ローテーション2 (Daily Life/Homestay/Study/2019 Programs)
15:15 - 15:30	ローテーション3 (Daily Life/Homestay/Study/2019 Programs)
15:35 - 15:50	ローテーション4 (Daily Life/Homestay/Study/2019 Programs)
15:55 - 16:00	挨拶：グローバル人材育成支援室 藤崎室員

III English Support

English Workshop

For Q1, English Workshop was held to prepare GOES students for their study abroad experience. Topics covered were: language for homestay; language for daily use around town; language for making friends; language for emergencies. In addition there was demand for an IELTS workshop for two undergraduate students from Bioinformatics, and occasional drop-in visits from students who wanted to speak English. In Q2 the GOES students departed, but the other workshops continued. Also in Q2, a workshop for Technical division staff was established, on the basis of what had become regular weekly visits from a staff member to speak English. A second staff member joined the newly established workshop, and this workshop continued through the summer. Third and fourth staff members joined occasionally, but found the level to be too difficult.

In response to the needs that emerged in Q1 and Q2, a series of workshops was formalized for Q3/Q4. *Brush-up English* is for students who had been overseas and wanted to continue using English face to face, and three undergraduates who had joined P-SEG study abroad became regular members, joined sometimes by others. *IELTS English* is for students studying for the IELTS test. The workshop for Technical Division staff was expanded, with a lower level workshop on Friday mornings and a higher level workshop on Friday afternoons. These were called *Staff English* and *Staff English +* so as to be open to any interested staff. After this schedule was announced in the Professor's meeting, two faculty members asked to join, separately. At first they joined the *Staff English +* session, but although the faculty members were comfortable with the arrangement, the other staff did not feel at ease, so separate workshops were arranged. In addition to these workshops, two graduate students from Bioinformatics requested a series of workshops to help them prepare for international conferences. These were held twice a week from November to January. (Schedule shown below.)

GDO English Workshops November 2018 - January 2019					
	Monday	Tuesday	Wednesday	Thursday	Friday
10:00 - 11:00					Staff English
11:00 - 12:00	Dept. Study Group 情報生体				
Lunch					
1:00 - 2:00			Dept. Study Group 情報生体		
2:00 - 3:00				IELTS Speaking	
3:00 - 4:00			Brush-up Speaking		
4:00 - 5:00					Staff English +

Brush-up Speaking	Talk about various topics each week to keep up your English (海外に興味ある学生)
IELTS Speaking	Challenge yourself to speak a lot for test preparation (TOEFL/TOEIC 他・英語試験に頑張る学生)
Speaking for Science	Practice describing data and giving opinions (論文・学会・英語発表ある学生)
Staff English	Basic conversation for university staff (職員)
Staff English +	Advanced English for university staff (職員)
Dept. Study Group	Students within a department form an English study group.

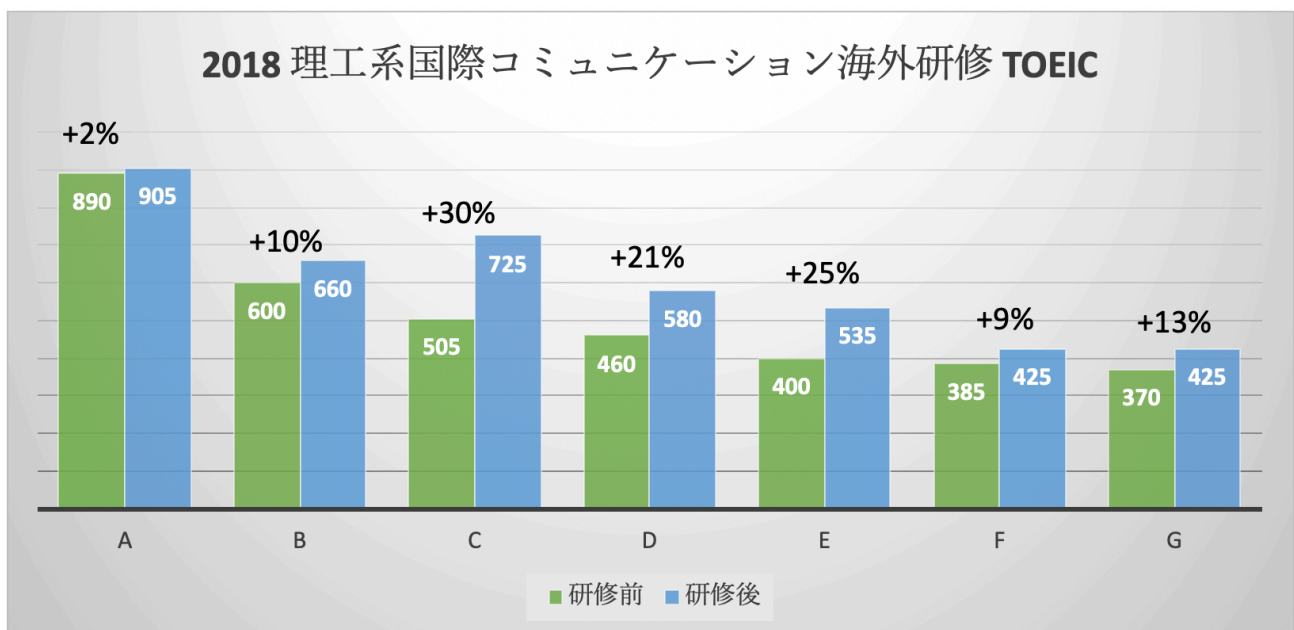
*申し込む事がありません。自由で参加して下さい。場所は建築棟1号 グローバル人材育成支援室です。
他の時間・他のワークショップを希望する場合には、ボウ先生に連絡して下さい：8104・bcauser@gm.kagoshima-u.ac.jp

Other English Support

GDO provided additional English support to the Graduate School of Science and Engineering by proofreading content for its official web page. In addition several errors or parts that contributed to a negative user experience were identified on the English version of the website, though there was no system in place to report these. (Due to the page design, screenshotting and annotating each of the pages would not have clearly identified the problems, as there were also problems with relationships between the pages, and the issues were difficult to describe in writing without lengthy and detailed descriptions, which would hinder adoption.)

Also, GDO provided proofreading assistance to several professors from various departments in the Graduate School of Science and Engineering. Throughout the course of the year students and professors visited for assistance with presentations, or English study. The greatest number of visitors came from Architecture and from Bioinformatics. The smallest number of visitors came from Bioscience, Electrical Engineering and Ocean Civil Engineering, and no visitors came from Earth Sciences or Mathematics.

English Ability & TOEIC Analysis for 2018 overseas study participants:



The graph above includes 5 students who participated in the San Diego GOES Program (C – G), the student who went to Perth, Australia (A) and the one who went to Hawaii (B).

Students A and B had the highest pre-departure TOEIC scores, as high scores were a requirement for their participation in partial lab internships. A's score improved only slightly, but A self-reported a significant increase in confidence in using English to fully participate in research. B's score increased a little, and B also self-reported an increase in confidence. Both

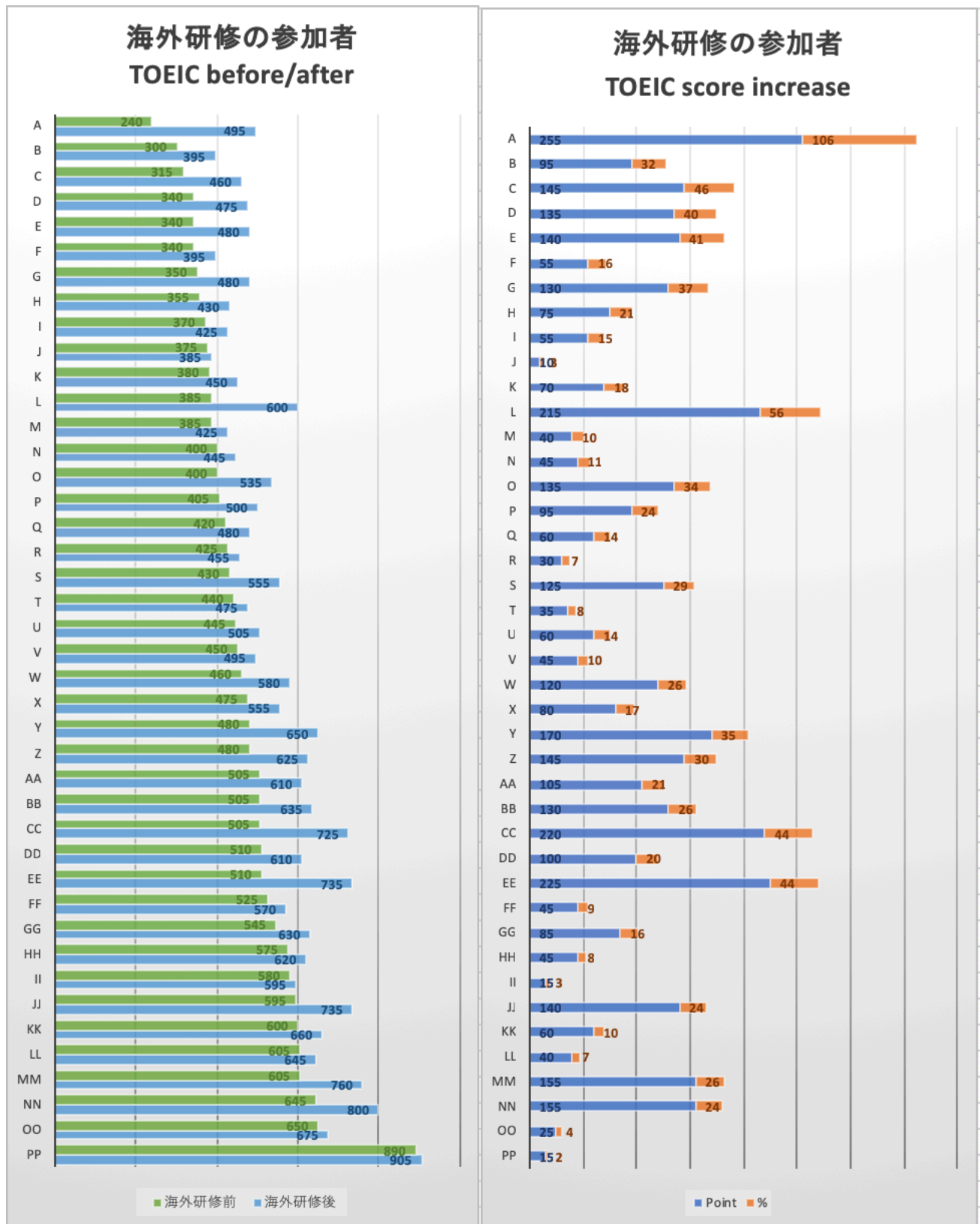
A and B felt that attending language school did not have a significant effect on their confidence or language ability, but that the lab experience contributed greatly to their growth. Students A and B also took the M1 course, “Academic English for Global Science & Engineering Professionals” prior to departure, where they gave presentations in English. Comparing these with presentations given on return from overseas, A’s presentation skills, which were already very strong, did not exhibit significant improvement. B’s presentation skills improved significantly.

Students F and G had the lowest pre-departure TOEIC scores and also showed slight improvement on return. Student F took the M1 course, “Academic English for Global Science & Engineering Professionals”. Comparing presentation skills in the course and on return, a slight improvement in speaking was demonstrated. Student F was initially completely reliant on reading from a prepared script, but on return made a greater effort to speak without scripting. Grammar and vocabulary were still significant hurdles, but F showed greater willingness to try and make mistakes after returning from studying abroad, than they did prior to departure. Student G did not take the M1 Academic English course, but did join pre-departure English tutorials. Due to their studies, they were only able to attend sporadically, but they were an enthusiastic participant when they could join. Student G had significant difficulty formulating sentences when speaking prior to departure, however their presentation on return showed significant improvement in this respect. Observation of G’s language use leading up to the study abroad experience, during the trip, and on return, suggests that the TOEIC score is not reflective of this student’s abilities, and that there are likely other factors (mis-match between test design and the student’s cognitive strengths) that contribute to a lower score.

Students C, D and E all demonstrated significant improvements in TOEIC score. Neither student C or E took the M1 Academic English course, although they sometimes participated in pre-departure English tutorials. Student D did take the course, although there was little improvement in presentation skills. A major contributing factor to this was student D’s time management, which prevented them from having time to practice before presenting. In daily conversation, all three students were better able to converse with minimal hesitation after the study abroad experience, in comparison with before.

Overall the result for 2018 produced a bell curve, where students with initial TOEIC scores that were high or low showed only slight improvement, whereas students with mid-range scores showed greater improvement. It’s necessary to look at these scores in the context of previous years to discover whether the pattern holds true. The next section looks at the TOEIC scores for all 理工系国際コミュニケーション海外研修科目 students from the first iteration of the course in 2015, to the most recent in 2018.

TOEIC Analysis for 理工系国際コミュニケーション海外研修科目 2015-2018



The two charts on the facing page show TOEIC scores for students who studied abroad for 理工系国際コミュニケーション海外研修科目 from 2015 to 2018, before traveling overseas, and on return. The chart on the left (green/blue) shows total scores before and after the overseas study experience, and the chart on the right (blue/orange) shows the number of points and percentage increase in score.

Previous reports have analyzed scores in relation to observed ability, based on GOES program location and individual traits. This report attempts to explain trends in score improvement. Scores for five students have been removed from the charts above, as these students had lower scores after participating in study abroad, than before. These 5 outlying cases will be addressed later in this report.

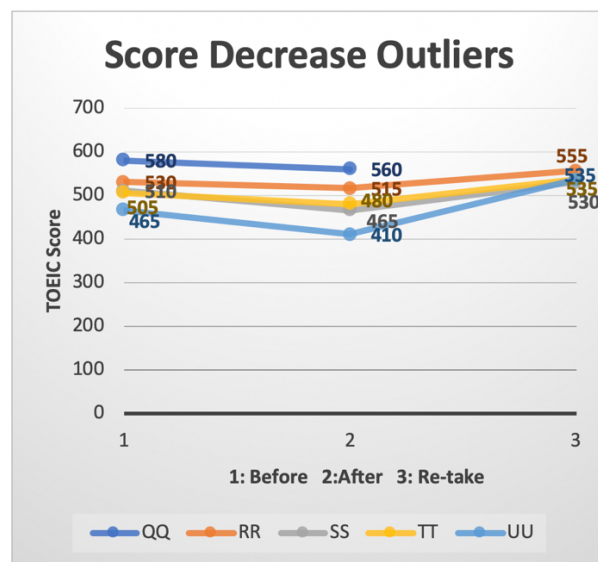
The chart of TOEIC scores before and after studying abroad is ordered from lowest to highest pre-departure score (green). The lowest pre-departure score is 240, and the highest is 890. The lowest post-study score is 385, and the highest is 905. The average pre-departure score is 465, and the average post-study score is 563, with an average improvement of 98 points. The median pre-departure and post-study scores are 460 and 580 respectively. The overall distribution of improvement is uneven, as we can see by looking at the post-study scores (blue) in relation to the pre-departure scores (green).

In order to better understand the improvement in scores, a chart (right) was made showing the total point improvement and percentage improvement (blue and orange respectively) for each student. These correspond to the pre-departure and post-study scores on the left. In general we can see that the greatest improvements were made by students with scores far below average, and just above average, while high-scoring students and students with below average scores made the smallest gains. However, it's important to compare point gains with percentage gains, as these are not always the same, and in some cases students improved by a greater percentage than in terms of raw points. For example, the top three point improvements were made by students A, EE, and CC, with improvements of 255 (106%), 225 (44%), and 220 (44%) points respectively. However, we can see the gains in a better light by considering improvement as a percentage. While student A had both the greatest point and percentage improvement at 106%, students L and C had greater percentage improvements than students EE and CC, with L improving by 215 points but by 56%, and with C improving by only 145 points, but by 46% overall. We can see that total point gains do not tell the whole story. On the other hand, the three students with the smallest margin of improvement were J (10 points, 3%); II (15 points, 3%); and PP (15 points, 2%). This was true both for total point improvement and for percentage improvement.

The average percentage improvement was 24%, and this was achieved by students P, JJ, and NN with point improvements of 95, 140, and 155 respectively. 16 students scored above average, and 23 scored below average. Of those that scored below average, 7 students made

gains of less than 10%, and 3 students made gains of 20% to 23%. Of those that scored above average, 9 improved by 25-35% and only 2 improved by over 50%. The median score is 20%. Based on the above information, we can reasonably expect the majority of students to improve their TOEIC score by 10~35 %. However, some students will improve by much more, or by less.

It is also important to consider the data for the outliers who achieved negative scores on return. In all such cases, students gave reasons of being either ill or distracted by some other factor such as having a major presentation immediately before or after the test, or due to pressure from having forgotten about the test and rushing in at the last possible minute. Students in this group scored 15 (-3%), 20 (-4%), 25 (-5%), 55 (-11%), and 55 (-12%) points lower on return. All but one student (-4%) was given the option of re-taking



the test, and in those cases, all students improved their score over the pre-departure test. With the exception of QQ, who dropped 55 points (-12%) but then gained 70 points (+15%); students who re-took the test improved only slightly (4~6%), suggesting that the reasons given for doing poorly on the first test after returning may not have had as much impact as students attributed to them. Moreover, students in this group scored close to or above average for Science and Engineering students as a whole, based on 2015 faculty-wide TOEIC data, indicating that learning English was not a particular weakness for those students. It may be valuable to more closely examine other gains, beyond the TOEIC score, that students with improvements of less than 10% made, in order to assess the value of both the overall program and the value of TOEIC as an assessment tool.

IV 室員感想文集

平成30年度グローバル人材育成支援室の活動から思うこと

特任助教 藤崎 文乃

平成27年より大学院理工系イノベーション海外研修プログラムを開始し、今年度が4年目となります。今年は大学院生6名が本プログラムに参加し、北米サンディエゴや豪州パースへ派遣することができました。毎年、全てが順調に進むことはありません。今年度も幾つかの困難がありましたが、参加学生全員が無事に研修を終了し、帰国することができましたことを大変嬉しく思います。

特に、今年度は新しく研修地に豪州パースを加え、西オーストラリア大学附属英語学校や International Centre for Radio Astronomy (ICRAR) での研修を実施することができました。支援室では、新しく研修地を開拓するため、昨年2月には、支援室室長をはじめとする室員達で豪州パースを訪問し現地調査を行いました。その際、西オーストラリア大学や同大学附属英語学校、International Centre for Radio Astronomy、在パース日本国総領事館の方々との協力関係を築くことができ、支援をいただけたことが研修遂行に繋がりました。

北米に限らず、豪州パースにおいても研修を展開できることは、参加を希望する学生にとっても選択肢が増え、海外で活動する機会や可能性を広げることができたように感じます。

今後も、より多くの学生に本プログラムや海外での活動に関心を持ってもらう活動を進めます。しかし、日本学生支援機構(JASSO)奨学金や本学海外研修支援事業の支援があるとは言え、学生自身の希望や費用確保、保証人や指導教員の同意など参加の決断に至るまでには、学生にとって多くのハードルがあることも事実です。

支援室では、本プログラム実施における研修費用の軽減や海外での危機管理などの課題に、試行錯誤してきました。これからも、よりいっそう多くの学生が鹿児島から海外に飛び出し、グローバルなキャリアを築く機会を提供できるように努めて参りたいと思います。

そして、今年度も本プログラムを実施することができたのは、研究科長をはじめとする支援室長、副室長、指導教員、関係事務職員、現地受け入れ大学教員や鹿児島大学友好大使らのご協力のおかげです。ご支援をいただいた皆様に心より御礼を申し上げます。

GDO 2018 Reflection

Each year there are fewer recruits for the GOES study abroad program. Although cost is often cited as a factor, it doesn't explain the decline: In the first year there were 14 participants; this year there were only 6, yet the cost has not changed significantly. The content of the programs has changed slightly. While each iteration of the GOES program has included language school and some form of science and engineering related study, using the word 'internship' to promote the program is problematic. In many countries true interns earn a wage, and must have a specialist visa. In addition, national professional organizations often have strict guidelines about internships that their members must follow. As a result, the number of internships are limited and highly competitive. Graduates from around the world compete, and many can exceed minimum English language requirements. Students enrolling in the GOES program cannot meet high language requirements, and often lack the extracurricular experience that would allow them to compete at an international level. Indeed, the GOES program was originally developed with the aim of helping students overcome this deficit. Furthermore, in the USA, students on the F1 visa issued by the language school can only volunteer for charitable, humanitarian organizations according to visa regulations. This significantly limits the type of activity students can legally be involved in. Thus, although students are attracted by the idea of participating in an overseas internship, they rarely qualify for a true internship and we can't promise internship experience in recruitment materials.

Recruitment is another area that GDO needs to improve on. This year Global Professional Week was held to generate interest in study abroad, but due to its sudden inclusion in the calendar, there was not enough time to promote it and participation was low. Promotion of promotion events as well as promotion of the GOES program itself needs to be more deeply examined. In addition, it would be worthwhile to study and identify the factors that are contributing to declining participation. Suggestions for areas of further examination are: economic: program costs; educational: interference with regular study; geopolitical: student sense of safety in travel destinations; information: awareness of the program and its benefits; social: student beliefs about studying abroad and the need for English; personal: student and family beliefs about their relationship to extra study opportunities.

Finally, although the GOES program is the main activity of the GDO, there are many small ways in which it contributes to the globalization of the Graduate School of Science and Engineering, from English language education for both students and staff, to assistance with preparation for international conferences and English research, to academic and career counseling, to assistance with publicity. While GOES is the main reason for the existence of GDO, these small services make it an integral part of the Graduate School of Science and Engineering.

Bo Causer, Program Coordinator (特任助教)