

## (6) 連携の広がり

### ア 延世大学

#### ① オンライン交流

日時 令和3年6月16日 韓国語授業 韓国

参加 韓国語選択者

内容 延世大学学校紹介



#### ② MOU協定の締結

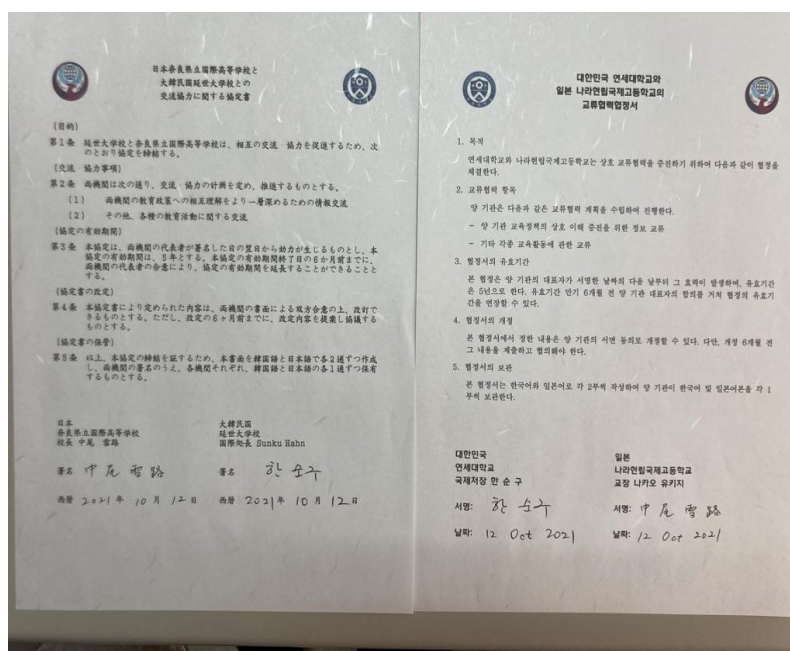
締結日 令和3年10月12日

締結者 延世大学校 国際処長 Sunku Hahn

奈良県立国際高等学校長 中尾 雪路

締結内容

- (1) 両機関の教育政策への相互理解をより一層深めるための情報交流
- (2) その他、各種の教育活動に関する交流



## イ コリブリ（日仏高等学校ネットワーク）への加盟

入会日 令和3年9月15日

ネットワークは、本憲章に定められた条項を尊重するという条件で、原則として日本でフランス語を教える日本の教育機関とフランスで日本語を教えるフランスの教育機関に開かれている。

目的

- (1) 日仏両国の友好関係を深める。
- (2) 日仏両国の教育的交流を促進する。
- (3) 日本におけるフランス語教育、およびフランスにおける日本語教育を支援する。
- (4) 多様化する異文化への理解を深めさせ、視野の広い人間を育成する。

これらの目的は、優先的に日仏の高校間における生徒の留学によって実施されるが、教員の交流、研修、テレビ会議、教材作成など、その他の交流形態も含むこととする。

## ウ 立命館アジア太平洋大学研修

### (ア) 立命館アジア太平洋大学教員研修

#### Teacher Training at Ritsumeikan Asia Pacific University (APU)

##### (1) Introduction

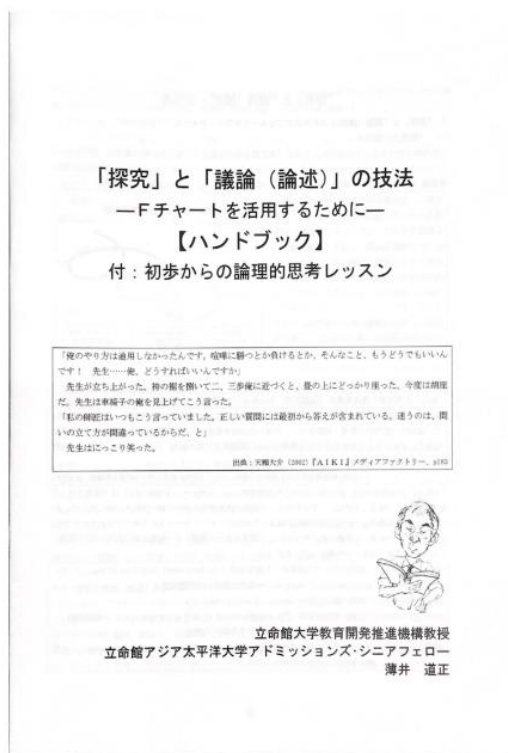
I had the privilege to attend a training seminar about methods in research, 「探究」と「議論(論述)」の方法, presented by Professor Usui Michimasa held by Ritsumeikan Asia Pacific University in Beppu City, Oita from 11/21st-22nd, 2022. The two day program consisted of a four hour seminar followed by a tour of the campus and a discussion with current students about the school.

##### (2) Training Seminar on 11/21/2021

On the morning of the 21st, I and a colleague from Kokusai flew to Oita, Kyushu for the training seminar. On the first day, we learned about methods regarding research by Mr. Usui. From the seminar, I picked up a few key points that I was able to apply to my own classes. The first point was 「生徒に体験させる」 in which students must *experience* what they are researching rather than just look up the necessary information. For example, to gather information, one can actually go out into the field and do a survey. The second point I found to be interesting was 「驚きを探す」 which should be the starting point to why we want to do research in the first place. For example, at the seminar, Mr. Usui showed us statistics about schools in Japan with western style buildings. Although it would be presumed that Tokyo would have the most buildings of all prefectures, it was not actually the case. The prefecture with the most buildings turned out to be Nagano prefecture. This serves as a “surprise” that sparks our interest and motivates us to get up and research the question “Why?” He then went on to say that without the “surprise”, there is no motivation to go out and research. Because of this, finding one’s own spark of interest will motivate students to go out and research on their own.

The third point Mr. Usui brought up doing research as if you are putting together a story. For example, he showed us a painting and asked the session “Why is there a dog in the painting?” From there, we researched why dogs are included in paintings and what meaning they had in paintings at that time period. In this manner, we could research each piece of the painting and put together a whole story of the meaning of the entire painting. When researching, it is best to look at all parts of the topic and put everything together into one story. The final point Mr. Usui brought up in his seminar was that it is perfectly fine to fail in the process of research. The most important aspect of research is the “experience” of trying to find a solution and getting to better know the topic rather than finding the ultimate solution. One is inspired by a “surprise” and then goes onto research a topic. The experience of researching the topic leads to understanding of the topic leading to more questions completing the research cycle.

Ritsumeikan Asia Pacific University (APU) campus



seminar handbook used during Mr. Usui's lecture

### (3) Campus Tour on 11/22/2021

On the second day, we went on a campus tour. A few aspects of the school which struck me was that there was a language learning room with a library of books in many different languages. Students of all cultural backgrounds were welcome to look through these books in foreign languages. There were also classes conducted for students hoping to study Japanese as a second language as well as test preparation classes for students taking the JLPT. Another aspect that was interesting was that the libraries all had a large selection of Japanese and English books but not only that, the books were mixed together to show the equal importance of both languages. The last thing I found interesting was that the first year Japanese students lived with a study abroad student as part of APU's vision of experiencing cultural differences on campus. During the discussion facilitated by current students at the university, the topic of living and studying with other students of different cultural backgrounds was brought up. Students stated that although there may have been some difficulties living and learning together, the experience of understanding and working through the cultural differences was deemed more valuable than any of their hardships.





language library



books in English and Japanese

#### **(4) Conclusion**

As a teacher at Kokusai High School which strives to develop globally minded students, I will adopt aspects from my experience to enrich my school. I felt that a language room would facilitate not only the acknowledgement of other languages, but also help fuel the passion in our students to go out and become the international citizens we want them to be.

(イ) 令和3年度立命館アジア太平洋大学異文化理解研修実施

目的：立命館アジア太平洋大学は、学生の約半数が約90か国・地域から集まる国際的環境が特色の大学である。そこの留学生との交流を通し、異文化理解を深め、地球的な課題について英語で協議する力を身に付ける。

日時：令和3年11月3日（水）から11月5日（金）

場所：立命館アジア太平洋大学（大分県別府市十字原1-1）

参加者：2年生15名

実施内容

- ・異文化理解・交流研修  
奈良県、国際高校の紹介  
留学生の生活、文化を知る  
質疑応答
- ・「持続可能な社会を目指して」発表  
グローバル探究ゼミ内容、テーマ内容発表  
質疑応答

研修時間内は、全て英語でコミュニケーションをとる。

生徒感想

- ・違う国だからこそその考え方の違いや価値観の違いを知れた。神話の話になったとき、留学生の固定観念にとらわれない意見を聞いて感動した。
- ・日本の社会問題だけではない、他の国でも問題になっているものもあることが分かった。このことを今後のグローバル探究でも活かしていきたい。
- ・学校で学習した中国語や韓国語で挨拶できる機会があり、またその学びが会話のきっかけになったので良かった。あちこちで多言語が飛び交っていて、刺激になった。いろいろな国の文化やルールなどを知ることが大切になってくるこの時代に、良い環境だなと思った。
- ・様々な生き方をしてきた外国の方々と話をし、自分の持っている情報や価値観がいかに小さく、偏っていたということを強く感じた。このような経験を多く持ち、自分を真の国際人に育てていきたい。
- ・国の名前は知っていたけれど、インドに四季があり、雪が降るなど詳しく知らなかったことを知ることができた。
- ・留学生の国の言語を単語で入れるだけで、話が弾むことが分かった。国により食事等にも配慮が必要であることを知った。

