

オンラインによる異文化間協働型の日本文化の授業 COIL の試み —異文化間で活躍できる人材の育成をめざして—

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近年のグローバル化に伴い、国を越え就職する学生が増えている中、カルフォルニア州立大学サンノゼ校では学生の異文化間能力を育成するため、二つの国のクラスを毎週 70 分間オンラインでつなぎ、日米の学生達が協働で学習する COIL という新しい教授法に基づいた実践型の日本文化の授業を実施している。本稿ではまず COIL という新しい教授法を紹介し、次に本稿の理論的枠組みであり、授業内容や活動の決定の際参考にした Bennett (2004) の Developmental Model of Intercultural Sensitivity, Vulpe et.al (2001) による異文化間で効果的に働ける人物像のプロファイル研究、及び Willingham (2007) の批判的思考を紹介する。そして、最後に学生の気づきや批判的思考の促進、相対的視点の育成及び世界観の変容を目的とした異文化間協働型のクラス活動やリサーチプロジェクトの実践報告を行う。

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Collaborative Online International Learning (COIL) in a Japanese Culture Course: Toward the Development of Interculturally Effective Human Resources

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In response to the trend of globalization in recent years, which has seen an increasing number of students seeking employment overseas, San Jose State University has been implementing a Japanese culture course which incorporates a new educational approach called Collaborative Online International Learning (COIL), in which students internationally collaborate to learn Japanese culture using an online connection between two classrooms in the United States and Japan for 70 minutes per week. First, this paper introduces the new approach to teaching and learning with COIL, and then explains the theoretical frameworks to which we referred in formulating the course contents and class activities: the Developmental Model of Intercultural Sensitivity (Benette 2004), a profile study of interculturally effective persons (Vulpe et al. 2001), and critical thinking (Willingham 2007). Finally, this paper reports on the collaborative class activities and research projects we have done to foster in our students an awareness of cultural differences, the habit of critical thinking, the development of a relative point of view and a change in worldview.

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