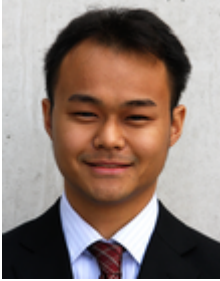


Centers

Center for Strategy of International Programs



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Refereed Journal Papers

[kawaguch-01:2014] A. Danielewicz-Betz and T. Kawaguchi. Preparing Engineering Students for Global Workplace Communication: Changing the Japanese Mindsets. *International Journal of Engineering Pedagogy (iJEP)*, 4(1):55–68, 2014.

Preparing engineering students for global workplace is a growing need as engineering schools not only recognize the value of university experience, but also discover that many of their students do not demonstrate the right skills and mindsets for global success. Fresh graduates frequently lack knowledge of other cultures and languages and, most importantly, of how communication works. This paper reports on a comparative, qualitative-quantitative study (of Japanese and international students with varying foreign exposure) conducted in a Japanese engineering and computer science university (with English as a medium of instruction), where internationalization and increase in global awareness are being promoted. The ever-increasing need for global skills in employees calls for a shift in educational focus and job application strategies. We suggest measures to be taken at tertiary education level that should lead to improvement of the communication and other global skills in Japanese graduates.

Refereed Proceeding Papers

[kawaguch-02:2014] A. Danielewicz-Betz and T. Kawaguchi. Gaining hands-on experience via collaborative learning: interactive Computer Science courses. In *IEEE Interactive Collaborative Learning (ICL)*, page 403–409, 2014.

In this paper we report on the practical outcomes of Software Studio (SS) undergraduate course, but also on a graduate Software Engineering for Internet Applications (SEIA) course, both of which are taught collaboratively by IT and non-IT faculty members. In the latter, students are assigned to projects proposed by actual customers and work together in teams to deliver quality results under time and resource constraints. We are interested in the learning results, such as skills acquired, e.g. by analysing the interaction between students and customers to determine how and to what degree the students transform through project based collaborative learning. As for the SEIA course, the primary goal is to allow students to manage a relatively large number of tools with little prior knowledge and having to work out how

Summary of Achievement

to obtain detailed information about given features, when required. In other words, students have to understand the key ideas of web application development in order to be able not only to apply technical knowledge, but also to successfully interact with all the stakeholders involved. In the process, we look for the added value of collaborative teaching, aiming at equipping the participants with both technical and non-technical skills required for their prospective jobs.

[kawaguch-03:2014] A. Danielewicz-Betz and T. Kawaguchi. Multicultural (mis)communication in IT research labs: Implications for technical communication courses. In *IEEE Professional Communication Conference (IPCC)*, pages 1–5, 2014.

Communication in multinational environment is per se challenging. This difficulty increases even more when interaction takes place in a highly technical setting of a Computer Science and Engineering institution. Additional obstacles emerge due to language impairments (lack of a common language, low proficiency in the language(s) of instruction and/or research). This paper reports on a work in progress study based on the interviews and surveys conducted in 11 research labs, with supervisors of 9 nationalities, and 22 students of 12 nationalities, mostly MSc and PhD students, with 13 of them working as TAs instructing undergraduate students. Altogether, there are currently 21 research advisers of 11 nationalities at our engineering university who have experience supervising international students (45 regular students and 5 exchange students, constituting 5student population), whereby those students predominantly tend to choose, if possible, supervisors with whom they share their native language. Based on the results derived from the interviews and 2 cultural sensitivity and awareness questionnaires, certain observations and recommendations regarding the role of culture in (mis)communication are put forward, with differences in supervisor-students perception and levels of cultural awareness pointed out.

Academic Activities

[kawaguch-04:2014] T. Kawaguchi, 2014.

<http://www.jahrd.jp/>

[kawaguch-05:2014] T. Kawaguchi, 2014.

<https://www.jafsa.org/>