

APAIE 2024



PERTH, AUSTRALIA 4-8 MARCH 2024

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Collaborating for sustainable impact: partnerships across the Asia Pacific

APAIE Perth 4 - 8 March 2024



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Session 10F: Weds 6th March, 15:15 – 15:45

**Immersion Learning Experiences: Creating, Collaborating,
and Connecting**

Brian Masshardt
Musashi University, Japan

Chair
Brian Masshardt
Musashi University, Japan

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Immersion Learning Experiences: Creating, Collaborating, and Connecting



Presented by

Dr. Brian Masshardt

Associate Professor, Musashi University

Created in Collaboration with

Dr. Katherine Barrand & Dr. Tony Chalkley

Deakin University, Faculty of Art and Education

PROGRAM BASICS

- Since 2014
- Faculty-led by Deakin University (Arts & Education)
- Hosted at Musashi University
- Eight: Immersion Learning Experiences (ILE) (2014-2019, 2022-23)
- Two: Virtual Immersion Programs (VIP) (2020-2021)
- Approximately 200 Deakin students “experienced Japan”
- Transnational issues
- A holistic approach to learning and experiencing Japan

“STUDY TOUR”



ILE

A short-term, intensive, immersive, collaborative, situated program designed to induce culture shock with the aim of promoting reflection and enabling students to become active global citizens.

THE GLOBAL CITIZEN

“A global citizen is someone who identifies with being part of an emerging world community and whose actions contribute to building this community’s values and practices. Such a definition of global citizenship is based on two assumptions which this article explores: (a) that there is such a thing as an emerging world community to which people can identify; and (b) that such a community has a nascent set of values and practices.”

-“What Does it Mean to be a Global Citizen?” Ron Israel, openDemocracy UK, 13/02/13

DELIBERATE DISORDER



Towards a sustainable future for international education in the Asia Pacific

APAIE Perth: 4-8 March 2024

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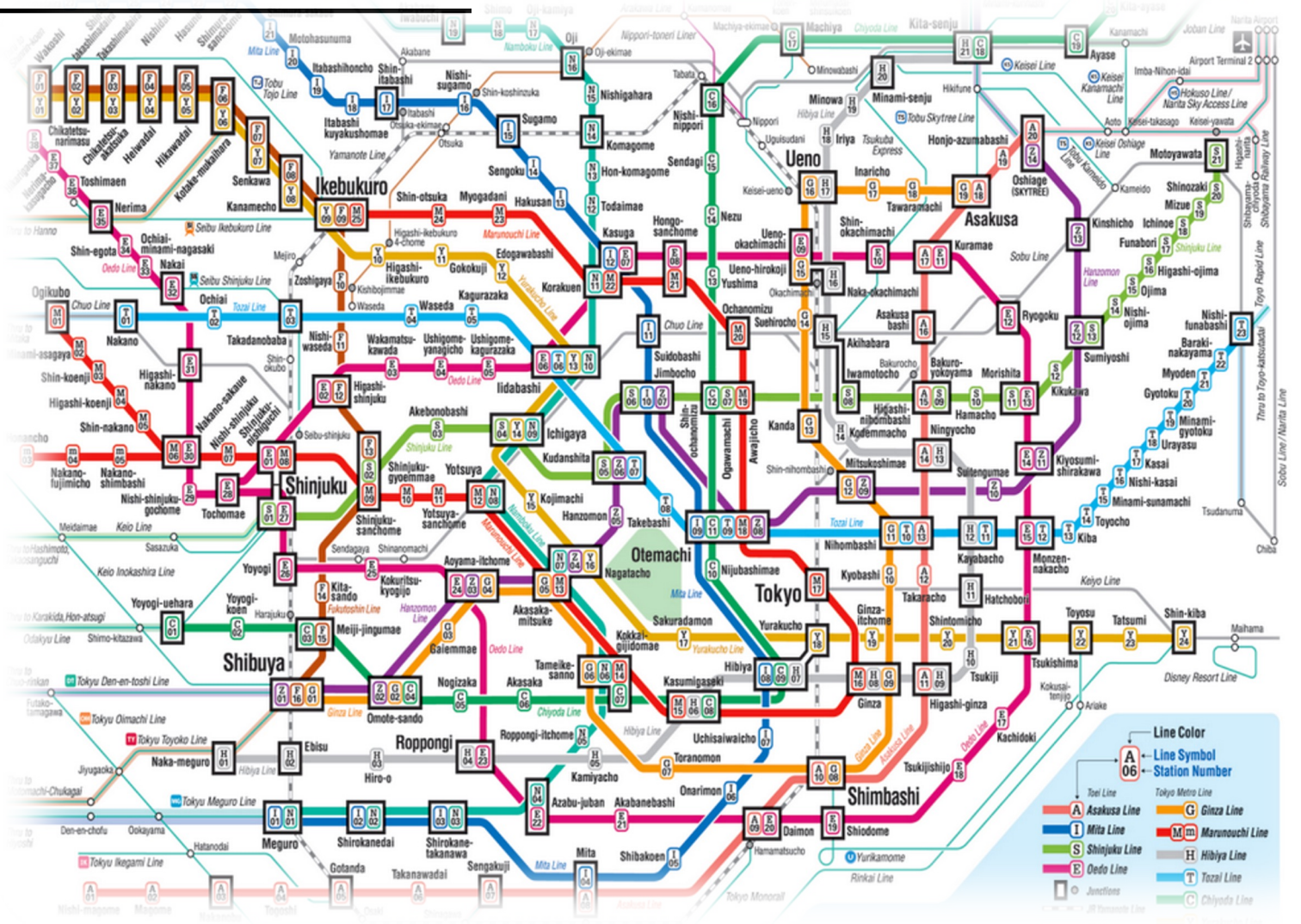
SETTING UP “BASE CAMP” – A HOME to SETTLE INTO

THE “SAFE HAVEN” IN THE CULTURAL STORM



WHAT DOES IT LOOK LIKE?: PART I

GET LOST



WHAT DOES IT LOOK LIKE?: PART II

- ✓ Orientation (on-line & on campus)
- ✓ Activities and games: singing, snacks, and schoolyard games
- ✓ Japanese lessons and conversation partners
- ✓ Special Lecture Series
- ✓ Integration into Musashi classes
- ✓ SDGs 17 Partnership Fair
- ✓ Workshops
- ✓ Walkabouts

SPECIAL LECTURE SERIES

“THE SOUTH CHINA SEA DISPUTES”

Dr. Yoichiro Sato
Professor, College of Asia Pacific Studies
Ritsumeikan Asia Pacific University

“GENDER AND FAMILIES IN CONTEMPORARY JAPAN ”

Eiko Saeki, Ph.D.
Faculty of Sustainability Studies
Sustainability Co-creation Programme (SCOPE)
Hosei University

“DIALOGUE WITH THE WORLD WITH PHOTOS”

Mr. Kei Sato
Director/photojournalist, Dialogue for People

“FURRY COMPANIONS: PETS IN CONTEMPORARY JAPAN”

Barbara Holthus, Ph.D.
Deputy Director, German Institute for Japanese Studies

“NUCLEAR TENSIONS & CRAFTING PEACE: HOW TO ENABLE A PARADIGM SHIFT ON THE KOREAN PENINSULA & NE ASIA”

David H. Satterwhite, Ph.D.
Adjunct Faculty, Asian Studies & Political Science
Temple University Japan

“LAWS, AID AND EXPERIENCES: BURAKU ISSUES IN CONTEMPORARY JAPAN”

Dr. Christopher Bondy
Associate Professor, Sociology, International Christian University

“CONSTITUTIONAL REFORM CONTROVERSY”

Dr. Koichi Nakano
Professor, Faculty of Liberal Arts, Sophia University

“RUSSIA AND EAST ASIA IN THE CONTEXT OF THE WAR WITH UKRAINE”

Dr. James Brown
Associate Professor, Temple University Japan

PEER-TO-PEER CONNECTIONS



EXCURSIONS



SDG 17 PARTNERSHIP FAIR



PLANNING AND PERSONNEL

- Need to have a 360° view of the process and aims
 - Administration (two systems, many processes)
 - Academics with particular skill set and mindset!
 - Logistics are time-consuming
 - Risk management
 - Student type (often the least experienced gets the most benefit)
 - Concerned others (toxic tourism and regional reluctance)
- It's personal!

**The 7 Ps: Proper Planning and Preparation
Prevents Poor Performance**

WHAT DEAKIN GETS FROM THIS

- Internationalised graduates
- People to people connections
- Student exchange
- Increased faculty international engagement
- NCP opportunities
- Additional B&L internship program



WHAT MUSASHI GETS FROM THIS

- In-country global experience
- Exchange spots at Deakin: Mobility model
- People-to-people connections
- Inspiration, Confrontation, and Disruption (ICD)
- Increased faculty international engagement



FACULTY SURVIVAL STRATEGIES

- Comfort with disruption
- Looking for evolution
- Never settling
- Continual state of planning
- Open communication
- Friendship



INSTITUTIONAL IMPACTS AND BENEFITS

- ✓ Increased appreciation of international education pedagogy
- ✓ Offers a satellite campus experience without the complications of international campus management.
- ✓ Access to international networks of academic specialists
- ✓ Internationalization of the broader campus communities including professional and academic staff
- ✓ Enhanced global reputation
- ✓ Increased diversity on campuses

THE “SO WHAT?”: INTENDED OUTCOMES

The assessment requirements of Deakin Uni ensure that students develop and refine their Graduate Learning outcomes (GLOs). In particular, this program addresses GLO8, Global Citizenship.

- What are the key “take-aways” for you and why?
- Crucially, what have you learnt about:
 - a) Japan?
 - b) Intercultural communication and your ability to function as an effective intercultural communicator?
 - c) Global citizenship and your understanding of what it means to be a global citizen?

ACTUAL OUTCOMES: Deakin student

‘For me, the impact of this program was a slow burn. I had never really travelled that much and even as a Bachelor of International Studies person, I was a long way from worldly. I got the most out of people; working and talking with other people. After two weeks, I felt a little like a Musashi student. What my lecturer called ‘acting like a local’. Two years later? I have done an internship in Indonesia, volunteered in India and now, applied for a DFAT job! Slow Burn!

ACTUAL OUTCOMES: Musashi student

Participating in the SDGs Fair provided me with a wonderful opportunity to rethink my stance as one of the Global Studies Course students. As a GS student, I got to have some chances to think deeply and deepen my understanding of a lot of different global issues, but sometimes, I still have this notion that “I am one of the people from Japan, one of the biggest and most influential countries in Asia or even the whole world, along with the US, China or European nations.” However, the SDGs Fair that I attended today totally changed my way of thinking. It made me think that even in Japan, where poverty and inequality sound like matter that is distant from us, it is actually not. I learned that we do have a lot of social issues that we must fight for, and we do need cooperation and understanding to solve those issues. I think my mission is to think about what I could do as one of the students who is learning global issues and start by taking a small step as an action. If everyone comes together to solve the “common issue,” the overall influence is going to be enormous, which enables us to make a powerful change in society.

THANK YOU

- Our students
- Academic friends and community partners
- Our universities
- DFAT Asia Bound Funding Scheme (2015)
- NCP – Multiyear funding until 2023

FURTHER CONTACT

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