



International Exchange
Record

2020



国際交流



International Exchange Record (国際交流記録文集) 2020

Contents

From the Editor for 'International Exchange Record' No.12

Yachiko Zenno, Director of Center for Community & International Relations,
Naragakuen University

'Hoping for a Continuous International Exchange',
Kiichiro Tsuji, President, Naragakuen University...1

East Asian Cultural Exchange Program

East Asian Cultural Exchange Program in 2020...2

'East Asian Cultural Exchange Program (Online Exchange)'
Online International Exchange as a New Effort of Naragakuen University,
Prof. Miyuki Horiuchi, Faculty of Health Sciences...3

'Ancient's Knowledge and Customs regarding the Health', PPT...4

After-Action Report of East Asian Cultural Exchange Program,
Asaka Hirata, Risa Koyama and Honoka Inoue, Faculty of Health Sciences...5

'Current Status and Issues in Special Needs Education – Thoughts of Children and Families'
PPT...6

After the East Asian Cultural Exchange Program,
Mika Ito and Chise Hayakawa, Faculty of Human Education...8

'Teacher Recruitment Exams in Japan, *Road to Be a Teacher*' PPT...9

After-Action Report of East Asian Cultural Exchange Program (Online),
Maruka Ando and Mizuki Shinohara, Faculty of Human Education...11

Short-Term Online Exchange Program in Cambodia

Short-Term Online Exchange Program in Cambodia in 2020...12

'Short-Term Online Exchange Program in Cambodia', *Glad to Have Met Locals and Regret at
What Couldn't Be Achieved*



Prof. Norio Matsui, Faculty of Human Education…13

‘Vaccines of COVID-19 and Close Contact’, PPT

Hayato Utsumori and Kayu Shimano, Faculty of Health Sciences…14

‘COVID-19 and Education’, PPT

Nobuaki Takagi and Yuho Miyai, Faculty of Human Education…17

‘COVID-19 and Life’, PPT

Kana Kose, Nana Inoue, and Mitsuki Watanabe, Faculty of Human Education…18

‘Short-Term Online Exchange Program in Cambodia, Reviewing Roundtable Talk’…20

Editor’s Note…24



From the Editor for 'International Exchange Record' No.12

In 2020, people have put great wisdom and massive costs on a global scale in order to solve the COVID-19 situation. However, it is very unfortunate the situation continues so we have no choice but to cancel the local exchange program, whereas even after it became possible to choose the face-to-face course.

In spite of this situation, we never give in to COVID-19. In 2020, we have achieved 2 online exchanges instead of the usual program on-site. At 'East Asian Cultural Exchange Program', we put a new effort into Online International Exchange, so as at 'Short-Term Online Exchange Program in Cambodia', for the first time in the history of Naragakuen University. In total, we had more than 120 participants including both presenting students and audiences. This result was thanks to the support and understanding from teachers and people from the affiliated university.

We have achieved good results within the program many times in each country and that is with the support from a lot of people. Also, we have welcomed international students coming to our university for a short-term program during summer and created a very strong bond for each.

Needless to say, this global-scale pandemic has enormously widely influenced not only educational institution but also the community and people's family. I got 3 positive points of view as follows regarding this unforgettable year of 2020.

Firstly, I had an opportunity to rethink of 'To say that we live' and 'approach to consider the life and human rights'.

Secondly, the idea of 'learn from other countries and learn from each other' can be variously applied to the non-COVID19 dealing situation as well.

Finally, opportunities such these international exchanges can be a source of energy to transform into future thinking behavior for students and graduates.

The online exchange at this time, we were impressed that it became an exchange in which the discussion never finished as an individual or fragmentary one and participants could deepen, share, and spread own thinking based on their experience and valid data. Social-distancing became a 'new normal' in a COVID-19 catastrophe, but we could assure the distance of hearts hasn't grown apart and keep connecting.

At last, we deeply appreciate everyone who supported the activity of Center for Community & International Relations in this year so as steering committee, its members, and each teacher who had a thoughtful consideration of a guidance and continuous support to students.

Prof. Yachiko Zenno
Director of Center for Community & International Relations,
Faculty of Human Education, Naragakuen University





Hoping for A Continuous International Exchange

Kiichiro Tsuji, President, Naragakuen University

Seven years have passed since the name was changed to Naragakuen University. In this Spring the 4th graduates have left the Sango Campus. In the Faculty of Human Education, the number of students who passed the teacher recruitment exams exceeded the last year's result. Moreover, our graduates are smoothly employed in public servants and general companies. In the Faculty of Health Sciences, there are academic courses where students can acquire 2 different certifications such as nurse and midwife or nurse and public health nurse at the same time, not only one certification. In this year, we estimate the pass rate of a national exam can nearly be 100%, and there are more than 10 people who challenge to acquire 2 different qualifications at the same time. We would like to pay tribute to teachers who are putting their effort into the meticulous education advocated by Naragakuen University and hard-working students who are doing their best in response to them.

International exchange has been active keeping the current exchange programs and developing new one at the same time. However, as everyone already knows, we had to cancel the acceptance of international students due to COVID-19 and stop sending our students to Philippines, Cambodia, Thailand, Hawaii, China, and Korea. This happened last spring and the program called 'Tobitate! (Leap for Tomorrow) Study Abroad Initiative' also became unavailable. We felt very sorry, but we should not leave this difficulty of international exchange as it is.

Center for Community & International Relations at Naragakuen University contacted affiliated schools and people who have ever participated in our programs to organize online international exchange meetings with Dong-A university and with Cambodian Mekong University. We appreciate very much for a support and well-understanding of faculty members and students from the both universities.

As I mentioned in last year's collection of text, it has become an era where all kinds of devices are connected through the Internet. Whereas the globalization gets more progressed by the communication technology, there are new problems coming arise such as the spread of fake news. There is no doubt that meeting people who grew up in different environments, developing friendship and deepening mutual understanding are the first steps toward solving various problems. We hope this pandemic will be over as soon as possible and face-to-face contact will become available once again.

In this, reports from students who participated in the above online exchange meetings are presented. As I mention often that it is very precious to experience studying abroad for a certain period with a specific purpose different from just a sightseeing trip. Once you go abroad, you will be aware of your own culture by thinking of your homeland. Also, you will think by yourself about



what diversity means and what we should do to accept it. Moreover, you will realize that everyone feels happiness when someone is kind to you. You may have experienced these during the online meetings even though they were for very short time. I would be happy if participated students enjoyed these precious experiences. I sincerely hope that face-to-face exchange will be able to start again next year.





East Asian Cultural Exchange Program in 2020

Date: November 25th (Wed) 2021

Time: 15:00 - 16:30

Procedure: online presentation using ZOOM

MC: Prof. Miyuki Horiuchi, Faculty of Health Sciences, Naragakuen University

Opening Speech 15:00 -15:10 (10 mins)

Prof. Lee Gil-Won, Department of Chinese & Japanese Studies, Dong-A University

Prof. Yachiko Zenno, Director of Center for Community & International Relations,
Naragakuen University

Presentations 15:10 - 16:20 (70 mins)

1. Asaka Hirata, Risa Koyama, Honoka Inoue (Naragakuen Univ.)

‘The ancients’ knowledge and customs regarding health’

2. Kim and Taejun/Choe Ahyeon (Dong-A Univ.)

‘Changes in social norms in Korea and Japan during the pandemic of COVID-19’

3. Mika Ito, Chise Ito (Naragakuen Univ.)

‘Current status and issues in special needs education –Thoughts of children and families’

4. Yun and Hong Daeun (Dong-A Univ.)

‘Childhood play and toys of today’s young Japanese and Korean generation’

5. Maruka Ando, Mizuki Shinohara (Naragakuen Univ.)

‘Teacher recruitment exams in Japan – the path to becoming a teacher’

6. Kim Yongju (Dong-A Univ.)

‘Online language cultural exchange between Korean and Japanese students’

Closing Speech 16:20 ~ 16:30 (10 mins)

Prof. Yachiko Zenno, Naragakuen University

Prof. Lee Gil-Won, Department of Chinese & Japanese Studies, Dong-A University



East Asian Cultural Exchange Program(Online)

‘Naragakuen University’s First Online International Exchange’

On November 25th of 2020, the 10th Annual East Asian Cultural Exchange Program was organized as an online event. Previously, these events had taken place in Korea, and Chinese students from affiliated universities were invited to join together with Japanese students from our university, working together in an international exchange between Japan, China, and Korea’ with a view to forging an international bond.

However, due to the global COVID-19 pandemic, we planned to switch to an online program. SNS was utilized for some preparations and pre-meetings with potential attendees of an online event. 5 students from Dong-A University, 7 Naragakuen students from both faculties as presenters, and other students plus teachers from both universities, participated in the *Online International Exchange Program*, which was the first of its kind in the history of Naragakuen University.

In introduction, Prof. Lee Gil-Won of the Department of Chinese & Japanese Studies at Dong-A University gave a welcome speech, and Prof. Yachiko Zenno, director of Center for International Community & International Relations at Naragakuen University, made an opening speech.

Students from Dong-A University presented 3 topics; ‘Changes in social norms in Korea and Japan during the pandemic of COVID-19’, ‘Childhood play and toys of today’s young Japanese and Korean generation’, and ‘Online language cultural exchange between Korean and Japanese students’. Students of Naragakuen University also presented 3 topics which were ‘The ancients’ knowledge and customs regarding health’, ‘Current status and issues in special needs education –Thoughts of children and families’, and ‘Teacher recruitment exams in Japan – the path to becoming a teacher’.

Dong-A University students presented in excellent Japanese how they consider and see the Japanese economy and culture, and comparisons between Japan and Korea, including what effects COVID-19 had on society. We could assume those Korean students have a strong interest in Japan, which they had studied in depth. Naragakuen students also introduced aspects of Japanese culture, and the current situation of Japanese education.

Regarding the Japanese students, it was assumed that there would be little difficulty in preparing for the presentation because they could speak in their own language.



However, they were observed to be struggling to think of ‘simple Japanese’ and ‘easy-to-understand explanations. Since they started preparing for this event, they have become aware of their lack of knowledge regarding the lives and interests of Korean people, including whether introducing certain aspects of Japanese culture would be interesting for the Dong-A University students. This was a good experience for those who will create and live in a more diverse society.

One area of my expertise is International Nursing and introducing Leininger’s ‘Cultural care theory’ which explains that health maintenance or treatment results cannot be achieved without understanding conveyed values, beliefs, and lifestyles. These factors are also relevant for intercultural communication. Even if Naragakuen students had been able to speak in fluent Korean, it is difficult to build trust without understanding Korean culture or society.

It has been 55 years since the normalization of diplomatic relations. Although there are still challenging problems at the national level, a bright future can be imagined when observing the young people who will shape the future showing interest in each other’s countries and culture, and exchanging their opinions in friendly discussions. Indeed, during one exchange in particular, many smiles could be seen on the monitors while they were talking about topics enjoyed by our younger generations, such as Anime and Korean TV dramas.

Overall, although Japanese students have less interest in politics and economics, it is hoped that they will reset the values and interests of a new era while listening to the various views of individuals or international societies.

Finally, gratitude is sincerely expressed to Prof. Lee Gil-Won who made great efforts to prepare for the exchange meeting at this event.





Ancient's Knowledge and Customs regarding the Health

Faculty of Health Sciences

1731134 Asaka Hirata

1731217 Risa Koyama

1731106 Honoka Inoue

ANCIENT'S KNOWLEDGE AND CUSTOMS REGARDING THE HEALTH

Faculty of Health Sciences, Seniors:
Asaka Hirata, Risa Koyama, Honoka Inoue

What is Osechi?

- Abbreviation of Osechiku (Seasonal Festival in Japanese) and Sechie (Seasonal Court Banquet in Japanese)
 - Japanese New Year's Food, derived from the event of five season-related celebrations that was originally from China
 - Celebratory meal at the 5th seasonal festival in a year ⇒ New Year's day (Osyogatsu) is the most important day in the Japanese seasonal festival = New Year's Meal
 - Food offering to the God of Shinto, which is the Japanese religion (Toshigami-sama)
 - Put the preservable food into the lacquered boxes ⇒ The reason is as follows...
 1. To welcome Toshigami-sama calmly
 2. No use of sacred fire
 3. To free women from house chores
- Basically, it slightly differs depending on the area



After Meiji era (1868-1912), this type of meal was created

What is Nanakusa-gayu? (Seven Herb Rice Porridge)

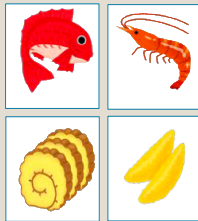
- Eaten on January 7th which is the seasonal festival
- Including the hope of good health and healthy longevity
- Makes the stomach condition calm down after having the celebratory meal and alcohol in New Year (Syogatsu)



<https://www.yahoo.co.jp/fin/fin/recipe/2019/01/07/00110254/>

Meaning of The Food

- Sea Bream (Tai in Japanese) = Auspicious (MedeTai in Japanese, reduplicated word to Tai)
- Sweet Rolled Omelet (Datemaki in Japanese) = Meaning of knowledge, so as the hope of academic achievement
- Herring Roe (Kazunoko in Japanese) = Includes a lot of roe, relating descendant prosperity
- Prawn (Ebi in Japanese) = Live long with bending at the waist such as Prawn



History of Nanakusa-gayu (Seven Herb Rice Porridge)

January 7th 'Seasonal Festival Day (Zinzitu in Japanese)'

Ancient China 'Hot soup with seven herb' + Japan 'Picking young herb'

Nanakusa-gayu



<https://img2.zooz.jp/m/pe/80/babaagprn/8&500/738/00111381868/01170077539>

- Turnip (Suzuna): Bell to summon God
- Japanese Radish (Suzushiro): Pure white
- Shepherd's Purse (Nazuna): Remove the dirt by brushing gently
- Henbit (Hotokenozoi): Buddha sitting calmly
- Japanese Parsley (Seri): Compete and win
- Jersey Cudweed (Gogyou): Body of Buddha
- Chickweed (Hakobera): Spread of the prosperity = Spread widely

Nanakusa = Japanese Seven Herb

- Japanese Parsley (Seri in Japanese) - Cleans blood and prevents blood vessels from hardening
- Shepherd's Purse (Nazuna in Japanese) - Lower fever, stop the blood, especially strengthen bones
- Jersey Cudweed (Gogyou in Japanese) - Makes coughing stop and reduce swelling
- Chickweed (Hakobera in Japanese) - Kills the pain and used as a common medical nutritious herb
- Henbit (Hotokenozoi in Japanese) - Improves intestinal condition and lowers blood pressure
- Turnip (Suzuna in Japanese) - Improves intestinal condition and cold prevention
- Japanese Radish (Suzushiro in Japanese) - Improves the chilled body



<http://www.rikkyo-u.ac.jp/~rikkyo/~kai/0102>

Conclusion

- Knowledge of the health has been around for a long time. It has been taken in a living and conveyed to the next generation.
- The teachings of the ancients are also effective at the modern age

Reference source as follows

- <https://hugikum.sho.jp/106911>
- <https://boall.jp/beyond/a5496/>
- <https://i-nippon.net/日本の風習/2205.html>
- <https://kinarina.jp/>
- <https://hugikum.sho.jp/112728>
- <http://www.kangohin-kids.com/month/eve/01.html>



After-Action of East Asian Cultural Exchange Program

Through the East Asian Cultural Exchange Program, we learned not only the ‘difference’ such as a culture between Japan and Korea but also there are a lot of ‘mutual’ things including the play as a child from a long time ago. Moreover, we had a chance to know ‘Virtual Halloween’ in which we had never heard of it before.

Through the exchange, this indicates we could objectively see our own country when foreigners search what we don’t care in a daily life. We felt this could deepen people’s understanding of the country’s wisdom or culture and could make people connect to each other by not caring about a difference of nation.

Japanese people are afraid of making mistakes or have the complex when they speak in different languages, whereas

Faculty of Health Sciences

1731134 Asaka Hirata,

1731217 Risa Koyama

1731106 Honoka Inoue

Dong-A University students could speak not only fluent Japanese but also had own opinions and positive learning attitude. We felt this made their presentation persuasive and it is because they can take actions rather than hesitating and being afraid of making mistakes.

The program at this time, we couldn’t have the face-to-face exchange due to COVID-19, but we also felt the online exchange deepened our relationship by talking and seeing the face on monitors. On top of that, we had a merit of online such as ‘can meet immediately’ with looking forward to having the actual face-to-face exchange, so we thought it is important to do what we can do right now.






Current Status and Issues in Special Needs Education
-Thoughts of Children and Families-

Faculty of Human Education
 1911201 Mika Ito
 1911244 Chise Hayakawa

Hello!

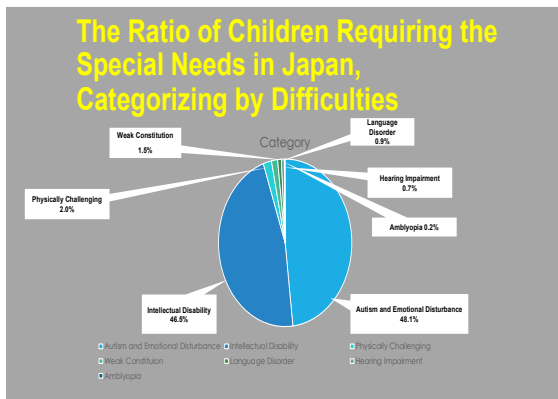
Current Status and Issues in Special Needs Education
 - Thoughts of children and Families -



Faculty of Human Education (specialization for elementary school)
 Sophomore, Mika Ito, Chise Hayakawa

What is Special Need Education?

- Education to support independence and social participation of physically challenged children



Technology for Special Needs Education

- Screen Reader** - Technology that assists the operation by reading information with a voice.
- Braille Display** - A function that represents Braille by a dot coming up from a hole made on a flat surface
- Accessibility** - Easiness of use, convenience for transportation (Low floor bus, priority place for physically challenged people)
- Speech Synthesis** - Artificially create the human voice




AAC Circle

↓

Augmentative and Alternative Communication

LD: Learning Disorders

- Person who has difficulties in reading, writing, calculating, and so on.





Mr. Tom Cruise



- He was suffering from Dyslexia.
- Since he couldn't read the script, he tried to remember the line with recorded tapes.
- When he was a student, he suffered from a bully.
- He changed schools 15 times in 12 years.

Thoughts of Families

Interview Survey
Thoughts Against the Physically Challenged Older Brother

- How they see us when I went out with my older brother
- Dealing with my older brother when he is in a bad mood
- Sadness that I can't understand what he wants to say
- Each of us is stressful.



- People with physically challenged siblings had the same opinion.

Even Though...

- No matter how much stress every family feels and no matter how people around my older brother sees him, the family doesn't hate that.

Rather feels happy to have him in family.



Thanks to My Older Brother...



- I became to hope being a teacher and interacting with many people.
- I hope to be kind to others.
- I hope to understand the person no matter who.



- Might be the influence of my older brother.

Conclusion

- Use AI and apps for children who need support.
- Let's cuddle children with the attitude to understand how they feel.
- Value family connections.
- Of a class that can recognize disability as an important individuality
- We aim to create an environment of class in which difficulties can be seen as an important personality.

→ We aim to be teachers!

COVID-19



Please tell us about the Special Needs Education in Korea

THANK YOU!!

Reference

- Ministry of Education, Documents for Special Needs Education
<https://www.mext.go.jp/>
<https://ciatr.jp/topics/63024>

Kinta's Blog <https://www.magicaltoybox.org/kinta/2019/01/27/18665/>
NHK www6.nhk.or.jp/baribara/message/single.html?i=878





After Finishing the East Asian Cultural Exchange Program

Faculty of Human Education

1911201 Mika Ito

1911244 Chise Hayakawa

1. What We Wanted to Learn

Firstly, I wanted to learn about the methods and ideas of the special assistance in Korea and Japan. When I was a freshman, I was interested in the research theme called 'special needs education'. Especially, I was interested in the academic support, and wanted to learn through the exchange about what kind of support Korea has. Also, I wanted to convey how Japan does.

Secondly, I wanted to learn the importance of different cultures. When I was a freshman, I participated in a language training held in Philippines. It was a very short language training, but I was able to learn the importance of expressing my own intentions, differences of culture and environment, and my gratitude for being able to spend an expected daily life. Also, I became to feel like improving my English vocabulary to speak English more fluently. In addition, I felt I would like to go overseas that I've never been to broaden my horizons.

2. What We Actually Learned

We were able to learn two major points through this East Asian cultural exchange

program. Korean people were very frank and sociable. In a good way, we were very relaxed and casually enjoyed the presentation, so as the exchange.

Moreover, within the pandemic of COVID-19, we were able to know the difference of the prevention method of COVID-19 between Korea and Japan. By having the exchange with Korean people, we expanded our perspective and deepened the understanding of our country. Also, we could find the demand of diversity by interacting with the different culture.

Secondly, it is about the theme to be presented. We presented 'Special Needs Education of Japan', but we think it was a little hard for Korean people to understand. We assume it was important to explain what it is firstly, so that they might be able to understand the idea. We could have interacted with this theme after conveying a similar perspective and efforts or measures in education.

In the future, we must firstly put effort into communicating with others to know the actual situation of their country before comparing the differences. Also, we felt it would be even better if we interact with each other about the way special needs



education ought to be in Korea and what kind of support there is specifically.

3. What We Want to Tell Our Juniors

In our daily life, there are many things we don't notice, because the Japanese culture is too obvious for us to care about. By interacting with each other, we would like you to notice that difference from the different point of view and reconfirm the Japanese culture.

Moreover, by discussing with Korean students who you don't usually have the

chance to meet with, we would like you to notice the cultural difference and learn things such as the difference of learning at university by interacting. We hope you will become able to accept the diversity and cultural difference. For that, please be the independent person who can actively act and communicate with others.

We hope you will various things challenge with always keeping the 3C in your mind, which is Chance, Challenge, and Change, as prof. Zenno is advocating.



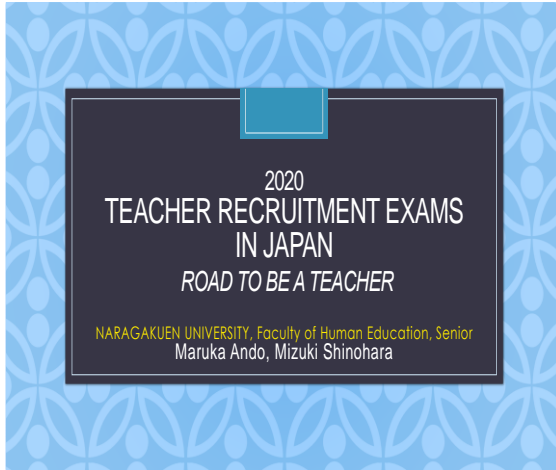


Teacher Recruitment Exams in Japan, *Road to Be a Teacher*

Faculty of Human Education

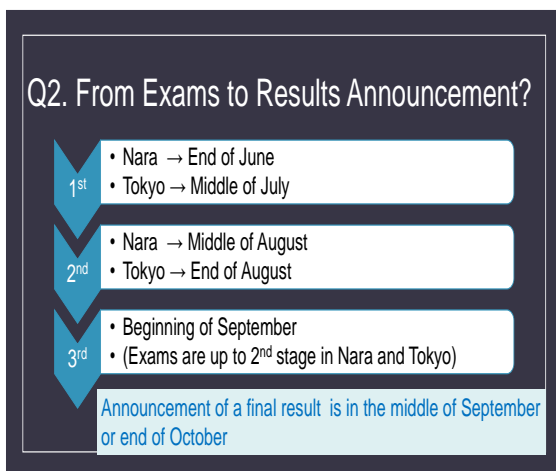
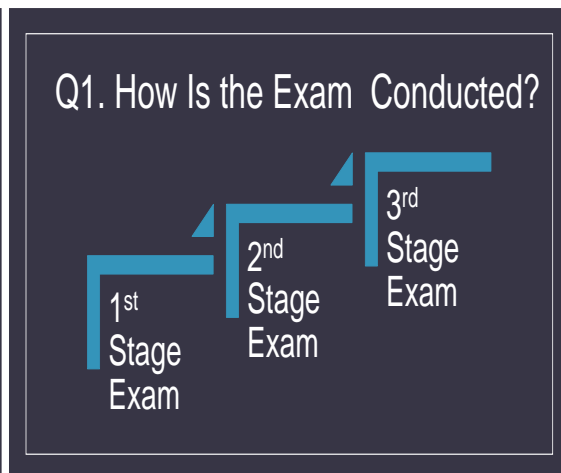
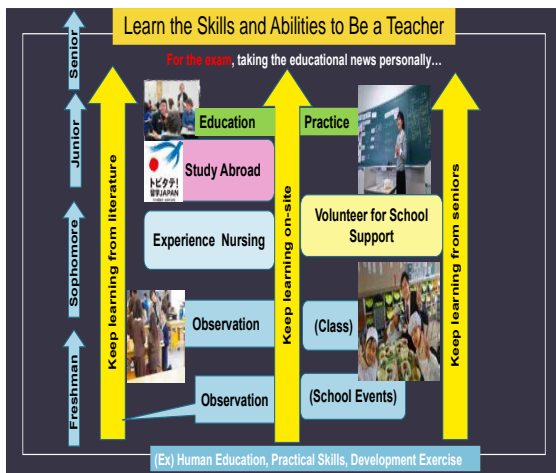
1711101 Maruka Ando

1711111 Mizuki Shinohara



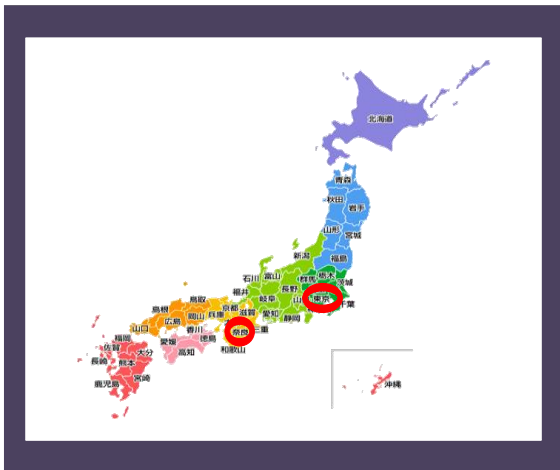
Why We Chose This Theme

- Faculty of Human Education Faculty in which students study to be teachers
- We plan to be a teacher at elementary school
- We will introduce the actual situation of Teacher Recruitment Exams that we took in the area (Prefecture)



Q3. What Kind of Exams?

- Writing
- Interview (Group and Individual)
- Practical Skills
- Mock Lesson
- Essay



Q4. Actuality of the Exams in Nara

• 1st stage exam → ① June 27th (Saturday) Writing exam

5 subjects such as
Japanese, Civics,
Math, Science, and
English

Laws about
Education in Japan

② July 12th (Sunday) Group Debate



Final Result on August 3rd
(Monday)

• 2nd stage exam ① August 12th (Wednesday) Practical Skills



② August 16th (Sunday) Mock Lesson and Individual Interview
Students teach at class like an actual teacher → 10 mins
Later, answering various questions → 20 mins

Final Result on August
11th (Friday)

In Tokyo



• 1st stage exam → July 12th (Sunday)
Writing exam (Held in Osaka)

60 mins

Laws about
Education
in Japan

60 mins

5 subjects such
as Japanese,
Civics, Math,
Science, and
English

70 mins

Essay
about
Education

Final result
on August 7th
(Friday)

• 2nd Stage Exam → August 21st (Friday) Group Discussion and Individual Interview

Exchange opinions about the theme in the group of 5 people → 40 mins

Answering the questions that are asked by 3 interviewers → 30 mins

Theme:
Make each student aware of his/her potential and goodness.
What do you do to foster their self-affirmation?



Various Questions
• About yourself
• About plans of teaching and guidance in situations

Final result
on October
23rd
(Friday)

THANK YOU

• Please tell us about the Teacher Recruitment Exams in foreign countries

• Thank you for your attention



After-Action Report of Online East Asian Cultural Exchange Program

Faculty of Human Education
1711101 Maruka Ando
1711111 Mizuki Shinohara

There were two things we wanted to learn in the online East Asian cultural exchange program. The first point was to understand the Korean culture and Korean students through an international exchange. The second point was to learn the situation of teacher recruitment exams in other countries. In relation to what I wrote in the pre-report, I describe below what kind of results we could achieve.

First of all, I will talk about the Korean culture and understanding of Korean students through an international exchange, and it was achieved even through this online program. The reason of feeling like that there is the feature appeared in the play as a child of Korean's childhood which came out in the presentation of the Dong-A University students.

In the presentation, old cultures such as Japanese bamboo horses and drawings using "streamer ink" as a play for Korean children were introduced. There is a similar play in Japan also, so we were able to find differences. By searching the culture of each other's country, introducing, and telling the truth, we think those can lead to the well-understanding to have respect to each other.

Next, as a second point, we will explain about knowing the situation of teacher recruitment exams in other countries. In the topic of 'Teacher Recruitment Exams', in which we selected as a theme of the presentation, we could describe contents of the exams based on our experience.

On the other hand, we couldn't know the situation of foreign country's teacher recruitment exams. We assume it is because asking such questions is hard unless students enroll in the faculty of teacher training. Also, we regret we were even not able to ask questions to students and teachers of DONG-A University by ourselves.

However, by conveying the situation of Japanese unique teacher recruitment exams based on own experience, we think it helped the audience feel 'Japanese-ness' and was significantly meaningful that we could convey it.

In relation to contents of the pre-report, we described what kind of result it had achieved. Previously, we were visiting Dong-A University to have a face-to-face exchange, whereas it has become an online format at this time due to COVID-19. Because of that, we were a little worried



before a participation how presentations of the cultural exchange would be held and whether we could really interact with each other. Even though there was a time-lag since it has been started, we were able to have fun and finish the program in a bright atmosphere as if we had Dong-A University students nearby.

Until a pandemic of COVID-19 gets back to normal, and people can go overseas, it is easy to predict that a new style of

"international exchange", which is the online format, will become a mainstream.

There are things to keep in mind due to the online, but your attitude to know what is unknown for you or interact with people actively will not change whether face-to-face or online formats. We will keep taking advantage of the opportunity like this to actively engage in the international exchange.





Short-Term Online Exchange Program in Cambodia in 2020

Center for Community & International Relations, Naragakuen University

Date Thursday, February 18th, 2020 15:00~17:00 (Cambodia Time 13:00~15:00)

Method Online Exchange by Zoom

Theme COVID-19 and Human Rights

Program Host: Akihiro Yamada, Associate Prof, Faculty of Human Education,
Naragakuen University

Speech (5 mins)

Yachiko Zenno Prof, Director of Center for Community & International Relations,
Faculty of Human Education, Naragakuen University,

Hiroaki Higuchi Head, Department of Business Japanese,
Cambodian Mekong University

II. Explanation of Aim (5 mins)

Norio Matsui Prof, Faculty of Human Education, Naragakuen University

III. Introducing of Teachers and Students of Both Universities (5 mins)

IV. Program in Cambodia So Far (5 mins)

V. Discussion of Life 2020

'COVID-19 and Human Rights' (60 mins)

VI. Summarizing Lecture (10 mins)

Kiichiro Tsuji President, Naragakuen University,

.....

CAMBODIA

- Cambodian Mekong University Undergraduates and Graduates
- Mr. Hiroaki Higuchi
(Head, Department of Business Japanese, Cambodian Mekong University)
Co-Host, Interpreter, and Coordinator
- Ms. Motoko Kasuga
(Teacher, Department of Business Japanese, Cambodian Mekong University)
Interpreter and Coordinator



JAPAN

- **7 Students Who Hoped to Participate This Year**
(5 from Faculty of Human Education and 2 from Faculty of Health Sciences)
- **Prof. Norio Matsui, Host and Coordinator**
(Prof, Faculty of Human Education, Naragakuen University)
- **Associate Prof. Akihiro Yamada, Co-Host, MC, and Online Management**
(Associate Prof, Faculty of Human Education, Naragakuen University)

Audience: Students and teachers, but they must be the one either who hope to participate or who has already done that before, so as students from both faculties who are interested in the program



Short-Term Online Exchange Program in Cambodia, *Glad to Have Met Locals and Regret at What Couldn't Be Achieved*

In the short-term program in Cambodia held in February 2020, students had no choice but to go back to their country with being halfway down the road to their ambition and dream due to COVID-19. Rather than an influence of COVID-19, the main reason was because of the large cruise ship called "Westerdam" at anchor in Sihanoukville,



December 25th, 2021

Pre-study for the program in Cambodia

In December 2020, 10 months after their disappointing return home, we looked for students who wanted to join the exchange program in Cambodia and eight students entered it.

In particular, I was very happy to know there are two students entered from Faculty of Health Sciences and started the pre-study. At this time, everyone imagined their arrival at the destination in February 2021

Prof. Norio Mitsui

Faculty of Human Education

about 230 km southwest from Phnom Penh Capital City.

At that time, cruise ships became one symbolic existence of the pandemic based on the topic of the cruise ship called "Diamond Princess" at anchor in the Port of Yokohama, Japan.



February 18th, 2021

Students and teachers of CAMBODIAN MEKONG UNIVERSITY during the Online Exchange

and the pre-study was also to prepare for going to Cambodia with taking for granted. Sadly, our faint hope was collapsed and it was decided in mid-January to cancel conducting of this program 'at the actual place'. Cooperation with Cambodia, we shouldn't have wasted an accumulation what we built up especially with Cambodian Mekong University.



And above all, entered students should have created the place to learn. With the support of Professor Higuchi, head of the Department of Business Japanese at Cambodian Mekong University, we started preparing for organizing 'Online Exchange Program'. Also, we decided the date so as the time and it was on February 18th, 2021, which was one year after returning home. The confirmed content as 'Discussion of Life' which was the only program couldn't have been achieved in a last year's program and the theme was 'COVID-19 and Human Rights'.

We wondered how a pandemic of COVID-19 affected Cambodia and how Cambodian Mekong University students dealt with it. We have always had a great influence and learning by their philosophy, caused in the situation of living and studying in the developing country, and wondered if it can be achieved online. There were some difficulties by the time of conducting the program and they were inevitable because of a difference of the country, culture, national character, and environment.

As example in Japan, when people are about to implement such a 'business', they require a careful preparation, person who's in charge, and organize the schedule. Without so-called 'prospect', it seems to be far away to reach to the success and gives people the disgraceful impression.

However, firm 'prospect' is not needed in Cambodia, and is regarded as the

annoying thing. Certainly, people sometimes obtain the accidental and impressive results because there is no firm 'prospect'. Personally, I like it better overwhelmingly, but there were also many scenes in which I annoyed about in the exchange meeting.

The online exchange began at 15:00, which was at 13:00 in a local time, on February 18th, 2021. In 'Life Discussion', students from both countries had a designated discussion.

Each student presented significantly interesting themes that they had searched for and organized in which 'COVID-19 and Education', 'COVID-19 and Economy', and 'COVID-19 and Life'. Within a short time, it was such a valuable learning place where students could know each other's difference.

What we acquired within the pandemic is the new method of education called 'Information and Communication Technology (ICT)' that is easy to get connected with people being in foreign countries or far away.

Conversely, we have realized something was greatly missing after it had finished. When students developed the discussion of life in Cambodia, we had a 'Heat' there and an 'Air' in which we were surprised about the stated opinion. There also was a 'Smell' that made us realize we were having a debate in a foreign country. It was certain that ICT was convenient and made the



impossible possible, but it also became clear that something was definitely missing.

Next year, I hope we will be able to obtain a 'Heat', 'Air', and 'Smell' that are beyond the 6 hours flight.



Vaccines of COVID-19 and Close Contact

Faculty of Health Sciences

2031108 Hayato Utsumori

2031121 Kayu Shimano

Vaccines of COVID-19 and Close Contact

Faculty of Health Sciences, 2031108 Hayato Utsumori, 2031121 Kayu Shimano

Key Word

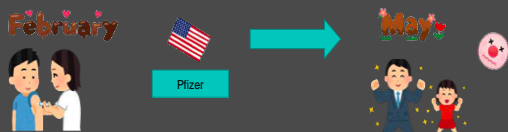
- ❑ Discrimination
Leave the particular individual out of a group
- ❑ Collapsed Healthcare
The medical care needed person can't take what's needed

Key Word

- ❑ Self-Restraint
Voluntarily suppress own action and behavior

The Current Status of Vaccines in Japan

- ❑ In Japan, the vaccines called 'Pfizer' produced in US, will be taken by February.
- ❑ The entire population in Japan will be vaccinated in May.



The Current Status of Vaccines in Japan

The order of prioritized people taking the vaccination is healthcare workers, the elderly, and ill people (underlying disease)



What Is a Close Contacted Person?

- ❑ A person who is near the infected people and has a high probability of infection



Definition of the Close Contact

- ❑ It relates to the closeness and length of time.



Definition of the Close Contact

Touching an infected person with own hands without taking the necessary prevention measures.





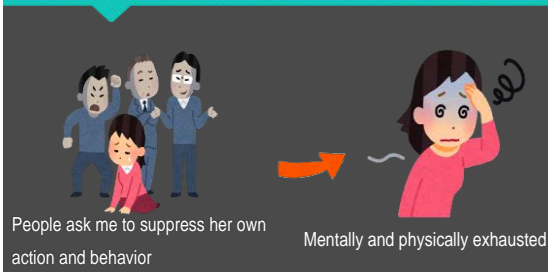
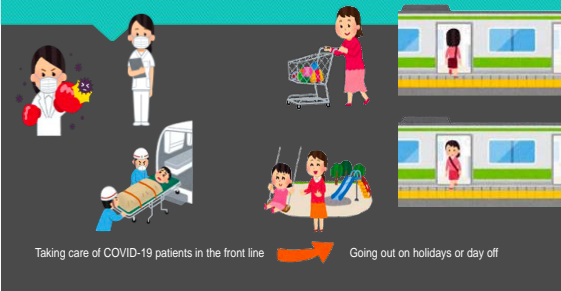
Definition of the Close Contact

- If people had the contact within 1 meter to each other for more than 15 mins.



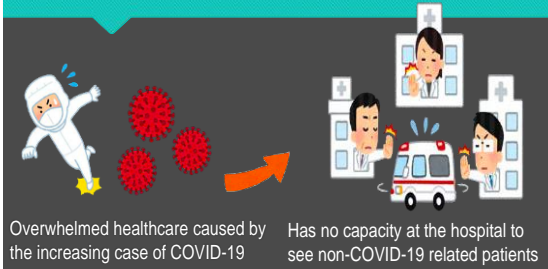
Discrimination against Healthcare Workers due to COVID-19

(Example) A Female Healthcare Worker



How Can We Stop the Discrimination?

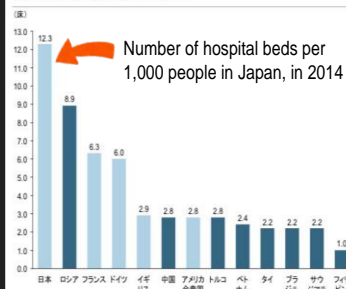
Collapsed Healthcare

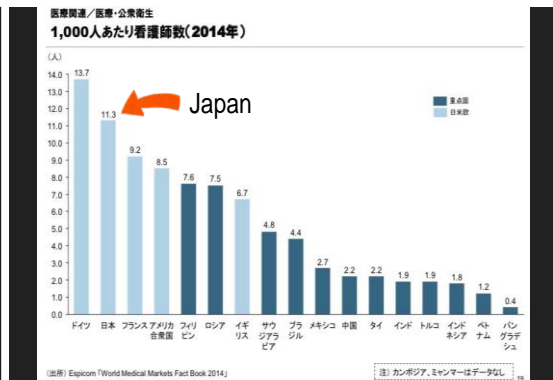
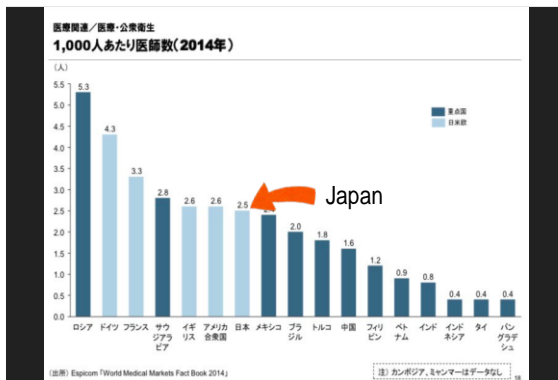


True Cause of Collapsed Healthcare in Japan

- Shortage of workers overwhelmingly
- Few numbers of available beds for COVID-19 patients

医療関連/医療・公衆衛生
1,000人あたり病床数(2014年)





Solutions

- Providing of available hospital beds that are not used in a COVID-19 situation.
- Improving healthcare worker's working conditions





Covid-19 and Education

Faculty of Human Education

1811118 Nobuaki Takagi

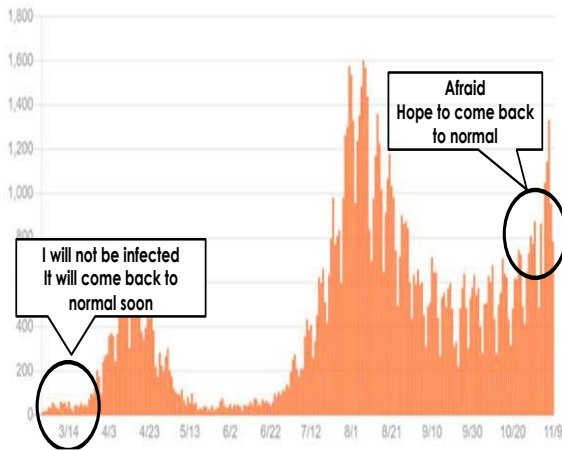
1811510 Yuho Miyai

COVID 19 and Education

Juniors Nobuaki Takagi
Yuho Miyai

Key Word

- Temporary School Closure: Closure of school for children's health and safety
- Online Class: Learning by using the Internet
- Mandatory Education: Educational system in which children between 6 to 15 years old can study for free.
- Assuring Learning: Making sure children can study and learn



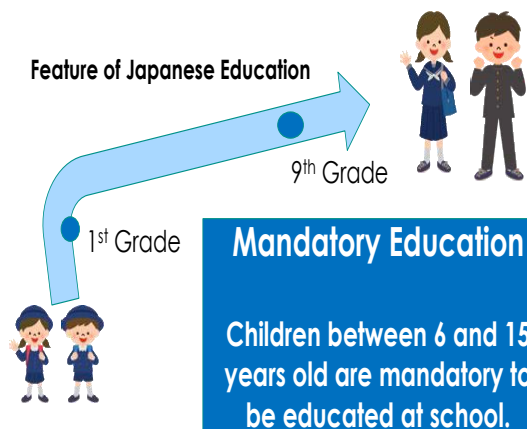
Impact of COVID19

- ① Education
- ② Economy
- ③ Medical

School closure
Health problem of children
Bully and discrimination



Feature of Japanese Education

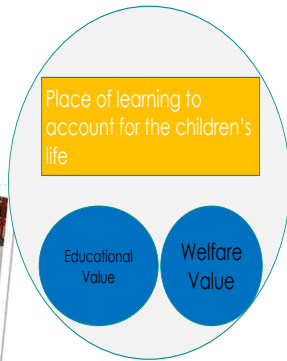


Request for Temporary School Closure



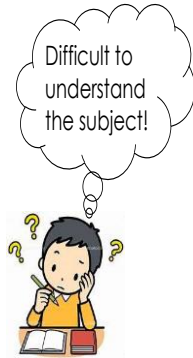


Importance of School



When the School Is Closed

Students can't take the class and no more studying



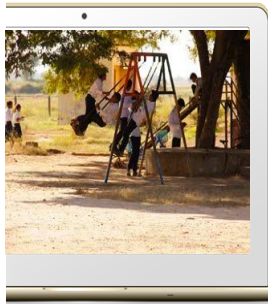
Let's Use Online Classes!



Can take the class even at a faraway place

→ Keep the place of learning for children

What Kind of Changes Did You Have in Cambodia?



COVID-19 and Life

Kana Kose
Nana Inoue
Mitsuki Watanabe



National State of Emergency

- Restaurants, Movie Theaters, etc.
→ Strict to use
- School
→ Changed to online class

State of Emergency (Only in Specific Areas)

- Restaurants as mainly targets
→ Business hour by 8 PM
- School
→ Face-to-face class or online class

Key Word

Unemployment

- Lose the job

Suicide

- End own life

Skipping School

- Children feel anxious of school and can't go there

Depression

- Mental illness that people feel down strongly and tired

Internet Addiction Disorder

- Prioritize the Internet more than the livina or health



Increased risks to cause the disease cluster of COVID-19

1. Closed spaces



School lunch



World That People Need to Wear a Mask...
Every person does so in Japan



Person no wearing the mask may be scolded by others



~Economy in Japan~

In Japanese Economy, more than 1,000 stores are permanently closed and over 70,000 people are unemployed



Concern

How can I live without working?

Life or Economy

There are **lives** can be saved by the shortened business hours

Money is needed for people's living

COVID-19 and Suicide



Number of suicides In 2020



20,919 People

↓
Increased for the first time in 11 years

Skipping School



Elementary and Junior High School Students Skipping School

180,000 Students = Most Number



Stressed from school life or interpersonal relationship

Internet Addiction Disorder



Play the game for more than 4 hours

Elementary 11.5%
Junior High 15.9%
High School 29.1%



Play the game for 3-4 hours

Elementary 10%
Junior High 17.1%
High School 24.6%

Lost lives because of COVID-19, so as because of the countermeasures of it.

They are both precious lives.





Short-Term Online Exchange Program in Cambodia, Reviewing Roundtable Talk

Participated Teachers

Faculty of Human Education
Norio Matsui, Carlos Ochante
Faculty of Health Sciences
Miyuki Horiuchi

Participated Students

Faculty of Human Education
Nobuaki Takagi
Kana Kose
Yuho Miyai
Nana Inoue
Mizuki Watanabe

Faculty of Health Sciences
Hayato Utsumori, Kayu Shimano

At the online cultural exchange program held on February 18, 2021, with Cambodian Mekong University, students were satisfied to ‘meet’ others even though they were about to give up it, but at the same time, it seems that they couldn’t be satisfied due to their hope to ‘talk more’. Therefore, we have done a roundtable talk by Zoom, in 4 separate times.

Students expressed their personality, private thoughts, and valuable opinions that can imply the spread and deepening of our program in the future. We wrote this reviewing based on a record of the Zoom meeting for the purpose of recording exactly what students had stated.

Notes: However, students who hadn’t been able to participate sent us what they hoped to discuss, so we posted it. Also, Matsui, the author of this content, added words in some parts of expressions that are difficult to be understood.

Matsui First of all, regarding the purpose of reviewing in this Zoom meeting, I think we may be able to go to Cambodia next year. I don’t know, but maybe. If that happens, this year’s cultural exchange may not be anymore and become the way of our program, in which we hope to keep it in history. Therefore, one of the purposes of this meeting is to review and record the program properly. Another purpose is to

discuss what we still haven’t been able to discuss and what we want to talk about more, as prof. Horiuchi at Faculty of Health Sciences suggested to do so for us. Also, she told us it would be valuable to have a reviewing meeting of what we had felt in the program, and I agree with her. Therefore, I will ask some questions, and would like you to talk as you would like. I will write it down to record. So, let’s get



started. Why did you hope to participate in the Cambodian program?

Takagi Because I did that last year, and really like Cambodia. Also, in this year's program, I wanted to challenge what I had regretted last year.

Matsui What is your regret and challenge?

Takagi Last year, I couldn't tell what I wanted to tell, so I hoped to organize the class from the beginning in this year, and challenge what I hadn't been able to achieve.

Matsui Thank you, Mr. Takagi. What about you, Ms. Kose?

Kose I also participated in the program last year just like Mr. Takagi, whereas I had to return home in the middle of it due to COVID-19. I wanted to finish what I hadn't been able to. And most of all, I became to hope going there again after knowing the goodness of Cambodia.

Matsui What is the goodness of Cambodia that you mentioned?

Kose The air and the warmth of people when you get out of an airport.

Matsui I know what you mean! In February, it is so cold in Japan, but that heat when I got off at Phnom Pehh International Airport and the smell of a foreign Asian country! Thank you, Ms. Kose. What about you, Mr. Utsumori? It was your first time to participate in the program.

Utsumori My sister is studying abroad, and I heard a lot about it. That's why I thought I could change a thing after going there.

Matsui What was that thing?

Utsumori Anyway, I had a strong desire to go abroad once for an experience and meet foreigners in actual. Also, I wanted to feel how the foreign country is.

Matsui Thank you, Mr. Utsumori. What about you, Ms. Inoue? It was also your first time to be a part of this program.

Inoue Well, I've wanted to visit Cambodia since I became a student at this university and heard this program. Although I couldn't act on that occasion, I've decided to go there at this time. The most reason I wanted to go there was to being looking forward to interacting with local children. Unlike a language program to learn the foreign language, I hope to be a person who has a global sense by meeting people having the different value or culture from Japanese and feeling connected with those people.

Matsui Thank you, Ms. Inoue. Everyone else also participated for the first time. What about you, Ms. Watanabe?

Watanabe Yes. I've been to the foreign country for a trip, but never deeply interacted with local people in actual. Through the Cambodian program, I hoped to rethink of my value and seek new me, so I wanted to participate in that. Moreover, I thought it was an important experience for being a teacher to interact with children,



and would be a good topic for other children when I become a teacher.

Matsui Thank you, Ms. Watanabe. And, what about you, Ms. Shimano? It was your first time as well.

Shimano I've been strongly interested in studying abroad since I was a high school student, whereas never had a chance. On top of that, I was interested in a medical care of developing countries, so I thought this Cambodian program would be a nice chance to participate in.

Matsui Now, I understand all of your thoughts on participating, but we couldn't unfortunately go there after all. How did you feel at that time?

Takagi Honestly, I had expected since I applied for the program. When it was cancelled, I thought I knew it. I was disappointed that I couldn't achieve what I had reflected last year, whereas I switched my feelings to try my best for the teacher recruitment exam.

Kose I was also expecting I wouldn't be able to go there. Once I received an email notifying a cancellation, I was shocked. It gave me a feeling of disappointment, sadness, and mostly regret in which I couldn't meet people.

Utsumori I had expected that it would be impossible even before I applied, whereas it was sad that I couldn't go to the actual place. I couldn't achieve the desire of going to any foreign countries.

Inoue To be honest, I wasn't also sure if it would be truly held when I applied for the

program, but I renewed my passport for a preparation. I got shocked when I heard an official cancellation of the program, because that disturbed me to experience Cambodia, whereas I got also relieved from the point of view of the infectious disease. I believe there is something we can't feel unless we visit the site, so I would like to retry going there.

Watanabe I was so sad at this time because I've wanted to visit Cambodia thorough the program since I was a freshman, and I thought I could finally go there. I hope to do so when the COVID-19 pandemic goes away.

Shimano I was extremely disappointed, because I had a strong desire to go there after hearing of the last year's program from my teacher.

Matsui I understand all your disappointment. And, the program was held online. Honestly, how was that?

Takagi Honestly, I wondered if the Cambodian school would have well equipment for the online exchange, whereas we were fine because of the online class that we were taking by Zoom. Also, I wondered if it can be done over the border, and how we discuss about the topic. We can't hold a conversation even at the online class in Japan because teachers just keep talking and ask some questions or opinions to students, so I just concerned if we would be excited just like 'Discussion of Life'. I was glad we could actually do it and get connected to each other.



Kose When I heard of the online exchange, it was ok for me just to call Cambodian students, because I already connected with them on Facebook. In spite of that, making the document for the presentation reminded me of the time when I had been to Cambodia and people over there taught me a lot about Cambodia, so I became to hope searching and conveying them about the detail of Japan in return.

Utsumori Like Mr. Takagi, I also wondered if I could properly interact with them to exchange opinions and if we would feel the same way of the face-to-face meeting even though we used Zoom.

Inoue I had a feeling in which we can't get along unless we actually meet to talk, and an anxiety about the communication environment, whereas I got impressed how easy we can get connected to each other online. How impressive the world where people in Cambodia and Japan can be connected on the Internet is!!

Miyai I concerned if I could convey what I want to tell online. What I realized was how to use words and the choice of them were so difficult when I tried to tell something to people who live in a different country and culture.

Watanabe I had never actually been involved with Cambodian people, so I didn't know the level of their understanding of Japanese and was anxious of how much they could get what we wanted to talk about.

We got the advice from people participated in the same program and created PowerPoint slides. Event though we were making them so fast before, it took long at this time with considering the illustrations and letters to be easily understood. to devise illustrations and characters and to convey them to people. It took a lot of time. I can't go to Cambodia. We were very disappointed that we couldn't go to Cambodia, whereas we could feel the difficulty of conveying to others in an easy-to-understand way due to the online exchange.

Shimano Honestly, I couldn't get into it. The reason is I wanted to go there and see various things with my own eyes to learn, but I became the online.

Matsui I found there are some questions and concerns to have the online exchange. So, what was your frank impression of it in fact?

Takagi I was happy to connect with Cambodian children. What I felt was they were trying their best to present in Japanese, differing from their first language, during the program, whereas we presented in Japanese. It seemed to have language barriers between us there and there was something bothering me in my mind. I thought we also should have spoken in English to understand each other, while they were trying to speak in Japanese.

Matsui That's splendid! Speaking in Japanese is prohibited while you are in



Cambodia then, Mr. Takagi. (Everyone laughed.)

Kose First of all, I realized the importance of connecting with each other, and wanted to discuss more about the topic.

Matsui What did you want to discuss about?

Kose It was about 'COVID-19, Choice of Life and Economy', then the order of vaccination in which I couldn't talk about in questioning. As I went to Cambodia in December, I knew there was a difference in the values of people's lives, so I wanted to know how it would be different if it was the theme.

Utsumori I could talk more than I thought. What I got surprised was there were no new students entering CAMBODIAN MEKNONG UNIVERISTY. It never happens in Japan because we have even a few new students every year.

Inoue My frank impression is that Cambodian children were speaking fluent Japanese. Also, their attitude to search for in advance what they want to tell gave me a motivation to try my best in the future. At this time, we chose the theme of COVID-19 and there was such a difference about it, so we became to hope discussing about the other theme as well and find a new difference. It made me want to go there more and more.

Miyai I've never been to Cambodia. Also, it was my first time to see the Cambodian face and talk to them. It was impressive they were all smiling on the

screen, while they must be struggling with various things more than Japanese people. Their smiles made me 'feel warm inside'.

Watanabe Although it has become a wonderful exchange program with a lot of content even online, we can have the better exchange with the one-on-one meeting if we actually visit Cambodia. Also, I felt it would be too formal with teachers in between if we do the online meeting, so I wished I could have heard opinions of Cambodian students at heart.

Shimano It was a lot of fun. We could have a talk with Cambodian students, and they listened to our presentations, so it was such a great experience that we wouldn't be able to get often.

Matsui What was everyone's best learning in this online meeting?

Takagi I think I had been deciding the thing on my own biased ideas, such as the undeveloped medical care in Cambodia. Even though I thought there were not enough number of PCR tests taken in Cambodia, people there were actually doing it, so as the quarantine. I learned the importance of talking and listening to a person in actual.

Kose I felt the same way as Mr. Takagi about the counter measurement of COVID-19. There was a fact that I wouldn't know if I didn't visit Cambodia. Although I had a prejudice before going there, it was not right on site. The fact that we couldn't even find with our searching had credibility after we talked to local



people. Therefore, I could learn it was more important to talk to them and rely on the actual experience rather than a selfish prejudice or misunderstanding. On top of that, I felt local students there had a different level of speaking skills.

Inoue After I listened to them, there were many differences in what I imagined in my own ways, so I strongly felt I better not have done such a stuff, like the prejudice against the developing country. What I realized there expanded my perspective. Before the exchange meeting, by interacting with CAMBODIAN MEKONG UNIVERSITY students, I was looking forward to finding whether the happiness and richness would be a factor to make people motivated to live. Through the exchange, I could deeply think of the fact that the economy is greatly related to the life.

Watanabe Through online exchange meetings, I wanted to know more about not only Cambodia but also the world. The new COVID-19 situation in Cambodia is very different from the Japanese one, so it was curious. In addition, after listening to Cambodian students, my value against COVID-19 has been greatly changed. In

the Japanese news, they only talk about the Japanese situation. At this online exchange, I realized the Japanese situation now has become the one in which we have to face COVID-19 with the Japanese value, and would like to gather the information of COVID-19 situations in various foreign countries to keep having a flexible thinking. It was good to be able to participate in the online exchange. Next year, I hope to be there in actual.

Shimano I strongly felt the difference between in Japan and Cambodia. Discrimination against the healthcare workers, in which I presented, is hardly common in Cambodia and people there rather worrying about them. I felt it was totally opposite. The most learning was how difficult conveying words is.

Considering it was online and we had a different first language, I felt difficult to convey in words.

Matsui Thank you for all your valuable opinions and impressions. I hope we can go there together next year. That's all about Reviewing Roundtable Talk of Short-Term Online Exchange Program in Cambodia.



At The End

I was glad to have held the online exchange program because students felt and learned a lot of things through it.

In this reviewing round talk by Zoom, Professor Horiuchi from the Faculty of Health Sciences joined us together and talked about a valuable story from a professional perspective related to the international healthcare. It was about 'Impact and Background'.

To sum up what she told us is "I got an 'impact' when I know the local medical system there and the fact that there are no more new students entering at the university. It was a surprise, and I realized that it was so different, whereas we can't stop there. We still must study the background of it, including the question why Cambodia is trying to contain COVID-19 by doing PCR tests and quarantining more and more. It is because of the circumstances of the country and its vulnerability. Therefore, if it is widespread, will become deadly serious for the country. If we research the background like this, our program may be even deeper."

From this, I feel like students and this program have found new challenges. I sincerely hope that the disaster of COVID-19 will be no more next year and that this record collection will be a "local report" for all students.





Editor's Note

Now, the sign of spring has finally been felt and it has become the comfortable cherry blossom season. In 2020, a pandemic of infectious diseases in the world has brought a big change to our lives. It has been a year in which various online tasks such as online classes are required at our university. Typical activities such as the overseas program and acceptance of international students scheduled at Center for Community & International Relations, where we are involved at our university, became difficult to be carried out. This year was the one in which students couldn't go abroad to experience the different culture like every year we do, whereas each center staff proposed the online exchange as Plan B.

In recent years, online conference software such as Zoom has made the class and conference more convenient and even the international conference can be held by laptops and smartphones. This magazine mainly introduces the contents that came true by online methods. We needed various preparations since it was the first attempt for our center to plan an exchange program.

Moreover, it was challenging for not only students but also teachers themselves due to the different format, including a preparation of software and rehearsing of student's online presentation. However, it was a great achievement for us finishing this online cross-border exchange.

Our Center for Community & International Relations will continue to provide the support in various educational activities both in Japan and overseas. We hope your understanding and cooperation.

Center for Community & International Relations at Naragakuen University would like to express its gratitude to Dong-A University and Mekong University for their participation in both of our international conferences.

Carlos Ochante, Center for Community & International Relations

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