

THE CALIFORNIA STATE UNIVERSITY INTERNATIONAL FACULTY SEMINAR

JUNE 22, 2023, AT THE UNIVERSITY OF TSUKUBA

The International Faculty Seminars sponsored by the California State University International Programs (CSU IP) are designed to provide international experiences for faculty of diverse disciplines from the 23 CSU campuses. The mission of the CSU IP, a system-wide unit operating from within the CSU Office of the Chancellor, is to develop intercultural communication skills and international understanding among CSU students and faculty.

SEMINAR OBJECTIVES

Through participation in an International Faculty Partnership Seminar, faculty will have the following opportunities:

- Engage with colleagues and explore the seminar topics within their own and related disciplines
- Learn more about international opportunities available through CSU IP for themselves and their students
- Establish professional connections and contacts with colleagues from the across the CSU and UT

SCHEDULED PRESENTATIONS

LOCATED IN A110 LABORATORY OF ADVANCED RESEARCH A (総合研究棟 A110)

TIME	SESSION/ACTIVITY	PRESENTER
10:00am – 10:10am	Welcome from University of Tsukuba/ Overview of Tsukuba	Dr. Takeaki Sakurai Institute of Pure and Applied Sciences, UT
10:10am – 10:20am	Opening Remarks	Dr. Jaishankar Raman, CSU
10:20am – 10:40am	Overview of International Activities	Dr. Caroline F. Benton Institute of Business Sciences, UT
10:40am – 11:00am	Introduction of Japan Virtual Campus	Dr. Ryosuke Ohniwa Institute of Medicine, UT
11:00am – 11:20am	Presentation UT (Urban Planning and Community Empowerment)	Dr. Sayaka Fujii Institute of Systems and Information Engineering, UT
11:20am – 11:40am	Presentation UT (Culture and Representation, Japanese Pop Culture)	Dr. Kohki Watabe Institute of Humanities and Social Sciences, UT
11:40am – 12:10pm	Presentation CSU (Nutrition and Food Sciences)	Dr. Keiko Goto, CSU Chico
12:10pm – 3:00pm	Lunch and Campus Tour	
3:00pm – 3:15pm	Coffee Break (A107 Laboratory of Advanced Research A – 総合研究棟 A107)	
3:15pm – 3:45pm	Presentation CSU (Kinesiology and Health Promotion)	Dr. Mai Jara, CSU Pomona
3:45pm – 4:05pm	Presentation UT (Engineering)	Dr. Takeaki Sakurai and Dr. Toshihiro Kameda Institute of Systems and Information Engineering, UT

CONTACT

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REGISTRATION

<https://forms.office.com/r/T0dkZn5uQk>



PRESENTATION ABSTRACTS (CSU)

11:40am—12:10pm Dr. Keiko Goto, Nutrition and Food Sciences Department, CSU Chico

This case study examines how food may play a role in enhancing inter-cultural communication and global competency through a food-related COIL project among students who are enrolled in food and nutrition courses in two different countries. COIL is an approach to facilitating inter-cultural competence through the development of multicultural learning environments that connect university classes in two countries. Using online technology, COIL aims to provide students with opportunities to collaborate and learn from one another as part of their coursework. Students taking a semester-long nutrition course at California State University, Chico and students in a culinary arts course in Ecuador worked in groups to complete a Food Product Analysis and Development project. The project focused on Ecuadorian food products (e.g. quinoa, hominy, potato, cassava, plantain and cacao). Most of the COIL activities involved examination of food at different levels. For an ice breaker, each student made a one-minute video describing three food/beverage items related to their life experience. Using Zoom breakout rooms, students learned from each other by discussing history and consumption of their assigned food product in Ecuador, as well as US consumer perception of the food product. Upon examining nutrition issues in Ecuador, students collectively came up with a “global dish” as part of nutrition education targeted to a specific population in Ecuador. American students made a flyer, Ecuadorian students made a cooking video, and they jointly presented their products. American students were encouraged to watch those videos, cook global dishes and taste them together.

Qualitative evaluation of the COIL project, as well as the presenter’s experience, suggests that food played an important role in enhancing inter-cultural communication and global competency in different ways. First, food was an effective ice breaker and a tool for team building. It was easy to initiate conversations about common favorite foods and get to know others through new cultural foods. Second, food also played a role in learning about culture and internalizing it in a unique way. For example, through food, Latinx students in the U.S. discovered similarities and differences between their own cultures and the Ecuadorian culture through food. The project gave Ecuadorian students the opportunity to showcase their own culture, which provided them with a sense of pride. Among American students, learning about the history and consumption of food that was foreign to them (e.g. cassava or plantains) sparked their curiosity about Ecuador. Furthermore, experiential learning through food, such as cooking and tasting food, appeared to help students keep motivated about the project and make the group project more enjoyable.

Despite challenges related to technology, language and time zone differences, our study findings indicate that a food may be used as a vehicle for inter-cultural communication in any disciplines in higher education.

The final part of the presentation will address challenges and opportunities in implementing a COIL project in other parts of the world including Japan. Various strategies will be explored to use food as a vehicle for successful inter-cultural communication learning through COIL or similar programs across the globe.

3:15pm—3:45pm Dr. Mai Jara, Kinesiology & Health Promotion Department, CSU Pomona

In response to the COVID-19 pandemic, kinesiology programs tackled the challenge of remote instruction by implementing cutting-edge classroom and teaching strategies to guarantee students continued to receive excellent instruction. As educators in the field of kinesiology begin implementing online education in various forms, they face several challenges including technological issues and pedagogical concerns.

However, this sudden transition and increased online contents shed the light into the issues of lack of accessibilities in many forms of instructional delivery (e.g., lack of captioning for lecture video, improper format of documents and contents.)

This presentation provides initial evidence to support the need for training and mentoring of higher education instructors advocating diversity, equity and inclusion (DEI) including designing accessible instructional setting. The presentation and participation in this conference will contribute to help build DEI learning environment across CSU, deliver diverse, equitable, and inclusive training and professional development for Health and Kinesiology field.