



## Exchange of Lectures with Oversea Universities – *Teaching Trips Abroad Grant*

### ACTIVITY REPORT

<i>Name of the Faculty Member</i>	Takeshi Akiba	
<i>Status</i>	Associate Professor	
<i>Dept. Affiliation</i>	Global Studies Program	
<i>Trip Duration</i>	From: Mar. 2, 2015	To: Mar. 6, 2015
<i>Institutions visited / Country</i>	1) Sciences-Po Grenoble, France	
	2)	
	3)	

#### Activity Summary:

#### Teaching

Gave 2 one-hour lectures on citizenship and nationality, each with about 30 undergraduate students studying at their institution.

In addition, engaged in a further, one-hour discussion with a group of particularly motivated students who attended the above classes.



#### Teaching observation

Observed 3 classes conducted by their faculty, with a focus on 1) teaching methods and content, 2) level of student participation, including language proficiency in English, and 3) classroom setting.

#### Building relationships and understanding the institution

Met with the Director of International Relations to discuss the status of their international exchange programs, as well as prospects for further collaboration with our institution.

Met with a senior faculty who would be visiting AIU to offer a 2 week intensive course this year and discussed the course format and expectations for students.



Met with several faculty (that offer courses in English) to discuss the curriculum and student performance.

Met with two of our students studying at the institution for a year, as well as two students from other universities in Japan, to learn about their experience at the institution.

*What I have learned and how I want to use the knowledge / skills in my future teaching at AIU:*

Teaching format—generally interactive, regardless of whether the classroom is a lecture-style setting or a seminar-style setting. Students were willing to participate actively, even if their fluency in English were varied. The important part is the will to communicate.

Student involvement—though students were not specifically familiar with Asia or with Japan, the topic I chose (citizenship and nationality) seemed to resonate with a number of students who themselves had international background and/or had dual citizenship, leading to many comments about the issues presented.

Classroom setting—One unique and effective classroom setting was a classroom with a relatively large capacity (probably about 80 seats) that had seats with a 'U' shaped arrangement. This enabled interaction and face-to-face communication, even in a lecture with a larger number of students.

Application to teaching at AIU:

Renewed understanding that the subject-matter I specialize in could resonate with an international audience, particularly students from Europe who more frequently seem to have personal experience with issues of citizenship and nationality. I will pay more attention to engaging an international body of students in class.

An interactive class can be conducted with a larger number of students, depending on how the faculty conducts class, as well as depending on the classroom setting (a U-shaped seating arrangement, for example.) The importance of logistical setting for effective education should be shared with other faculty / staff.

