

令和8年度前期 単位互換授業履修対象科目一覧

構成機関名

(公立大学法人 国際教養大学)

No.	ページ	授業科目名	担当教員	単位数	学期 ()内初日	受入数	学部等	曜日/時限	備考
1	3-1	International Education 国際教育論	寺野 摩弓	3	春 (4月9日)	若干名	国際教養学科	火・木 14:00～15:15	対面。4月30日(木)は授業なし(全学休講日のため)。
2	3-2	Introduction to Applied Linguistics 応用言語学	ウィリアムス クレイ	3	春 (4月13日)	若干名	国際教養学科	月・水 15:30～16:45	対面。4月29日(水・祝)、7月20日(月・祝)は授業あり(通常授業日のため)。
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【注意事項】

①受講条件

- ・原則として、英語の授業を受けることのできる程度の英語力をもつ者。※TOEFL (iBT) 61点以上、TOEIC700点以上、実用英語検定準1級以上程度の英語力を必要とします。
- ・オンライン授業に必要な機器やアプリケーションを各自で準備できること
- ・原則対面で行いますが、状況により一部オンラインに切り替える場合があります。

②各科目のシラバスを参照してください。

③すでに定員に達している場合は履修できない場合があります。

『特別聴講学生入学願』の提出期日： 令和 8 年 3 月 13 日 (金)

EDU200-1_S International Education (GS-GLS)

Mayumi TERANO

Academic year: 2026
Semester: Spring
Faculty: International Liberal Arts
Department: Department of International Liberal Arts
Field: Advanced Liberal Arts Courses
Credit: 3.00
Class Designation: In-Person

Courses with a "Class Designation" of "Online" are those courses whose credits are included in the 60-credit limit set by MEXT. Credits transferred from study abroad, regardless of the actual class format, will also be included in the 60-credit limitation. The "Online" designation means that 50% or more the class sessions will be conducted online.

Class time/day: Tue : 14:00 - 15:15 D201
Thu : 14:00 - 15:15 D201

E-mail: m-terano@aiu.ac.jp
Office: B3-3
Office hours: Wednesday, 1-4pm (By appointment)

Notes:

Course description:

This course introduces students to the concept of international and global education, which encompasses the issues of teaching and learning, education for human rights and fundamental freedom, relevant efforts for international development, and the impact of global governance. The course will, for example, examine how internationalization and globalization processes affect the concept, content, method, and environment of education as well as overall learning experiences for students at all levels. It also provides an introduction to comparative and international education. International education concerns the necessary educational approaches that arise from the intensifying economic and social connectivity, issues found across areas, as well as an in-depth examination of some issues in a specific society.

International education is distinguished from global education, which focuses on the ' nature of condition(s), issues, trends, processes, and events ' that relate to multiple countries and regions (NCSS, 2016). The course covers both of them as intertwined concepts. As the introduction to comparative and international education, it examines how the educational experiences of specific countries are analyzed and applied in other societies through international exchange and cooperation.

This course is designed to add to your learning from other relevant courses such as EDU151 (Education Systems) and to learn alongside or prepare for other advanced courses, such as Education and International Development (EDU300), International Cooperation and Development SOC280 and SOC335.

Objectives:

To clarify the development and relevant concepts of international and global education.

To link this concept with the existing agenda of education in a global society.

To gain a basic understanding of how the Japanese experience is linked to its current development cooperation efforts in a global society.

AILA Elements:

International education is a widely used concept and put into practice in various places, opportunities and levels, reflecting the needs of society for all sectors and communities. Through this course, students will understand how the studies and practices of international education require an understanding and application of various disciplinary perspectives relevant to education and pedagogical sciences. It also helps students to gain skills in synthesizing knowledge and experiences and applying them to develop their own ideas. The course will also introduce cases from different countries and regions to provide an outlook on this concept from different social and economic settings. AIU students are already at the heart of international education experiences and are expected to contribute to the relevant discussion and effort, and this course will encourage them to reflect on the position and significance of their experience toward this path.

AILA Activities & Projects:

Learning from unique disciplinary and contextual experiences may be enhanced through the audio materials and active engagement in discussions and presentations of chosen topics. Students will learn to apply their learning in a variety of activities in

their lives from the action plans development.

Textbook(s):

Author: Introduction to comparative and international education. (3rd ed)

Title: Jennifer Marshall (2024)

Publisher: Sage

ISBN: BB00194941

Reference/Other study materials / Author:, Title:, Publisher:, ISBN:

- Martínez de Morentin de Goñi, Juan Ignacio (2004). What is international education? UNESCO answers. (Available online: <https://unesdoc.unesco.org/ark:/48223/pf0000138578>)
 - International Encyclopedia of Education Reference Work, Fourth Edition, 2023 (Text available from the ScienceDirect website)
 - Jay Mathews and Ian Hill (2005). Supertest : how the International baccalaureate can strengthen our schools. : pbk. -- Open Court. (in the library)
 - 相良憲昭, 岩崎久美子編著 ; 石村清則, 橋本八重子, 吉田孝 [執筆].(2007) 国際バカロレア : 世界が認める卓越した教育プログラム. 明石書店 (in the library)
 - A Global Overview: Legacies and Inertias. In Brook, C. and Alexadou, N. (2013). Education around the world – a comparative introduction. London: Bloomsbury. (pp.41-62) (in the library)
 - Illich, Ivan (1971). Deschooling Society. New York: Harper & Row. (In the library)
 - 田中治彦, 三宅隆史, 湯本浩之編著.(2016) 「SDGsと開発教育 : 持続可能な開発目標のための学び」 -- 学文社, 2016.8.(In the library)
- Edu-Port website: <https://www.eduport.mext.go.jp/en/>

Assessment:

- Participation in class discussions, response papers (when required) – 30%
- Action plan – 40% (Draft: 20% + Final: 20%)
- Group presentations on chosen topics – 30%
- Extra points – Informal sharing

The major task for this course is the development of the individual Action Plan of international education, through which students demonstrate their learning from this class and their skills of synthesizing and creativity to develop a unique way of application (further details will be explained in the class). Students will receive feedback on their draft, present the improved version, and submit the Final version.

Students are also given the opportunity to work in groups to share their analysis on the chosen topics assigned each week.

This course places importance on the process of learning rather than simply the final product. Therefore, students' participation will be evaluated from their active involvement in 1) discussions on the topics and assigned reading and 2) providing feedback to their peers (in the discussion session of Action Plans). Quality engagement in the response papers will also be included in the participation points as they may be assigned occasionally.

Finally, students are encouraged to take advantage of 'informal sharing' opportunities where volunteer students can share relevant findings relevant to class sessions, which will be counted as 'extra points'. Response paper may be requested when necessary.

Expected academic background:

Students are encouraged to take EDU151 Education Systems alongside other relevant courses such as International Cooperation and Development (I SOC280, II SOC335) and other education-related courses to enrich their understanding of this topic although not required.

URL of other information:

<https://www.mext.go.jp/en/policy/education/elsec/title02/detail02/1373861.htm>

Policies & remarks:

Attending the first session is required to complete this course successfully. Students are expected to take responsibility of catching up with missed content when required.

Notes(Field Trips, expenses other than textbooks, and so on.):

Relationship between the Instructor's Work Experience and the Contents of the Course: The course instructor will introduce examples from her experience of engaging in education, policy and administration in education to discuss world-wide issues.

Class schedule:

Week 1

Course introduction – course outlines, requirements, description of final project, informal sharing

Participant introduction

Concept of 'international' and 'education' – Origins and issues

Framing of the field. Introducing international and comparative education.

(Ref: Chap. 7 on Marshall 2014)

Week 2

Background of IE - Social change and emerging issues in education, the overviews

- Mobility and migration (living and learning in the global world)

- 'Global citizenship' and education for the global labour market

- Living and learning in the global world (Ref: Chap. 8 on Marshall 2024)
- Assignment of the Sharing activities

Migration and education

Week 3

Actors of IE (Government) – Global governance and role of the state

- Measurement and standardization, global convergence (Chap.2)
- Education for expatriates - Japanese schools abroad

Government 's action in an internationalized society

Week 4

Actors and IE (Non-state) - Schools and civil society actors – learning foreign languages(Ref: Chap. 11 and partly 8 and 10 in Marshall 2014)

- International schools (Ref: Chap. 11 on Marshall 2014)
- Private sector (Ref: Partly Chap.8)

Week 5

Internationalization in school education

- Global citizenship (Ref: Chap. 9 on Marshall 2014)
- Impact on school curricula and learning environment, Education and SDGs
- Global convergence of education – what does it mean to the 'locals' ?

Week 6

Internationalization of Higher Education (Chap.12)

- Impact of standardization in education
- Global labor market, competition and knowledge society

Internationalization of academic world

- Impact on academia and research

Introduction to the film / alternative education movement

Week 7

Film viewing and review

Schooling the World

Discussion

- Education and Culture (Chapt. 3)
- Indigenous education world model (Partly Chap. 8)

Week 8

Diversity and education / Multicultural society (Ref: Partly Chap. 10 on Marshall 2014)

Week 9

Technology and Education (Partly Chap 8, p.141)

Week 10

Change in environment: Postmodern society, Concept of 'de-schooling'

Week 11

Change in environment: International conflict, Education for peace, and social justice (Ref: Partly Chap. 9 on Marshall 2014)

Week 12

International development and cooperation in education
Course reviews - International education as a field

Week 13

Course reviews
Final project preparation and discussion

Week 14

Student presentations

Week 15

(Final exam week)

AIU Academic Dishonesty Policy:

AIU Academic Dishonesty Policy (Undergraduate)

In accordance with AIU policies and good practices in higher education, acts of academic dishonesty such as plagiarism, cheating, forgery (on a paper, examination, test, or other assignment) may result in the failure of the course.

An act of academic dishonesty during the final examination, or assignment in lieu of the final examination, may result in failure of all courses registered in the relevant academic term.

Cases of academic dishonesty will be reported to the Office of Student Records for relevant action.

AIU Academic Dishonesty Policy (Graduate)

Acts of Academic Dishonesty: In accordance with AIU policies and good practices in higher education, acts of academic dishonesty such as plagiarism, cheating, forgery (on a paper, examination, test, or other assignment) will result in the failure of the course at a minimum.

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Cases of academic dishonesty will be reported to the Dean of Academic Affairs for relevant action.

Clay WILLIAMS

Academic year: 2026
 Semester: Spring
 Faculty: International Liberal Arts
 Department: Department of International Liberal Arts
 Field: Advanced Liberal Arts Courses
 Credit: 3.00
 Class Designation: In-Person

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Credits transferred from study abroad, regardless of the actual class format, will also be included in the 60-credit limitation.

The "Online" designation means that 50% or more the class sessions will be conducted online.

Class time/day: Mon : 15:30 - 16:45 B206
 Wed : 15:30 - 16:45 B206

E-mail: williams@aiu.ac.jp

Office: A2-16

Office hours: TBA

Notes:

Course description:

This course is designed as an introduction to the field of applied linguistics , with an emphasis of study on how first and second languages are learned. Students will contrast how first and second language acquisition differ from one another and begin to fathom the cognitive differences between child and adult language learning. Students gain an understanding of the historical development language acquisition theories and how they lead to modern hypotheses on language learning. Theories will be approached from both learning and pedagogical perspectives , with the hope that students will be able to utilize what they learn to analyze and ameliorate both their ability to learn and to teach a second/additional language. By the end of the course , the students will write essays explaining their own philosophy and understanding of second language acquisition.

Objectives:

(1) become familiar with the field of S/FLA (2) discuss what it means to learn another language (3) consider their own strategies for learning another language (4) be exposed to the complex interdisciplinary basis of S/FLA (5) explore theoretical explanations for S/FLA (6) consider individual learner differences and reasons for them (7) become familiar with developmental sequences in learner language (8) develop practical approaches to formal classroom FL teaching (9) outline their own beliefs about paths to successful language learning and teaching

AILA Elements:

The course content, focusing on aspects of cognitive development and learning methodologies, will have significant cross-curricular aims. In addition to the course-specific content wherein students will become familiar with how people acquire/learn languages, the learner will ideally come away from the course aware of distinctions between human growth/development and learning, as well as gaining an awareness of various models for general learning and how they apply to different academic subjects, including psychology, sociology, anthropology, global studies, education, and curricular development.

AILA Activities & Projects:

1) Students engage in short-term study of a previously unknown language using a commercial language-learning approach (e.g., Pimsleur, Rosetta Stone, etc.) of the student's choosing, and then write a formal critical analysis of the learning experience and the pros/cons of the approach from a learning standpoint. This takes into account issues of educational theory, national context, learner psychology, gender, etc.

2) Students write a formal analytical paper asserting what pedagogical methodologies, learning styles, and learning methods best contribute to foreign language learning, using both theoretical and practical rationales. Issues of national, regional, and educational context should inform the conclusions addressed, as well as learner-specific behaviors, background, learning preferences, aptitudes, and all associated matters.

Textbook(s):

Author: -

Title: Saville-Troike, M. & Barto, K. (2017). Introducing second language acquisition (3rd edition). NY: C

Publisher: -

ISBN: -

Reference/Other study materials / Author:, Title:, Publisher:, ISBN:

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Assessment:

Throughout the course, periodic reading quizzes will be given to ensure that students are staying current with the reading assignments. Students should come to class prepared for these quizzes, having read the assigned texts in advance.

Students will write a 400-600 word journal-style essay on their own language learning experiences, detailing discoveries regarding their preferred teaching and learning styles, what worked, what didn't, etc.

There will be 3 "critical thinking assignments" during the course of the term. Each CTA will involve drafting a 400-600 word response to a directed question or challenge.

Paired Presentations: students will, in pairs, research one of the concepts/themes studied in class, and give both a presentation on the theory of the technique and a demonstration of the practical application to classroom SLA.

Each student will write a 5-6-page analytical paper (AP) in which he/she analyzes the issues which, in his or her informed opinion, contributes to successful foreign language teaching and learning.

Students will individually choose a commercial language-learning approach (e.g., Pimsleur, Rosetta Stone, etc.), and undertake a minimum of 3 hours of study of a language that they have never studied. After the study, they will write up a formal analysis (1000+ words) documenting the learning experience and the pros and cons of the approach.

Students will make formal in-class presentations to their peers on the topics of both the analytical paper and the analysis of the commercial language-learning approach.

Expected academic background:

Prerequisites: LING 180

URL of other information:

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Policies & remarks:

Late Assignments An assignment becomes late if not handed in by the end of the class period on the day it is due. Quizzes can be made up and late assignments will be accepted only if a student has an excused absence for the day or days missed (or if the student has made prior arrangements with the instructor). All work must be turned in in hardcopy format (electronic copies are not accepted except through prior arrangement). **Attendance Policy** Attendance will be taken each day. You are allowed 3 absences during the course of the semester for any reason (although note: only excused absences will allow the instructor to schedule makeup quizzes or to accept late assignments). Any absences in excess of 3 will result in a cumulative -3% deduction from your final grade. Students who arrive after the instructor starts calling the roll will be considered tardy. Having to leave the classroom during class time for any reason other than demonstrated emergencies (considered on a case-by-case basis) will also be considered as tardiness. Every three "tardies" will, for grading purposes, count as an absence. Tardiness in excess of 20 minutes will also be considered as an absence. **Classroom Etiquette:** ? Turn off your cell phones and all iPod or mp3 devices? Don't be late, please!!? No open drink containers or food in class? You may bring a drink as long as it has a closable lid

Notes(Field Trips, expenses other than textbooks, and so on.):

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Class schedule:

Introductions Defining SLA and Linguistics

How are L1s learned An overview of language learning theory

Contrastive Analysis Error Analysis

The Human Language Interlanguage

UG Functional Approaches

The Human Language II

Language in the brain Learning Processes

Learner Variables , Strategies

The Human Language III Language Evolution

Language Variation Input/Interaction

Sociocultural Theory Macrosocial Effects

Linguistics Features Receptive Features

Productive Activities L2 teaching/Learning

Paired Presentations

Final Papers Final Exam

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