

Empirical Study of Glocal Education Design in Regional Universities

- Based on the Results of International Fieldwork -

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Abstract

This study analyzes the outcomes of the international fieldwork conducted at The University of Fukuchiyama, elucidating the achievements and challenges of the international education program and proposing designs for glocal education programs. Through cross-cultural exchanges, it emphasized the significance of multicultural understanding, language proficiency, and the importance of cross-cultural communication among students, providing opportunities to deeply comprehend local cultures. However, adapting to different cultural environments remains a common challenge, necessitating enhanced preparatory and adaptability skills among students. It is crucial to clearly communicate the importance of glocal education to students and provide concrete support, with the expectation that regional universities will play a significant role in contributing to the growth and development of their students. Furthermore, through deep engagement with communities of diverse cultural backgrounds, students gain practical learning experiences. Overcoming cultural adaptation and language barriers is demonstrated to be key to the success of international education programs.

Keywords: International Fieldwork, Glocal Education Program;

Cross-cultural Communication; Cultural Adaptation; Language Proficiency

1. Introduction

As Japanese corporations expand their overseas operations and advance internal internationalization, higher education institutions in Japan are intensifying their efforts to cultivate global talents. This includes expanding study abroad programs, introducing international curricula, welcoming international students, and strengthening language education. Regarding the significance of overseas fieldwork in university education, Morizumi (2021) emphasizes the importance of the overall intent and objectives of the curriculum, while also highlighting the significance of experiencing cross-cultural interactions and communication on-site, allowing participants to become keenly aware of their connections with others.

However, a trend of "youth disengaging from overseas travel" has been noted since around 2007. As inhibiting factors for travel, Nakamura (2014) examined concerns such as "anxiety about staying," "language anxiety," "the burden of planning," "absence of companions," "lack of time," and "financial constraints." Furthermore, the "Youth Outbound Activation Committee" established by the Japan Tourism Agency in 2018, against the backdrop of declining outbound travel (low departure rate), stressed that promoting youth outbound travel holds significant value not only from the perspective of tourism policy but also in nurturing the international sensibilities and mutual understanding of the next generation. The importance of this is underscored by the broader context of globalization in future economic, social, and national life. There are expectations for a unified approach involving government ministries, the economic sector, and the educational sector to promote "overseas experiences" among the youth. Nevertheless, concerns about the decline in the willingness of young people to travel abroad are arising due to factors such as the Covid-19 pandemic, frequent regional conflicts, and currency depreciation.

On the other hand, in recent years, the increase in foreign workers and tourists visiting Japan has led to a rise in passive cross-cultural contact opportunities without the need for traveling abroad. Against this backdrop, there is a trend among Japanese youth to be expected, regardless of their attitude (active or passive), to possess an open mind, linguistic communication skills, and the ability to adapt to different cultures.

Ueno et al. (2019) suggest that, even without traveling abroad, cultural adaptability skills can be improved through domestic education (human resource development programs) in Japan. Furthermore, Nishimura et al. (2022) highlight

limitations of overseas study programs and enhance human capital. This perspective focuses on developing a majority of youth who do not experience studying abroad, as future personnel in a globalized, multicultural society. In addition, Nishimura et al. (2023) discuss leveraging campus and community diversity (meaningful interactions with international students and local foreign residents), utilizing student exchange programs like tutor systems (Japanese students supporting international students in their daily lives and studies), and taking advantage of intercultural understanding courses.

While regions depend on such initiatives as practical venues, Asama (2000) points out the need for educational institutions to strive for "internal internationalization" from the aspect of regional promotion. In other words, to achieve the missions of both university education and regional revitalization, it's essential for universities and regions to prioritize responding to each other's needs. Especially when the region serves as the venue for university education, careful consideration should be given to how learning outcomes can be returned to the community.

In this context, the concept introduced by Yaguchi (2019) about "personnel who can support, create, reinvent, and contribute to the regeneration and creation of communities, and contribute to the development of sustainable local societies suitable for a mature society through comprehensive and qualitative development, and who can apply and practice their learned knowledge and international perspective in local communities and various real-world situations (Glocalists)" is adopted. This concept suggests that the results of international education at universities should aim to produce outputs that are adaptable to the community in three aspects: "practice," "application," and "contribution." At the same time, it's conceivable to design the necessary educational processes and materials (inputs) by working backwards from these outputs, and to assess the suitability of educational programs and materials based on the current level of achievement of outputs. However, it's important not to overlook the challenges, such as difficulty in grasping the degree of achievement of outputs due to the completion of educational programs, graduation of participants, and the long-term nature of outputs.

Considering the above, this paper aims to compile the results of international education programs conducted at universities with the goal of achieving outputs adaptable to the region, extract challenges of the program, consider solutions, and

attempt to provide suggestions for the design of glocal education programs.

2. Methods

2.1 Selection of Analysis Subjects

This paper sets the following criteria for selecting the subjects of analysis:

1. The educational program is designed to concurrently offer global and local education and provide students opportunities to reflect on how global and local issues are interconnected.
2. The educational program is developed based on the students' interests in foreign societies and their willingness to travel abroad.

The University of Fukuchiyama, a small-scale university located in the northern region of Kyoto Prefecture, operates under the basic philosophy of being "a university for citizens, a university for the region, and a university walking together with the world." From enrollment to the fourth year, the university implements community-collaborative education and has introduced international liberal arts subjects such as international fieldwork for second-year students starting in 2018. The subject of International Fieldwork I in the first term is divided into English-speaking and Chinese-speaking classes, allowing students to learn about the culture, history, and society of countries they are interested in, irrespective of their willingness to travel abroad. In the second term, International Fieldwork II involves faculty members leading students who are willing to travel abroad, conducting local studies during approximately one week of stay. In addition, the university offers second-language subjects in English and Chinese without restriction to any particular academic year. Based on these selection criteria and implementation status, this paper incorporates a case study of international fieldwork at The University of Fukuchiyama.

2.2 Analysis Method

As mentioned above, it is challenging to grasp the degree of achievement of outputs (practice, application, contribution) in the region, hence there is a limit to assessing the suitability of educational programs and materials. Therefore, this paper attempts a minimal examination of the suitability of educational programs and materials based on the degree of formation of students' willingness to produce

outputs (practice, application, contribution). It utilizes reports from students and faculty members who participated in the international fieldwork subjects in the academic years 2019 (Chinese-speaking region), 2022 (English-speaking region), and 2023 (Chinese-speaking and English-speaking regions). By considering the learning outcomes and reflections of the participants, the paper will examine the objectives and implementation methods of the subjects, and compile insights and challenges.

3. Analysis Results

3.1 Results of International Fieldwork Implementation (Faculty Perspectives)

In this section, the paper will present an overview of International Fieldwork I and II in both the Chinese-speaking and English-speaking regions, and summarize the implementation results from the perspective of the faculty members responsible for the courses.

3.1.1 Chinese-speaking Region

The Department of Regional Management at The University of Fukuchiyama has an academic exchange agreement with Southwest Jiaotong University (Chengdu City, Sichuan Province) in China, mainly focusing on the revitalization of rural areas.

For International Fieldwork I in the academic year 2019, the curriculum allowed students to learn about rural areas in China, acquire necessary knowledge for interaction with Chinese university students, and prepare for exchange meetings. The class overview included learning about regional issues in Japan and China, preparing English presentations about such issues, studying Chinese history and basic knowledge, and reading English literature about Chinese society to deepen understanding. The goals were to acquire necessary knowledge and skills about regional issues in China, learn presentation skills in English, gain basic knowledge for fieldwork abroad, and learn basic Chinese.

During the summer of 2019, a Chinese faculty member led three Japanese students to Sichuan Province for about a week to conduct International Fieldwork II. They visited five rural villages, utilizing recommendations and networks from faculty at Southwest Jiaotong University, focusing on advanced examples of

comprehensive development in rural areas, government-led initiatives, private agricultural corporation-led revitalization, and a case similar to the region where The University of Fukuchiyama is located. They explored the villages, interacted with the locals, and held exchange meetings to discuss insights, challenges, and proposals for rural development in both countries.

For the academic year 2023, despite changes due to the COVID-19 pandemic, visa issuance policies, and other challenges such as concerns about safety after travel and financial issues due to the weak yen and local price increases, the International Fieldwork was successfully conducted. Unlike in 2019, six new case areas were explored and visited in 2023, with a focus on various rural development methods such as utilizing historical landscapes, government-led initiatives, smart agriculture, green tourism, external capital introduction, and community building that balances traditional industry development with ecosystem preservation and emphasizes attracting youth. The students were paired with students from Southwest Jiaotong University for all activities, although direct interactions with local residents were not possible due to the hosts' circumstances. After returning, the students were required to submit reports on their experiences.

3.1.2 English-speaking regions

The implementation of International Fieldwork in English-speaking regions was conducted in Singapore in 2022 and Australia in 2023, depending on the specialties of the faculty members in charge.

The faculty member responsible in 2022 was Japanese and specialized in cultural/social anthropology. The courses International Fieldwork I and II in an English-speaking Region in 2022 focused on the theme of multi-culturalism in Singapore.

Japan is experiencing unprecedented influx of foreign professionals, workers, and students from countries around the world in recent years. However, with little experience and knowledge, many municipalities including those in northern Kinki region, as well as the Japanese society as a whole, are struggling to cope with emerging problems associated with cultural differences and to come up with a future vision of multi-cultural society. The courses were designed to educate students on how other countries are working to build multi-cultural societies and how they manage problems of conflicts between different ethnic groups, which will help them

play key roles in increasingly multi-cultural Japanese communities in the future.

While International Fieldwork I in the spring semester was spent on material reading on historical and current social situations and multi-culturalism in Singapore, students traveled to Singapore and engaged in on-site fieldwork as part of International Fieldwork II in the fall semester.

The background reading in spring covered a wide range of topics including history of Singapore (how the country was founded, the history of migrations in the country, etc.), political system, languages, educational system, public and private residences, religion of different ethnic groups, and above all, multi-cultural policies. Through background readings in International Fieldwork I, students learned that Singapore, an island that was originally inhabited by residents of Malay descent, was colonized by the English in the early 19th century, and it was during the colonial period that other ethnic groups such as Indians and Chinese immigrated, constituting the current multi-ethnic country. The resulting multi-ethnicity is reflected in every corner of people's lives in Singapore, such as languages, education, jobs, housing, religion, among others.

On-site fieldwork was carried out in September 2022 for one week. Visits were made to a national museum where the history of migration into Singapore is introduced, cultural centers and religious facilities of different ethnic groups in each group's quarters which maintain rich cultural heritages. Also, we were able to pay a visit to a public housing complex where low-income residents are housed, and had an opportunity to interact with migrants from Bangladesh who shared their experiences with us. A lecture was given by a professor at the National University of Singapore about multi-culturalism in Singapore and its problems, and a campus tour was provided as well. In addition, we visited offices of Japanese government and local municipality to learn about relations and cooperation between Japan and Singapore in various areas.

After arriving in the country, in order to acquire introductory learning on multi-culturalism in Singapore, students first visited the History Gallery of the National Museum of Singapore, where history of colonialism as well as arrival of different ethnic groups is introduced, and then cultural heritage centers of each ethnic group, such as Indian Cultural Center and Malay Heritage Center where they were exposed to cultures widely different from those in Japan. Also, we visited temples, shrines, and mosques in Chinatown, Little India, and Bugis Street area to know

how different religions existed side by side in one society. In these areas, ample with ethnic cultures, they also experienced shopping in local markets and food strolls, which gave them glimpse of different cultural heritages and how they are maintained in everyday life of local residents.

After having these introductory visits and experiences, students were given opportunities to get deeper understanding of multi-culturalism in Singapore as well as problems associated with it by talking with local residents and getting insiders' views. A lecture was given by Professor Ho Swee Lin, a sociologist at the National University of Singapore, on the theme. It was a chance for students to get very different perspectives on multi-culturalism in the country from what they had learned in books and in museums, as until then they had learned more or less positive sides of the policy. Professor Lin, as an insider, as a person of "ethnic minority" and as an academic, presented critical views on multi-culturalism, political issues as well as tensions between ethnic groups and in the government in Singapore. Especially her explanations on political motivations behind multi-culturalism in the country, provided an eye-opening learning for the students.

With help of a local social worker, we also had a chance to visit a public housing complex for low-income families, where they got information on social stratification in the country, which is often connected to ethnic backgrounds. Students, in addition, joined a Migrant Solidarity Walk, where they met immigrants from Bangladesh and learned about problems they face in their everyday lives, where they are often discriminated against. We shared dinner together at a local Bangladeshi eatery, which proved to be an interesting and memorable experience.

Aside from these field sites, we also paid visits to the office of J. CLAIR Singapore, or the Japan Council of Local Authorities for International Relations, and the representative office of Sizuoka Prefecture. These offices aim at promoting ties between Japanese local municipalities and Southeast Asian countries including Singapore, in various areas such as commerce, trade, tourism, cultural exchanges and labor exchanges, and they kindly offered lectures on economic and financial situations of Singapore and on what kind of roles the ties with the region play for Japanese local development, including northern Kinki region. These learning, we believe, were valuable for students in thinking about "glocalism", which is one of educational goals of our university. On the final day, we were also given tours of National University of Singapore and Yanyang University, where students got to

know higher educational systems in another country.

Singapore was specifically selected as the destination since it is well-known for the presence of multi-ethnic population and nationwide multi-cultural policies. Much has been written in Japan as well as in the world on Singapore's multiculturalism. However, in order to get a more thorough understanding of different cultures and societies, it is crucial to visit the places, meet local residents, and most importantly, share their experiences and exchange ideas with them. Although the on-site fieldwork was relatively short, these opportunities, we believe, gave participating students chances to reflect on cross-cultural experiences and think with wider and deeper perspectives on multi-cultural society that Japan, including local communities in northern Kinki region, is expected to build in the coming years.

In today's global era, local communities in Japan are directly connected to the world, and global and local issues not only influence but are also interconnected with each other through flow of goods and information, and most importantly, interactions between people. When foreigners arrive and settle in remote regions outside of cosmopolitan cities in Japan, that is where glocalism and multiculturalism gain significance. In order to achieve glocalism that merit everyone in the community, both Japanese and foreign residents, learning about multiculturalism, including its difficulties, in other societies such as Singapore with a long history of migrations would be highly beneficial.

On the other hand, the faculty member responsible in 2023 was Australian and specialized in applied linguistics. The International Fieldwork was conducted as follows, and the educational outcomes were compiled.

The theme "Embracing Diversity and Multiculturalism" encapsulates International Fieldwork in Melbourne. In the planning stages, Melbourne was selected with students leaving Japan for the first time in mind. On top of that, the city itself was considered relatively safe while being progressive. The chaperone, who has lived much of their life in this location, felt the egalitarian society celebrates inclusion. Students can question whether minority groups are well-represented in industries that include education, banking, and the legal system, in addition to allocating time to recognise historical and social issues through museum visits.

Furthermore, they recognise various social, economic and cultural dilemmas and

contrast them with the situation on their home soil. Acknowledging different perspectives provides the foundation for a broader point of view. The French sociologist Pierre Bourdieu coined the term “Cultural Capital” as a measurement of social mobility and changing one's economic status through exposure to the institutions mentioned above (Bourdieu, 2011).

How will Students Acquire Global Perspectives?

- Create contacts and warm relationships during industry visits by pre-arranging questions using the target language in English beforehand. Students will be asking questions and taking notes during site visits. As a group, there will be debriefing periods to reflect on the learnings and the English language.

- They are appreciating cultural diversity and valuing differences in communities. Students will visit various commercial and government institutions.

- It is identifying the connections in Melbourne's infrastructure. That includes business, education, transportation, laws, banking, tourism and reconciliation with native peoples while including minorities and answering the question of how Melburnians break down barriers of ethnicity.

- Consider the cause and effects of research methods. After the fieldwork practice, students will correlate information in a report. This information will include the contrasts between Melbourne and Fukuchiyama. Finally, students will make a presentation reflecting on their experiences and findings.

- During a one-week study abroad tour, students will receive cultural mentoring from a chaperone from The University of Fukuchiyama.

- International Fieldwork 1. Integrated Textbook

Before going overseas to Melbourne, students in the English stream of International Fieldwork had the opportunity to develop their English communication skills. They received a free copy of the textbook ‘Links: A Communication Course with Extensive Reading.’ This topics-based textbook provides independent activities for university-level English Foreign language study inside and outside the classroom. English Foreign Language (EFL) learners can improve their reading, writing, speaking and listening through independent tasks inspired by meaning-focused instruction (Nation, 1996). In addition to the textbook, they also received a subscription to Xreading software, which has over eighteen hundred graded readers, free of charge. This online library features narrated stories

with speed control for students studying in foreign countries such as Australia, New Zealand, the USA, and the U.K. Another aspect of Xreading software is its word count, measured reading times, and quizzes for teachers to follow the students' study and comprehension outside of class. After completing the eight textbook units designed for A1 to A2 levels in the Common European Framework of Reference (CEFR), the students then focused on going to Melbourne for a study project looking at the theme 'Inclusion and Diversity in a Multicultural City'.

·Advanced Literacies Foreign Language Learners

Despite the fieldwork course not being part of the language curriculum at the University of Fukuchiyama, a significant part of taking students to an English-speaking country is comprehending information in the new environment. Therefore, constructing an educational experience involved English Foreign Language (EFL) Learners reading and discussing institutional websites in Melbourne before visiting and while on site. Levy, F., & Murnane, R. (2004) support "advanced literacies", which encourage understanding various forms of communication in the changing landscapes of the twenty-first century with access to digital accessories. First, in preparation for overseas, written and oral discussions about the institutional backgrounds were performed in class. Naturally, the Melbourne experience was clarifying the language from English to Japanese. In the final stage, the learners visited the institutions while abroad. Students could use translation software to gain a general understanding when Japanese resources were unavailable. Figure 1.0 shows a breakdown of the names of institutions students researched before visiting. Many Japanese websites for tourists can provide information about the institutions that are not connected to the institution's pages. Reading and writing in the advanced literacies context assists in knowing what to look for while making observations to ensure deeper levels of thinking and learning (Lesaux et al., 2016).

EFL learners with little or no experience in English-speaking countries change their status to English Second Language (ESL) learners when they arrive in Australia or any other English-speaking country. However, regarding the group of Japanese EFL students from the University of Fukuchiyama who are visiting Melbourne for one week, referring them to EFL would be suitable.

Outline of ANZ Bank Interview with Banking Executive

The ANZ Bank Area Manager for Victoria in Commercial Banking. The banking

executive is responsible for 12 managers who look after 100 clients. They range from law firms to franchises, accountants and industries. Bankers nurture relationships while providing advice on leasing, lending, buying stocks, and creating copyrights. Students inquire about economics in Australia and what is involved in setting up a business. The interview was held in a boardroom on the forty-fourth floor, where the highest members of businesses perform million-dollar deals.

Outline of Immigration Museum Visit

Visiting the Immigration Museum was an opportunity to collect stories and express opinions about them. Clandinin, Pushor, & Orr (2007) coined the research method “Narrative inquiry”, which refers to research that reflects on the stories behind people's experiences. Those anecdotal descriptions help raise awareness of multicultural migration patterns and the hardships of leaving their homelands for a new start. This exhibition details how Australians' self-image influences how members of their society perceive others. Understanding each other's backgrounds can break down prejudices and form a unity for what it means to belong in Australia. This sentiment is reflected in the comments below from a former professional Australian Rules Footballer with an Australian-Brazilian-Congolese cultural background.

“We have so much in common with each other, and you just have to see past I suppose the surface area whether it be your physical appearance, language barriers or religious barriers. When you actually sit down and interact with someone and you go past those barriers, you find you have so much in common with them. No matter how different things may appear on the surface, the surface isn't the whole story.” Héritier Lumumba, 2011

· Results: What did students learn? Did they achieve your goals?

On returning to Japan, the students wrote reports on their exposure to Australian culture. They were most passionate about prioritising work with family responsibilities and gender roles in the workplace. At the ANZ bank, equality is even seen with unisex toilets for staff and providing a work-from-home option for bankers who can operate offsite to spend more time with their families. Countermeasures for setting these conditions in Japan were elaborated on in the student's evaluations. They saw Japan as working towards this way of operating business, yet felt women's safety must come first. In addition, running a successful

business requires dedication to employers, yet they indicated Japan was changing and progressing to look more like a Western interaction style.

3.2 Results of International Fieldwork Implementation (Enrolled Students)

In this section, excerpts from the reports of 10 students who participated in International Fieldwork I and II in both Chinese-speaking and English-speaking regions will be analyzed. The excerpts will focus on "purpose awareness," "impressive & interesting aspects," and "learning outcomes as outputs." This analysis aims to understand the students' perceptions and attitudes towards the actual content of the learning experiences they underwent.

The feedback from the students provides a multifaceted view of their experiences and learning outcomes from the international fieldwork. Here's a summary of their responses:

****Student 1****

- ****Purpose Awareness****: Enrichment of university learning for future local work, interest in language learning, and practical application.
- ****Impressive & Interesting Aspects****: Value addition to agricultural products, appealing workplaces for youth, wastewater treatment, integration of migrants, housing relocation assistance, community consciousness, interaction with Chinese youth, tea culture, and women's roles.
- ****Output Willingness (Practice, Application, Contribution)****: Utilize learning from the visit for local benefit.

****Student 2****

- ****Impressive & Interesting Aspects****: Coexistence with nature, cleanliness and uniqueness of homestays, young women's empowerment, government collaboration, broadened perspectives, cultural differences, and learning gaps about Japan.
- ****Output Willingness****: Integrate language study and understanding of Japan's current situation before participation.

****Student 3****

- ****Impressive & Interesting Aspects****: Environmentally conscious landscape creation, communication during exchange meetings, presentation styles of Chinese

students, local homestay practices, and meal experiences.

- **Output Willingness**: Reflect on contemporary issues and Japan's strategies.

Student 4

- **Impressive & Interesting Aspects**: Balance between residential areas and tourist attractions, government-led village creation, fermentation techniques, rural and tourism development, cashless and EV proliferation, and cultural differences in food.

- **Output Willingness**: Apply learning in future life and community activities, with increased interest in Chinese culture and language.

Student 5

- **Impressive & Interesting Aspects**: Interaction with local students, sketching rural landscapes, city exploration, and effectiveness of local learning.

- **Output Willingness**: Apply observations for a better future.

Student 6

- **Purpose Awareness**: Acquire new knowledge and deepen cross-cultural understanding.

- **Impressive & Interesting Aspects**: Townscapes, cuisine, animal care, celebrity encounters, toilet situations, facility access, cultural artifacts, and religious influences.

- **Output Willingness**: Apply experiences in future life.

Student 7

- **Impressive & Interesting Aspects**: Assistant language teaching (ALT), outdoor dining, maintaining CMIO population proportions, exposure to diverse values.

- **Output Willingness**: Apply understanding and respect for different values in future life.

Student 8

- **Impressive & Interesting Aspects**: Little India, security measures, and usage of Japanese products.

****Student 9****

- ****Purpose Awareness****: Deepen cross-cultural understanding and actively engage with English.
- ****Impressive & Interesting Aspects****: Language learning, interaction with local university students, insights into population growth and land development, witnessing homelessness, and conversations with bank staff.

****Student 10****

- ****Impressive & Interesting Aspects****: Personal stories of international students, multicultural peace rituals, free English lectures at visited universities, family bonds of international students, learning about natural environment and cultural history in museums, and significant shifts in personal values.
- ****Output Willingness****: Strive for better communication across different cultures and languages, and apply learnings in life and societal contributions.

From the excerpts of the 10 students, it's noticeable that while 7 students did not explicitly state their purpose for enrolling in the international fieldwork, their participation itself implies a clear interest in experiencing and learning from different cultures. The remaining 3 students expressed objectives related to enhancing cross-cultural understanding and acquiring new knowledge.

In terms of the actual learning content, the 'impressive & interesting' aspects highlighted by the students mainly focused on four areas: 'interaction with locals,' 'diverse differences between Japan and the host countries,' 'unique local features,' and 'participation in local events and activities.' These areas suggest that the students were deeply engaged with the cultural, social, and environmental aspects of the regions they visited.

Furthermore, regarding the willingness to output learning results, 8 students showed an intention to apply their experiences and learnings in their future studies in Japan, their personal lives, and in contributing to and applying what they learned in their local communities. This indicates a strong inclination towards using their international fieldwork experience in a practical and meaningful way, reflecting the potential impact of these programs on the students' academic and personal development.

4. Discussion

This paper has analyzed excerpts from reports by faculty and students involved in past international fieldwork. Based on the content of these excerpts, the paper discusses from the perspective of "Designing Glocal Education at a Regional University."

A comprehensive consideration of the reports from the faculty members in charge of the international fieldwork reveals the educational value brought about by implementing the program in different regions and the common challenges faced. The programs implemented in Singapore, China, and Australia offered students valuable opportunities to understand multiculturalism and deepen mutual understanding through interaction with people from different cultural backgrounds. Students also had the chance to test their language skills, learn the importance of cross-cultural communication, and apply theoretical knowledge to real-world situations by directly experiencing the history, culture, and economy of the host countries. However, adapting to a different cultural environment remains a common challenge, requiring students to develop the ability to adapt to living and learning in a cross-cultural environment through pre-travel preparation, including language proficiency.

Incorporating the perspective of "Designing Glocal Education at a Regional University," an integrated consideration of international fieldwork is attempted. Glocal education aims to integrate global knowledge with local contexts, nurturing students' abilities to thrive in both local communities and international environments. This allows regional universities to provide education that responds to global trends while meeting local needs. Hence, international fieldwork fosters a global perspective while respecting local cultures and values, promoting students' understanding and contributions to their local communities. Reports from students who participated in international fieldwork show that they learned about multiculturalism and social structures in various regions, compared these with their local contexts, and showed willingness to apply the insights and skills gained abroad to contribute to the development of their local communities. Therefore, international fieldwork at regional universities enables students to bridge cultures and deepen their understanding of both global perspectives and local contexts simultaneously. It includes processes that address regional issues from an international perspective, seeking solutions, thus holding significant value as a

practical means of implementing glocal education.

Through glocal education, students become well-versed in both local culture and international issues, developing the ability to integrate these aspects. This approach suggests that regional universities should support students in understanding local needs and finding solutions from a global perspective. Furthermore, it is crucial to provide concrete guidance and support on how students can apply the insights and skills acquired during international fieldwork to their local communities and industries. This ensures that the educational outcomes are tangibly linked to the development of local communities, making students' learning experiences more practically valuable.

However, the review of the reports from the ten students used in the analysis revealed that some students did not clearly state their purpose for enrolling in the courses. This ambiguity suggests that students may not fully understand the original significance and goals of glocal education. Therefore, it is necessary to clearly communicate the purpose and importance of glocal education to students in future international fieldwork implementations and to ensure that they can clearly grasp the significance of their individual learning activities. Specifically, defining the goals of glocal education and the specific actions and expectations of students towards achieving these goals through orientations and workshops within the curriculum can be effective.

In the design and implementation of international fieldwork programs, it is crucial to deepen students' understanding of multiculturalism. This is achieved through deep engagement with communities with different cultural backgrounds, where students enhance their language and communication skills and gain practical learning opportunities through direct dialogue and collaboration with local people. This process comes with challenges such as cultural adaptation, language barriers, and handling unforeseen circumstances, but addressing these issues is a crucial element of a successful international education program. With adequate preparation and measures, students can overcome these challenges and gain a richer learning experience. This, in turn, enables students to integrate local needs with a global perspective, fostering personal growth and professional development.

5. Conclusion

This paper presents an analysis of the international fieldwork conducted at The

University of Fukuchiyama, aiming to elucidate the efficacy and challenges of international education programs tailored to regional outputs and to provide recommendations for the design of glocal education programs. Based on reports from students and faculty, it demonstrates the effectiveness of cross-cultural exchange opportunities in enhancing students' multicultural understanding, language proficiency, and the significance of cross-cultural communication, as well as their ability to apply theoretical knowledge to practice. However, adapting to different cultural environments remains a common challenge, necessitating the reinforcement of adaptation skills through pre-travel preparation.

The study underscores the crucial role of glocal education practices in regional university settings, highlighting how they enable students to maintain a global perspective while respecting local culture and values, thereby fostering an understanding of and contribution to the local community. Students participating in international fieldwork have shown the potential to serve as bridges between cultures and contribute to the development of their communities. However, the clarity of students' objectives for enrolling in these programs is sometimes lacking, suggesting a potential gap in their full understanding of the significance and goals of glocal education. Therefore, it is imperative to clearly communicate the aims and importance of glocal education to students and provide concrete guidance and support. This approach is expected to ensure that students' learning experiences significantly contribute to the development of local communities, positioning regional universities as pivotal in fostering students' personal growth and professional advancement.

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