

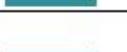
SIGLOC-online 2020 Summer Program Summary of participating students' self-evaluation and questionnaire results

1. Outline of Self-evaluation / Questionnaire

- During the implementation of the SIGLOC-online 2020 Summer Program (August 31st - September 11th, 2020), we asked the participating students to fill out the Pre- and Post-course Self-evaluation Forms at the beginning and the end of the program respectively.
- At the end of the program, we conducted a questionnaire (2020 summer SIGLOC-online Feedback Form to fill out) for the participating students.
- The purpose of the program is to cultivate the ability “to discover issues” and the ability “to find solutions,” and train people who possess the ability “to implement those solutions” by collaborating with students from other countries.
- The theme of the program is "Searching for Universal Solutions to Social Issues that Became Apparent Due to COVID-19."

2. Self-evaluation Results

- We set 12 self-evaluation items based on the program theme and requested the students to fill out Pre- and Post-course Self-evaluation Forms (ranked on a scale of 1 to 4).
- Nineteen out of 24 participating students filled out both Pre- and Post-course Self-evaluation Forms. The average score for each item is listed in the table below.
- The results show that the Post-course Self-evaluation average score exceeds the Pre-Course Self-evaluation average score in all the 12 self-evaluation items.

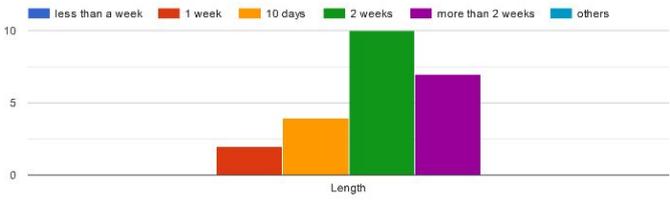
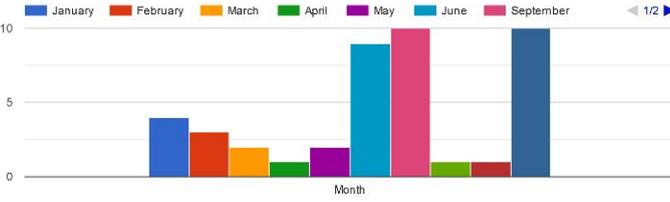
#	Self-Evaluation items	Pre	Post	Comparison (Pre - Post)	Change
1	To be able to identify the social issues that became apparent and/or emerged due to the COVID-19 outbreak in your country	3.05	3.79		+0.74
2	To be able to identify the social issues that became apparent and/or emerged due to the COVID-19 outbreak in other countries	2.68	3.53		+0.84
3	To be able to explain the social issues of your country to people in your country while considering the context (i.e., social, cultural and historical backgrounds) of your country	2.79	3.63		+0.84
4	To be able to explain the social issues of your country to people in other countries while considering the context of your country	2.79	3.68		+0.89
5	To be able to explain the social issues of your country to people in your country while considering the context of other countries	2.53	3.58		+1.05
6	To be able to explain the social issues of your country to people in other countries while considering the context of other countries	2.53	3.68		+1.15
7	To be able to explain the social issues of other countries to people in other countries while considering the context of other countries	2.37	3.47		+1.11
8	To be able to explain the social issues of other countries to people in your country while considering the context of other countries	2.58	3.63		+1.05
9	To be able to explain the social issues of other countries to people in your country while considering the context of your country	2.68	3.68		+1.00
10	To be able to explain the social issues of other countries to people in other countries while considering the context of your country	2.58	3.58		+1.00
11	To be able to create universal solutions to the social issues	2.50	3.58		+1.08
12	To be able to create social environments for universal solutions to be acceptable in your country	2.58	3.42		+0.84

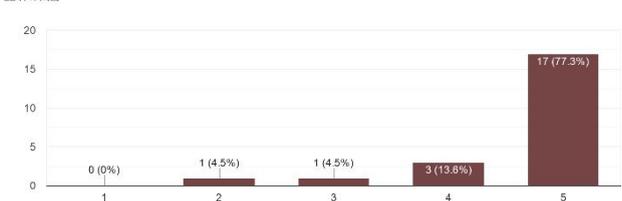
3. Questionnaire Results

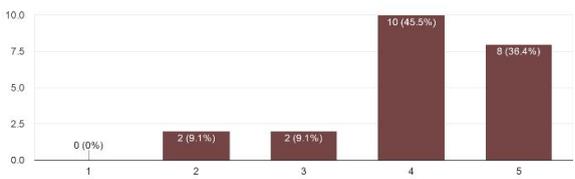
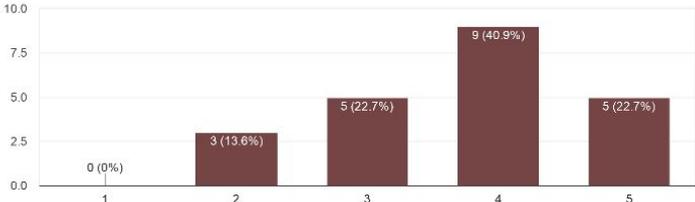
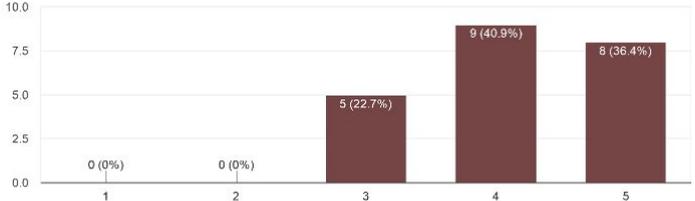
- We collected students' feedback about the program in a questionnaire format.
- Twenty-two out of 24 participating students completed the questionnaire. The summary of the questions and answers are as follows:

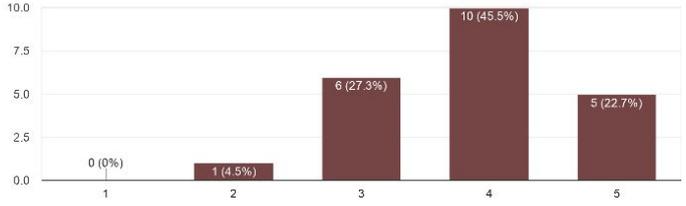
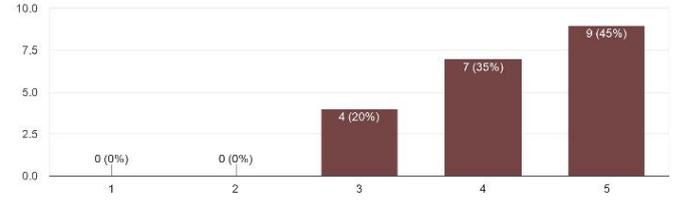
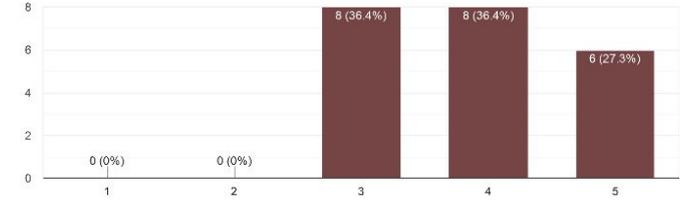
Category	Question	Answer																																				
Overall Evaluation 1	How did you realize your attitude towards social issues has changed in the past two weeks?	<ul style="list-style-type: none"> • More than half of the students answered as follows: They became more aware of social issues and what's happening in their own country and other countries; By viewing social issues from wider/ different perspectives and deepening their understanding of these issues, they became able to explain to others about the social issues in their own country and other countries clearly; The program gave them an opportunity to make them realize the social issues that arose in their own country and learn more about those issues in comparison with those in other countries. • There were also some answers as follows: One student came to realize that the social issues that other countries are currently facing were much severer than those in her own country; Multiple students realized that it is essential to consider social issues in context of their backgrounds in order to solve them, and to look for long term solutions, not only seeking short term solutions; Multiple students said they improved their social skills, leadership skills, and the ability to be more observant, think more rationally and insightfully, find solutions, etc." ; and some students enjoyed learning online to communicate with students from other countries and make friends with them. 																																				
	How likely would you be to recommend SIGLOC -online to a friend or colleague?	<p>How likely would you be to recommend SIGLOC-online to a friend or colleague? 22件の回答</p> <table border="1"> <caption>Recommendation Likelihood Data</caption> <thead> <tr> <th>Rating</th> <th>Number of Students</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>0</td><td>0</td><td>0%</td></tr> <tr><td>1</td><td>0</td><td>0%</td></tr> <tr><td>2</td><td>0</td><td>0%</td></tr> <tr><td>3</td><td>0</td><td>0%</td></tr> <tr><td>4</td><td>0</td><td>0%</td></tr> <tr><td>5</td><td>0</td><td>0%</td></tr> <tr><td>6</td><td>0</td><td>0%</td></tr> <tr><td>7</td><td>2</td><td>9.1%</td></tr> <tr><td>8</td><td>6</td><td>27.3%</td></tr> <tr><td>9</td><td>5</td><td>22.7%</td></tr> <tr><td>10</td><td>9</td><td>40.9%</td></tr> </tbody> </table> <p>NPS(Net Promoter Score) is 65.4, which is very high.</p>	Rating	Number of Students	Percentage	0	0	0%	1	0	0%	2	0	0%	3	0	0%	4	0	0%	5	0	0%	6	0	0%	7	2	9.1%	8	6	27.3%	9	5	22.7%	10	9	40.9%
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Explain the reason for the rating above.	<p>Positive opinions:</p> <ul style="list-style-type: none"> • Learned about social issues and their solutions while comparing them with people from other countries (8 students). • Being able to use analytical skills, foster critical thinking, be insightful and view things with different perspectives (through multicultural discussions) now (6 students). • Made friends from overseas (5 students). • Good collaborative learning and teamwork (5 students). • Liked the program because it was online (4 students). • Supportive, helpful and attentive teaching staff (3 students) • Perfect way to analyze and understand the current situation and provide self-reflection on what is going on in one's own country (2 students). • Gained research skills due to the research-oriented program (2 students). 																																					

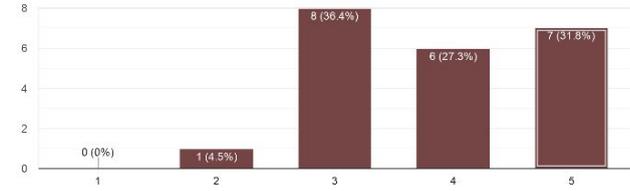
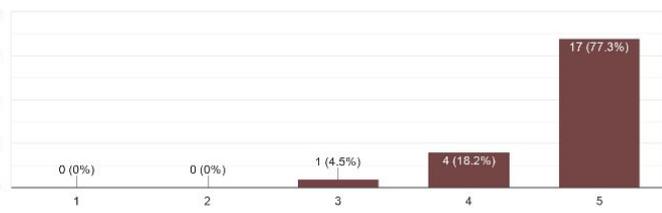
		<ul style="list-style-type: none"> ▪ Great for improving English proficiency (2 students) ▪ Friendly atmosphere; learned how to use new/different apps; liked the purpose of the program; and learned a lot (1 student each) <p>Points to improve:</p> <ul style="list-style-type: none"> ▪ Problems that students might encounter due to <u>time differences</u> (e.g., couldn't communicate with other group members efficiently; difficulty in synchronous tasks) (7 students). ▪ Unclear task descriptions; not enough time for discussion due to the large amount of tasks within a limited time period; and not enough time to finish the session efficiently (3 students). ▪ Difficult to proceed with collaborative work due to an unstable internet connection (2 students) ▪ Difficult for someone with a job (occupation) to make enough time; Online collaborative learning is at a disadvantage when compared to the face-to-face experiences that one might have by travelling to Japan
Reasons for participation / expectations / preparation	<p>(1) What made you decide to participate in SIGLOC-online?</p> <p>(2) What did you expect to learn from SIGLOC-online program initially?</p>	<p>1) The answers are as follows:</p> <ul style="list-style-type: none"> ▪ To enhance one's knowledge on social issues (they would especially like to learn about issues related to COVID-19 from people in other countries) (8 students) ▪ Interested in learning through interactions and exchange of opinions with people overseas (e.g., I can't go abroad now, so I want to have an opportunity to interact with people from overseas through this program.) (8 students) ▪ Interested in what kind of program the SIGLOC-online program is like / it just sounds interesting. (5 students) ▪ To have a new experience (4 students) ▪ Fond of Japan and the Japanese culture (3 students) ▪ Fond of collaborative work; To improve social skills (3 students) ▪ To spend time more productively (3 students). <p>2) The answers are as follows:</p> <ul style="list-style-type: none"> ▪ To learn about social issues and countermeasures against COVID-19 in different countries through discussions with students from other countries (14 students) ▪ To have fun, and make friends interactively, and improve social skills (6 students) ▪ To improve skills such as critical thinking, leadership, and sense of responsibility; to learn about Social Innovation; to improve my English ability (1-2 students each)
	Give comments on pre-course procedures (i.e. application process, pre-tasks, pre-course guidance on August 27, Orientation on August 31 and so on.)	<ul style="list-style-type: none"> ▪ More than half of the students answered that the pre-course procedures were appropriate and easy to understand. Slightly less than half of the students answered the application procedures were easy to understand. There was an opinion that "My One Slide" assigned as a preliminary task, was good. ▪ Some students answered that the pre-tasks were good to get to know other participating students who would be studying together, to give them an idea on what the sessions in the future would be like, and to create a good environment, whereas there were a couple of opinions indicating that there was not much time given to do most of the tasks including pre-tasks. ▪ Some students pointed out that the orientation was informative and useful, but it was lacking participation (e.g., interaction/involvement) from others.

<p>Program length</p>	<p>Choose the most appropriate one for the program length (including weekend activities).</p>	<p>Choose the most appropriate one for the program length (including weekend activities).</p>  <p>21 students responded (2 of them selected multiple items); 2 weeks or more: 7 students (purple), 2 weeks: 10 students (green), 10 days: 4 students (orange), 1 week: 2 students (red)</p>
<p>Program Implementation time of the year</p>	<p>Choose the convenient month(s) for the students in your school to participate in this kind of program. You can select more than one.</p>	<p>Choose the convenient month(s) for the students in your school to participate in this kind of program. You can select more than one.</p>  <p>The participants gave multiple answers. The top 3 popular months: June, September, and December.</p>
<p>Online software</p>	<p>What are the pros and cons of learning online compared to participating in an actual study-abroad program/training?</p>	<p>Pros:</p> <ul style="list-style-type: none"> • Many students stated that there is no cost or they can save money. • There were recurring opinions that many students provided, such as: the flexibility of online programs offering learning anywhere at any time as long as one can have access to the Internet (including no need to miss work or school); convenience; and learning comfortably from home. • One student mentioned that she learned new ways of contacting international students (how to use new apps, etc.); and another student stated that she could write her thoughts and then exchange opinions with other people in English, possibly with more confidence. <p>Cons:</p> <ul style="list-style-type: none"> • Many students pointed out the difficulty in learning / doing group work due to a poor Internet connection, its impact on the effectiveness of learning, cost of an Internet connection, difficulty in communicating with others without actual face-to-face interactions, difficulty in making friends, and etc. • Several students mentioned the difficulties in organizing meetings /scheduling discussions, communicating with one another due to time differences. • Multiple students stated that online learning lacks physical face-to-face interactions and socialization among students, which can be done in an actual study-abroad program; One student also pointed out the lack of experience in the field in online learning. • Some minor comments were: Feeling discouraged when one couldn't see his/her other group members because they did not turn their camera on; As all the participating students are situated in their home country, the learning group quality may decrease if

		<p>each student has not dedicated himself/herself to learning (e.g. being responsible for doing his/her tasks); There is a possibility that someone else might do the work instead of the officially participating student. (1 student each)</p>																		
	<p>Give some comments on what was difficult and/or needs to be improved regarding the communication environment and software applications that were used in the program.</p>	<ul style="list-style-type: none"> ▪ Zoom (+): Could use Zoom without any problems; Good. (10 students) (-): Sometimes unstable: When the Internet connection is bad, the voice is cut off and cannot be understood; Google Meet is better because it is more stable; Some people have a poor Internet connection so shortening the video meetings would be better; Using the Chat function is more effective than a virtual meeting. ▪ Slack (+): Good and convenient. (9 students) (-): Slack is not popular in other countries, so it was difficult to understand how to check new messages/ updates, etc.; Would be nice if Slack training is provided in the Pre-Guidance. ▪ Google Drive (+): Could use Google Drive without any problems; Good (8 students); Inspired to use this when doing collaborative work online (1 student). (-): Microsoft Word is better because not everyone can or needs to be online in order to edit files. ▪ About the apps in general An app that allows free phone calls would be nice to use ▪ Communication environment Difficulty in planning a schedule among group members due to time differences; Lack of a clear timeline for what and when things are due; Requested that the teaching staff give specific time for group discussions and create a platform for the discussions where the teaching staff can have access to check if the meetings are really taking place. 																		
	<p>For those who utilize the "pay-as-you-use" system, approximately how much did you spend for connecting the Internet and/or mobile phone services for attending SIGLOC-online in the last two weeks?</p>	<ul style="list-style-type: none"> ▪ More than half of the students used the Internet connection that did not use a billing system, such as university WIFI/ Internet environment, and free WIFI (16 students). ▪ Mainly Zambian students used the "pay-as-you-use" system for connecting to the Internet for communication. Although there were individual differences, approximately 200 yen to 1,000 yen was used per student. 																		
<p>Sessions 1 and 2</p>	<p>Did you feel satisfied with overall work on Session 1 (contents and tasks)?</p>	<p>Did you feel satisfied with overall work on Session 1 (contents and tasks)? 22 件の回答</p>  <table border="1"> <thead> <tr> <th>Satisfaction Score</th> <th>Number of Responses</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>1</td> <td>4.5%</td> </tr> <tr> <td>3</td> <td>1</td> <td>4.5%</td> </tr> <tr> <td>4</td> <td>3</td> <td>13.8%</td> </tr> <tr> <td>5</td> <td>17</td> <td>77.3%</td> </tr> </tbody> </table> <p>The average score is 4.64 (5-point scale). The students were very satisfied with Session 1.</p>	Satisfaction Score	Number of Responses	Percentage	1	0	0%	2	1	4.5%	3	1	4.5%	4	3	13.8%	5	17	77.3%
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	<p>Did you feel satisfied with overall work on Session 2 (contents and tasks)?</p>	<p>Did you feel satisfied with overall work on Session 2 (contents and tasks)? 22件の回答</p>  <p>The average score is 4.09 (5-point scale). The students had generally a high level of satisfaction, but many of the students rated their satisfaction on Session 2 lower than that of Session 1.</p>
	<p>Give comments on the tasks and volume of Session 1 & Session 2.</p>	<p>Almost all of the students rated the content and volume of Session 1 as appropriate. Regarding Session 2, 7 out of 22 people found the content to be appropriate, but the instructions were not clear, or the amount was too much for them to finish within the time provided.</p>
<p>Culture Session</p>	<p>Did you feel satisfied with Cultural Activities (My One Slide, students' organized program, photo sharing, quiz and Cultural Session)?</p>	<p>Did you feel satisfied with Cultural Activities (My One Slide, students' organized program, photo sharing, quiz and Cultural Session)? 22件の回答</p>  <p>The average score is 3.73 (5-point scale), which is slightly a higher level of satisfaction, but the response distribution shows that there are some differences in satisfaction.</p>
	<p>Give comments on Cultural Activities.</p>	<p>Most of the students answered that they enjoyed the weekend activities and the Cultural Session. On the other hand, there were comments that “My One Slide” was biased toward food; there were few participants in the Culture Session, and there was little time for students to interact with each other during the session.</p>
<p>Sessions 3 and 4 • Final Session</p>	<p>Did you feel satisfied with overall work on Session 3 (contents and tasks)?</p>	<p>Did you feel satisfied with overall work on Session 3 (contents and tasks)? 22件の回答</p>  <p>The average score is 4.14 (5-point scale), which shows students had generally high satisfaction, but there were 3 students who gave 3 points.</p>

	<p>Did you feel satisfied with your contribution on Session 4 (and final session)?</p>	<p>Did you feel satisfied with your contribution on Session 4 (and final session)? 22件の回答</p>  <table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>1</td> <td>4.5%</td> </tr> <tr> <td>3</td> <td>6</td> <td>27.3%</td> </tr> <tr> <td>4</td> <td>10</td> <td>45.5%</td> </tr> <tr> <td>5</td> <td>5</td> <td>22.7%</td> </tr> </tbody> </table> <p>The average score is 4.25 (5-point scale), and generally the students seem to be highly satisfied, but there were 7 students who gave 2 or 3 points.</p>	Score	Count	Percentage	1	0	0%	2	1	4.5%	3	6	27.3%	4	10	45.5%	5	5	22.7%
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	<p>Are you <i>interested in continuous collaboration work(s)</i> proposed in the final session (if any)?</p>	<p>Are you interested in continuous collaboration work(s) proposed in the final session (if any)? 20件の回答</p>  <table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0</td> <td>0%</td> </tr> <tr> <td>3</td> <td>4</td> <td>20%</td> </tr> <tr> <td>4</td> <td>7</td> <td>35%</td> </tr> <tr> <td>5</td> <td>9</td> <td>45%</td> </tr> </tbody> </table> <p>The average score is 4.25 (5-point scale), showing students' high interest, but since no students proposed a plan for collaborative work, their interest is considered to represent their expectations.</p>	Score	Count	Percentage	1	0	0%	2	0	0%	3	4	20%	4	7	35%	5	9	45%
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	<p>Give comments on the tasks and volume of Session 3, Session 4 and final Session.</p>	<p>Many students liked the idea of considering universal solutions and the way groups work on a shared single sheet. However, 9 out of 22 students responded that the instructions of the tasks were unclear or they would have needed more time to work on them.</p>																		
<p>Group</p>	<p>Did you have enough interaction with your group members to complete each session?</p>	<p>Did you have enough interaction with your group members to complete each session? 22件の回答</p>  <table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0</td> <td>0%</td> </tr> <tr> <td>3</td> <td>8</td> <td>36.4%</td> </tr> <tr> <td>4</td> <td>8</td> <td>36.4%</td> </tr> <tr> <td>5</td> <td>6</td> <td>27.3%</td> </tr> </tbody> </table> <p>The average score is 3.91 (5-point scale), which shows slightly high satisfaction.</p>	Score	Count	Percentage	1	0	0%	2	0	0%	3	8	36.4%	4	8	36.4%	5	6	27.3%
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	<p>Give comments on grouping and group work.</p>	<p>One student said that it would be better to have a consistent group throughout the program, which would lead to deeper discussions about the content, whereas the others positively evaluated that group members could be changed for each session. Most of the students said that they enjoyed working collaboratively with various students, which might indicate that they wanted to devote more time to collaborative work.</p>																		
	<p>Give comments on the responsibility and roles of group leaders.</p>	<p>The roles of group leaders were clearly indicated, and some students have realized their abilities by acting as leaders. While some expressed appreciation for the leader's great work, some groups were unable to proceed with the tasks due to their lack of leadership, and there were suggestions such as recruiting students who would like to be a leader in advance.</p>																		

<p>Teachers /Instructions</p>	<p>Did you have clear instructions for each session? (i.e. Session Guide, Worksheets)</p>	<p>Did you have clear instructions for each session? (i.e. Session Guide, Worksheets) 22 件の回答</p>  <p>The average score is 3.86 (5-point scale), which is a slightly high score; however, the most common answer was 3 (in the middle), suggesting that the instructions were not clear at a certain rate.</p>
	<p>Did you have good support from the teaching staff?</p>	<p>Did you have good support from teaching staff? 22 件の回答</p>  <p>The average score is 4.73 (5-point scale). This shows that the support from the teaching staff was evaluated highly.</p>
	<p>Give comments on interaction with the teaching staff.</p>	<p>All the students highly appreciated the guidance and support of the teaching staff. They also appreciated the teaching staff's detailed comments and words of encouragement. For that reason, there was an opinion that the program would set an interactive teacher-student discussion time.</p>
<p>Overall Evaluation 2</p>	<p>Give a word, phrase or one sentence of the main takeaway from your SIGLOC-online experiences.</p>	<p>All the students' comments were positive such as: Educative; Informative; Valuable; Knowledgeable; Interesting; Eye-opening; Friendly; Collaborative; International connection; Great experience; The most positive event caused by COVID-19; We're all the same but different, and etc.</p>
	<p>What have you gained from SIGLOC-online ?</p>	<p>1) Knowledge and skills about identifying social issues and finding their solutions, 2) Ability to work with other people in a team (teamwork), 3) Experience and ability to think about social issues and their solutions, 4) Importance of raising awareness of learning about what is currently happening in other countries, 5) Social networking with new friends and other countries.</p>
	<p>What were the difficulties that you had in working on SIGLOC-online?</p>	<p>1) Less time was allocated compared to the amount of tasks given; 2) Overcoming time differences; 3) Parallel work with classes in their home schools; 4) Internet connection (especially for African students).</p>
	<p>Any other comments and/or suggestions?</p>	<p>Many students evaluated the program as a great and enjoyable experience. For that reason, there was an opinion that it would be nice if students are able to interact more with students in other teams as well as the teaching staff.</p>

4. Others

- We conducted BEVI as well as Pre-/Post-course self-evaluations and a questionnaire.