Title of Program: Schooling in Japan: K12 school and university visits in Tokyo

Course Number and Title: EDST 3900 (EXP) Engaging the World: Comparative Education Studies through Travel Abroad (3 cr.)

Cross Listed Course Information if Applicable: CORE 3XXX (NOTE: Syllabus is under review by the University Core committee, as of Oct. 16, 2018)

Number of Credits: 3

State Department Watch List Status (and date verified):
Japan – Level 1: Exercise Normal Precautions (Sept. 2, 2018)
Source: https://travel.state.gov/content/travel/en/international-travel/International-Travel-Country-Information-Pages/Japan.html

Faculty Sponsor Information
Name(s): Bryan Meadows, Ph.D.
Department(s): Educational Studies
Email Address(es) for Web: bryan.meadows@shu.edu

Destination City and Country: Tokyo, Japan

Dates of Program: May 22, 2019 – May 30, 2019

Detailed Program Description:
This course, *EDST 3900 Engaging the World: Comparative Education Studies through Travel Abroad*, will be offered to students this spring 2019 semester as an experimental course worth 3 credits. In the course, students compare/contrast educational practices between Japan and the United States. Within that comparative exploration, students additionally consider the seven principles of Catholic Social Teaching and how those principles are visible in the educational practices in the US and in Japan. During the regular spring semester, students will attend class sessions on the South Orange campus. As detailed in the attached syllabus, students complete a series of readings, class discussions, and assignments in preparation for the travel portion to Japan.

The travel portion will take place immediately following the close of the spring semester and will conclude prior to May 31st. For the travel portion, we will visit 8 days in the Tokyo area making field visits to an elementary, middle school, high school and a university. During the school visits we will observe and participate in regular classroom instruction, speak with educators about the profession, make presentations to small and large audiences about the US school system and how it is similar to and different from the Japanese system. At the university location, we will participate in intercultural exchange activities and attend brief lectures from experts in education. In between school visits, we will visit locations of historical and cultural significance in the Tokyo area (e.g., Asakusa shrine/temple complex, Akihabara...
Students travel to Tokyo to explore firsthand the Japanese educational system. School visits include elementary, middle, senior high, and university levels. School visits are complemented by cultural/historical excursions around the Tokyo area.

**Program Costs to Student in Addition to Tuition:** $1991 (does not include student airfare)
- Travel: [[students purchase their own air tickets]]
- Local Travel: $157
- Lodging: $791
- Meals: $280
- Other (describe):
  - Tokyo Excursions: $176
  - Portion of group costs: $87
  - Portion of instructor travel costs: $480
  - Travel insurance: $20

**Relation of Seton Hall programming and existing programming by cooperating entities – please estimate hours in tabular form**

<table>
<thead>
<tr>
<th>Time Duration</th>
<th>Activity Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 hours</td>
<td>4 school site visits (elementary, middle, senior high, and university)</td>
</tr>
<tr>
<td>20 hours</td>
<td>Cultural/Historical excursions in Tokyo (bus tour, tea ceremony, Skytree tower, Catholic church, history museum, Tokyo Disneyland, Akihabara electric town)</td>
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<tr>
<td>12 hours</td>
<td>Intercultural activities with local teachers/students</td>
</tr>
</tbody>
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Basis for SHU grade in the course

<table>
<thead>
<tr>
<th>Num</th>
<th>Assignment Details</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Graphic Organizer: Basic information about formal schooling in case study country (before travel)</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>Comparative Analysis Mini-Project: Research findings (10%) + Research presentation in-class (10%)+ Modified presentation in case study country (10%)</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>Reflective paper on Catholic Social Teaching (before travel)</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>Social Media Check-In Posts: At least 6 posts during travel portion commenting on (a) formal schooling, (b) Catholic Social Teaching, and (c) intercultural competence</td>
<td>15%</td>
</tr>
<tr>
<td>5</td>
<td>Final Report Paper (post-travel): Students address three prompts: (a) Formal schooling observed, (b) Intercultural competence, and (c) Catholic Social Teaching</td>
<td>20%</td>
</tr>
<tr>
<td>6</td>
<td>Participation/Attendance: Attend all class meetings before and during travel. Submit all assignments on time.</td>
<td>10%</td>
</tr>
</tbody>
</table>

Respectfully submitted,

Bryan Meadows, Ph.D. (bryan.meadows@shu.edu)