



関西大学のBEVI使用事例 -COIL Plus Program-

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What is COIL?

<http://www.kansai-u.ac.jp/Kokusai/IIGE/>

The COIL method is a cost-effective method of expanding global learning opportunities for greater numbers of higher education students. COIL is an innovative pedagogy involving collaborative teaching and learning in two or more countries facilitated by online communication that has been developed and promoted by the State University of New York (SUNY) COIL Center. Delivering global learning and intercultural experience to greater numbers of Japanese students has been a priority of Kansai University, and IIGE seeks to expand this through COIL promotion and delivery, with the COIL approach being affordable, accessible, and scalable. In practice, COIL involves faculty from Japanese and other universities collaborating with their Japanese counterparts to develop joint syllabi, and students in the two countries then work together to complete assignments that meet shared learning objectives.

COIL BEVI research project



適性 / Pedagogical Aptitude

Who would benefit the most (effectively) from COIL practice? What kind of “persona” or “profile” would they tend to have?



変化の側面の同定/Identifying the transformed quality

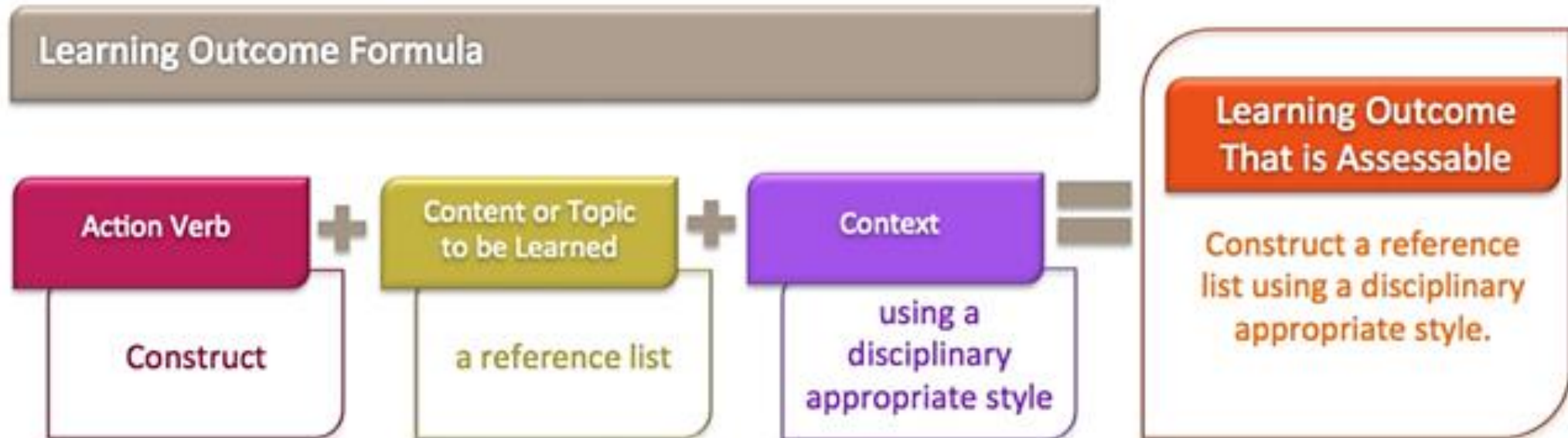
What kind of “transformation” would COIL practice induce to the individuals? What dimensions of competency would it assist in development?

教育的介入のタイミング/Best Timing for Intervention

So when in the student lives , or during the university curriculum, should we integrate COIL practices for the best outcome?How would COIL be best related to Study Abroad? Before? After? During?

Learning outcome – 多様なLOに対応できる測定ツールとは？

Learning Outcome formula, ©Macquarie University, Australia, FILT, 2015



共通点はMeasurable, Observable, and Specific
「留学」「COIL」一つとっても、そこで掲げるLOは多様



COIL Plus mobility



Assessments for COIL projects in student's learning outcome (language learning and intercultural learning) and COIL Plus mobility impact.

Survey Analysis



「COIL-BEVI Project」

Collaborate in COIL-BEVI Project to analyze students' COIL learning outcomes and COIL Plus Mobility impact.

Communication Proficiency – OPI, TOEFL, Others

Digital Literacy – Customized Analysis

COIL + Study Abroad

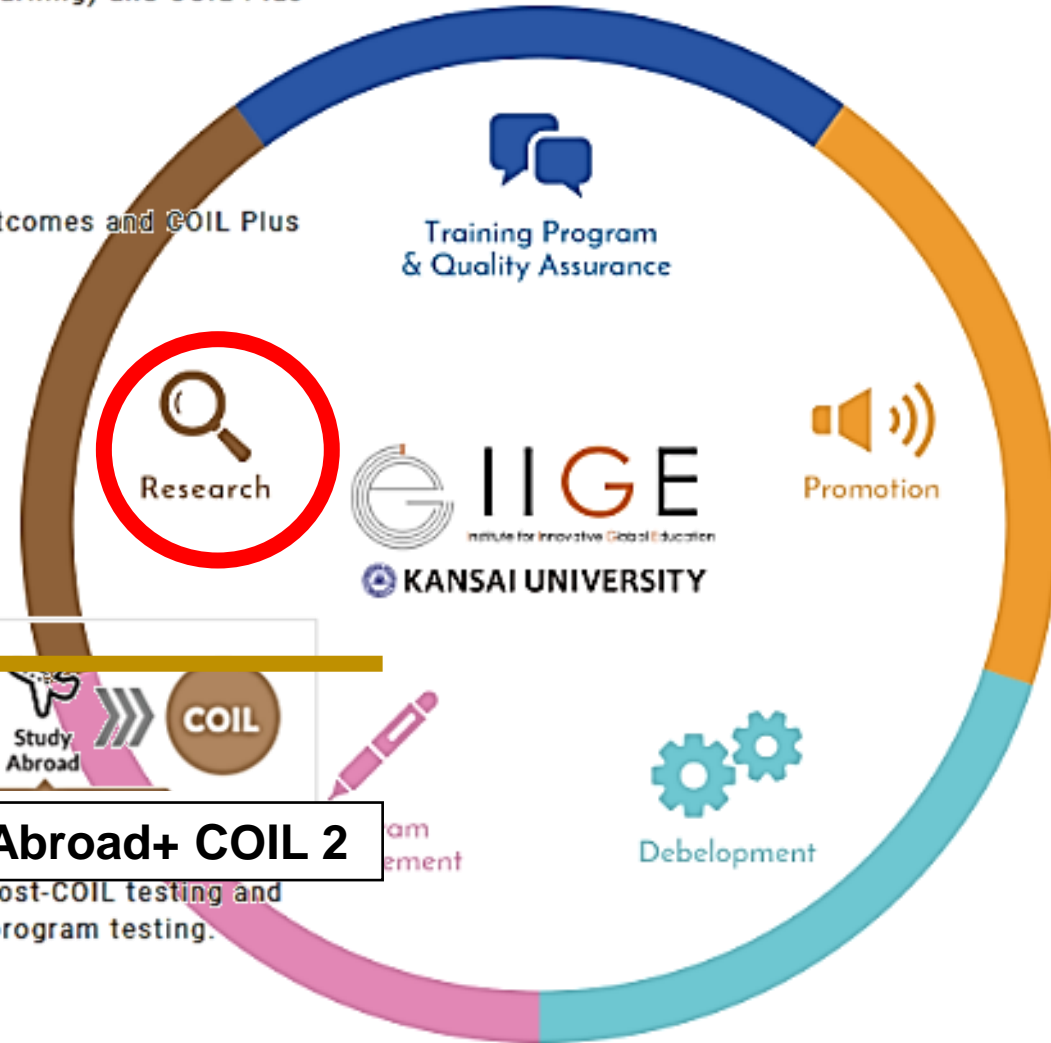


Investigates language skills progress acquired in COIL and COIL Plus programs through language testing such as TOEFL, OPIC, and others.

COIL1 + Study Abroad+ COIL 2



Offers pre and post-COIL testing and post COIL Plus program testing.



COIL Plus としてモビリティとCOILを融合させたケース



Kansai University (KU) x Clemson University (CU)
COIL Plus Program 2019

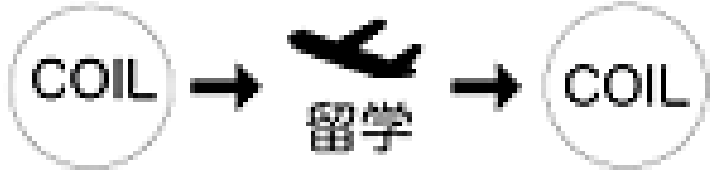
Schedule

- COIL Project: 1 April - 26 May 2019
- Student Mobility Program (CU → KU): 27 May - 30 July 2019



COIL Collaboration Courses

Clemson University
BIOE 4600 - International Bioengineering
Research Topics
Kansai University
科学技術英語II : English for Science and
Technology II




COIL教育実践の事例

Examples of COIL Course

Differences in the Number (Utilization Factor) of Artificial Hip Joint Replacement


Masaaki Kanazawa, Raito Hirata, Trina Pham



KANSAI UNIVERSITY CLEMSON BIOENGINEERING

Examining the Differences in the Regulation and Approval Processes for Medical Devices in Japan and the US

Group C:
Rino Watanabe (Kansai University)
Claudia Wong (Clemson University)
Robert Gradl (Clemson University)



1 July, 2019

KANSAI UNIVERSITY CLEMSON BIOENGINEERING

Topical Outline

1. Introduction
2. Goals and Motivation
3. Background
4. Regulation and Approval Processes in Japan
 1. Classification
 2. Status Approval
 3. Laws on Certification
5. Regulation and Approval Processes in the US
 1. Classification
 2. Pre-Market Approval
 3. Laws on Certification
6. Analysis, Conclusions, and International Outlooks
7. Discussion



1 July, 2019

Differences in Regulation / Approval processes for medical devices
 Differences in Regulatory Agencies (rules, organization structure, scale)
 Differences in the Number (utilization factor) of artificial hip joint replacement
 Differences in Health Insurance and reimbursements for orthopedic surgical procedures 2019



Masaaki Kanazawa
2nd Year Master
Polymer Chemistry
Amagasaki, Hyogo
Stimuli-responsive Hydrogels



Raito Hirata
First Year Master
Polymer Chemistry
Kyoto, Kyoto
CM-Chitin Gel for Anesthetic-
Prolonged Release



Trina Pham
3rd Year Undergrad
Bioengineering
Mauldin, SC
3D Printing Polymers



COIL Group B Introductions

KANSAI UNIVERSITY CLEMSON BIOENGINEERING

Rino Watanabe, Junior (B3)
Kansai University
Major: Biochemistry
Clemson-Tissue Eng.: Simionescu, A.

Claudia Wong, Junior (B3)
Clemson University
Major: Bioengineering (Biomaterials)
Kansai-Smart Polymers: Miyata, T.

Robert Gradl, Senior (B4)
Clemson University
Major: Bioengineering (Bioelectrical)
Kansai-Polyacetylenes: Sanda, F.





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Goals and Motivation

Goal:
To provide a concise, yet thorough presentation illustrating the similarities and difference in pre- and post-market regulation of medical devices or drugs in Japan and the US in order to provide insight on the international implications of these processes as they pertain to commerce.

Motivation:
An in-depth understanding of regulatory approval processes and post market monitoring helps to facilitate the design of medical devices which comply with regulations thereby increasing efficiency and profit.

1 July, 2019



THE GLOBAL GOALS
For Sustainable Development

**PEACE
BOAT**



UMAP-COIL Joint Honors Program



UMAP
University Mobility in Asia and the Pacific

UMAP-COIL Joint Honors Program is a new summer program where students will participate in a two-week Peace Boat cruise in the Asia-Pacific region.

COIL stands for 'Collaborative Online International Learning', which is a form of teaching that will implement Information and Communication Technology (ICT) to connect students in different countries.



- 1 COILという新しい教育実践でも、派遣留学という、一般的な教育実践でも、そしてそのコンビネーションでも、BEVIツールでそのインパクト（変化）を可視化できる
- 2 人間の学びを、「変化」ととらえ、その変化を総合的側面で解釈できる。本来の「異文化対応・適応性」とは、人間を総合的に判断しないととらえることがそもそもできないもの
- 3 多層・多彩な層が潜在する学生プールを扱う場合、それを「プロファイリング」することは非常に重要。適切なタイミングで、適切な教育的介入を行うためには、こういったツールが必要となる

