

FINAL REPORT 2018

The 9th Annual JACAC Student Forum

The Crisis in the Humanities:

Reconsidering the Studies of the Humanities in the Age of Technology and Innovation

February 17th – 24th, 2018 | Tokyo, Japan

hosted by J.F.Oberlin University, Tokyo, Japan

in cooperation with

Prince Takamado Japan Centre for Teaching and Research, University of Alberta
and Kwansei Gakuin University

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PREFACE: Messages from the Organizers

Dear Participants of the 2018 JACAC Student Forum

I have just finished reading your final reports, double checked your pre-departure reports, and reviewed the PowerPoint slides you used for the final presentations. I did this not because I need to evaluate them but because I wanted to discover the paths you took during the forum and your findings at the end.

I am very much pleased to know that almost all of you are satisfied with the overall activities of the forum and that you gained new insights, knowledge, and experiences out of the provided resources, including group work, field work, and discussions with your colleagues. Unfortunately, the lectures did not do well enough for many of you, as you wrote in your final reports, but I hope they at least gave you some critical points of thinking and acting towards the theme of this forum.

Many of you said that the Humanities is not a crisis but lacking the values of the Humanities in our life and society is indeed a crisis. Lots of suggestions are made in your papers. Some argue that we should promote more interdisciplinary studies in which the Humanities, Social Sciences, and STEM integrate with each other. Others insist that the Humanities subjects must change their forms and the contents of their studies. You are all right in these claims and I agree with you. One comment I was really impressed with was that a couple of reports used the phrase “Human-Centered.” I think this came from your field-study experience and this phrase greatly appeals to us. Whatever you do, be it business, technology, or education, we should always try to make these activities human-centered. Otherwise, we fall into becoming economic animals or robots.

I truly think that your papers and presentations are all great and excellent. I thank you all for working very hard and sharing your findings, feelings, and ideas with us. I believe you all influenced with each other in many ways, and hopefully this forum has helped you to develop your skills, gain new knowledge, and create a great network that will last throughout your career development in the future.

Best Regards,

Hiroaki HENRI Hatayama, PH.D.

Vice President, J. F. Oberlin University



Message from the Prince Takamado Japan-Canada Memorial Fund

The Prince Takamado Japan Centre for Teaching and Research was very pleased to welcome all Japanese and Canadian students at the 9th Japan-Canada Academic Consortium Student Forum at the JF Oberlin University on 17-24 February 2018. First and foremost, we would like to express our sincere appreciation to Her Imperial Highness Princess Takamado for her support and participation in the forum. We would also like to thank Ambassador Ian Burney for hosting the closing ceremony. This forum would not have been possible without our generous sponsors, the Japan Foundation, the JASSO, the Embassy of Canada in Japan, the Alberta-Japan Office and all membership universities. This is also the largest annual project undertaken by the Prince Takamado Japan-Canada Memorial Fund at the University of Alberta. We are also grateful to all staff of J.F. Oberlin University who made this event successful.

The Japan-Canada Academic Consortium is one of the largest academic collaborations between Japan and Canada. It continues to offer our participants the opportunity to exchange their ideas with fellow students beyond national borders. It has helped them develop interests in global issues, encouraging them to pursue further research and careers. We cannot overestimate the significance of such cross-cultural experience.

This year, J. F. Oberlin University dealt with a challenging theme, “the Crisis in the Humanities: Reconsidering the Studies of the Humanities in the Age of Technology and Innovation”. We listened to many interesting and well-researched presentations, all of which stressed the significance of research collaboration between sciences and technologies and humanities disciplines. The participants made us confident that our future would be promising, and we were inspired by these young people.

We are celebrating the 10th anniversary of the JACAC student forum next year at Queen’s University. It is our hope to continue this legacy for many years to come.

Aya Fujiwara, Ph.D

Director, Prince Takamado Japan Centre for Teaching and Research

University of Alberta

1. BASIC INFORMATION

1-1. JAPAN-CANADA ACADEMIC CONSORTIUM

The Japan-Canada Academic Consortium aims to promote the exchange of undergraduate and graduate students, researchers, and teachers, and to encourage a movement of ideas and knowledge between the two countries. [JACAC website 1]

Main activities of Japan-Canada Academic Consortium (JACAC) are “Student Exchange Program” between member universities of Japan and Canada, and a one-week student forum called “JACAC Student Forum”.

As of 2017, JACAC consists of the following 21 member universities.

Canadian Universities: 10

University of Alberta, University of British Columbia, University of Regina, York University, Queen’s University, Université De Montréal, Concordia University, Université Laval, University of Prince Edward Island, University of Waterloo & Renison.

Japanese Universities: 11

Meiji University, Josai International University, Sophia University, J.F. Oberlin University, Tsuda University, Kwansei Gakuin University, Hosei University, Ritsumeikan University, Seinan Gakuin University, Nagoya University, Hokkaido University.

1-2. JACAC STUDENT FORUM

Senior undergraduate student representatives from member institutions in both Japan and Canada will meet and exchange opinions and ideas about a common topic of interest to students today. The host institution shall alternate between Canada and Japan each year. The goal of this forum is to provide students with the opportunity to interact with their peers from a different culture, in order to gain insight into their current areas of academic interest and to encourage a flow of ideas between Canada and Japan. The official language of the forum is English. [JACAC website 2]

JACAC Student Forum is held annually since 2010, and the past eight forums were held under a variety of themes. Each forum consists of expert lectures, fieldwork, group work including research study, group presentations, field trip, etc.

1-3. THE 9TH ANNUAL JACAC STUDENT FORUM

The 9th Annual JACAC Student Forum was hosted by J.F.Oberlin University, Tokyo, Japan, in cooperation with Prince Takamado Japan Centre for Teaching and Research - University of Alberta (JACAC secretariat in Canada) and Kwansei Gakuin University (JACAC secretariat in Japan). The brief overview of the forum is as follows.

DATE

— February 17th (Sat) — 24th (Sat) , 2018

VENUE

— J.F.Oberlin University, DMM.make AKIBA, Embassy of Canada














THEME



— The Crisis in the Humanities: Reconsidering the Studies of the Humanities in the Age of Technology and Innovation

CONTENT & BRIEF SCHEDULE

JACAC STUDENT FORUM 2018: Schedule (abridged) as of Feb15, 2018

TIME	EVENT	VENUE	NOTE
Feb 17 (Sat) 【DAY1】			
—	✈ Canadian students & Two Japanese students - arrival in Tokyo	Haneda Airport (Tokyo Int'l Airport)	
21:00~21:30	✍ BRIEFING SESSION (all students gather together. plz come at 21:00) - ADACHI, Masayuki: Professor of College of Global Communication J.F. Oberlin University	lobby of the accommodation	BRIEFING SESSION: welcome remarks, briefing for 18th morning, intro. of neighbourhood area, etc.
Feb 18 (Sun) 【DAY2】			
9:00~11:30	✍ WELCOME REMARKS - HATAYAMA, Hiroaki: Vice President, Professor of College of Global Communication J.F. Oberlin University Coordinator of the Forum ✍ FORUM ORIENTATION - HATAYAMA, Hiroaki: Vice President, Professor of College of Global Communication J.F. Oberlin University Coordinator of the Forum 👥 GROUP WORK (self-introduction)	Fuchinobe International House the 2nd floor: Hall	FORUM ORIENTATION: aims of JACAC, history of forums, schedule, evaluation, maps & facilities, WiFi, etc.
11:30~12:30	🍷 WELCOME LUNCHEON PARTY		light meal will be provided
12:30~	🚶 Machida-city tour* *OPT	Machida-city	the tour is optional. you can remain in the hall if you would like to

TIME	EVENT	VENUE	NOTE
Feb 19 (Mon) 【DAY3】			
9:10~10:40	 LECTURE 1 "Humanities Majors in Decline" - TANAKA, Yoshiro: Professor (of Comparative & International Higher Education) of Graduate Division of J.F. Oberlin University, Executive Officer (for Global Initiatives) of J. F. Oberlin University and Affiliated Schools		lecturer intro. & moderated by HATAYAMA Hiroaki
11:00~12:30	 LECTURE 2 "We Will Always Have Story" - LI, Lisa: Associate Professor of College of Global Communication J.F. Oberlin University		lecturer intro. & moderated by BENEVIDES Marcos
13:30~18:00	 GROUP WORK (preparation for the final presentation)		take a break at individual discretion
Feb 20 (Tue) 【DAY4】			
9:10~10:40	 LECTURE 3 "Change, Not Crisis, in the Humanities: One Historian's View, Plus a Bonus Example" - BATTEN, Bruce: Professor of College of Global Communication J.F. Oberlin University		lecturer intro. & moderated by FIRTH Mark (back up, support, etc. by McDONALD Peter)
13:10~17:15	 FIELDWORK	DMM.make AKIBA	NO chartered bus for return trip.
Feb 21 (Wed) 【DAY5】			
9:00~18:00	 GROUP WORK (preparation for the final presentation)	J.F.Oberlin University 【PFC: Planet Fuchinobe Campus】 Reservation: 8:30~18:00 P401-407 & Group Discussion Room B	rooms in left column are reserved but you can work wherever you want. (e.g. café, restaurant, hotel room, etc.) take a break at individual discretion
Feb 22 (Thu) 【DAY6】			
10:40~16:00	 GROUP WORK (preparation for the final presentation)		take a break at individual discretion
16:00~17:30	 LECTURE 4 "Social Scientists Could Infuse Courage into Humanities: Crisis of Humanities in Higher Education" - INOBUCHI, Takashi: Eminent Scholar Professor of J. F. Oberlin University		lecturer intro. & moderated by KEARNS Harry (back up, support, etc. by BREWSTER Damon)
Feb 23 (Fri) 【DAY7: FINAL GROUP PRESENTATION】			
9:00~12:30	 GROUP WORK (preparation for the final presentation)	Embassy of Canada	B2 Level: E.H. Norman Library * have lunch here
13:00~16:00	 FINAL PRESENTATION		B2 Level: Oscar Peterson Theatre
16:00~17:30	 CLOSING CEREMONY		
17:30~19:00	 NETWORKING RECEPTION		the 4th floor: North Hall
19:30~	 networking session with alumni	Hotel New Otani	completely free of charge

TIME	EVENT	VENUE	NOTE
Feb 24 (Sat) 【DAY8】			
9:00~ around noon	 FIELD TRIP *Tokyo Tower→Rainbow Bridge→Odaiba→You're free to go.	Tokyo Area	NO chartered bus for return trip.
Feb 25 (Sun)			
—	 Canadian students & Two Japanese students - departure from Tokyo	Haneda Airport (Tokyo Int'l Airport)	

ACCOMMODATIONS:

•Toyoko Inn Yokohama-sen Fuchinobe-eki Minami-guchi Check-In: Feb 17 Check-Out: Feb 22

•Super Hotel Lohas Akasaka Check-In: Feb 22 Check-Out: Feb 25

MEANS OF TRANSPORTATION:  = walk  = chartered bus

PARTICIPANT

— 28 students in total (14 from Canadian universities, 14 from Japanese universities)

— Ms. ASHBY Jessica York University	— Mr. ISHIGAKI Shinichiro Nagoya University	— Ms. OHTAKE Momoha J.F.Oberlin University
— Ms. BERGERON Ann-Daphné Université Laval	— Ms. JADHAV Shalaka University of Waterloo	— Mr. OTANI Soma J.F.Oberlin University
— Mr. CYRIL KOCHERRY Savio Queen's University	— Mr. KATO Riku Sophia University	— Ms. OURA Akane Tsuda University
— Mr. DEMERS Alexis Université de Montréal	— Mr. KHAN Muhammad University of Alberta	— Ms. SAEKI Kaori Seinan Gakuin University
— Ms. ESPINEL-QUINTERO Natalia Concordia University	— Ms. KUMADA Haruka Tsuda University	— Ms. TAKEUCHI Jasmine Hiroka Hokkaido University
— Ms. FROST Anne Rebecca Queen's University	— Ms. LODGE Emma University of British Columbia	— Ms. TAMAMURA Yuna Hosei University
— Mr. FURLANI Noah Concordia University	— Ms. MAWHINNEY Anne Fallon University of Prince Edward Island	— Ms. USAMI Eri Ritsumeikan University
— Ms. GRANDE-SHERBERT Jane Mardi University of Regina	— Ms. MOUSTAPHA Iman Maryam University of Regina	— Ms. WYTON Beth Moira University of British Columbia
— Mr. HONDA Tatsuya Kwansei Gakuin University	— Ms. OHIRA Sayaka Nagoya University	— Ms. YOSHIZAWA Shiho Josai International University
		— Ms. YUMINAGA Harue Meiji University

ORGANIZING COMMITTEE

- The forum was organized mainly by the following committee members.

Academic Director

- HATAYAMA, Hiroaki, Ph.D.
Vice President, J.F.Oberlin University
(Host University)

Programme Coordinators

- Mr. NAGAOKA, Atsushi
Associate Director, Office of International Programs, J.F. Oberlin University and Affiliated Schools
(Host University)
- Mr. NAKAMURA, Fumitake
Assistant Director, Office of International Programs, J.F. Oberlin University and Affiliated Schools
(Host University)
- Ms. NOMURA, Aya
Staff, Office of International Programs, J.F. Oberlin University and Affiliated Schools
(Host University)
- Mr. OGASAWARA, Junya
Assistant, Organization for Comprehensive Research, J.F. Oberlin University. Coordinator, UNAI ASPIRE Japan
(Host University)
- FUJIWARA, Aya, Ph.D.
Director, Prince Takamado Japan Centre for Teaching and Research, University of Alberta
(JACAC Secretariat)
- Ms. TOMITA, Kyoko
Staff, Organization for Worldwide Collaboration, Kwansei Gakuin University
(JACAC Secretariat)
- Ms. TERAUCHI, Misako
Assistant Public Affairs Officer (Academic Relations / Public Diplomacy / Sports), Embassy of Canada
(for the events at the Embassy of Canada on February 23rd)

2. DETAILS OF THE FORUM

2-1. THEME & ISSUES / QUESTIONS

THEME

- The Crisis in the Humanities: Reconsidering the Studies of the Humanities in the Age of Technology and Innovation

Current global issues such as the rapid increase of the world's population, climate change, limited natural resources, and inequity between the haves and the have-nots can be causes of conflict between nations or individuals. We often look to technological innovations to solve such global issues, and large sums of public and private funds are allocated to research in the fields of natural sciences and technology, which have the potential for life-changing breakthroughs that benefit everyone. On the contrary, skepticism toward the Humanities is on the rise. Post-secondary research in philosophy, literature, history, and other fields of the humanities have faced cuts in funding as the outcomes of their studies are often regarded as less practical than those of natural sciences, technology, or engineering. Is it really true that research in the Humanities is less useful and does not have much to offer our world?

We will work in groups to address issues and questions such as; [JACAC website 3]

ISSUES / QUESTIONS

- 1. Why is this phenomenon occurring both in Canada and Japan?
- 2. What factors make the majority of people think that the humanities as not so important?
- 3. Do the Humanities really face a crisis, or are they just changing their form and meaning?
- 4. Can scientific thinking or innovative ideas be realized without the Humanities?
- 5. Why do we need to study the subjects of humanities for world peace and security?
- 6. What differences are there between the humanities and other fields (natural and social sciences, engineering, medicine, etc.) in terms of the ways they contribute to solving global issues?
- 7. What can scholars and students in all disciplines do together to solve global issues?

[JACAC website 3]

2-2. PRE-ASSIGNMENTS

Prior to the forum, participants worked on the three pre-assignments: ①Reading of lecturer-assigned articles, ②Pre-Departure Report on the forum theme and issues / questions, ③Discussion on the forum theme and issues / questions online throughout the months of December until the middle of February.

2-3. LECTURES

Four intriguing and informative lectures, related to the forum theme, were delivered by the professors from the host university, J.F.Oberlin University. Each lecture consisted of 60-minute lecture and 30-minute QA & discussion session.

LECTURE 1

- **Title:** Humanities Majors in Decline
- **Lecturer:** TANAKA Yoshiro, Ph.D. (introduced & moderated by HATAYAMA Hiroaki)

LECTURE 2

- **Title:** We will Always Have Story
- **Lecturer:** LI Lisa, Ph.D. (introduced & moderated by BENEVIDES Marcos)

LECTURE 3

- **Title:** Change, Not Crisis, in the Humanities: One Historian's View, Plus a Bonus Example
- **Lecturer:** BATTEN Bruce, Ph.D. (introduced & moderated by FIRTH Mark)

LECTURE 4

- **Title:** Social Scientists could Infuse Courage into Humanities: Crisis of Humanities in Higher Education
- **Lecturer:** INOGUCHI Takashi, Ph.D. (introduction & moderated by KEARNS Harry)

2-4. FIELDWORK

Although this forum encouraged participants to re-examine and think about the current situation surrounding the Humanities and us, it was never meant to shape their notion and direct them to regard only the Humanities as important and reject the value of natural sciences, technology or engineering.

The four lectures previously described were to give participants knowledge and insight on the forum theme, and the fieldwork was to provide an opportunity to adopt a perspective of natural sciences, technology or engineering. Hence, it took place at DMM.make AKIBA, where people, innovative ideas and ambition converge on, and coexist with technology, engineering or natural sciences.




This fieldwork consisted of an introductory presentation on DMM.make AKIBA, a facility tour of DMM.make AKIBA Studio, and a workshop “Human-Centered Design & Technology” facilitated by Ms. GOTO Marie (Yahoo! JAPAN Corporation: Creator Evangelist) and Ms. ASHIDA Yumi (Yahoo! JAPAN Corporation). For the workshop, its aim was to understand that we are able to create a hypothesis for the future and it has become easier to execute, by developing technologies and becoming familiar, and participants worked on brainstorming and group discussion to generate imaginary products or services which can solve the problems international students are actually facing. Finally, small presentations of the imaginary products or services were given by the participants.

VENUE

— DMM.make AKIBA (“Base” on 10F, “Studio” on 12F of Fuji Soft Akihabara building) *

* For more information, visit the website of DMM.make AKIBA < <https://akiba.dmm-make.com/form/overview/> >

CONTENT & BRIEF SCHEDULE

TIME	EVENT	VENUE
Feb 20 (Tue) 【DAY4】		
13:30~14:50	 INTRODUCTORY PRESENTATION (13:30—13:50) - Staff of DMM.make AKIBA (given in English)	Fuji Soft Akihabara Building the 10th floor: DMM.make AKIBA Base
	 DMM.make AKIBA Studio FACILITY TOUR (13:50—14:50) - Staff of DMM.make AKIBA (guided in Japanese & English) <ul style="list-style-type: none"> 13:50—14:30 → TEAM①&②: facility tour (40mins) ※break time: after you come back to Base 14:10—14:50 → TEAM③: facility tour (40mins) ※break time: 13:50—14:10 	Fuji Soft Akihabara Building the 12th floor: DMM.make AKIBA Studio
15:00~17:00	 WORKSHOP - GOTO, Marie: Senior Data Scientist and Creator Evangelist at Yahoo! JAPAN Corporation.	Fuji Soft Akihabara Building the 10th floor: DMM.make AKIBA Base

2-5. FINAL GROUP PRESENTATIONS

A total of approximately 24 hours of group work time was scheduled in the forum. In spite of such a little time and the tight schedule, participants worked together with their own group members and created insightful and thought-provoking presentations.

Each group gave their 15-minute presentation, followed by a 5-minute QA session, at the Embassy of Canada on February 23rd. All the seven presentations were evaluated by a panel of judges based on five criteria:

I. Understanding, II. Research, III. Organization, IV. Uniqueness, V. Teamwork, and *Sencha Loonies* (group no.4) won a close contest by a few points, and were awarded the Best Presentation Award. The award was presented by Her Imperial Highness Princess Takamado and His Excellency BURNEY Ian (Embassy of Canada: Ambassador of Canada to Japan). The brief overview of a series of events co-organized by the organizing committee and the Embassy of Canada is as follows.

VENUE

- Embassy of Canada (“E.H. Norman Library” and “Oscar Peterson Theatre” on B2, “North Hall” on 4F)

CONTENT & BRIEF SCHEDULE

TIME	EVENT	VENUE	NOTE
Feb 23 (Fri) 【DAY7: FINAL GROUP PRESENTATION】			
9:00~12:30	🔧 <u>GROUP WORK (preparation for the final presentation)</u>	Embassy of Canada	B2 Level: E.H. Norman Library * have lunch here
13:00~16:00	🔧 <u>FINAL PRESENTATION</u>		B2 Level: Oscar Peterson Theatre
16:00~17:30	🔧 <u>CLOSING CEREMONY</u>		
17:30~19:00	🔧 <u>NETWORKING RECEPTION</u>		the 4th floor: North Hall

PANEL OF JUDGES

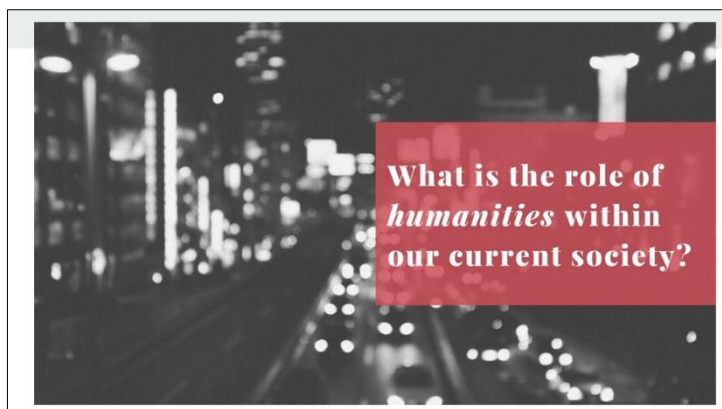
- HATAYAMA Hiroaki (J. F. Oberlin University: Vice President) 【Chief Judge】
- OCKWELL Patricia (Embassy of Canada: Counsellor (Public Affairs))
- ANDERSON David (Alberta Japan Office: Managing Director)
- CORMACK Lesley (University of Alberta: Dean of Arts)
- MITO Takamichi (Kwansei Gakuin University: Professor)

FINAL GROUP PRESENTATIONS

1st PRESENTATION

Minerva (group no.3) “*Planting the Seed of Humanities*”

CYRIL KOCHERRY Savio | ESPINEL-QUINTERO Natalia | KUMADA Haruka | YUMINAGA Harue

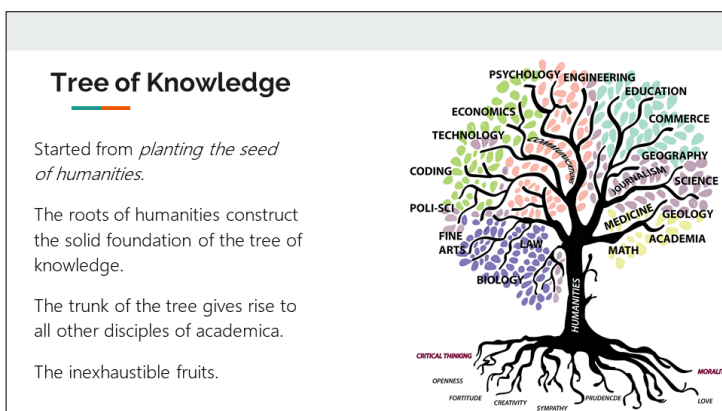
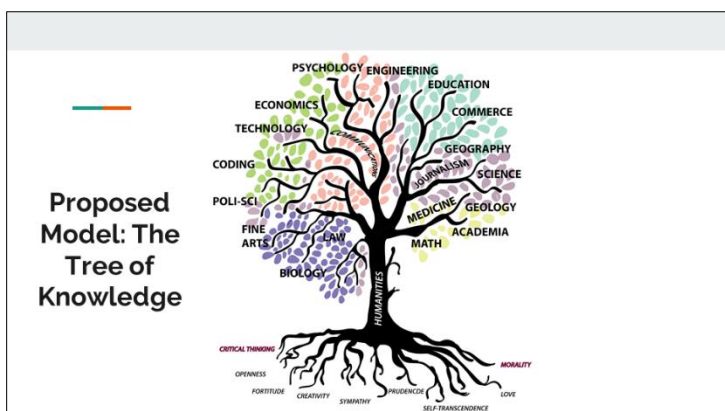
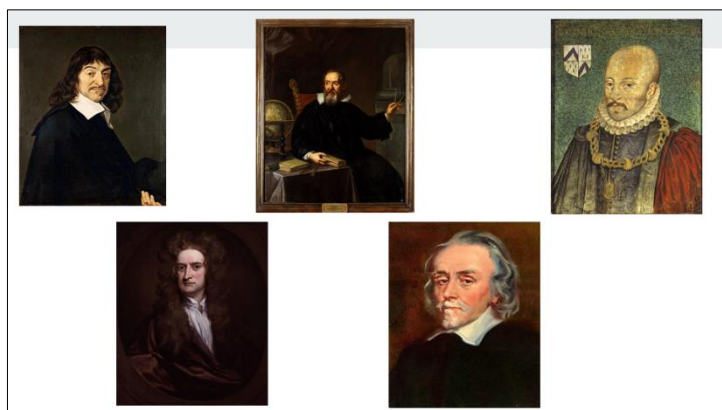


History: Classical Education in the Middle Ages and Renaissance

TRIVIUM + **QUADRIVIUM**

1. Grammar	1. Arithmetic
2. Logic	2. Geometry
3. Rhetoric	3. Music
	4. Astronomy

7 Liberal Arts

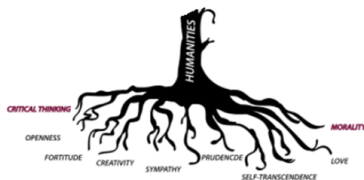


The Roots

Stability of the tree as a result of its roots.

Fundamental characteristics of human nature across all walks of life.

Roots of focus are **critical thinking** and **morality**.



Why do we need critical thinking?



What about morality?

“Act in such a way that you treat humanity, always the same time as an end never simply as means”

- Immanuel Kant, *Grounding for the Metaphysics of Morals*



What Happened in the Past

The Thai-Burma Railway (*The Death Railway*)

The 415-kilometers railway between Burma and Thailand

Built in between 1942 and 1943 by Japan

Many victims of POWs (Americans, Australians, British, Dutch & Indians) and Asian labourers

13,000 death from Allied POWs

90,000 death from Asian laborers



Not treating people as people

Harsh working condition

The lack of food

The lack of medical treatment

Punishment from Japanese Soldiers



Role of humanities - Future implications

Negative Implications:

-Rise of technological unemployment

Positive Implications:

-Aiding the physically impaired



Pepper



Humanize Society

Amplify the best of human nature rooted in humanities through technology, commerce, politics, medicine, and education

“It is a narrow mind which cannot look at a subject from various points of view.”
— [George Eliot, Middlemarch](#)

Chiune Sugihara

Rescued nearly **6000 Jews** oppressed during the Holocaust

Majored in English Literature

Interested in foreign ideas, religion, philosophy, and language.

Personified what it means to **humanize society**



Central Role of Humanities

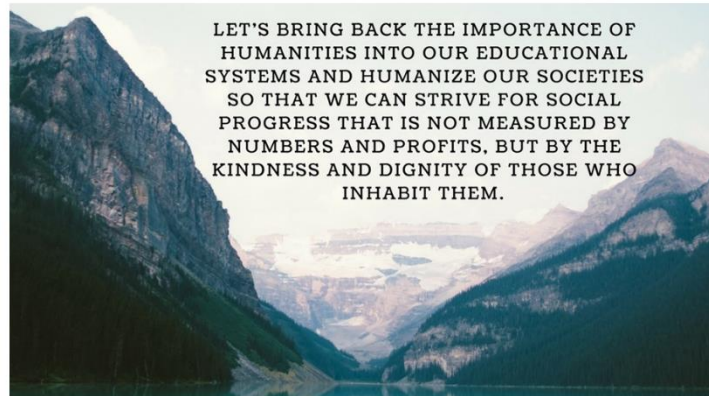
Recognize intrinsic value of humanities in society



Education



LET'S BRING BACK THE IMPORTANCE OF HUMANITIES INTO OUR EDUCATIONAL SYSTEMS AND HUMANIZE OUR SOCIETIES SO THAT WE CAN STRIVE FOR SOCIAL PROGRESS THAT IS NOT MEASURED BY NUMBERS AND PROFITS, BUT BY THE KINDNESS AND DIGNITY OF THOSE WHO INHABIT THEM.



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ARIGATOU!



2nd PRESENTATION

Five Alive (group no.5) “*Rethinking Societal Values in a Changing World*”

ASHBY Jessica | FROST Anne Rebecca | KATO Riku | TAKEUCHI Jasmine Hiroka

Rethinking Societal Values in a Changing World

Crisis in Humanities? Or Crisis in Society?

By: Rebecca Frost, Jessica Ashby, Riku Kato, Hiroka Takeuchi



Market Values

- Attitudes of both governments represent a broader problem in society
- People taught to value energy in terms of their economic contribution
- Governments value education in terms of its ability to generate economic growth, not its ability to create happy, well rounded citizens

Problems

- Market-Focused Education
- Consumerism
- Disconnect from important Values
- Accessibility

How do we change the mindset of society?

Market-Focused Education

- Current model of education focused on creating workers
- Comes from the era of the industrial revolution
- Defenses of humanities often in terms of economic value



Consumerism

- Pursuing careers based on its promise of a higher income
- Belief that material objects will increase happiness
- Dangers of comparison

Overall Disconnect to Important Values

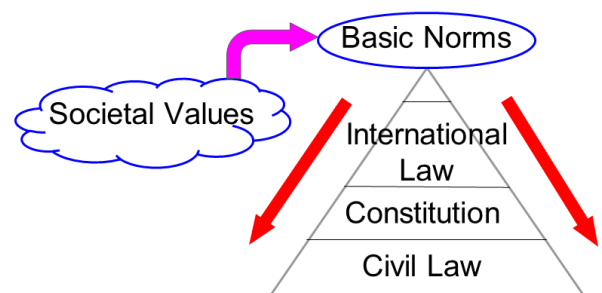
- Staggering inequalities
- Exploitation of resources and the most vulnerable
- Self-centeredness, greed, lack of empathy
- Commodification of basic necessities

Accessibility

- Some fields only accessible to the privileged
- Limited access to basic necessities

Ex. The privatization of water in Bolivia

Basic Social Norms



Possible Solutions to Shift Societal Values

Citizen-Focused Education

- People are more than the economic value they generate
- Educate individuals, not workers



Example: Philosophy with Children

- Montreal-Based Philosopher Natalie Fletcher
- Helps children think about questions that interest them
- May not have tangible economic value, but vital to development as a human being



Ways to Diminish Consumerism

- Destigmatize careers that are not lucrative
- Emphasis on altruistic values rather than monetary values
- Make changes to economic structures that support the notion that amassing wealth is not the ultimate goal

Universal Basic Income

- Distribution of Inherited Wealth
- Allow pursuit of personal goals securely
- Projects in Finland and Ontario.

Resource-Based Economy

“Automation and technology would be intelligently integrated into an overall holistic socioeconomic design where the primary function would be to maximize the quality of life rather than profits.”

- The Venus Project

An Example of Changing Values

DMM.MAKE

- Gives people an opportunity to pursue what they want in design, engineering, etc.
- Not about the company's profit
- A new value (not focused on money, but on creation)

Crisis in Humanities or Crisis in Society?

- The humanities are not in crisis (increasing number of students enrolling in humanities)
- It is still a problem because society has adopted a market mindset that devalues them
- Society-wide steps can be taken to address this crisis in society

Conclusion

- Alternative models such as a resource-based economy
- Change in the education system (early education)
- The change has started; companies such as DMM

The above would allow people to pursue careers based on their interests and passions, which would lead to an altruistic society that values all contributions from citizens.

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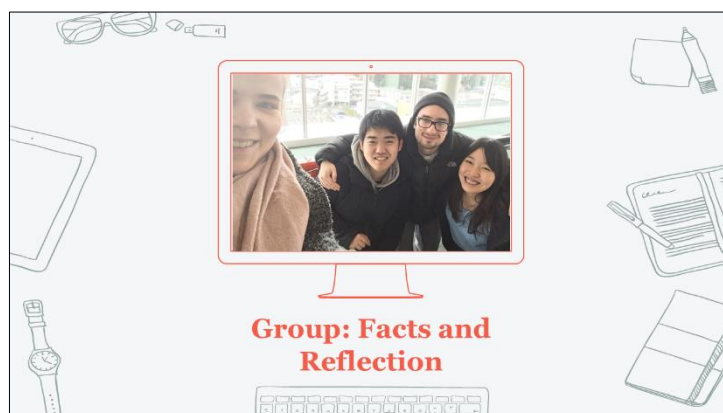
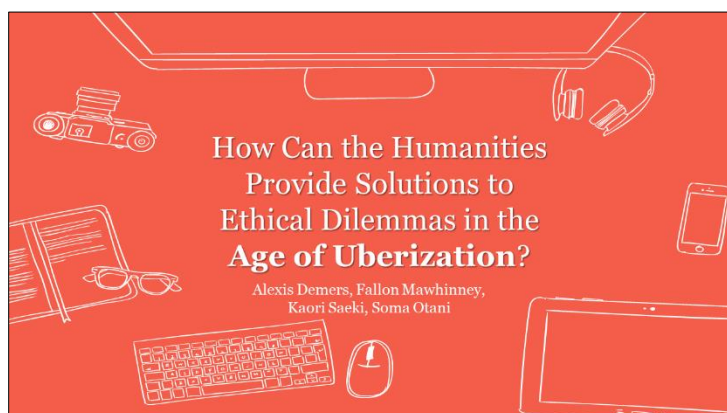
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Thank You

3rd PRESENTATION

Facts and Reflection (group no.1) *"How can the humanities provide solutions to ethical dilemmas in the era of uberization?"*

DEMERS Alexis | MAWHINNEY Anne Fallon | OTANI Soma | SAEKI Kaori





- Remarkable progress of science and technology
- People's lives were changed dramatically by the appearances
- On the other hand: They cause a lot of ethical problems in our society

Ethical Dilemmas of Uberization

- Derived from the multinational **Uber**.
- Working conditions
- New digital companies challenge the competitors
- Affect people who are **vulnerable in our societies**

Uber: Company Overview

AVOIDS	BYPASSES	DEVELOPS
Paying taxes	Existing business laws	More quickly than existing laws

全国タクシー (Japan Taxi)
Similar to UBER, but works with local taxi companies

Solution 1

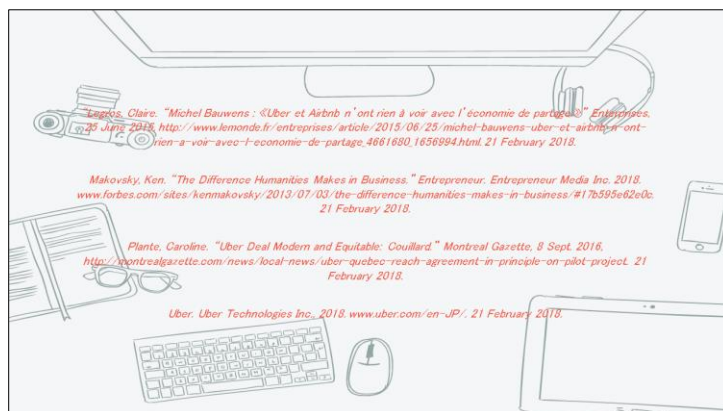
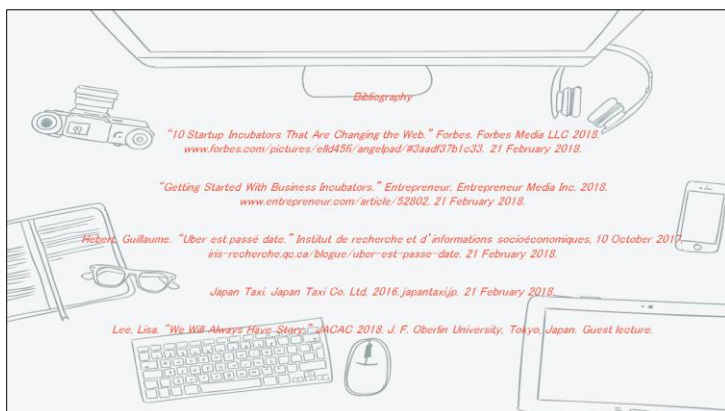
STUDY → READ → VALUE

classic literature, philosophy and history

The Tale of Genji
11th century

Solution 2

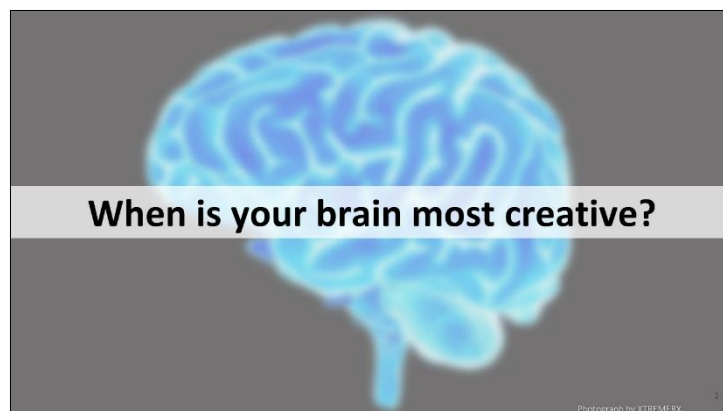
Encourage and create interdisciplinary programs in postsecondary education
reject a dichotomy between arts and sciences



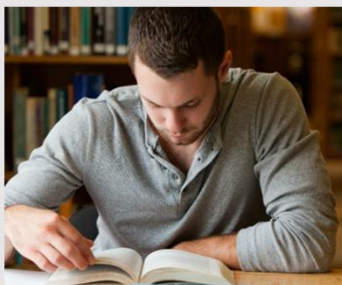
4th PRESENTATION

G4 (group no.7) "Newmanities: Navigating the Changing Form"

HONDA Tatsuya | JADHAV Shalaka | MOUSTAPHA Iman Maryam | YOSHIZAWA Shiho



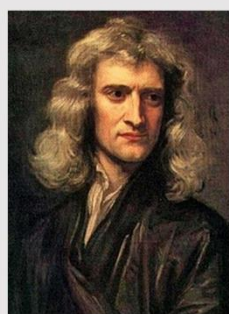
studying for final exams?



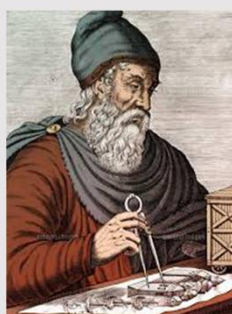
speaking with colleagues?



Nothing



Isaac Newton



Archimedes

Nothing

Why are the Humanities in decline?

We currently value creativity is based in **production**, rather than the **process**

The creative process is the act of **making new connections between old ideas**

Thus, we can say creative thinking is **the task of recognizing relationships between concepts**

7

“humanities”

“Humanities” (i.e., New Humanities) is an **umbrella term** seeking to **unify** the various fields, approaches and also potentials of the humanities in the **context, dynamics and problems of current societies** (Martinelli, 2014).

They seek to raise questions from scientific and theoretical questions to social, cultural and political ones.

8

Overview

1. Research Question
- 2a. Syrian Refugee Crisis (Art Therapy in Canada)
- 2b. Earthquakes (Art Therapy in Japan)
3. Current Events
- 4a. Grants & Interdisciplinary Work
- 4b. Research Creation
- Figures + Sources

9

Research Question 1

How may we adopt a humanist approach to address ongoing and global issues using art therapy?



10

Importance of Humanities 2



Creativity & Art Therapy

- Japan: Those who studied the humanities in their earlier life had **better cognitive function**, were **more socially active** and reported an **overall higher quality of life** (Masutani, Yamamoto, Konishi and Maeda, 2010)
- The future of creativity will demand solutions grounded in **empathy**, **critical thinking**, and **collaborative expression**

11

2a



Importance of Humanities Syrian Refugee Crisis

- Influx of Syrian refugees in the Canadian school system
- Many display symptoms of **post traumatic stress**, depression and anxiety

12

“post-traumatic stress disorder”

“...**psychological condition** in response to experiencing or witnessing a dangerous, shocking or scary event...people suffering from this condition may have intrusive flashbacks, and will avoid places and objects that remind them of the **traumatic event**...” (DSM-5, 2013)



13

2a



Importance of Humanities Consensus Conference

- An art therapy intervention for symptoms of **post-traumatic stress**, **depression** and **anxiety** among Syrian refugee children (2016)

Advantages of Art Therapy

- **Communicate their emotions**
- **Creative expression**
- **Transcends language barriers**
- **No medical side-effects**

14

2a

Importance of Humanities Syrian Refugee Crisis - Results

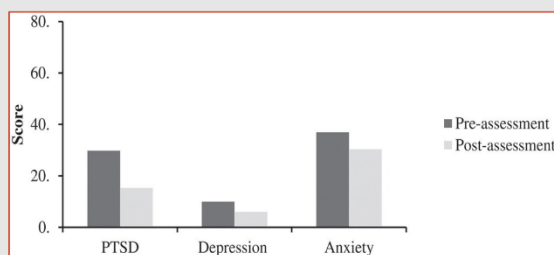


Figure 1. PTSD, depression, and anxiety scores in pre- and post-assessments.

15

2b



Importance of Humanities Earthquakes & Trauma

- Case Studies in Nepal & Taiwan
- Increased frequency of natural disasters & climate change
- Less time to rebuild
- Equips people with life-long skills that **build resilience**

16

2b



Importance of Humanities

- Traditionally framed as problems only solved by STEM
- New evolution and form of humanities
- Contributions to quality of life

How do we demonstrate the importance of the humanities to people in different fields, and encourage collaboration?

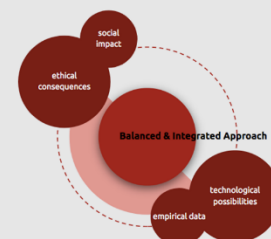
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3

Current Events Consensus Conference

1. Social Issues
2. Humanist & Science-based
3. Results

Purpose: To include public opinions on decision-making through public engagement



18

4



Future Prospects

Grants & Interdisciplinary Work

- Canadian & Japanese governments have federal research granting agencies that fund researchers
- Interdisciplinary teams to institutionally advance the quality of research
- Well-rounded ideas that address problems at both spatial and temporal levels

19

4



Future Prospects

Research Creation

“...combines creative and academic research supporting the development of knowledge and innovation through **artistic expression**...” (SSHRC, 2016)

- Requires interdisciplinary
- Need to reframe the knowledge we find valuable

20



22

Thank you

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5th PRESENTATION

Sushi 寿司 (group no.6) *“Humanities in Action: Implementing the UN Sustainable Development Goals”*

GRANDE-SHERBERT Jane Mardi | ISHIGAKI Shinichiro | LODGE Emma | USAMI Eri

Humanities in Action: Implementing the UN Sustainable Development Goals

Eri Usami, Shinichiro Ishigaki, Emma Lodge, Mardi Grande-Sherbert
Japan-Canada Academic Consortium - J.F. Oberlin University, February 23, 2018

1

Overview

1. Our Research Question
2. Background
3. Case studies
 - a) Zero Hunger
 - b) Peace, Justice and Strong Institutions
 - c) Reduce Inequalities
 - d) Affordable and Clean Energy
4. Conclusion



2

How can the humanities inform the implementation of the UN Sustainable Development Goals?

3

The UN Sustainable Development Goals

“Development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (UNSDG, 2016)

4

The Millennium Development Goals

Lessons Learned

- % of developing countries have achieved gender parity in primary education (Galatsidas and Sheehy, 2015)
- Halving the proportion of people without access to improved sources of water (Galatsidas and Sheehy, 2015)
- Externally Imposed
- Not culturally or country specific

5

“STEM Without Humanities”

Rebecca Skloot, *The Immortal Life of Henrietta Lacks*

- The HeLa Cell Line, developed without consent in 1951 (Chung 2017).
- How can we make sure the “human element” is involved in our future endeavors to improve society?



6

Zero hunger

Case studies

Hunger and poverty

- About 896 million people live on \$1.90 a day or less
- A vast majority of extreme poor live in rural areas and poorly educated



8

Hunger and lack of education

The UN Food and Agriculture Organization (FAO) points out the long-term impact of the lack of adequate food. It makes children less able to learn and therefore makes it unlikely that they will finish school. And that means fewer people will train to enter the workforce and help country's development

Without literacy skills and knowledge about nutrition = can't get out of hunger



More than seven billion people can't read and write.

9

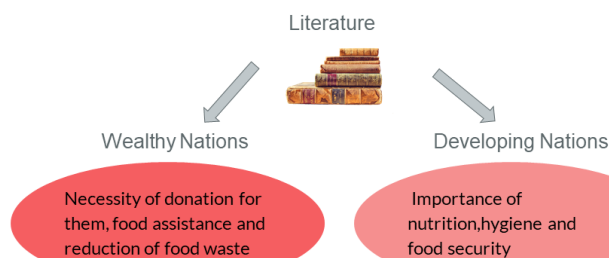
Zero hunger and education & literature

Education enables us to improve the recognition about food and hunger

"Many women believe, a bowl of maize porridge is enough," said Rapp. "But children need a different kind of nutrition. The problem is that the mothers are not educated enough, and it's that ignorance that stands in the way of development."

10

Zero hunger and education & literature



11

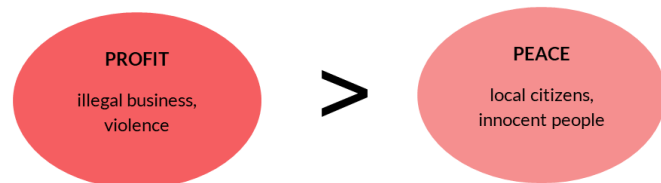
Peace, justice and strong institution

Case studies

Peace, justice, institution, and "humanity"

Example: Limitation of the arms business

- Discussions between "profit" or "peace and justice"



13

Peace, justice, institution, and "humanity"

Example: Limitation of the arms business

- Discussions between the ways to defense



14

Case studies

Reduce inequality

#10 Reduce Inequality Within and Among Countries

- Big gains in poverty reduction around the world, yet disparities in access to basic services like education and health care persist (UNSDG, 2016)
 - WITHIN and AMONG

- Skills + Technology is available, what's missing?



16

Divides Within



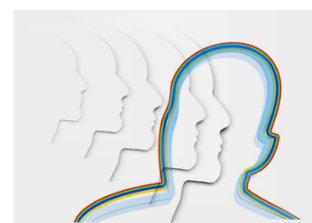
Women in rural areas up to 3x more likely to die while giving birth

- Science, Technology and skill in place
- Education proven to be major tool in reducing inequalities
- Can we create jobs that resist automation?
 - Necessity of critical thinking 17

Divides Among

How can we encourage wealthy nations to work to reduce inequalities?

- Literary Fiction and Theory of Mind (Kidd and Castano 2013)
- Narrative for perspective shift (Moezzi et al. 2017)



18

Case studies

Affordable and clean energy

Solar Energy: why the delay?

- More expensive cadmium cells replaced with magnesium chloride cells (Connor 2014); less toxic, less expensive
- However, oil and gas still represent 3% of global energy investment (Mathiesen 2016)
- Infrastructure (Mathiesen 2016) and commitment to large changes in the way we generate energy is needed
- How do we realize that solar energy is part of our "global narrative"?



20

In Japan...



Amaterasu emerging from the cave, to the relief of all in attendance.

- Amaterasu as the primary deity
 - Sun worship existed in Japan even before, in sun-worshipping cults (Takeshi 1978).
- With the sun, people are able to work (Takeshi 1978).

21

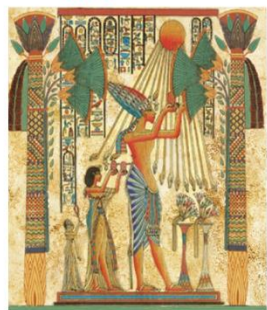
On Turtle Island...

- The origin of the Moon; the caretaker of the Sun and his children
- Land and people
 - The importance of cooperation to live with the land



22

In Egypt...



- Commitment to agriculture despite rapid growth
- The sun, the river, and agricultural technology; all sacred (Hughes 1992).

23

STEM Fields



Humanities

- Critical Thinking
- Empathy
- Perspective
- Cognitive Readiness

A BETTER WORLD

24

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6th PRESENTATION **【Best Presentation Award】**

Sencha Loonies (group no.4) *“Empathology: Using the Humanities to Improve Healthcare Quality in Canada and Japan”*

FURLANI Noah | OURA Akane | TAMAMURA Yuna | WYTON Beth Moira

Empathology: Using the Humanities to Improve Healthcare Quality in Canada and Japan

Akane Oura, Tsuda University
Yuna Tamamura, Hosei University
Noah Furlani, Concordia University
Moira Wyton, University of British Columbia

Japan-Canada Academic Consortium 2018 Student Forum

Research questions

How could the study of the humanities by medical professionals improve the quality of healthcare in Japan and Canada?

How is the improvement of healthcare significant, politically and socially, to each country?

Thesis

Integrating humanities-based education into medical practices and training increases empathy in healthcare, therefore allowing for broader discussions of to what ends and by which means different individuals and societies would like to pursue health. Across cultural, geographic and economic contexts, understanding the complications of delivering medical care is essential to the wellbeing of society in both Canada and Japan.

Overview

1. Empathy in medicine: Patient v. disease-centred care
2. Comparing healthcare practices and outcomes in Japan and Canada
3. Case study: Healthcare inequality in vulnerable populations
4. Policy proposals

Patient- vs. disease-centred care

- **Disease-centred care:** focused on the isolation and treatment of an illness; separation of patient and illness
- **Patient-centred care:** incorporates the patient's subjective experience of the illness into the treatment

Positive Effects of Empathy

- Doctor will have an easier time eliciting symptoms, which will improve the doctor's diagnostic and treatment plan
- Doctors:
 - tend to be more open to new ideas
 - have a better capacity for reading others' emotions
 - are less emotionally and physically exhausted
 - experience fewer burnouts and have a lower suicide rate

Empathy

- Pathos: Greek for suffering, grief
- Pathology: the study of the causes and effects of diseases; an abnormality
- Empathy: being 'in' the suffering or grief
 - Mutual vulnerability of patient and doctor

Health Practices and Outcomes in Japan and Canada

Quality of health according to the LEGATUM prosperity index in 2017 :

#4 – Japan
#24 – Canada

Quality of death according to *The Economist* in 2015 :

#11 – Canada
#14 – Japan

Systems to Educate Doctors in Japan and Canada

Japan: have to go to school of medicine for six years, take liberal arts education in the first year but getting credits is a priority.

Canada: a bachelor's degree is required before entering medical school, usually in biology or another science, though a humanities degree is acceptable and sometimes encouraged (such as at McMaster University).

Barriers to Indigenous healthcare access in Canada

- Aboriginal individuals have higher mortality and morbidity rates and a lower life expectancy
- 15 per cent indicated unfair treatment by a healthcare provider due to Indigeneity
- "Participants reported stories of racism, stigmatization, language difficulties, intimidation, harassment, and deep fear" accessing care
- Importance of solidarity and community in Indigenous healthcare means examining how empathy varies across cultures

Income-related healthcare inequality in Canada

- According to a study by the National Institute of Health in 2009, “the distribution of income accounted for close to half of income-related health inequalities in Canada.”
- Over the past decade, little or no progress has been made in reducing inequalities in health by income level in Canada (2015)
- What can we say about the levelling qualities of technology when care is not properly delivered?

Income and geographical inequalities in Japan

- “Low-income individuals in Japan have poorer access to outpatient care and more serious health conditions than their higher income counterparts.”
- Healthcare quality varies prefecture to prefecture, and by income despite the well-renowned Japanese welfare system
- Widening gaps in life expectancy and mortality between highest and lowest prefectures, aging population concerns
- Role of technology if not for goals determined to be in the best interest of society?

Policy Proposals

- A. Cross-faculty discussion
- B. Optional Internship in a new field
- C. Collaboration of NGOs and national healthcare

A new method of EDUCATION

1. Every professor select discussion topic for the class
2. Students are required to take individual stances
3. Select students from different faculties for the class
4. Essay / individual opinion
5. Group discussion
6. Essay / conclusion of group discussion

Qualification of Evaluation

- Attendance (around 10%)
- Essay (less than 40%)
- How much students can develop from the first idea
- How often they contributed to the group discussion

Policy Proposals

- A. Cross-faculty discussion
- B. Optional Internship in a new field
- C. Collaboration of NGOs and national healthcare

Why it is important?

- Medical students discuss humanities more for credits
- Workers of the future gain ideas to deal with difficult issues
- Promote the cross-cultural approach to health problems through NGO engagement
- Diversify the academy

Conclusion

- Humanities (via Dr. Li) may not be strictly “useful” but they are certainly “usable.”
- Can help address various issues in and around the administration of medical care:
 - Cross-cultural communication
 - Socio-economic disparities
 - Palliative and long-term care

“Medicine is a science when studying diseases, but an art when it comes to healing.”

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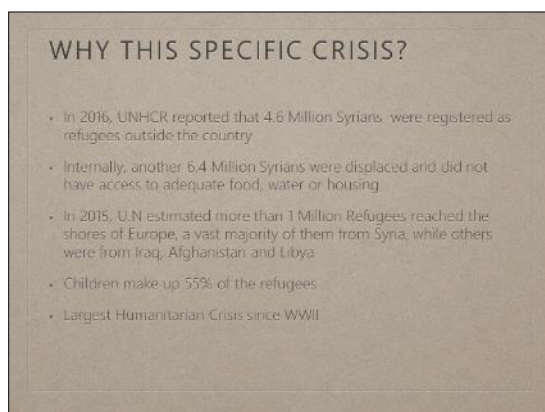
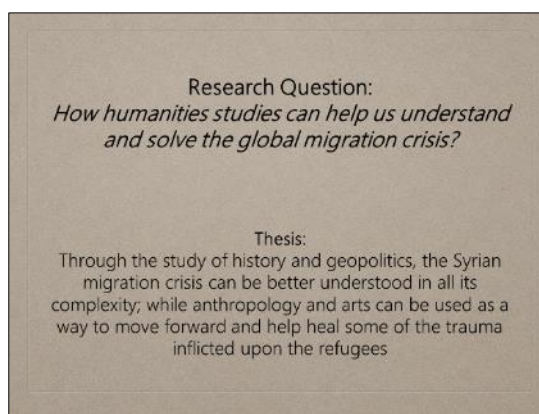
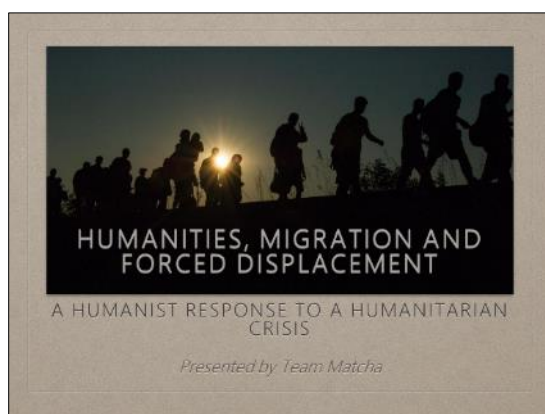
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7th PRESENTATION

Matcha (group no.2) *"Humanities, migration and forced displacement: a humanist response to a humanitarian crisis"*

BERGERON Ann-Daphné | KHAN Muhammad | OHIRA Sayaka | OHTAKE Momoha



UNDERSTANDING THE CRISIS

WHERE IT ALL BEGAN: THE HISTORY

- After WWI, Europeans began the colonization of the Middle East
- The Sykes-Picot Agreement divided up the region, forming new national borders that have existed today
- Ignored local identities and political preferences



MEDDLING CONTINUED IN THE REGION LONG AFTER COLONIZATION

- After WWI, Europeans helped put dictators in power in the region.
- The people of the region had no voting rights or democratic freedoms
- This resulted in conflict within the region and citizens were heavily repressed.



MAPS OF THE MIDDLE EAST

GEOPOLITICS OF THE CRISIS

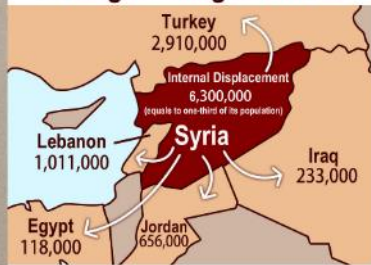
- The Syrian Arab Spring:
 - Key Actors: Civilians demanding for justice vs Government Forces
- The Arab Spring takes a life of its own and turns into a Civil War in mid-2011
- In 2012, US started sponsoring violent rebel groups in Syria, which hijacked the peaceful resistance, along with Qatar and Saudi Arabia, France and the U.K.
- In response, Russia started backing the Assad Regime, along with Iran aiming the Military
- To make matters worse, Daesh emerged out of the US backed rebels and exacerbate the crisis and increased refugees



THE RESULTS? A HUMANITARIAN CRISIS

WHERE DO THE PEOPLE GO?

4.9 million Syrians seek refuge in neighbouring countries



SOLVING THE CRISIS

FIRST RESPONDENTS: A VIEW FROM ANTHROPOLOGY

- Cultural relativism: idea that the cultural context is critical to understand people's values, beliefs and practices.
- Accepting Differences



APPLYING THE RESEARCH

- Lance Rasbridge: refugee outreach anthropologist
- A global citizen, rather than a localized identity



HEALING THROUGH ARTS



VISUALIZE EMPATHY THROUGH ARTS

- Empathy: cognitive ability to observe and understand the emotions of another (Sagkal, Turmuklu & Totan, 2012)
- Bridges the gap between the "us" and "them"
- Rewrites the narrative of refugee experience



HUMANIST RESPONSE TO A HUMANITARIAN CRISIS

- The refugee crisis is a global crisis that is not limited to a region.
- In a globalized world, it has an impact on everyone and everything.
- We need to go beyond the 'us' vs 'other' and start universalizing the refugee experience as it does not discriminate.

Questions?

REFERENCES

Fig. 10. (a) \bar{u} , (b) \bar{v} , (c) \bar{w} , (d) $\bar{\theta}$, (e) $\bar{\theta}'$, (f) $\bar{\theta}''$, (g) $\bar{\theta}'''$, (h) $\bar{\theta}^{(4)}$, (i) $\bar{\theta}^{(5)}$, (j) $\bar{\theta}^{(6)}$, (k) $\bar{\theta}^{(7)}$, (l) $\bar{\theta}^{(8)}$, (m) $\bar{\theta}^{(9)}$, (n) $\bar{\theta}^{(10)}$, (o) $\bar{\theta}^{(11)}$, (p) $\bar{\theta}^{(12)}$, (q) $\bar{\theta}^{(13)}$, (r) $\bar{\theta}^{(14)}$, (s) $\bar{\theta}^{(15)}$, (t) $\bar{\theta}^{(16)}$, (u) $\bar{\theta}^{(17)}$, (v) $\bar{\theta}^{(18)}$, (w) $\bar{\theta}^{(19)}$, (x) $\bar{\theta}^{(20)}$, (y) $\bar{\theta}^{(21)}$, (z) $\bar{\theta}^{(22)}$, (aa) $\bar{\theta}^{(23)}$, (ab) $\bar{\theta}^{(24)}$, (ac) $\bar{\theta}^{(25)}$, (ad) $\bar{\theta}^{(26)}$, (ae) $\bar{\theta}^{(27)}$, (af) $\bar{\theta}^{(28)}$, (ag) $\bar{\theta}^{(29)}$, (ah) $\bar{\theta}^{(30)}$, (ai) $\bar{\theta}^{(31)}$, (aj) $\bar{\theta}^{(32)}$, (ak) $\bar{\theta}^{(33)}$, (al) $\bar{\theta}^{(34)}$, (am) $\bar{\theta}^{(35)}$, 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David E. Sontag, 2014 "Language of a Culture: Paul Ricoeur's *On the Poetics of the Poetic*," *The New York Times*

2-6. Other Main Contents

ALUMNI-RELATED CONTENTS

- Some of forum alumni gathered together again and made a slideshow expressing their congratulations on the completion of the final group presentations and the importance of the forums. The slideshow, which consisted of messages and pictures both from forum alumni and the participants of this forum, was played during the reception at the Embassy of Canada on February 23rd.
- The networking session with the forum alumni was held after the reception at the Embassy of Canada.

FIELD TRIP

- The field trip to Tokyo area was scheduled for the last day of the forum.

FINAL REPORTS BY PARTICIPANTS

- At the end of the forum, participants wrote a 500-word final report answering the following three questions.

Questions

- 1. How has the forum changed your perspectives or thoughts on the theme of the forum?
Did it give you new insights or ideas?
- 2. What is your final answer to the seven issues / questions of the theme?
Please choose one of those issues / questions and give us your final comments on it.
- 3. Please give us your brief evaluation about the forum. How was your experience throughout the forum?

3. QUESTIONNAIRE SURVEY ON THE FORUM

3-1. SURVEY OVERVIEW

An anonymous online survey was conducted by the organizing committee to get student evaluations on the forum and contribute to the improvement in the quality of the future forums. The overview of the questionnaire is as follows.

TITLE

- JACAC Student Forum 2018: Questionnaire Survey

OBJECTIVE

- To get student evaluations on the forum and improve the quality of the future forums

QUESTION

- 15 questions regarding satisfaction levels and difficulty of the forum contents, ideas or suggestions for improvement in the future forums, increase of interest in Canada / Japan, etc.

RESPONDENT

- 24* out of 28 participants Response rate: 85.7% (rounded off to one decimal place)
 - * Breakdown:
 - Participants from Canadian universities: 13 (54.2%) (rounded off to one decimal place)
 - Participants from Japanese universities: 11 (45.8%) (rounded off to one decimal place)

PERIOD

- 18:35, February 24th (Sat) — 23:59, March 3rd (Sat), 2018, Japan time*
 - *The initial deadline for submission ((23:59, February 25th (Sun), 2018, Japan time)) was extended to increase the response rate, and acceptance of responses ended on March 3rd.

NOTE

- It was notified on the webpage of the questionnaire survey that although its results will be on this final report and be released on the JACAC website, all the answers will be statistically processed and individuals will never be identified.
- This questionnaire was conducted on Google Forms, an online data collection service.

3-2. SURVEY RESULTS

Below is some parts of the result of the questionnaire survey. In this abridged edition, only questions which were covered in “3-3. Survey Summary” were extracted due to space limitation. Although the answers (comments for open-ended questions) which can identify individuals were excluded from this report, those answers were also counted as valid responses. Also, the responses from Japanese to “Flight Arrangements” in Q2 were excluded from Table 2 (p.34) since some unreliable responses were found ((Those who didn’t take planes were asked to check “Neither~” to enable us to detect and extract the evaluations of two Japanese who took planes. However, we could not receive responses from all Japanese participants and many checked alternatives other than “Neither~”). Therefore, “N” for the table is 13 as indicated. Each numerical value in the following sections was rounded off to one decimal place, and thus the percentages may not add up to 100%. Finally, questions marked with * (asterisk) were required questions.

The following three instructions to read “Report on Student Evaluations” on the final report of the 7th Annual JACAC Student Forum (p.30) were given by Dr. Matthew Linley from Nagoya University, who served as Academic Director at the 7th forum. These should also be applied to this section in terms of its usefulness.

Readers should use some caution interpreting the results of the survey. First, they are only a snapshot of opinion immediately after the event. We cannot conclude how views may have changed over time. Second, regarding both praise and criticism, it is useful to remember that all responses are subjective so no statements should be treated as fact without supporting evidence. Third, though participants replied while the event was still vivid, responses may be biased towards striking memories that triggered emotional responses rather than accurate or important ones. [7th Final Report]

Q2. How would you rate the following arrangements made by the organizers? *

※For who didn’t take a plane, check “Neither...” for “Flight Arrangements”.

Table 2: Levels of Satisfaction with Arrangements made by the Organizers

Response Alternatives	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
Pre-Departure Information	5 (20.8%)	13 (54.2%)	5 (20.8%)	1 (4.2%)	0 (0.0%)
Flight Arrangements (for who took a plane)	9 (69.2%)	2 (15.4%)	1 (7.7%)	0 (0.0%)	1 (7.7%)
Ground Transportation Arrangements	8 (33.3%)	14 (58.3%)	1 (4.2%)	1 (4.2%)	0 (0.0%)
Accommodations	11 (45.8%)	11 (45.8%)	2 (8.3%)	0 (0.0%)	0 (0.0%)
Forum Venues	10 (41.7%)	13 (54.2%)	1 (4.2%)	0 (0.0%)	0 (0.0%)
Meals	9 (37.5%)	7 (29.2%)	3 (12.5%)	4 (16.7%)	1 (4.2%)
Forum Orientation	11 (45.8%)	9 (37.5%)	3 (12.5%)	1 (4.2%)	0 (0.0%)
N= 24	* Flight Arrangements: N= 13				N (%)

If you have any comments or specific reasons for your ratings, please let us hear about it. 【Q2】

Open-Ended (description-type) Question | N=8 | Spelling errors were corrected by the author

- *“Very well organized. The information package was really helpful.”*
- *“Would prefer non-smoking rooms”*
- *“Overall, great planning and organization to make my transition and travel to Japan tireless and effective. Thank you to everyone who has played a part in organizing the consortium, especially those who have worked behind the scenes. Arigatou gozaimasu !”*
- *“I would have appreciated if we had gotten asked about our specific diets beforehand.”*
- *“Ground transportation arrangements were great but on the last day, we were dropped off in Odaiba without anything in particular to do, so we ended up just having to go back the way we came ourselves.”*
- *“The accommodations were great but quite small, so being with a roommate made it a bit stressful in such a small space. As well, it would have been cool to do more group emails if possible.”*
- *“On both my flight there and home, the person who booked our flights did not book flights that allowed us to check luggage which was very inconvenient and I had to pay for this myself. In addition, on the way home, the flight had an unnecessary amount of stops with long layovers in between.”*
- *“Vegetarian options were limited for the meals that were provided, and at the reception at the end of the forum, the dishes were almost entirely pork which a few of us could not eat for religious reasons. I very much appreciated the meals but please keep this in mind in the future.”*

Q3. How would you rate the following activities / events of JACAC Student Forum 2018? *

Table 3: Levels of Satisfaction with the Main Contents of the Forum

Response Alternatives	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
Pre-Assignments – Overall	2 (8.3%)	15 (62.5%)	7 (29.2%)	0 (0.0%)	0 (0.0%)
— ①Reading	4 (16.7%)	16 (66.7%)	3 (12.5%)	1 (4.2%)	0 (0.0%)
— ②Pre-Departure Report	2 (8.3%)	16 (66.7%)	5 (20.8%)	1 (4.2%)	0 (0.0%)
— ③Discussion	6 (25.0%)	16 (66.7%)	2 (8.3%)	0 (0.0%)	0 (0.0%)
Group Work	10 (41.7%)	11 (45.8%)	2 (8.3%)	1 (4.2%)	0 (0.0%)
Lectures – Overall	3 (12.5%)	9 (37.5%)	8 (33.3%)	3 (12.5%)	1 (4.2%)
— ①Lecture 1	8 (33.3%)	7 (29.2%)	6 (25.0%)	2 (8.3%)	1 (4.2%)
— ②Lecture 2	6 (25.0%)	15 (62.5%)	2 (8.3%)	1 (4.2%)	0 (0.0%)
— ③Lecture 3	5 (20.8%)	12 (50.0%)	2 (8.3%)	5 (20.8%)	0 (0.0%)
— ④Lecture 4	3 (12.5%)	3 (12.5%)	7 (29.2%)	7 (29.2%)	4 (16.7%)

Fieldwork at DMM.make AKIBA – Overall	12 (50.0%)	8 (33.3%)	0 (0.0%)	3 (12.5%)	1 (4.2%)
– ①Introductory Presentation	7 (29.2%)	11 (45.8%)	3 (12.5%)	0 (0.0%)	3 (12.5%)
– ②Facility Tour	15 (62.5%)	8 (33.3%)	0 (0.0%)	0 (0.0%)	1 (4.2%)
– ③Workshop	8 (33.3%)	11 (45.8%)	1 (4.2%)	3 (12.5%)	1 (4.2%)
Events at Embassy of Canada – Overall	17 (70.8%)	5 (20.8%)	1 (4.2%)	1 (4.2%)	0 (0.0%)
– ①Final Group Presentations	17 (70.8%)	7 (29.2%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
– ②Closing Ceremony	16 (66.7%)	8 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
– ③Reception	18 (75.0%)	4 (16.7%)	2 (8.3%)	0 (0.0%)	0 (0.0%)
Networking Session with Alumni	12 (50.0%)	10 (41.7%)	2 (8.3%)	0 (0.0%)	0 (0.0%)
Field Trip to Tokyo Area on 24th	7 (29.2%)	7 (29.2%)	6 (25.0%)	4 (16.7%)	0 (0.0%)
Final Report	4 (16.7%)	10 (41.7%)	9 (37.5%)	1 (4.2%)	0 (0.0%)
Interaction with Other Students	17 (70.8%)	6 (25.0%)	1 (4.2%)	0 (0.0%)	0 (0.0%)
JACAC Student Forum 2018 Overall	12 (50.0%)	11 (45.8%)	0 (0.0%)	1 (4.2%)	0 (0.0%)

N= 24

N (%)

If you have any comments or specific reasons for your ratings, please let us hear about it. [Q3]

Open-Ended (description-type) Question | N=6 | Spelling errors were corrected by the author

- “Great structure and flow of planned events. I really enjoyed the lectures, and particularly the lecturers whom I found to be very wise and knowledgeable in their area of expertise. The afternoon spent at DMM.make AKIBA was a unique experience that has well received by myself and the rest of my peers. The day at the Canadian Embassy spent for the final presentations, networking session, and reception, as well as meeting the Ambassador of Canada, Mr. Burney, and Her Highness, Princess Takamado, was a memorable experience and has made a profound impact during my time in Japan - what an honor!”
- “Field Trip was unnecessary Final report due date is so strict”
- “Very nice event in general. The lectures were a little bit short in time for me.”
- “The field trip was very short and left us in a weird place, and it started much earlier than I would have liked since we had been up late at the reception the night before. As well, the final report was fine but making it due the day we depart didn't leave us much time to work on it. Perhaps making it due the following week would be better. I found the fieldwork workshop to be quiet boring and not much related to our conference theme, even though seeing the offices was very cool!”
- “I wish there had been more opportunities for students to discuss and share ideas amongst each other, not just in our groups. I felt that some of the lectures and presentations were not relevant to the topic and did not add to my understanding. The presentation at the DMM.Make Akiba in particular was not relevant. During the field trip, it was very inconvenient to be driven into the middle of Tokyo and then left alone. It was hard for me to find my way back, and I was lost for several hours. In the future please make sure that students have a map or instructions to navigate the city, otherwise please make the field trip optional.”

Q4. How would you rate the difficulty of the following activities in JACAC Student Forum 2018? *

Table 5: Levels of Difficulty of the Main Contents of the Forum

Response Alternatives	Very Difficult	Difficult	Neither Difficult nor Easy	Easy	Very Easy
Pre-Assignments – Overall	1 (4.2%)	4 (16.7%)	11 (45.8%)	8 (33.3%)	0 (0.0%)
– ①Reading	1 (4.2%)	5 (20.8%)	11 (45.8%)	7 (29.2%)	0 (0.0%)
– ②Pre-Departure Report	0 (0.0%)	4 (16.7%)	11 (45.8%)	8 (33.3%)	1 (4.2%)
– ③Discussion	1 (4.2%)	3 (12.5%)	12 (50.0%)	7 (29.2%)	1 (4.2%)
Group Work	2 (8.3%)	6 (25.0%)	11 (45.8%)	5 (20.8%)	0 (0.0%)
Lectures – Overall	0 (0.0%)	6 (25.0%)	8 (33.3%)	8 (33.3%)	2 (8.3%)
– ①Lecture 1	0 (0.0%)	2 (8.3%)	13 (54.2%)	7 (29.2%)	2 (8.3%)
– ②Lecture 2	0 (0.0%)	2 (8.3%)	13 (54.2%)	8 (33.3%)	1 (4.2%)
– ③Lecture 3	0 (0.0%)	3 (12.5%)	9 (37.5%)	10 (41.7%)	2 (8.3%)
– ④Lecture 4	2 (8.3%)	5 (20.8%)	8 (33.3%)	6 (25.0%)	3 (12.5%)
Fieldwork at DMM.make AKIBA – Overall	1 (4.2%)	0 (0.0%)	10 (41.7%)	10 (41.7%)	3 (12.5%)
– ①Introductory Presentation	0 (0.0%)	1 (4.2%)	10 (41.7%)	10 (41.7%)	3 (12.5%)
– ②Facility Tour	1 (4.2%)	1 (4.2%)	9 (37.5%)	9 (37.5%)	4 (16.7%)
– ③Workshop	1 (4.2%)	0 (0.0%)	11 (45.8%)	8 (33.3%)	4 (16.7%)
Final Group Presentation	3 (12.5%)	11 (45.8%)	7 (29.2%)	3 (12.5%)	0 (0.0%)
Final Report	2 (8.3%)	5 (20.8%)	11 (45.8%)	6 (25.0%)	0 (0.0%)
Interaction with Other Students	1 (4.2%)	3 (12.5%)	10 (41.7%)	8 (33.3%)	2 (8.3%)
JACAC Student Forum 2018 Overall	0 (0.0%)	5 (20.8%)	10 (41.7%)	8 (33.3%)	1 (4.2%)

N= 24

N (%)

If you have any comments or specific reasons for your ratings, please let us hear about it. [Q4]

Open-Ended (description-type) Question | N=5 | Spelling errors were corrected by the author

- “The whole JACAC 2018 experience has been fairly easy all in thanks to the great organization of the event as well as assistance of Japanese and Canadian students & organizers. My favorite experience has been creating relationships with the participants of the consortium, particularly with the Japanese students, whom I will never forget.”
- “Lectures were easy in general, could have been harder.”

- “This forum was both meaningful and difficult (Of course, I regard the difficultness positively.)”
- “Some of the lectures seemed a bit disorganized and hard to understand/follow.”
- “The final report was quite difficult to do because we were asked to hand it in on the day we left for Japan, so the majority of us were on a plane at the time. More time to complete the final report would have been appreciated, as it was very rushed.”

Q5. How would you rate the following aspects after communicating and working together with students from Japanese / Canadian universities during JACAC Student Forum 2018? *

※For Canadian students, please read “their country” as “Japan”, and “their” as “Japanese”.

※For Japanese students, please read “their country” as “Canada”, and “their” as “Canadian”.

Table 6: Increase or Decrease in Interests in Japan / Canada

Response Alternatives	Extremely Increased	Increased	Neither Increased nor Decreased	Decreased	Extremely Decreased
Interest in their country - Overall	13 (54.2%)	10 (41.7%)	1 (4.2%)	0 (0.0%)	0 (0.0%)
Interest in studying their culture	16 (66.7%)	7 (29.2%)	1 (4.2%)	0 (0.0%)	0 (0.0%)
Interest in studying their language	10 (41.7%)	11 (45.8%)	3 (12.5%)	0 (0.0%)	0 (0.0%)
Interest in studying in their country	11 (45.8%)	12 (50.0%)	1 (4.2%)	0 (0.0%)	0 (0.0%)
N= 24	N (%)				

If you have any comments or specific reasons for your ratings, please let us hear about it. 【Q5】

Open-Ended (description-type) Question | N=5 | Spelling errors were corrected by the author

- “JACAC 2018 has been an important catalyst in my affections toward Japan, the Japanese people, and the Japanese culture.”
- “Exchanging on our different cultures was the most interesting part for me.”
- “This forum was a great opportunity to exchange culture each other.”
- “I have already studied abroad but it always increases my interest when I make more friends.”
- “In fact this forum was the first time to communicate with Canadian people. However, they all are very kind, and also very well-motivated. I didn’t think that Canadian people are so friendly and quite different from American before this forum. Therefore, I truly appreciate that was given such an opportunity to interact deeply with them! 本当に参加できて良かったです！！”

Q6. What did you like the most about JACAC Student Forum 2018? *

Open-Ended (description-type) Question | N=24 | Spelling errors were corrected by the author

- “Presentation”
- “DMM.make Akiba workshop, the quality of the final presentations, reception with alumni”
- “I can't choose one, everything were good.”
- “Intercultural exchange”
- “What I liked the most about the JACAC student forum has been developing new relationships with the participants of the forum, especially with the Japanese students who have made my visit feel quite homely. I will never forget the individuals I have encountered during this trip as they have each uniquely placed a deep engraving in my heart. As I continue on with my life I can always look back and confidently know that I have Japanese friends and colleagues, whom I truly admire.”
- “People”
- “Meeting people from different cultures and having to prepare a presentation with them was a very interesting experience.”
- “I was totally inspired by other participants, especially Canadian students. Each of them were rich in both knowledge and experience much deeper than I do for my major. It helped me to look myself objectively and encouraged me to pursue academic learning more and more. It was obviously great meeting.”
- “The process of creating the final presentation”
- “I liked meeting my new friends from Japan and Canada.”
- “The inter-cultural exchange”
- “Field work”
- “We can spend a time with student from Canada and student from different university in Japan.”
- “final presentation”
- “Meeting a great group of people!”
- “We were treated not as students, but as individuals with a future. Being able to make connections with people from all over Canada and Japan.”
- “The Embassy Day and seeing all the final presentations!”
- “Being able to visit Japan”
- “I liked that we were able to have free time to explore Tokyo as well as were able”
- “Spending with Japanese and Canadian student who from different places for about ten days.”
- “I liked having the chance to meet with many people with an interest in academics and having the freedom to work and spend time in Japan at my own pace.”
- “getting to know the students”
- “The interactions with other students”
- “Interactions with Canadian students and the final presentation”

Q7. What did you like the least about JACAC Student Forum 2018? *

Open-Ended (description-type) Question | N=24 | Spelling errors were corrected by the author

- *“Field trip”*
- *“Not enough lectures.”*
- *“Not really.”*
- *“Hoped for more rigorous lectures”*
- *“There is very little I disliked about the student forum but as a suggestion for improvement I might encourage organizers to have more icebreakers for the Japanese and Canadian students to get to know one another.”*
- *“The travel from Canada to Japan for a short stay is very hard.”*
- *“I wanted to take more lectures to extend my knowledge for the final presentation. I assumed that the time we spent on study was not enough.”*
- *“I cannot come up with good answers, but I would like our rooms at the first hotel to be a little bigger.”*
- *“The irrelevance of some of the lectures.”*
- *“Sometimes I felt that the lecturers were not in tune with the forum.”*
- *“nothing”*
- *“lectures”*
- *“The lectures were very easy and not very challenging, it was an interesting topic but the lecturers didn't seem to be interested”*
- *“Nothing in particular.”*
- *“The fieldwork was quite boring and the lectures I found mostly just repeated the readings, so I would encourage more engaging fieldwork or perhaps free/group work time instead.”*
- *“I felt like the JACAC events were somewhat over-prepared, and a more lax structure would have been beneficial.”*
- *“There was not very much opportunity to get to know people in a facilitated environment. I wish we had an ice breaker session because there were some people from the forum that I never spoke to at all”*
- *“Nothing”*
- *“I was frustrated by the lack of directions on how to get around, which led to me worrying about getting lost.”*
- *“lecture”*
- *“I wish we had more lectures. This could have shown us other aspects of the issue”*
- *“The due of assignments”*

Q8. How can the JACAC Student Forums be improved in the future, or how can the JACAC network be expanded / strengthened? If you have any thoughts or suggestions, please let us hear your opinions.

Open-Ended (description-type) Question | N=12 | Spelling errors were corrected by the author

- *“More inter-groups discussions. Potential for expansion: allow the alumni to be involved in the promotion of the forum; create a JACAC with the alumni of all past years.”*
- *“Let’s think.”*
- *“This is a tough question as I already perceive the JACAC student forum to be greatly organized and executed. Besides the suggestion for improvement I mentioned above, to have more icebreakers to familiarize ourselves with the participants, I have nothing more to add.”*
- *“I want to hold a network session twice in a year”*
- *“It would be nice to have longer and more difficult lectures.”*
- *“I think making opportunity to share experiences in JACAC for other students who are interested in this activity would be a good way to expand the JACAC network.”*
- *“I personally believe that JACAC Student Forums should be academic, so it would be better to have more lectures and group works. The forum was held in Tokyo this year, so it was difficult to concentrate on studying and it was more likely to be sightseeing rather than an academic opportunity. In addition, compared to the past forum, we had less time to interact with other participants because we stayed at the hotel individually. If we stayed on campus and had meals together, there would be more communication and stronger ties with other students.”*
- *“Having the alumni come back each year.”*
- *“It would be cool to have more organized activities as a group and perhaps expand to new universities since McGill, U of T and UVic aren’t included but are quite major in Canada!”*
- *“More information about the content of the forum given earlier, so that we would have more time to really prepare. The weeks right before the forum are often when Canadian students have midterms so it would be better to get information closer to the beginning of the semester. In addition, I think that setting up the forum so that preparation for the presentation was in the morning and have lectures in the afternoon would encourage people to work harder and not just want to leave as early as possible. In addition, many people in the forum from Canada were vegetarian/vegan or ate halal/kosher so keeping this in consideration for the provided meal, or perhaps asking before the forum would be nice.”*
- *“Held the alumni reunion in the future.”*
- *“Please have more information available for students regarding how to navigate Japan and how to behave in Japan. For example, the protocol for meeting the princess was confusing for many students who do not know about Japanese manners.”*

Q12. If you have any comments or requests, please let us hear about your thoughts.

Open-Ended (description-type) Question | N=2 | Spelling errors were corrected by the author

- *“Organizers, thank you so much in everything. Please please take your time to relax.”*
- *“I really appreciate all the efforts you made for us to have a successful forum. I learned a lot from this experience.”*

3-3. SURVEY SUMMARY

The 9th Annual JACAC Student Forum, as well as many of its contents, attained a high level of satisfaction respectively. Also, words of appreciation for the organizing committee were extended by a lot of participants in the responses of the questionnaire (as well as in their final reports or conversations with them during the forum). Not surprisingly, on the other hand, there were also responses expressing criticism and dissatisfaction. The fact that we were able to receive those severely critical but definitely beneficial responses for the future development of the forum is largely a result of anonymity of the questionnaire. This section summarizes the survey results with some reflection on the forum to make a contribution to the improvement of the future forums.

As figure 1 and 2 (pp.70-72) indicate, the majority of respondents were at least satisfied with the forum overall, its main contents and arrangements made by the organizers. Especially, satisfaction levels (“Satisfied”+“Very Dissatisfied”) of the following aspects were very high at over 90%.

- JACAC Student Forum 2018 Overall: 95.8% (Very Satisfied: 50.0% + Satisfied: 45.8%)
- Events at Embassy of Canada: 91.6% (Very Satisfied: 70.8% + Satisfied: 20.8%)
- Networking Session with Alumni: 91.7% (Very Satisfied: 50.0% + Satisfied: 41.7%)
- Interaction with Other Students: 95.8% (Very Satisfied: 70.8% + Satisfied: 25.0%)
- Ground Transportation Arrangements: 91.6% (Very Satisfied: 33.3% + Satisfied: 58.3%)
- Accommodations: 91.6% (Very Satisfied: 45.8% + Satisfied: 45.8%)
- Forum Venues: 95.9% (Very Satisfied: 41.7% + Satisfied: 54.2%)

It is no exaggeration to say that the primary factor which boosted the satisfaction level of the forum overall was the interaction with other participants. The satisfaction with “Interaction with Other Students” was the highest at 95.8% among the main contents of the forum, and its rate of “Very Satisfied” was also on the top at 70.8% (ref. Table 3). Furthermore, the majority of responses for Q6 “What did you like the most about JACAC Student Forum 2018?” were related to meeting, exchanges, or cooperation with others who have different academic or cultural backgrounds, in other words, those were related to “Interaction with Other Students”. Also, the responses of Q5 (ref. Table 6) indicates that the respondents’ interests in Japan / Canada, Japanese / Canadian culture, language and so on increased after the participation in the forum. Given the responses to the open-ended (description-type) question of Q5, those increases were presumably triggered by the interaction with other participants.

Although providing opportunities for students having different academic or cultural backgrounds to interact with each other is a part of the goal of JACAC Student Forums to pursue, and the results of the survey indicates that this goal was successfully achieved, however, a high level of satisfaction with interaction or with an event itself, increase of interests in other languages and cultures through interaction, and so on, are features commonly observed in this kind of global events, and not unique results or achievements of this forum nor consequence of our efforts. Thus, it is too early to celebrate total success of the forum, and improvements have to be made by the organizers.

As is obvious from Table 2 and 3, there are dissatisfaction and criticism hidden behind the satisfaction. Four respondents (16.7%) were at least dissatisfied with “Lectures”, “Fieldwork (its satisfaction level is also high at 83.3%. Respondents who regarded it irrelevant to the forum theme answered dissatisfied)”, and “Field Trip”. The dissatisfaction level (“Dissatisfied”+“Very Dissatisfied”) for “Meals” was also regrettably high at 20.9 (five respondents). In addition, several negative comments, consist of criticism, words of dissatisfaction or requests, on pre-departure information, accommodations, meals, field trip, lectures, time / opportunity for group work and communication with other participants, or deadline for assignment were found in the responses to the open-ended (description-type) questions for Q2, 3, 4, 5, 7, 8. Improvements in these contents are the consequence which organizers should bring. The following part describes brief summary of the negative comments or some suggestions on the contents extracted.

1. Lectures

- Some of respondents mentioned that some lectures were easy or somewhat irrelevant to the forum theme. It is obvious that more arrangements and discussion with lecturers should have been made.

2. Field Trip

- As indicated in some comments, the place for drop off was the subject of dissatisfaction. The field trip plan has been changed from a one-day course to a half-day course in order to create free time to explore Tokyo by themselves, and dropped them off in Odaiba where is popular with tourists, however, it resulted in dissatisfaction. According to the final reports in 2016 and 2017, participants of that time responded they wished to have more free time or time to explore Japan / Canada. However, it seems that some participants went out after scheduled activities this year, and no respondents reported the lack of time for exploration.

3. Deadline

- Some respondents were dissatisfied with the deadline for one of assignments, Final Report. Word limitation was set at 500 words to reduce the burden, however, its deadline was midnight of the departure date and participants were not able to have much time to complete the assignment. Although the report should be done while the participants have a vivid remembrance of the forum, its deadline should be extended a few more days unless there is particular necessity.

4. Group Work & Opportunity for Communication

- The lack of time for group work (Preparation time for the final presentations. A total time of group work for this year’s forum was approximately 24 hours), and also, the necessity of more opportunities for communication among participants in a facilitated situation were pointed out by several respondents. While it is easy to add more group work time to the forum schedule, creating additional activities will require organizers to devote much time. However, improvements in these parts would result in not only higher satisfaction of participants but also high quality exchange, cooperation, researches, presentations or learning outcomes.

There are points need to be improved, but at the same time, there are also kinds of constraints such as geographical constraints, budget constraints (and the constraints / requirements to get assistance which eases the budget constraints), and so on. It would also be necessary to explain the internal situation and the structure or some parts of the forums are very much affected by those constraints, to obtain participants' understanding. Similarly, giving some explanations on why and how the forum theme, lectures or fieldwork were organized would be beneficial.

Also, it is not always right and constructive to provide participants with extra-special treatments or excessively easy contents. Although this section described the survey summary in terms of "satisfaction", organizers should bear in mind what JACAC and JACAC Student Forum aims to, not merely try to meet the need of participants, when working on improving the event focusing on participants' satisfaction.

Whatever the case may be, this annual forum is hosted alternately between Japanese universities and Canadian universities and its organizing committee members are different each time, so checking information and documents shared is inadequate to achieve improvements by the accumulation of experience, reflection and knowledge. Thus, there is no doubt that continuous support from and cooperation with both Japanese secretariat and Canadian secretariat, which engage in the activities of JACAC over years, are essential.

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PHOTOGRAPHS



LECTURES & GROUP WORK



FIELDWORK at DMM.make AKIBA



Award Winning Group: Sencha Loonies



Judging Remarks by Chief Judge
(HATAYAMA Hiroaki, Ph.D. Vice President, J.F.Oberlin Univ.)



Presentation of Leadership Award
(CYRIL KOCHERRY Savio, Queen's University)



Presentation of Leadership Award
(HONDA Tatsuya, Kwansei Gakuin University)

EVENTS AT EMBASSY OF CANADA



**Best Presentation Award winners (Sencha Loonies)
with Her Imperial Highness Princess Takamado**

His Excellency BURNEY Ian (Embassy of Canada: Ambassador of Canada to Japan)

TANAKA Yoshiro, Ph.D. (Deputy Chancellor, Executive Officer of J.F.Oberlin Universities and Affiliated Schools)



**Participants of the 9th Annual JACAC Student Forum
with Her Imperial Highness Princess Takamado**

His Excellency BURNEY Ian (Embassy of Canada: Ambassador of Canada to Japan)

TANAKA Yoshiro, Ph.D. (Deputy Chancellor, Executive Officer of J.F.Oberlin Universities and Affiliated Schools)

Honorable Judges and the Organizing Committee

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