



外国語担当助教 / 博士(教育学)

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学歴

フェニックス大学 博士号(教育学) 教育におけるリーダーシップカリキュラムと指導

経歴

2008-2012国際教養大学 非常勤助教、2008-2012秋田大学 非常勤講師、
2012-2018福井大学 講師

相談・講演・共同研究に応じられるテーマ

グローバル・コンピテンシーと企業がグローバル人材育成のための海外留学に置く価値
英語教育現場におけるPBLがもたらす専門的雰囲気と学生のスキル向上について

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主な研究と特徴

「Global Competence; Project-Based Learning」

Global competence is defined as having the capacity and capabilities to possess the knowledge, skills, experiences, and attitudes that allow one to have the dispositions to identify, comprehend, and act on issues of global, regional and local significance. In taking action, globally competent persons operate using creativity, innovation, empathy, and critically reflexive practices to remain cognizant of their local surroundings and personal places of origin (Malcolm, 2018).

Project-Based learning is an excellent pedagogical approach allowing for multiple theoretical frameworks to guide lesson practice. Such an approach helps the students access their past and current knowledge schema in order to complete individual tasks that will eventually support a final objective. Upon completing the project at hand, learners will present their findings to a public audience thus providing the learners tangible experiences they can draw-on for future career opportunities.

Combining these two paths is a major focus of my academic research and practical teaching.

Finally, sound pedagogy can be less effective, even made irrelevant, if the good quality administrative leadership is absent. Future research efforts will explore leadership and the role it plays in Japan's future. There are "leadership" institutes popping up as products from the various grant programs sponsored by the Japanese central government (e.g. - Top Global University). Affects of their programs require deeper exploration and examination.

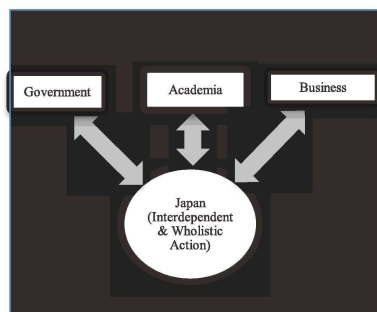


図1. Resultant model showing how government, academia, and business sometimes have a mutually beneficial action, but also can act on their own for their own interests. In Japan's current economic climate there is a Pressure-Reaction Dynamic on an Independent-Interdependent Continuum (Malcolm, 2018).



図2. Definition of Global Competence as formulated by Malcolm, 2018. Source material from Arden-Ogle, 2009; Baumgratz, 1995; Cunliffe, 2004; Hunter, 2004a, 2004b; Hunter, White & Godbey, 2006; Lambert, 1993; Mansilla & Jackson, 2011.

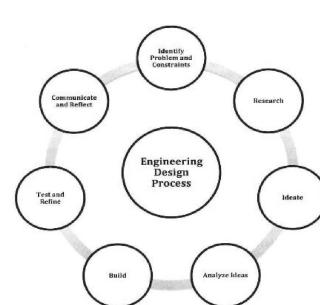


図3. Project-based learning model - From Morgan et al. (2013). As part of a KAKENHI research grant with Chris Hennessy from University of Fukui, we adapted this model to suit our particular research focus.

主要論文・著書

ヘネシー・クリストファー, マルコム・ウェイン. (2021). 研究ノート: メンターとファシリテーター: 課題探求プロジェクトの特殊目的のための英語の授業における役割. 国際教育交流研究, 第 5 号. ISSN: 2434-8112. (https://www.u-fukui.ac.jp/international/abroad/publication/internationalcenterjournal2/international_education_and_exchange_research_vol-5/) .

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