On the Importance of Role Expectations in Long-Term Overseas Study

Daniel J. McIntyre
Temple University Japan Campus

This article begins by reviewing literature pertaining to teachers researching and positing the attributes of good learners and learners expressing their expectations of good teachers, with a focus on the context of Japanese university students. Next, the responses of Japanese and non-Japanese university teachers in Japan on their own roles as good teachers are discussed in relation to the findings of the previous literature, and a pedagogical implication for preparation programs for long-term overseas study for Japanese university students is delineated. The results indicate a need for consciousness-raising and mediation of role expectations among the participants of such programs.

Introduction

The Context of Internationalization

As evinced by formulated educational policy and action plans issued by the Monbukagakusho (The Ministry of Education, Culture, Sports, Science and Technology, 2002, 2003), internationalization has been a longstanding goal of educational policy in Japan in recent decades. As a result, the national curriculum has undergone recurrent restructuring. The Japan Exchange Teaching Program was devised to help achieve this goal. Also in the pursuit of internationalization, some universities have formed multidisciplinary faculties with the aim of recruiting and educating elite Japanese returnees from overseas to become future leaders. Still other schools have founded campuses that feature large communities of foreign international students and courses of study in international issues.