教育を通しての平和構築
－遠隔教育による視点の多様化の育成－
Peacebuilding through Education: Towards Nurturing Diversification by the Distance Learning

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1. Introduction

This note focuses on the education program in the area of peace and conflict studies in a distance mode conducted by several Asian universities in conflict-affected countries. While conducting the program, program evaluation has been applied to measure the effect of the program especially focusing on a perspective of intercultural communication. Therefore, in this note, the outline of the program as well as a part of program evaluation will be introduced inviting theoretical perspectives of intercultural communication and program evaluation.

2. Program Outline

2.1 Outline

The Global Campus Program (GCP) is the international academic collaborative network in the area of the Peace and Conflict Studies at the tertiary level. In 2006, the program started in Peace and Conflict Studies (PCS) at the graduate school of global studies, Tokyo University of Foreign Studies (TUFS) funded by the Ministry of Education, Cultural, Sports, Science and Technology Japan (MEXT) as the Strategic International Collaboration Support. This program aims at deepening both theory and practice by building the academic network with Asian conflict-affected countries.

GCP has increased its membership universities and currently has nine member universities such as Gadjah Mada University, Indonesia, Pannasastra University of Cambodia, University of Peradeniya, Sri Lanka, Kabul University, Afghanistan, Nirmala Niketan, College of Social Work, University of Mumbai, India, Islamic University of Science and Technology, Kashmir, India, Azad Jammu & Kashmir University, Kashmir, Pakistan, Quid-i-Azam University, Pakistan, including TUFS. The first four universities plus TUFS are the original members since 2006 and the last four universities joined during 2011 to 2013. As the activities among these member universities, there are 1) online lecture, 2) joint research, 3) international conference and 4) faculty meeting. In this paper, online lecture will be introduced out of four activities.

2.2 Vision and goals

The online lecture utilizes the videoconferencing system that simultaneously connects classrooms of different universities beyond boundaries. The main purpose of the online lecture is to diversify the student's viewpoint towards peace and conflict related issues through inter-universities/intercultural communication. Especially for those who are from conflict-affected areas, students tend not to have enough experiences in overseas or interaction with people from different countries. Therefore, they tend to be surrounded by similar thoughts towards a conflict. This has a possibility to narrow down a student way of thinking and to limit an idea for the way out.

The GCP has determined the vision and goal at the face to face faculty meeting. The vision is "to contribute to the realization of societies based on the principles of sustainable peace, human dignity and equality through university partnerships". The ultimate goal is "to enable students to critically examine their own conflict environment with diversified perspectives for peacebuilding and conflict sensitivity". Also, each lecture series has more concrete goals and objectives to achieve and the program evaluation is held based on these set goals and objectives. There are two types of online lecture series; the one is called the Basic Course and the other is the Advanced Course. The Basic Course focuses on academic theories relating to the peace and conflict studies and the Advanced Course focuses more on the case studies and research activity based on the learnt theory in the Basic Course.

3. Online Lecture

3.1 Coordinating the Online Lecture

Since GCP is the inter-university program, coordination of the online lecture faces difficulties. The principle of coordinating GCP activities is to keep equality among member universities. Although the funding of the program has being acquired by TUFS through the MEXT Japan, GCP has been avoiding the hierarchical order among participating universities. Therefore, an activity is implemented when all universities reached a consensus. As the procedure to conduct an online lecture, a faculty meeting is held every time before starting a lecture. Contents including goals and objectives, format and schedule are discussed at this meeting. Contents and format could be slightly changed every time based on needs, a feedback of a previous lecture series from students or inputs of faculty members. The most difficult part is to adjust the schedule since every university has its own academic schedule and restriction. When GCP started, schedule adjustment was relatively easy since GCP had only five member universities. However, now the member universities increased to eight and some universities have a difficulty to be connected online because of the current political situation. As an instructional language, all courses apply English. About registration of the course, there are prerequisite conditions that students have to have English proficiency and the basic background knowledge of peace education or experiences. Recruitment of students at each university is entrusted to each faculty member at each university.

3.2 Basic Course

Basic Course is the theory-focused course. For this course, each university recruits around five to 15 students at the both undergraduate and graduate level. Participating students are around 50 in total. As the schedule, usually a three hours lecture once a week is held for five weeks. In one session, three hours are devided into three; a taught lecture from a faculty, Q&A and discussion session and students' presentation. Basically, all participating faculty members are in charge of teaching one slot of lecture at least. Representative topics of taught lectures are

"Understanding peace", "Understanding conflict", "Peacebuilding" or "Justice and Reconciliation". It sometimes includes "Engaging communities in peacebuilding (bottom up)" or "Conflict resolution strategy (top down)" too. At the end of a lecture, a faculty poses an assignment question to students and students prepare a presentation to answer an assignment question.

3.3 Advanced Course

The advanced course is research focused and its framework is relatively flexible than the Basic Course. The advanced course recruits lesser number of students than the Basic Course, around five students and the total number of participating students is less than 30. Normally, there are two parts in one series. One is a taught lecture part and the other is a joint research part. For instance, the Advanced Course held in 2013 had four slots of lectures involving topics of "Political-economic dynamics of conflicts: resource distribution", "Tools for analyzing conflicts", "Intervention techniques for conflict resolution" and "How to construct a research argument/ writing a research paper". Conflict analytical skills were taught at the first three slots of lectures. The last slot of lecture taught a common framework to compose a research paper. After these lectures, students proceeded to a research. At this time, a research team was built with students from the same university and a supervising teacher from a different university.

4. Barriers of conducting the Online Lecture

While maintaining the academic purpose, the GCP can be also categorized as international education through intercultural communication which aims for "increasing empathy, reducing intergroup anxiety, reducing stereotypes and prejudice, and improving non-verbal communication skills" (Stephan &

Stephan, 2013, p. 279). It can be said barriers of conducting the online lecture are most likely to be equal to barriers of intercultural communication.

Intercultural communication refers to "face-to-face interactions among people of diverse cultures" (Jandt, 2007, 36). This can be difficult since a sender and receiver of a message share different contexts and backgrounds of culture. Therefore, the barriers that can causes stresses need to be focused to reduce misunderstanding. As the barriers of intercultural communication, Barna (1997) mentions six of stumbling such as 1) assumption of similarities, 2) language differences, 3) nonverbal misinterpretations, 4) preconceptions and stereotypes, 5) tendency to evaluate and 6) high anxiety. These elements trigger feelings of anxiety and uncertainty to prevent successful mutual understanding.

To tackle these negative feelings, Gudykunst introduced the Anxiety/Uncertainty Management (AUM) theory for effective interpersonal/group communication (Gudykunst, 1988, 1993, 1995, 1998). Uncertainty represents cognitive phenomena for people to consider others (Stephan & Stephan, 1999). Berger & Calabrese (1975) categorized uncertainty into two types; predictive uncertainty and explanatory uncertainty. Also, they explained there are cognitive uncertainty regarding unknown knowledge and behavioral uncertainty relating to people's behavior (Stephan & Stephan, 1999). On the other hand, anxiety is psychological disequilibrium and stems from "feeling uneasy, tense, worried, or apprehensive about what might happen" (Stephan & Stephan, 1999). In Gudykunst AUM model, it is shown that, based on the superficial causes, uncertainty and anxiety management together with mindfulness can be the key for communication effectiveness.

5. Program Evaluation

It is often pointed out that it is very difficult to evaluate the education program regarding peace studies since it is not the only a matter of cognitive knowledge that can be relatively easily assessed by a test or exam, but rather heavily depends on value, attitude or behavior (Bar-Tal, 2002). In this situation, the framework of program evaluation would be one of the most applicable methods to investigate the effectiveness of the program and impact on students. Additionally, it is useful to understand the actual barriers that hinder the achievement of vision and goals. This could lead to develop helpful interventions for students as well as to redevelop the framework of the online lecture.

Program evaluation can be categorized as the case study method. Case study method is defined as "the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances" (Stake, 1995, p. xi). Additionally, the one proposed by Schramm (1971) cited by Yin (1999) proposed "the essence of a case study, the central tendency among all types of case study is that it tries to illuminate a decision or set of decisions: why they were taken, how they were implemented, and with what result" (p. 12). Based on those definitions, the program evaluation is defined as "the systematic assessment of the operation and/or the outcomes of a program or policy, compared to a set of explicit or implicit standards, as a means of contributing to the improvement of the program or policy" (Weiss, 1998, p. 4).

Practically, the variety of procedural steps and methods is suggested by academia or funding agencies coordinating various programs based on the practical experiences. For the GCP, two methods of program evaluation such as process evaluation and outcome evaluation are applied. Regarding process evaluation, Chinman et al. (2004) defined it as "a process evaluation assesses what activities were implemented, the quality of the implementation, and the strengths and weaknesses of the implementation." (p. 93). As functions of process evaluation, Rossi et al. (2004) examined that it "might examine how consistent the services actually delivered are with the goals of the program, whether services are delivered to appropriate recipients, how well service delivery is organized, the effectiveness of program management, the use of program resources, and other such matters" (p. 57). "Outcome evaluation" is to measure if the program achieved its goal or not (Chinman et al., 2004, p. 115). Moreover, it measures outcome or impact of a program, and it should not merely measure a quantitative output of a program, but should measure the benefit to recipients as Rossi et al. (2004) pointed out. These two are the method of evaluation in the study.

6. A Part of Result of Program Evaluation

The GCP has been conducting program evaluation based on the theory above since 2012. As means of investigation, questionnaires has been used for both process and outcome evaluation. A process evaluation questionnaire represents a satisfaction survey. For outcome evaluation, the same questionnaires were conducted to students before and after the online lecture. It aimed to compare the results of before and after and to gaze the change. Since this aims at measuring affective domain of students, this comprises scales of the underlying psychological construct including empathy, in-out group evaluation, tolerance or the social justice scale in multiple choices and open-ended format. Furthermore, the follow-up focused group interview was recently conducted at the first time in August 2013 to grasp students' stress by being exposed to the international online lecture.

In the case of GCP, the areas of stress can be categorized into five; cognitive, affective, language, pedagogical and technological. Cognitive and

affective including an element of language relate to anxiety or uncertainty discussed above that any form of intercultural communication has a possibility to encounter. In intercultural communication specifically in the area of education, the difference of pedagogy can be barrier/stress. Also, since the online lecture of GCP is held in the distance mode, technology can be the matter. To figure out what are the stresses for participating students of the online lecture of GCP, the focused group interview was conducted to students of two universities of India respectively in August 2013. Eight students of Islamic University of Science and Technology and two students of University of Mumbai participated in the interview.

Before conducting the interview, it was assumed that students have feeling of anxiety and uncertainty in cognitive and affective domains too. However, as a result of the interview, it was figured out that surprisingly all students did not feel any anxiety or uncertainty and they said they had enjoyable and smooth communication with students in different countries. The reason not to feel anxiety or uncertainty what they explained was India is multicultural/multiethnic country and they had got used to intercultural communication in their everyday life. One thing they felt stress was the language. It seemed the difference of English accent was very stressful. Although this time, students from only two universities from Kashmir and Mumbai of India were interviewed, possible intervention can be proposed to tackle this result. To solve this stress, it would be helpful to hold a guidance session for conducting videoconferencing communication smoothly to all participants including students and teachers prior to a start of the lecture.

7. Future

As a coordinator, I often times face difficulties to organize the GCP. There are communication problems such as no answer to an email or different senses of time management and commitment/responsibility. However, I cannot and do not want to give up this collaborative approach. The reason is I strongly believe "diversification" of a view point is the most important element for education, especially for this kind of peace studies. I consider "diversification" can help people think about a thing differently and develop an alternative solution. Also it might be a help to avoid radicalization of a thought. Students participating in this program really like the interaction with friends in different countries through the academic discussion and they seem to learn a lot. Additionally, a new relationship or collaboration among participants beyond boundaries can be observed. I do see the hope here.

In terms of a research, although data of the program evaluation has been collected since last year, the analysis including statistical investigation is under the process. In near future, rigid analysis should be completed and an improvement strategy to the program should be proposed based on the results.

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