

2-2-2 **Studying abroad from Australia to Japan** Hashimoto Hiroko

In international education in Australia, the focus has been on the number of fee-paying international students and the export income. However, the government and institutions has started putting more effort in sending Australian university students overseas. Professionals with skills, knowledge and networks required in globalized world are considered increasingly important for Australia's international competitiveness and economic prosperity. Degree programs of which studying abroad for at least one semester is compulsory have been increasing. English speaking countries are the most popular studying abroad destinations among Australian university students, but Japan is a significant non-English speaking and non-European destination. Most students who go studying abroad from Australia to Japan are Japanese language learners. Recent decrease in numbers of Japanese language learners in Australia and the ways of students select a destination may give impact on the number of students going to study abroad in Japan and how they participate in an exchange program.

Because of the discrepancy between intentions of Japanese universities offering an exchange program in English and Australian university students' motivation and needs, academic satisfaction among these students are not necessarily high. However, students evaluate their overall experience of studying abroad in Japan positively. Students value a broad range of positive impact, for example, global networks made in Japan especially among international students, personal growth, and the impact on their identity. Japan as a destination for Australian university students, could contribute more in educating professionals in globalizing world.

Recommendations to Short-term Exchange Programs in Japan

1. More diverse programs

Probably because of following successful examples, Short-term Exchange Programs conducted in English especially at national universities do not seem to be diverse enough to meet varied needs, motivations, and Japanese language competence of Australian university students. Distinct characteristics of each program are highly desirable.

2. Review of assessment

More detailed information about assessment, more academically challenging tasks, and more rigorous assessment are required. Participation and/or attendance should not be a major part of the assessment. Plagiarism should be carefully monitored and seriously treated.