

Global Study Program

Collaborative Learning Abroad

2015

International Business

Chiba University, Japan
&

Seinäjoki University of Applied Sciences, Finland

INTERNATIONAL BUSINESS



Course Description & Aim

In this era of globalization where people, items and money move across national borders more rapidly than ever before, “international business” has come to play a predominant role in the field of economy. While corporations have been supported by their nation states for growth, some of them have expanded as multinational corporations and their growing power now threatens the nation states. Even for smaller corporations, expanding their business overseas has become a key strategy for growth. Patterns of overseas business expansion—often ones in which corporations located in the center of the world economic system expand their business territory to the (semi-) periphery and increase customer acquisition—have now become more complex and diverse. Beyond this familiar pattern, flows of business expansion occur in the opposite direction from the (semi-) periphery to the core, within the center and/or (semi-) periphery, and within regions such as the EU, the Pacific Rim and East Asia. The business pattern between Japan and Finland can be considered a new type of pattern. As this diversification of business expansion patterns progresses, the lifestyles of customers transforms to become more diverse and cosmopolitan.

This year’s Global Study Program (GSP) was held in Seinäjoki University of Applied Sciences (SeAMK), Finland, for two weeks from mid to end September. The aim of this course

was to come up with business plans to promote resources and/or products from the food industry (Project 1: see pages 9-10) and the textile industry (Project 2: see pages 11-12) of Southern Ostrobothnia (where SeAMK is located) by integrating the values of sustainable development and Green Care (Project 3: see pages 13-14) with respect to Chiba and other parts of Japan. To do so, students took lectures, conducted fieldwork, participated in workshops and gave presentations on the business plans they created (See pages 19-20).

It was the fifth time for SeAMK and Chiba-U to organize a GSP. Through coordinating the GSP, the relationship between these two universities has evolved positively. One of the main reasons why we chose the topic of international business is that it has the potential to deepen the relationship between these two universities and possibly connect Seinäjoki and Chiba through business ideas. To come up with international business plans, it was important to keep in mind 1) the features and advantages of industries in Seinäjoki, Southern Ostrobothnia and other parts of Finland and 2) the needs of people in Chiba and other parts of Japan and their perception of Finland and Finnish products. To understand both aspects and come up with business plans, it was necessary for Chiba-U and SeAMK students to work collaboratively in order to achieve the goal of this year’s GSP.



人、物、金が過去にないスピードで国境を越えて移動するグローバル化と呼ばれる時代、経済の領域において「国際ビジネス」が、中心的な位置を示すようになってきている。国家のもとで成長を支えられてきた企業は今や多国籍企業として成長し、国家を脅かす存在となっているものもある。そのような巨大な多国籍企業でなくても、現在企業の海外進出は業種や企業規模に関係なく重要なビジネス戦略の一つとなっている。よく想起される、世界経済システムの中心に位置する国家の企業が周辺、半周辺に位置する国・地域にビジネス領域を拡張し、消費者を獲得するような単線的なビジネスの流れは、グローバル経済においてその力学はより複雑化している。国際ビジネスにおける企業間または企業と消費者の関係は、中心からそれ以外の国・地域へという流れを超え、中心の国家間、はたまた周辺国家から中心国家、そして地域間（EU、ASEAN、東アジア等）など多極化しつつある。特にフィンランドと日本の二国間のビジネスの関係性も既存の国際ビジネスの関係性のパターンとは異なる新しいものといえるかもしれない。それに伴い、消費者である人々のライフスタイルもコスモポリタンな多様なものへと変容している。

今回の千葉大学とフィンランド・セイナヨキ応用科学大学（SeAMK）とのGlobal Study Program（GSP）は、SeAMKを会場に、9月中旬から下旬までの2週間実施した。本授業

はSeAMKが位置するセイナヨキ市を中心としたボフヤンマー県にある繊維産業（Project 1、9-10頁参照）、食品産業（Project 2、11-12頁参照）との商品、資源、ビジネスモデルを、持続的可能な開発とグリーンケア（Project 3、13-14頁参照）の価値と織り交ぜて千葉県や日本で展開するビジネス案を最終課題として発表・考案（19-20頁を参照）することを目的とした。

千葉大学とSeAMKとのGSPは今回で5回目となり、この協働学習授業を通し両校の関係はより深まってきている。本授業で「国際ビジネス」を本年度の授業テーマに設定した背景としてその2つの大学の関係性を深め、それを通してこの大学が位置する2地域をより繋げる可能性を含むと考えたからである。国際ビジネスを展開する上では、ビジネスを展開する側（セイナヨキ市、ボフヤンマー県、またはフィンランド）の産業の強みを理解することが必要であり、またその一方で消費者側（千葉・日本）のニーズや日本のフィンランドのイメージの理解が必要である。双方向の理解がなくてはこの最終課題のビジネス案の作成は成しええず、そのために両校の学生の協働作業は必須となる。このような授業デザインと目的のもと、本年度のGSPは行われた。

Schedule of Activities

	Day	Contents	Page		
Pre-Course	28 May	Introduction	5-8		
	4 Jun	Brainstorming on international business & risk management			
	11 Jun	Discussion with participants of past GSPs with SeAMK			
	18 Jun	Learn Finnish language			
	9 Jul	On sustainable development			
	16 Jul ~ 6 Aug	Preparations on group presentations on Japanese culture and society			
	7 Sep	On international business			
	9 Sep	Finalize students' presentation			
Main Course	September				
	11-12	Arrival of Chiba-U students in Helsinki and extracurricular activities	9-10 Project 1 11-12 Project 2 13-14 Project 3 15-16 Final Presentations		
	13	Arrival of Chiba-U students in Seinäjoki and welcome party			
	14	Students' cultural presentation, Finnish language course, lecture by AB Seinäjoki & lecture by Prof. Turunen			
	15	Campus tour, lecture by INTO Seinäjoki, lecture by Prof Saarela & visit to Linseed Oy (Project 1).			
	16	Workshop & visits to Jokipiin Pellava (Project 2), & Vatajanranta Goat Farm (Project 1)			
	17	Workshop & visits Foodwest Oy (Project 1) and a new laboratory building of SeAMK			
	18	Visit to Lapuan Kankurit (Project 2) & workshop			
	19-20	Family stay			
	21	Lecture by Prof. Saarela & visit Toiska Farm (Project 3)			
	22	Lecture by Prof. Truunen, workshop, meeting the president of SeAMK & visit to Kyrkösjärvi (Project 3)			
	23	Workshop & farewell party			
	24	Final presentations, closing & departure of Chiba-U students from Seinäjoki			
	Post-Course	27 Nov		Feedback by Professor Ishido on students' business plans	17-18 Post-course education
		1 Dec		"GSP and collaborativity": post-course education with GSP 2015 Chiba	

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- **Field research site contributors:**

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Organizing Committee

Hiroki Igarashi (Chiba-U)

Satoko Shao-Kobayashi (Chiba-U)

Ioannis Gaitanidis (Chiba-U)

Helli Kitinoja (SeAMK)

Anna Saarela (SeAMK)

Tero Turunen (SeAMK)

**Global
Study
Program**





Pre-course Education

We completed two reading assignments on international business during the pre-course education sessions, one touched on the concept of sustainable development and the other on the meaning of sustainable development in disclosure statements of Finnish companies. We were divided into two groups and each group was responsible for one topic. We read the readings and wrote a summary with our group members, then each group gave a presentation in class and discussed the similarities between these two readings. Through these assignments, we learned about the relationship between business and sustainable development. (Chihiro)

Everyone participating in the course was required to prepare a brief presentation on their home countries. One interesting cultural subject was chosen for each group, Kata's and mine was Finnish cuisine. We began by planning the structure of our presentation and it was the first time we were meeting and talking with each other. We decided to split the work and combine everything together at the end, which worked well! We would have liked to introduce even more of this subject to Chiba-U students at the actual presentation, but time was limited. We ended up sharing more information about Finnish cuisine at random times throughout the duration of the program. (Anniina)

Since I was in Chiba as an exchange student for a year, I took part in the pre-education classes that were held in Chiba with Toni Valtee to prepare Chiba U students and give them information about Finland, Finnish language and the course topic. I also explained and answered questions about cultural differences and things to prepare for when going to Finland so that Chiba-U students' experience would be as good as possible and without unpleasant surprises. (Eero)

Generally, when people try to work as a group, there are some inevitable difficulties, but in this case, I think the other members and I worked well as a team. Our struggles centered around trying to explain about our own Japanese culture. Our theme was Japanese temples and shrines and we realized how little we knew about this topic (myself included, even though my major is architecture), especially current situations. The information we got via the Internet or based on our experiences was sometimes flawed and in these cases, teachers corrected us. I learned a lot about Japan through this preparation. (Naoya)



夏までセイナヨキ応用科学大学から千葉大学に1年間留学していたので、私はToni Valteeと千葉大学で行われた事前教育に参加し、千葉大生へフィンランドの情報や言語、プログラムのトピックなどを教えて彼らの準備を手伝いました。また、彼らが現地へ行った際に不安にならないよう、文化の違いや準備したほうが良いものなどの説明もしました。(Eero)

現地の学生と国際ビジネスについてフィールドワークやワークショップを通じて協同学習をするにあたって、事前に国際ビジネスに関連した複数の英語で書かれた論文を読みました。限られた時間の中で論文を読み進めるので、グループを作り論文を分担して要約することで論文の概要を効率よく把握しました。メンバーとの情報共有により、1人では理解することが難しい点も、互いに教えあうことで同じ理解度まで到達することができたと感じました。(諒士)

事前教育では、論理的かつ効果的に日本文化の新しい見方を伝えるためにテーマに関する論文を読んだり、メンバー同士で意見をぶつけ合ったりしました。困難も多かったですが、話し合いの進め方や論理構成の過程など現地でのワークショップに直接つながることを多く学べました。その結果、物事を批判的にかつ深く考えるようになり、プログラム中もその後も、いろいろなものの考え方に大きな影響を与えてくれました。(夏希)

GSPが始まる数週間前にプレゼンテーションで用いるトピックを選びました。私の班はフィンランドの歴史を選びました。高校時代に学習した知識や、インターネットを利用して情報を集めました。私は20世紀より前の歴史を担当し、他のメンバーがその後を担当してそれぞれスライドを作成しました。英語で発表をする機会は今までそれほどありませんが、無事プレゼンテーションを行うことができました。ただ、2000年の歴史を20分のプレゼンテーションにするのは大変で、少し長くなってしまいました。(Esa)





Main course

Getting to know each other

Even though we mainly had to use English to communicate, I felt close to SeAMK students as if I was talking with them in Japanese. They know about Japanese culture more or less and some of them can even speak Japanese. Therefore it was not hard to get to know them. This program was not the first time to study abroad for me, but the experiences with SeAMK students were absolutely special. Thanks to SeAMK students, now I am interested in learning about foreign culture more than before. This program was just for 2 weeks, but now we are great friends. (Naoya)

During this GSP students got to learn about different kinds of companies and their products. These companies are located inside the Southern Ostrobothnia area. For this GSP, participants were required to make group presentations. During free time they got to know one another and the local culture through a variety of activities. The overall feeling derived from the GSP and the participants was very positive. All participant were active and interested in meeting new people and trying new things. (Toni Jämsä)



Taking part in the activities and spending time with the participants from Chiba University was really pleasant, although I was only available for the evening activities. Even though the course required a lot of work and some people were getting tired, everyone was taking part with such a positive attitude making it really enjoyable to be among them and to get to know them. I enjoyed my time with the participants from Chiba University very much and will remember the time with them with warm thoughts. I hope they enjoyed the program as much as I did. (Joanna)



フィンランドの学生のほとんどは最初、とてもシャイで会話が弾むようになるまで少し時間が必要でした。しかし慣れてくればとても親切に接してくれ、お昼と一緒に食べたり放課後に買い物に行ったりと、ともに行動したり話したりする機会が増え楽しかったです。また、彼らは自分の考え方をしっかり持っており、授業では意見を臆することなく表明しようとする姿勢がすごいと思いました。(遥)

私はずっと国際情勢やその影響について興味があつたので、この授業に参加する事を楽しみにしていましたし、この授業を通して文化を異なった視点から学べるのではと期待していました。この授業の先生は「先生」というよりも「メンター」という形で授業に携わっていてとても信頼出来ました。そして参加学生はお互いを尊重し、みんなを平等に扱うという共通認識がありました。社交的な人、他の人より静かで周りの雰囲気伺う人など、それぞれに異なった個性がいましたが、みんな良く喋り思いやりがありました。(Tuomas)





Main course

Project 1: Food industry



We visited a couple of food companies during this GSP, one was Linseed Oy, which makes flaxseed products using a simple process: seeds are removed from the plants then roasted. They operate this way because there are few employees and they need to secure food safety. We ate a flaxseed product with yogurt. It was bland but crispy, like sesame. We learned that the company got their flaxseed plants from farmers so it was important to maintain good relationships with them. The other company we visited was Foodwest Oy. They have a factory to make jam, candy and dressing. There are a lot of companies like this but Foodwest is not only making products, it's also operating as a consultant to one of their customers who themselves want to make innovative products and learn how to attract consumers. This customer can make products without their own factory. I thought this was a new way of doing business and that it was a good fit in Finland because 93.4 % companies in Finland have only 1 to 9 employees. (Kenta)

During the GSP we mostly worked in groups. One of the projects had to do with food processing and marketing. We made several visits to different companies with our GSP group, learned about the respective products and worked on developing our own business ideas. The groups were made up of both Japanese and Finnish students, and it was very interesting to try and explain ideas and meanings to the other members. In my group, we used a lot of time trying to reach a common understanding, but we managed a successful outcome with our flaxseed capsules concept. This work had us apply many different skills: social, linguistic, communication and cooperation. I think, this workshop was very useful to all the participating students. This was a very good way to practice international cooperation, and it also taught us much about cultural differences. (Katariina)





亜麻などを販売する会社や工場でのフィールドワークを行い、会社の方々に様々なお話を聞き、私たちはそれらを日本において応用するにはどうしたらよを考え議論をしました。例を挙げると、フィンランドのような寒冷地での栽培が適する植物の輸入形態や、それらを中心とした商業システムの構築などの議論がなされました。日本とフィンランドの食文化や健康に対する意識の違いなども考慮した上で、プレゼンを作成していきました。専門的な部分や詳細な部分の意思疎通には、純粋に言語だけでなく図説なども行ってお互いの考えをできるだけ正確に共有しあい、矛盾が出来るだけ少なくなるように確認しあいながら最終プレゼンへと繋げることができました。(有音)

Linseedという日本ではあまり食されていない健康食品の亜麻仁を取り扱う企業と、ヤギのミルクからアイスクリームを作る Vatajanranta Goat Farm、そして Foodwest という市場調査を行う企業を訪れました。現在インターネットを使えば、多くの情報を容易に手に入れることができるということもあり、実際に己の目で見て、体験し、そして生の声を聴くという機会が少なくなっていると思います。そんな中、リアルな現場の声を聞けたことでグループワークの最終プレゼンに向けてすでにある情報から使える情報を選び抜くのではなく、欲しい情報は何か各々考えました。自分でその情報を掴み取るという経験ができ、このような取り組み方の重要性を再認識しました。(あすか)





Main course

Project 2: Textile industry



We visited two textile companies in Finland. This was my first time visiting a foreign company and I was really excited for this experience. I asked some questions and took note of things I was interested in for our presentation. When I asked these questions to the people at either company I was very nervous, but everyone answered and explained so politely and thoroughly. One of the two textile companies specializes in linen. Before visiting the linen company, I thought Finnish textile companies resembled those in Japan. I was, however, really surprised to learn that only linen goods were sold, and what was more, a lot of the merchandise consisted of sauna products. That difference in culture left an impression on me. I hardly knew what Finnish textile companies were like, but I learned about the importance of making products from different viewpoints and challenged the difficulty of asking questions. (Ryohei)

The visit to Lapuan Kankurit Textile industry was really interesting. This company is a family owned business. We were shown around the manufacturing area, where we saw how the cottons and threads were processed into clothing materials, how those materials were being sewn into various shapes. After that, we went to the sales point where the textile products were displayed, they produce various materials for kitchens and tabletops, Spa and sauna material with towels, scarves and blankets and many more products for daily usage. It was at the sales shop that various questions were asked and properly answered. The workshop visit was inspiring to all participants, a few participants ended up buying some of the products as they were unique in style and of good quality. (Olawale)





機械により生み出される織物の複雑な模様を感じ、同時に、どのようにコンピューターで計算されていたかなど、実際に見学したことで歴史や販売方法以外の技術面にも興味を持ち、知識を深めることができました。今回訪れた Jokipiin Pellava や Lapuan Kankurit は日本人デザイナーを抱え、日本でも販売を行っていることから、日本との繋がりも強くと感じました。また、フィンランドでは日本と異なって小規模企業が大半を占めており、アットホームな雰囲気を感じ取りました。普段織物を購入する際、それが何で作られているか、原料はどこで生産されたか意識をあまり向けていませんでした。ですが、今回、作られている方々の織物に対する思いやこだわりを知り興味が高まりその思いを感じ取りたいと強く思うようになりました。(あすか)

今回私たちは最初に、店頭だけでなく実働中の繊維工場の見学といったフィールドワークを行いました。これらを踏まえて、フィンランドの学生と共に最終プレゼンへのワークショップを行いました。私たちの班では「介護施設等において日常で用いる布製品の鞆旋か手作り製品の販売」をテーマに議論しました。議論の中では日本やフィンランドでの類似会社の成功例や失敗例を共有し、互いの国の会社や考え方の差異を埋めつつ共通点を活かしながらどうすれば成功する可能性が高まるのかといった内容などが挙がりました。また、難しい表現や専門的な言葉などは、英語だけでなくフィンランド語の辞書等を用いることでより正確に考えが伝わるように努力しながら数日かけて議論し、より良いアイデアを作り上げていくことができました。(有音)





Main Course

Project 3: Green Care

On Green Care field work day we went to Ilmajoki where there is place called Toiska. In Toiska they have child protection activities and Green Care activities in an agricultural environment, using animals, nature and daily chores as a means to help get people back on track. In Toiska we walked around the area and buildings and saw horses, bunnies, cats and chickens. We also met a girl who was living there and benefitting from the child protection activities. One of the owners explained to us that girls who come to Toiska like the place because they can be around animals and remain full-time students. Girls have to take responsibility for all they do, but there is always an adult somewhere close by to watch that everything is alright. Girls are always told in advance how they should behave and what is improper behavior. Toiska was a really interesting and beautiful place where young people can get help when they need it. (Niina)



We had lectures about Green Care and learned how the relationship between humans and nature is utilized in order to empower humans. The basic elements of this concept consist of health, social education and educational benefits that promote a person's social, mental and physical wellbeing. From these lectures, we tried to incorporate Green Care to our business models in a variety of ways. Roughly speaking, we had two kinds of ideas which utilized Green Care. One idea is to use the cooperation and participation of those who live in the local region. For example, one of the groups that worked on a food project thought of employing older or disabled people in their business model to harvest crops. Another idea was to include activities through which people can enjoy nature. For example, one of the groups that worked on the textile project added some farming activities in their business model for a hotel. (Tinglin)



フィンランドでGreen Careを実践する施設として訪れた牧場や森林では、開放的な雰囲気の中でとても興味深いフィールドワークが行いました。そこでは心に傷を負った人々を癒したり世代を越えた交流の場を与えたりといった動物や自然の持つ大きな可能性を再発見することができました。あまり訪れることのない場での新しい発見は私にとってとても新鮮で視野を大きく広げてくれる経験でした。また現地ガイドの方も同行してくださったので、自分の頭の中で考えるだけでは出てこないような新しいアイデアも、実際に現地の方から説明を受け自身の疑問点や興味を感じたところを質問していく中で思いつくことができました。論文や講義での学びに加えて実際に足を運んで現場を見ることは、現実的で将来的のあるビジネスプランを考える上でとても有意義だと思いました。(夏希)



セイナヨキ応用科学大学のアンナ先生からグリーンケアに関して講義を受け、グリーンケアとは自然と人間の関係を利用する事で精神的、身体的、社会的の3つの側面から人間の福祉を促進していくことを学びました。こうした講義に加えフィールドワークで見学した工場の経営者から聞いた話から、私たちは自分たちのビジネスモデルで、高齢者や地域の人に生産の段階で参加してもらう仕組みや、自然を感じられる活動やものを入れるなどのグリーンケアの考えを取り入れました。グリーンケアの考えを取り入れることはビジネスモデルを作る上で、そのビジネスに新たな価値を加え、視野を広くして考えることに役立ちました。(廷林)





Main course Final Presentation

We were collecting lots of data for the final presentations during the whole intensive course. We visited many places such as food industries and textile companies in Finland and asked various important questions about the products. It was all good and the bus trips were very enjoyable! Using the acquired data, we came up with plans to export Finnish products to Japan. Each group had to present their ideas for the food and textile industries. There were four participants per group. There were about 10 presentations given and they all went smoothly although some of them lacked a strong conceptual framework. Lots of feedback was given after each presentation on how the group could fill in the blanks and make their plan more interesting and easier to pursue. In



my opinion; some of these plans could really work someday! (Arttu)

All GSP editions have a final presentation component. This is a significant part of the program because all students can share their groups' ideas with the other participants. The theme of this GSP was "International Business" and each group came up with business plans for food and textile products. The planning of business projects was tough since not all students had studied business. However, they could complete their planning by combining their ideas, using input from all participants, and creating new ideas. Although the students seemed a bit tense, the final presentations delivered were brilliant. (Risa)





Basic strategy

1. enhance level of familiarity in Japan
2. connect flaxseed to "organic"
3. make new brand of AMANIMISO

最終発表はそれまで学んだことから繊維と食品領域でのビジネスモデルを一つずつの作り上げる作業でした。クラスでの講義とフィールドワークを通して学習した、グリーンケア・繊維・食品という3つの視点と、新しい発見やアイデアを融合して、各班がユニークな製品やサービスを提案しました。さらに、発表のみに終わるのではなく、他学生や先生方から長所や短所などのフィードバックをもらうことで、改善点も検討することにつながりました。発表に行き着くまでには、全く異なる分野を組み合わせることやビジネスとして成立させるために必要な要素を盛り込むことの難しさ、グループワークでの意見の対立など、多くの困難が伴いましたが、最後には大きな達成感を得ることができました。(愛海)



限られた時間内で二つのビジネスプロジェクトのプレゼンを完成させるために、夜遅くまでメンバーとパソコンに食らいつきました。今までの講義やフィールドワーク、ディスカッションを通してメンバー各々が得たものを、一つのプレゼンにまとめあげることはとても難しかったですが、自分の専門外のことに熱中でき、そしてプレゼン力を鍛えられる非常に貴重な機会となりました。また、どんなに大変なこともこのメンバーとならば乗り越えられると思えるほど、研修の二週間が密度が濃く、爽り多いものであったことにも気付かされました。帰国してからはプレゼンに対するフィードバックをいただき、自分達のプレゼンを客観的に見る大切さも学びました。(可紗)





Post-course Education and...



There were two post-course education sessions. The first consisted of a lecture on “SWOT analysis” and “OLI Framework” for global business analysis with comments from Prof. Ishido who used the two methods of examination to evaluate our final products. With some distance and this outside feedback, we could re-evaluate our products with more clarity. The second session took place four days later. We were joined by students from GSP 2015 Chiba (with Aristotle University of Thessaloniki). We wrote our impressions of GSP on sticky notes, integrated them on a piece of paper, and exchange our thoughts with the other participants. Finally, all of us constructed an abstract through this collaborative exchange. (Narumi)

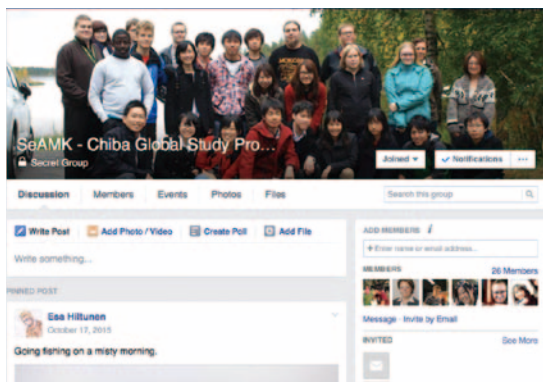
We have been in touch with each other through Facebook and also through a smart phone application called LINE. We have shared lots of photos and videos from Chiba students’ visit here in Finland. It has been lots of fun to talk to them on-line and get to know them much better and we most certainly will continue to keep in touch with each other. We have also shared pictures and recipes of Japanese and Finnish foods so we could cook them in our respective countries. And we did! We managed to cook Fried Rice, Yakisoba, Sukiyaki, Miso Soup and some tofu based foods. We also shared lots of pictures and videos for my Global Study Program 2015 -music video. We all hope we will see each other again! And wish the very best for everyone’s lives and studies. (Arttu)





帰 国後、フィンランドで学んだことについて千葉大の国際経済学専門の石戸先生に日本の視点から講義をしてもらいました。留学先では、千葉でもできるフィンランドの経済モデルを学びましたが、視点を変えてみると日本文化に取り入れるための難点などが分かり、それを修正した新しい発想が生まれました。また、自分たちの学んだ内容の振り返りにもなりました。日本とフィンランドの両方向から専門の意見を聞けたことで、偏った見方ではなく深く考える充実した時間を過ごすことができました。フィンランドでお世話になった先生ともスカイプで通信しながら行いました。別れたときは寂しさがありましたでしたが、帰国後も関係は続いています。(和臣)

千 葉大生同士の交流はもちろんのこと、プログラムが終わってもセيناヨキの学生との交流は主にSNSを舞台に続いています。事前学習で使用していたFacebookの投稿から現在の様子を知ったり、LINEで学生のグループを作り天気や大学生生活の近況報告することで千葉とセيناヨキの、日本とフィンランドの生活の様子を知ったり、誕生日を迎えたメンバーにはメッセージを互いに送ったりしています。さらに、今回参加したフィンランドの学生の友達に日本に来たときに一緒に遊びに行った千葉大生もいます。その他にもFacebookのmessengerなどで個別に連絡を取っているようで、今後もやりとりは終わることなく続いていきそうです。(里彩)

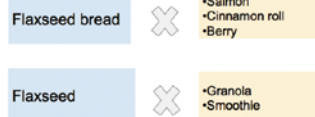


Final Products - Food

Team 1: Mu, Wale, Esa & Arisa

Plan: Open a shop offering Finnish breakfast and snacks with flaxseed. The target groups, located in the big cities of Japan, are the health-conscious, business persons and office workers who are too busy to have breakfast at home.

Business model - Finnish Breakfast & Snacks Shop -



Team 2: Annina, Ryoto, Haruka & Chihiro

Plan: Offer rice mixed with flaxseed products from Linseed Oy for school lunches in Japan. The target groups are elementary and junior high school children in Japan as health awareness has risen among Japanese families.



Team 3: Ryohei, Naoya, Narumi & Arttu

Plan: Create a new brand of organic miso with flaxseed from Linseed Oy, called Amani Miso. The target group is people in Japan who want to consume organic Japanese foods.



Team 4: Katariina, Kazuomi, Natsuki & Risa

Plan: Make capsules containing berry and flaxseed and sell them at supermarkets, convenience stores and online stores. The target groups are busy workers and elderly people who are interested in supplementing their nutrition.



Team 5: Asuka, Aruto, Kenta & Niina

Plan: Incorporate flaxseed in products for seasoning and in tempura flour through a 3C collaboration—Colleges, Communities and Companies. Products will be sold by university students as a university brand, and this collaboration helps fortify local economy.



Final Products - Textile

Team 1: Esa, Ryoto & Chihiro

Plan: Propose to create a new umbrella / parasol using Nordic design and high quality linen, which customers would want to use for longer periods of time as many cheap umbrellas in Japan are more used as disposable products.



Team 2: Naoya, Narumi, Anniina & Haruka

Plan: Use aizome, Japanese indigo dyeing, to update Finnish daily-use items, designs and materials and sell them as souvenirs.



Team 3: Arttu, Ryohei, Kazuomi & Risa

Plan: Create Yukata and Jinbei, Japanese traditional clothes, using recycled linen materials from Finland. The target group is college students in Japan. These items will be sold in shopping malls where many college students usually go.



Team 4: Aruto, Katariina, Asuka & Natsuki

Plan: Help a Finnish nursing home company create and manage a branch in Japan where the residents take part in workshops and learn to make Finnish-style homemade items and use them for fundraising purposes.



Team 5: Kenta, Wale, Mu, Niina & Arisa

Plan: Open a Finnish style hotel in the South bōsō area in Chiba Prefecture, with a sauna and swimming pool inside, Finnish furnishing and products and offering a nature-friendly atmosphere.



Participants

齊藤 可紗 / Arisa Saito

I learned many important things in Finland which I had forgotten. This GSP made me think about what makes a country rich and taught me the spirit of inquiry.

Arttu Hautamäki

What a lovely time the last two weeks have been! This GSP has been one of my greatest experiences so far, it was a total success! I got to know many Japanese people and bonded with them to form lifelong friendships.

岡島 あすか / Asuka Okajima

It's the first time in my life that I spent such wonderful, full and happy days! Through this program, I realized how difficult and interesting it is to do collaborative learning.

Esa Hiltunen

The course was very fun and interesting. I made new friends, learned new things about Japan and got to explain various things about Finland and Finns to the Japanese students.

Katariina Viljamaa

We had a very nice program. My workgroups members were very nice, funny and patient. I appreciated the experience! It was interesting to meet Japanese people, and the homestay weekend was my favorite part. Thank you!

染谷 健太 / Kenta Someya

I was satisfied with this program. I learned how to make myself understood in English. The project on how to sell flaxseed in Chiba was right for me.

石川 愛海 / Narumi Ishikawa

Being full of fun, difficulty, amazement and humanity, this GSP program has left me with special memories. I acquired not only knowledge, but also valuable relationships.

Anniina Seppäkoski

This course went by so fast, I wish we could have spent more time with the group. I had fun experiences and learned new things. I will cherish this memory always!

堀 有音 / Aruto Hori

I'm impressed by my first experience studying abroad in Finland, which is fairly different from Japan. I will not forget this precious memory in Finland.

玉越 千尋 / Chihiro Tamakoshi

It was a nice experience to cooperate with other members and get results. I really enjoyed and learned many things from this program.

藤井 遥 / Haruka Fujii

For me this experience was one of the best I've had so far. Finland is such a beautiful and wonderful country. I want to go again!!

小川 和臣 / Kazuomi Ogawa

Spending a lot of time doing activities with the other group members, we were able to create strong friendships. It was a good experience to expand my view beyond my own culture. I will never forget it!

山本 直弥 / Naoya Yamamoto

I was really inspired by the Finnish style of living in harmony with nature. I love Finnish forests, architecture and people. Everything in this program was awesome!

大内 夏希 / Natsuki Ouchi

This GSP has added value to my student experience. After this program, my way of thinking has greatly changed and it is making my college life more meaningful.

Niina Majamäki

GSP 2015 was a really good experience, I gained new friends and learned a lot about international business. I also used English more than I ever had before.

今井 里彩 / Risa Imai

“One plus one is not two. Ten, hundreds, or infinity.” All participants, locations, and encounters in Finland helped to explain the meaning of this phrase. It was an unforgettable experience.

田邊 諒士 / Ryoto Tanabe

This program taught me a lot about communication in English and cooperation. Its focus was to communicate in English, but I was also able to be immersed in and enjoy Finnish culture.

Tuomas Olkkonen

This GSP is not a mere school course, but rather an enriching project and life experience. It strives to unite individuals on a practical level which is very important in an era of fear and suspicion among fellow world citizens. I have had the privilege to be in this course which allowed me to gain true friends as well as contacts for the future.

Eero Mäntyharju

I'm glad I was able to provide a helping hand in making this GSP happen and to see the same students again in Finland during this edition of GSP. I hope many students will join next year's GSP.

Toni Jämsä

GSP is a challenging but rewarding program. It takes a lot energy to complete those 10 days, but you would not want to change even one second of it.

Olawale Oyebade

I met with new people, brain-stormed with them for business ideas, attended lectures and visited companies, all of which helped to upgrade my business mindset. Knowledge was successfully imparted.

佐伯 凌平 / Ryohei Saeki

Before GSP, the only thing I knew about Finland were the Moomins, but there is a lot of beautiful nature, many kind people, delicious foods and interesting friendships. I loved my experience.

穆 廷林 / Tinglin Mu

I experienced quite a number of things and spent a great time with both Japanese and Finnish students. I got to know many interesting and inspirational people and this I will treasure.

Markus Valkiala

This is my fourth time participating in GSP. It is the best experience to work on a project and have fun with the other participants. I think the best part of this program is to make a lot of friends and memories. I cherish all the friendships that were formed.

Joanna Niemi

There was always a really comfortable and welcoming atmosphere among the participants, it was a joy to take part in the program with them.



Contact

web : http://cire-chiba-u.jp/liberal_arts/gsp.html

E-mail : cireglobal@chiba-u.jp