

岡山大学に入学した国際バカロレア・ディプロマ学生の状況について

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要旨

国際バカロレア・ディプロマ (IBDP) 資格は、1979 年から日本の大学の入学試験の受験資格として認められてきた。岡山大学は、2012 年に、国立大学として初めて、入学試験を課さずに入学を許可する制度を導入した。この制度は、当初は、4 学部 1 コースであったが、2015 年度の入試からは全学部に拡大された。この報告は、IB 学生の学修に適した環境をキャンパスに創設することを目的に、岡山大学に入学した IB 学生への質問と面談を基に IB 学生から見た岡山大学についてまとめたものである。在学中の 10 人の IB 学生の 9 人はマッチングプログラムコースに、残りの 1 名は医学部に所属している。学生が岡山大学に進学した理由は、9 月入学制度があること、特別な履修が可能なマッチングプログラムコースがあること、学費が安く、学費免除の対象になること、IB の最終試験の成績が低くても入学許可が得られること、保護者から推薦されたこと、広報活動で面会した岡山大学関係者から得た岡山大学の国際化についての印象が良かったことなどである。秋期に入学した IB 学生は、4 月入学の学生と違い、半年後の 4 月から進入生向けの教養科目を履修する。この履修時期の相違が、一部の秋期入学生に新入生なのか 2 年生なのかを混乱させている。また、教科書に依存した講義形式の授業が多く、実験や学外活動が少ないと感じている。英語の会話のクラスが、教員と学生が相互に関わるので最も人気があるようである。日本の予備校に通っていた経験のある学生は講義をよく理解でき、日本語でのレポート作成もうまくできるようである。日本の IB 校卒業者の方が、海外の IB 校出身者よりも大学生生活に早く適応できるようである。大学のクラブ活動は 4 月から始まるために、秋期入学者にとっては、4 月からのクラブの仲間と一緒に活動することは困難が伴う。さらに、IB 学生でない一般の学生や教員のほとんどは、IB 教育についてほとんど知識がないので、IB 学生がよく理解されるのが難しい。日本の大学に IB 学生の受け入れを薦めていくためには、IB 学生を支援する体制を充実させ、カリキュラムを見直し、教員と学生が相互に関わる機会を増やすことが欠かせない。IB 学生を受け入れ制度を先進的に始めた大学として、岡山大学は IB 学生の体験と意見を報告する。

The International Baccalaureate Diploma Student Perspective on Student life at Okayama University

Abstract

Introduction: The International Baccalaureate (IB) is a non-profit organization established in Geneva, Switzerland in 1968, which introduced an internationally recognized pre-college curriculum to reform education, in order to nurture global citizens with leadership skills. In 1979, the Japanese government officially recognized the IB diploma holders eligible for admission to Japanese Universities. In April 2012, Okayama University was the first national university in Japan to welcome IB students in 4 faculties and one special course and in all 11 faculties and one special course from 2015. This is a report based on questionnaires and interviews of IB students enrolled at Okayama University from April 2012 to October 2015. The aim of this survey was to obtain the views and perspectives of IB students studying at Okayama University in order to find ways to create a better IB student-friendly environment and meet the needs of future IB students at Okayama University. **Method:** Nine out of 10 IB students enrolled at Okayama University in the special Matching Program (MP) course and Medical school, from first year to fourth year, took part in the survey, through a written questionnaire or a one-on-one interview session with a student advisor. The students were asked various questions ranging from their reasons to choose Okayama University, the difficulties they faced post admission as IB students, their academic life, their social life and their suggestions on how to improve the academic and campus environment at Okayama University for future IB students. **Results:** Among the 9 IB students who took part in the survey, 7 belong to the MP course and 2 are at the medical school. Three students were admitted in April, and 6 in October. According to the students, the main reasons for choosing Okayama University among other universities in Japan, included a rare opportunity for October admissions, the uniqueness of the MP course to choose subjects freely, low tuition fees, tuition fee waivers, acceptance of low IB diploma scores, and an impressive global image obtained through Open Meetings. A few students who had little or no knowledge about

studying at Japanese Universities, relied on the choices and recommendations of their parents. Students admitted in October seemed to have more difficulties adjusting to academic and campus life compared to students admitted in April. One of the main reasons being dissatisfaction, in having to study the basic freshman courses from the following April. Reluctance to join club activities in October by some IB students was attributed to the lack of confidence in keeping pace with other club members who had already joined in April. Students admitted in October feel confused as they cannot identify with either freshman or sophomore students. Although some students feel Okayama University is trying to create an international atmosphere and encouraging admission of returnee students, they still think there is little or no knowledge about the IB education system or IB students, among other non-IB students or teachers, which makes it difficult for IB students to be accepted freely and understood well, at times. The lesson most IB students seem to enjoy is English communication, as they can freely interact with other students and teachers in English. However, IB students feel there are too many lectures and text-book oriented lessons at Okayama University, and they expected more lessons with experiments and field work. IB students who graduated from IB schools in Japan, seem to adjust sooner to Japanese University life than returnee IB students. In addition, IB students who previously attended Japanese cram schools are better at understanding lectures and writing reports, although the system of “memorizing” is still difficult for some IB students, who are used to “discussion oriented educational approaches”. Presently senior IB students are taking the initiative to look after junior students by sharing their experiences and extending their help.

Conclusion: With the increase in the number of IB admissions at Okayama University every year, it is important to form a strong support system which can enable smooth transition of IB students into academic and campus life. Keeping in mind the IB student characteristics developed through IB education, it is important to modify lessons, implement more teacher-student interactions, build an IB student community and create more opportunities for IB student exposure to non-IB students. As one of the pioneers of IB student admissions in Japan, Okayama University has taken the first initiative to create a better understanding of IB by giving importance to IB student voices.