

法政大學返國報告書

26-1 學校簡介

The Hosei University Exchange Students from Overseas Program (ESOP) was established in 1997 to provide academic opportunities to exchange students who wish to experience today's Japan first-hand; the students are from our overseas partner institutions, as well as individual applicants.

ESOP offers courses in English which cover a myriad of topics related to Japan, appealing to students with diverse academic interests. As well as these courses, ESOP students can maximize their learning and appreciation of Japan by enrolling in Japanese language classes for no additional fee.

Hosei University currently have partnerships for student exchange with 60 universities in 20 different countries (as of February, 2018). Through ESOP, our students are able to both explore Japan and build connections with young people from all over the world.

Sources: <http://www.global.hosei.ac.jp/en/programs/exchange/introduction/>

26-2 國外研修之課程學習（課內）

The outlines of the courses I had taken in Japan are as follows:

1. Operation Management

How did the “Made in Japan” image change from shoddy goods in the immediate post-war period to its high quality image today? In answering this question, the focus in Operations Management I is on the role of monozukuri: “making things.” It is important to emphasize monozukuri lies not in the product and the service itself, but in the design process. This process consists of “design information” aimed at “delighting customers” (product development), transcribing it on a “product architecture” (production) and transmitting this “sensory experience” to customers (marketing and sales). Fujimoto (2004) argues this is the key to a Japanese style of manufacturing.

Consequently the main objective of this course is to deepen the students' understanding of these three aspects of the monozukuri process through case studies. In the first part, we begin with merging the “voice of the customer” with a company's ‘intrinsic technology’ in new product/service design. In the second part, we will translate these needs and capabilities into operations processes in not only the manufacturing sector, but also the services sector. In the third part, we will examine the information systems underlying these processes in “delighting customers.” These “evolving deep layers in the design process of Japanese companies provide a window for analysing the current status of monozukuri as well as its possible future evolution.

2. Special Topics in Global Business

This course is a series of lectures and site visits, and structured to give students some of the basic, fundamental understandings on Japanese-style management.

Each class should be interactive and practical in order to bridge the gap between management theories and real-world practices.

This course should be of particular interest to those interested in understanding typical management practices/methods at Japanese companies such as Kaizen (continuous and incremental improvements), as well as history/DNA of Japanese major companies such as Toyota, Nintendo, Sony.

The course uses a combination of lecture, video, site visits, and discussions for students to connect course

material to current events in Japan.

To pursue the course objective most effectively, each registered student has to prepare a reaction paper at the end of several lectures. The reaction paper offers students the opportunity to reflect on key learnings.

Sources: <https://syllabus.hosei.ac.jp/web/show.php>

26-3 國外研修之生活學習（課外）

我這次交換期間隸屬於法政大學的 ESOP(Exchange Students from Overseas Program)，而當中負責我們一切交換事宜的單位為 Global Education Center，除了學校的課程的必要資訊外，他們也經常提供不同的文化體驗、國際學生交流活動的訊息和管道給我們。多虧了 ESOP，我在交換期間參與了國際交換生 Welcome party、法政日本學生交流會、六大學野球季加油團、日本高中生交流的志工活動、國際交換生運動會、NHK The Songs of Tokyo 錄製現場觀眾、萬華饗現代太鼓觀賞、NHK 交響音樂會聽眾、日本傳統樂器體驗、日本文樂劇場觀眾、Ending party…等等，富有意義且能深入體驗日本文化，卻幾乎都是免費參與的活動。

除了學校所提供的活動訊息外，我在交換期間還另外申請了打工證，接了一些短期性的工作，例如與日本國高中生用英文進行對話、觀光、國際議題討論等；教導日本高中生台灣文化與中文、台語；在以外國人為目標客群的國際觀光活動中擔任服務人員等等，透過實際和日本公司、學生和社會人士們的溝通往來，比起在學校裡單純的上課，能夠更有效地了解這個國家的文化和行事作風。

26-4 交換/研修之具體效益（請條列式列舉）

1. 英、日文能力的提升
2. 更加了解日本的文化風情、人們的行事作風與價值觀
3. 結交來自各國的交換生和日本朋友
4. 讓有所交流的人們更加了解台灣這個地方
5. 了解日本的學制與授課方式
6. 透過課程增進商管與人管知識
7. 在交換期間遊歷各地
8. 透過海外生活更加獨立自主

26-5 感想與建議

1. 食

日本的食物基本上和台灣沒有太大差異，就我個人而言適應得相當快速。我在日本交換期間所住的宿舍有提供早晚餐，因此在餐費上較不需要擔心太多，但在日本每餐約需花費 500 日圓以上，是在台灣約 3 倍之多的價位，若經常外食也是一筆不小的開銷，如果宿舍提供廚房與冰箱的話，建議可以到超市買菜自炊或與宿舍好友一起分享食材，可以節省不少花費。

2. 衣

在衣物方面，日本的衣著和生活用品都相當齊全，也不比台灣貴，且夏天很熱、而冬天天氣又非常冷，很難將衣物一次準備周到，建議可以攜帶少量衣物和日用品過來，到日本當地再購買即可，只要不是交換到偏僻的校區，在日本購物是相當方便的。

3. 住

日本學校通常都會有自己的宿舍或與當地學生宿舍簽約，我這次住的是和學校簽約的連鎖學生宿舍，提供早晚餐、管理員、洗衣設備、個人淋浴間與公共澡堂、有嚴格門禁，在安全和生活方面可以說是沒有任何問題。然而住宿期間也遇過曬衣場衣物與個人生活(擺放在公共空間)被偷的問題，這時

候只能跟宿舍管理員反映，管理員消極的處理態度使我直接寫信到學校的留學生辦公室與宿舍的總公司，才終於收到正式的回應和後續處理。即使在日本，留學生出國在外被當地人敷衍了事也是常有的事，然而只要透過正式的行政流程處理，他們便無法不正視這些問題，因此建議當遇到了不公平的事，仍可以向相關管道投訴，以保障自己的權益。

4. 行

在日本，交通是一筆不小的話費，不論是購買哪一種日本悠遊卡(Suica、Pasma)，都別忘了申請學生定期券，省下一些學校↔住宿地點這個區間的交通費，而外出旅遊時也別忘了多加留意該觀光地是否有套裝行程的交通 Pass 或外國人優惠票，通常日本所提供的觀光套票都相當划算。

5. 育

不論是學校提供的語言課程、處室舉辦的國際交換生的交流活動、講座等等，都是非常值得參與的，在國外只有短短的半年至一年期間，除了好好讀書外，拓展自己的國際視野和人脈也是相當重要的，建議有任何感興趣的活動或機會，都不要放過地盡量參與，別讓回國後的自己悔不當初。

6. 樂

若金錢較寬裕，還是相當建議在交換期間多出去旅遊、和不同國家背景的人出去走走，在日本，有著和台灣不同的四季風景，每個季節都相當適合出去探索這個國家不同的風貌，而日本在觀光上花的心思和巧思更是值得我們好好去體會，這些都是在台灣時所無法體驗的。在日本，有相當多針對外國人所舉辦的免費活動或展覽，甚至是免費邀請外國人參與他們的旅遊計畫(我在日本期間參與了免費到岩手企業參訪兩天一夜的活動)，記得到了交換校時多多和當地的交換生交流、汲取訊息，多多搜尋網路上公布的訊息，常會有意想不到的收穫。

26-6 相片 (2~3 張貼進 word 檔案，含說明，並 Email 原檔給國際處承辦人)



圖片一、Welcome Party 秋學期交換生合照



圖片二、期末報告後全班合影



圖片三、至日本高中介紹台灣、教導中文