令和4 年度　大学活性化経費　事業成果報告書

事 業 区 分	教育の質的転換に関する事業　　（1） グローバル化に対応した人材育成に関する事業　　（2）
申 請 組 織	国際コミュニケーション学部
申請組織長	役職名　　　　　氏名　田所　光男
統括責任者	役職名　　　　　氏名　マイケル・ストックウェル
課 題 名	イングリッシュイベントの開催（Publishing the English Film Festival Program）

事業組織	役　割	氏　　名	所属・役職名	役割分担
	統括責任	マイケル・ストックウェル	国際コミュニケーション学部　准教授	企画・運営マネジメント
		戸田　由紀子	国際コミュンニケーション学部　教授	企画・書類作成補佐

１．事業開始の背景・経緯や目的等（200字～300字程度で記述）

The English Film Festival and its predecessor, the English Theatre Festival, have a long history in our department. It has been the highlight of the academic year for our first-year students as it culminates at the end of the academic year. In April, the CEP groups are formed, and the classes consist of strangers just starting to get to know each other. Then, at the end of the academic year, they show off their dramatic performance as a team in late December or early January.

Getting to this stage takes countless hours outside class, working closely as a team. Then, finally, each student contributes their skills to make a finished product, a dramatic film. These collaborative and cooperative projects teach the student significant life-long experiences and, hopefully, create great memories.

２．事業方法（特色・独創性）等（300字程度で記述）

Much of the English Film Festival is produced with minimal materials or costs. This was an improvement from the original English Theatre Festival, which generated much garbage in the form of cloth, props, and costumes. The film festival uses devices that are very common now, smartphones. In addition, it helps students become familiar with technology and utilize the available facilities on campus.

Another feature of the English Film Festival is that it would be advantageous to record these projects for the students and our faculty and students in other years.

In addition, we hoped to showcase the festival at open campuses, as this was an awe-inspiring part of our program. Therefore, we started to publish an English Film Festival program to achieve this goal. The goals were:

1.　To use the program as a learning tool by summarizing the different films at the festival. Each group highlights the keywords in their performances and outlines the plot.

2.　The program also showcased the promotional materials that the students designed and published as A3 posters.

3.　Also, to effectively showcase the fine work of our students to the greater community.

３．事業の成果（600字～800字程度で記述）

For the past ten years, we have published an attractive program for students and the promotion of our department in open campuses and campus visits. The program consists of four essential parts:

1. The Title of the film and catchphrase
2. The picture of the cast of the films and their roles.
3. A summary of the film for the audience
4. A coloured promotional poster. The originals are displayed on campus, and a digital copy is added to the page for each film. The posters are also displayed during open campuses.
5. An introduction and a brief history of the festival that has now spanned over three decades.

The project is a joint effort with the students in their groups, their teachers, and the program design team. Students learn useful desktop publishing techniques and have the opportunity to apply them in a meaningful and authentic way. In addition, students receive a copy before the festival so they can study the films they will watch during the festival.

The most significant benefit in the eyes of the student is that the program provides a tangible memory of the whole process, which they start in week four of the fall semester with the friends they made on the first day of classes in April.

４．キーワード（本事業のキーワードを１つ以上８つ以内で記載）

① English Film Festival	② English Film Festival Program	③	④
⑤	⑥	⑦	⑧

５．事業の達成状況及び今後の課題（事業の達成状況を踏まえて、課題、反省点、及び今後の取組みを具体的に記載すること。）

The teachers of the CEP are happy with the results of the films and the overall total amount of work that goes in. This year, again, had particular challenges in that films had to be produced while maintaining social distancing and other safety protocols. Teachers were strict and made numerous announcements to their classes. This year we did not have any problems with compliance with this rule.

Next year, we will expand the overall project by having students publish their page for the festival handbook as a time capsule. This will allow them to mark their first year at Sugiyama. In addition, this project will enable students to display their creativity by using the techniques taught during the semester while collaborating with their peers. This will allow them to work individually and collaboratively, an essential skill we discussed in the first year of our CEP classes.