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Large Delegation Preparation through Co-Teaching and Co-Learning

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Abstract

This chapter outlines the credit bearing intensive class Kobe City University of Foreign Studies (KCUFS) designed and organized with two consortiums Gaidai Rengo and Hyogo Consortium for students and press corps to participate in the National Model United Nations (NMUN) Japan in 2016. The class was team taught by faculty from different universities, the NMUN Japan Secretary General, Assistant Secretary General, Assistant Directors and students who had participated in National Model United Nations. There were also other faculty and student mentors that joined to support the students outside of class from different universities. Co-learning and co-teaching outcomes are also discussed.

Key words: Co-Teaching, Co-learning, National Model United Nations Japan, Kobe City University of Foreign Studies.

1. Introduction

This paper describes the motivation and design of a Model United Nations (MUN) intensive course for two consortiums by Kobe City University of Foreign Studies (KCUFS) to participate in the National Model United Nations (NMUN) Japan that they hosted in 2016 with peer teaching and mentoring, and faculty co-teaching. The selection process is outlined as well as the classes to prepare delegates, chairs and journalists using co-teaching and tutoring. To participate in MUN it is critical that students are able to articulate information about their country, the agenda, their country positions and policies on the agenda and formulate well developed ideas reflecting their countries position on draft resolutions.

Kobe City University of Foreign Studies as the hosting university for NMUN Japan, wanted to ensure that there were a significant number of students from Japan who were participating as delegates representing United Nations Member States. Not only do very few Japanese students participate in NMUN but MUN is usually not a part of the university culture as a club or course. Also, KCUFS understood that other universities in Japan had hoped to be the first to host NMUN and were disappointed that they had not applied to host before them therefore, KCUFS wanted to be as inclusive as possible and reach out to other universities in Japan. Kobe City University of Foreign Studies was not the first university in Japan to participate in NMUN in the US or at other off-shore locations.

Another issue KCUFS noticed in other international NMUNs was that there were very few participating universities from the hosting country and few delegates from the hosting university. The hosting university students provide all of the support for the international conferences and many students are always involved. With NMUN 2016 Japan, KCUFS had a number of goals that they tried to meet. One was to get participation from universities that had MUN classes, clubs and other MUN organizations like the Japan University English Model United Nations (JUEMUN), the Japan Model United Nations (JMUN) and Tsukuba English Model United Nations (TEMUN). Another was to offer university consortiums of which KCUFS is a member, an opportunity to introduce MUN to their students by providing a credit-bearing course on the KCUFS campus. Lastly KCUFS wanted to support faculty and students from other universities that were not in the consortiums. Since the number of students that KCUFS wanted to accept in total was around 250, they asked the National Collegiate Conference Association (NCCA) if they

could set a quota for 60 Japanese students and they agreed. Unsurprisingly, many more than 60 Japanese students wanted to participate but with seats being limited, we were faced with the need to find a way to distribute and select fairly. With that in mind, 36 seats were reserved for Hyogo Consortium/Gaidai Rengo and the remaining 24 were left available for other Japanese universities to claim when the very competitive applications process opened.¹

2. NMUN Japan Hyogo Consortium and Gaidai Rengo Class

KCUFS belongs to two consortiums, Hyogo Consortium and Gaidai Rengo. Hyogo Consortium is an association consisting of 52 universities in Hyogo prefecture and Gaidai Rengo is made up of seven-foreign language universities (called Gaidais) in Japan. Hyogo Consortium for many years had offered courses and interuniversity events for students to attend but Gaidai Rengo had very few.

Preparation for the interuniversity delegation and classes that KCUFS hoped to offer for NMUN Japan began in 2015. Hyogo Consortium has an administrative staff and a board that approves the classes and activities. Zenuk-Nishide, KCUFS administrators, the Secretary General (SG) and the Assistant Secretary General (ASG) began meeting with the administrative staff from April 2015 and officially met with the Hyogo Consortium board in November 2015 in order to get approval for a class that would begin in July 2016. The class also had to be approved by the KCUFS faculty. We submitted a course syllabus to the Hyogo Consortium administrators and they sent the information in Japanese to all of the universities to distribute (Appendix A). At that point it was unknown as to how each university would distribute the information. The syllabus and program logistics were translated by our administrative staff into Japanese. It was made clear that students from other universities would not have to pay a fee to join the NMUN preparation class and that final class grades would be sent to each individual university to use at their own discretion. Each university then registered their own students with us and we reported to the numbers to Hyogo Consortium.

Gaidai Rengo universities were initially contacted through KCUFS President Chuta Funayama who made an announcement at a joint President's Meeting. He explained that KCUFS would be hosting NMUN Japan and invited all of the Gaidai's to join the event in

¹ Less than 24 hours after the application page was opened by NCCA on May 1st 2016, all available places were claimed.

2016 by agreeing to send their students to the KCUFS-sponsored NMUN preparation class. Based on the number of Gaidais that expressed interest, KCUFS decided to apply for 36 seats (6-countries with 6-delegates each) and would ask the SG, ASG and Assistant Directors (ADs) to strategically assign the countries. For instance, we hoped to get one country on the Security Council as one of the six applied for. Based on the participation numbers in Hyogo consortium and Gaidai Rengo, we decided to assign two countries (12 students) to Gaidai Rengo and four countries (24 students) to Hyogo Consortium. Zenuk-Nishide applied for the countries chosen by the SG and ASG on-line on the NMUN site on May 1, 2016 and was able to register for the priority choices for countries.

2.1 Orientation and the Delegate Selection Process

For KCUFS students who wanted to be delegates, orientations were held at the beginning of the new academic year in April, 2016 during the lunch break eight months before NMUN Japan. Also, an orientation was held on a Saturday morning for students from other universities that were part of the two consortiums, Hyogo and Gaidai. Students at KCUFS were all notified through the university on-line Gaidai Pass and students at other universities could check with Hyogo Consortium or the poster that was sent by KCUFS to be disseminated. We do not have access to information on how or if other universities passed out the information.

The SG and ASG led the presentations with the NMUN Japan Committee Members and ADs. The orientation started with a student-made video in English about MUN and NMUN 2016. The benefits of joining were explained the application process was carefully described. A minimum proficiency score was set (TOEIC 720, CEFR C1 or IELTS 6.1) as well as a requirement for students to write a persuasive essay on why they wanted to be a delegate. The applications were sent by email to the KCUFS curriculum staff and the information was collated and sent to Zenuk-Nishide. Once the applications were received they were screened by the SG, ASG and Zenuk-Nishide. A total of 40 were selected to be interviewed. The evaluation would be weighted as follows (see Table 1): Application 50% (proficiency as measured by TOEIC or equivalent criteria, 30 points plus the Application Essay, a cumulative 20 points using four dimensions on a 5-point scale) and then later, the remaining 50% would be scored using a live screening interview.

Table 1. Evaluation of Applicants (KCUFS, Hyogo Consortium, Gaidai Rengo)

Instrument	Total Percent	Criteria/percent
1) TOEIC Score or Equivalent	30%	910+ (30) 900 (27) 850 (24) 800 (21) 750 (18) 720 (15)
2) Essay	20%	1. MUN experience (5) (UN/NGO / NPO experience, Overseas experience, Multinational / International environment) 2. Self-efficacy (5) (confidence) 3. Use of English (5) (vocabulary / grammar / rhetorical skill / logic) 4. Motivation (desire / willingness) (5)
3) Interview/Live Screening	50%	(criteria described on pp. 36-37, and the examiner protocols / assessment forms are in Appendices B and C)

The curriculum office then informed candidates as to whether they were selected or not and set the date and time of interviews for successful candidates for Saturday May 14, 2016 at KCUFS. One exchange student in Germany and two others in Hyogo Consortium who had acceptable reasons for not being present at the interview were interviewed by Skype. There was a plan to set up a conference call to have more interviewers to inter-rate, but there was some technical difficulty and the interviews could not be rescheduled because of deadlines. Gaidai Rengo students (other than KCUFS) went through a further selection process devised by their own universities once they passed the initial proficiency and essay hurdles.

On the interview day the curriculum office and NMUN Japan ADs helped with the interview. Some were on an interview team while others looked after candidates before and after their interviews. The interview was done in groups of 9-10 that were divided into two groups for some sections of the interview. For each group, there was one faculty member and the SG and an AD or an ASG and an AD. Everyone was trained on how to interview and were given opportunities to give their own feedback on the design of the test but for the most part the faculty members took a leadership role as they had the expertise (see Appendix B for directions given to the examiners and Appendix C for the Interview Assessment Guidelines). Students did however voice opinions based on their MUN

experiences regarding their vision for the kind of candidate that would be suitable for NMUN.

I believe it's going to be really critical whether their motivation matches with NMUN or not. Yes we have high TOEIC score holders, yes many applicants are eager to discuss on global issues. But honestly I do not believe that. ALL high TOEIC score holders can communicate well. The word "discussing global issues" is also tricky. MUN is very unique. Participants have to be in a character and they all need to "discuss on global issues" under the UN structure. Although everyone generally understands the importance of understanding the UN, it's very frustrating that we cannot go over the border. Many motivated and talented students quit MUN activities because of this uniqueness. Those students wanted to discuss on global matters but MUN was not the right place. From my own experience, NMUN is much more skill-focused activities, especially for Japanese participants particularly. It's true that we can deepen the understanding of global issues, but what we need the most for/in the session is research/critical thinking/well-communication skills. I believe we should definitely take this into account when we think about the Hyogo Consortium, Gaidai Renmei. I want them all to have great experience. I do not want them to regret joining us. If their needs don't match with NMUN, it's going to be really hard for them to keep up. It's very critical to observe and judge whether NMUN is right place for them or not. On (essay grading and) interviews, I would like assess this point aside from grading their communication capabilities.

Email from NMUN Japan Student Examiner 5/6/16

After the interviews, there was a meeting to select the students who would become delegates. Then, we informed the curriculum administrators to inform the students, their universities and Hyogo Consortium. As mentioned before, the essay and proficiency criteria made up 50% and the interview would contribute a further 50%. The interview consisted of four parts to determine the applicant's communicative competence and suitability for NMUN Japan.

In Part 1, all the interviewees introduced themselves and talked to others while the examiners assigned to observe specific interviewees evaluated. Then in Part 2, interviewees were assigned to two groups in which they each read a different text aloud (while being evaluated). In Part 3, a group discussion, the interviewees were re-assigned to

evaluate different interviewees. Lastly, in Part 4, a range of questions were asked to each interviewee and all the interviewers were asked to evaluate each interviewee. The the directions followed by the examiners for this process to assess and the interview assessment are available in Appendices B and C.

The evaluation process was seen as highly successful since all the selected candidates performed up to and beyond expectations. This was the first time at KCUFS that students were selected for a MUN event through an open application process. Usually we used a peer recommendation process or students approached Zenuk-Nishide on their own initiative about joining. In spite of the rigorous screening process, one student (who had been admitted largely on the basis of extremely high proficiency) quit after the second class stating a loss of motivation and interest in NMUN and a realization of a priority shift to do other activities like a part-time job, club and other studies. The student was not communicating well with the assigned partner during the research process over the summer break and did not attend the second class. Despite earnest and repeated offers of support, the student was not interested in continuing. Unfortunately it was too late in the process to recruit a new delegate, so the partner was left to participate alone in the meeting (but did so splendidly, despite the hardship).

Eight out of the 12 seats were specifically reserved for the six partnering foreign language universities of Gaidai Rengo to nominate students following the selection criteria. In the end, even though we extended the deadline, only two universities joined KCUFS as representatives of Gaidai Rengo for NMUN Japan: Kyoto University of Foreign Studies and Nagoya University of Foreign Studies. Allowing universities to select their own students worked out well and gave them more autonomy.

After the interview and selection process were over, the names of the successful applicants were sent to the KCUFS university curriculum administrators. The administrators contacted all candidates regarding their status and provided the universities with a list of successful candidate since the course could be credit bearing. Those who were accepted were sent the “NMUN Japan Participation Pledge” that had to be completed and returned to our administration. Co-teachers, Donna Tatsuki and Lori Zenuk-Nishide designed a pledge, as this was the first time to have a class for NMUN that was both intensive and inter-university. We wanted students to understand the expectations we had for their behavior, and responsibility that they had to assume for the whole group, their partner, co-

peer-teacher mentors/co-faculty teachers, the NMUN committee and their university as a representative (Appendix D).

All of the students who were chosen, accepted and sent back their signed pledges. After that, they were sent a questionnaire by the SG and ASG to ask them what committee they wanted to be a part of and which country they wanted to represent in descending order of choice. They also gave information about themselves and their contact information as 80% of the preparation for the course takes place outside of class (Appendix E).

From the results of the questionnaire, students were assigned a partner and countries. Our goal was to have a student who had experienced NMUN on every country and committee. We tried to create teams that were diverse in, nationality, gender, age, major, university, MUN experience, English Proficiency, and personality. We wanted students to get to know and partner someone they did not know to foster mutual respect, trust and collaboration. The Security Council was seen to be the most intense, so the delegates who had highest English proficiency, resilience and negotiation proficiency were selected first. The video tapes of the interviews that were taken were also viewed again before the final selection of pairs was made by the SG and ASG before conferring with Zenuk-Nishide.

3. The NMUN Classes

Participation in a Model UN Simulation is quintessentially CLIL because it requires in depth research on countries, socio/political issues, the development of written and spoken skills to negotiate proposals, build alliances and the use of critical thinking for innovation to find creative solutions to real world problems. One key to successful preparation for NMUN is clearly to optimize the time spent researching. Students needed to become experts on all of the designated committee topics as well as their country position. Research takes time and the allocation of class time to research was felt to be counter-productive since there were many other activities that required a face-to-face meeting. With that in mind, the structure and schedule of the intensive classes followed a Flipped Learning structure (Tatsuki & Zenuk-Nishide, 2017; Tatsuki, forthcoming; explained more fully in section 3.2). In the briefing about NMUN, we told the perspective applicants that 80% of their work would have to be done through individual and peer preparation outside of class.

3.1 Schedule

The NMUN Japan Hyogo Consortium and Gaidai Rengo class was held on six designated Saturdays mornings from 8:50-12:00 on the KCUFS campus so that students from other universities and different departments within our own university could participate. Since it was a credit bearing class there needed to be face-to-face contact sessions amounting to an equivalent to 15 sessions of 90 minutes each. Twelve of these sessions could be devoted to class and three sessions could be covered by the conference itself. In reality the four-day conference went way beyond the three class requirement since it totaled 25 hours (22 hours in session and three hours of debriefing over the first three days).

As the university only offers graduate school classes on Saturdays, administrative staff took turns to open and close the buildings and classrooms. The KCUFS library was open after the class until 5:00 pm and students from other universities were allowed to use the facilities. The KCUFS media staff also took the opportunity to cover the classes and there were newspapers and a TV station that often observed and interviewed members after class. Table 2 (adapted from Tatsuki & Zenuk-Nishide, Table 2 2017) summarizes the overall flow of activities for each session and the research intervals:

Table 2. Overview of sessions and flow of intensive MUN preparation

<interview screening, educational contracting, researching>	
Session 1	self introductions; meet/greet; pairs fill out country profiles; share in regional blocks; student mentors introduce position paper (PP) contents and research methods; practice formal debate procedure
<do research: committee mandate, each agenda; summary in paragraph; read background guide; prepare PP outline; meet with partner share goals for MUN>	
Session 2	share research with your committee on each agenda; student mentors take Q & A on PP context and citation style; also Q&A to reduce pressure, anxiety; practice meeting transitions/motions
<research and write PP; communicate with partner>	
Session 3	practice writing Working Paper (WP) as a precursor to draft resolutions using UN stylistic Conventions (preambulatory phrases and operative clauses), meet in regional and committee blocks for peer feedback and brainstorming
<research and write PP; communicate with partner>	
Session 4	meet in regional and committee blocks for peer feedback and brainstorming, practice meeting transitions/motions
<NMUN Simulation Event>	
Session 5	Debriefing, Reflection, Evaluation

Prior to the background guides being made available on the website on August 1, 2016 (http://www.nmun.org/nmun_japan16.html), the first face-to-face class was held so that the partners could meet one another and learn how and what to research. Delegations were able to meet in their committees and also as a country and meet their peer tutors or co-peer-teachers. Since it was the first time for them to meet, we used this opportunity to teach greeting and leave taking, shaking hands as well as eye contact. This would be the same feeling they would have when they met people in their committee for the first time at NMUN Japan.

During the summer break the partners had to research their committee, agendas, country's position on the agendas and write a country background paper and a first draft of the position paper and send it to their peer tutor. Therefore, the first class was about the flow of NMUN, research skills for the country, country policy and the agenda, and what is a position paper and how to write a position paper. Each section was shared between faculty and experienced NMUN student co-teachers. Also, how to communicate and share information on-line through email, Google Docs, Facebook, and Dropbox was explained. Thus a Flipped Learning structure was launched.

3.2 Co-Teaching and the Flipped Learning Method

For the NMUN Japan Hyogo Consortium and Gaidai Rengo classes, a co-teaching and peer tutoring approach was adopted with faculty and students who had NMUN experience and had been previously taught by Zenuk-Nishide in at least one KCUFS MUN class. Co-teaching according to Villa et al. (2008) is when two or more people share the teaching of some or all of the students in a class. Peer tutoring or peer assisted learning (PAL) occurs when "People from similar social groupings who are not professional teachers helping each other to learn and learning themselves by teaching" outside of class (Topping, 1996).

Faltis (1993) and Walter (1998) state that peer tutoring as a method that is helpful for students who are non-native speakers of English. Goto and Schneider (2010), and Whitman and Fife (1998) found that peer-teaching produces deeper learning outcomes by effectively getting students to engage in critical thinking. Lord (2001) found that students who work in groups perform better with reasoning and critical thinking skills. It is an effective methodology because it forces students to be active learners and to talk through course concepts in their own words. The reason co-teaching was adopted for the NMUN class was to offer better outcomes that included:

- Better student-to-teacher ratio.
- Better teaching conditions
- Better learning conditions with timely feedback
- Better sense of community
- More academic improvement
- Better social, discussion, and negotiation skills
- Co-teachers are motivated
- Co-teachers are supported
- Co-teachers grow professionally

To have an MUN class, the expectation needs to be at a level of mastery like in medicine where in university there is the most co-teaching and peer mentoring. Without knowledge, communicative competence and critical thinking delegates participants would never be able to take part effectively in a simulation. This mastery orientation fit perfectly into a Flipped Learning ethos.

According to the Flipped Learning Network Hub (2014):

Flipped Learning is a pedagogical approach in which first contact with new concepts moves from the group learning space to the individual learning space in the form of structured activity, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

It is likely that good teachers have been doing something like flipped learning for a long time. Flipped teaching for flipped learning resembles coaching more than teaching. The Flip Learning Network Hub (2014) page describes four ideological pillars, which were paraphrased by Tatsuki (forthcoming) as follows: 1) a flexible environment in which students participate in the decision of when where and with whom to learn outside the classroom, 2) a commitment to learner centered approaches, 3) a constantly evolving and developing content that is created and curated through learner and instructor efforts, and 4) a professional educator who nurtures the development of a learning community by providing pertinent feedback and direction in order to scaffold learner interactions and abilities both in and outside of the classroom.

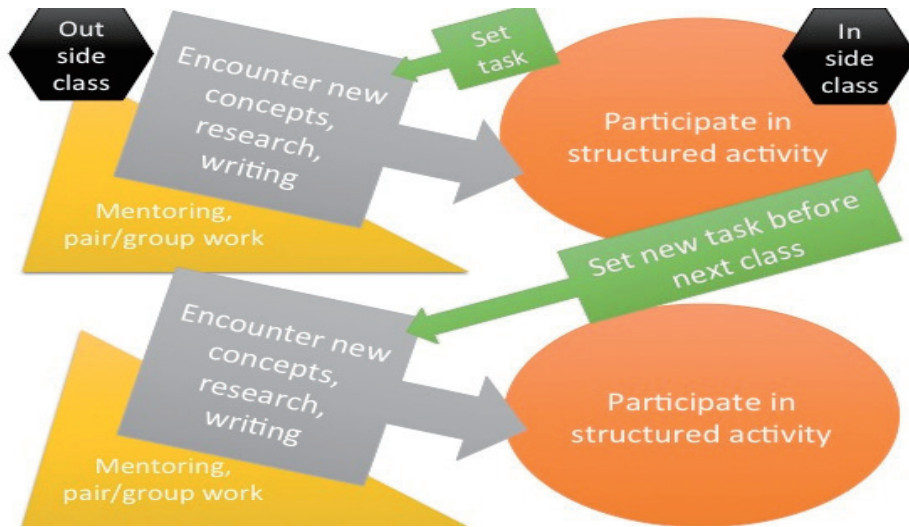


Figure 1. Visualization of the inside and outside classroom flow

It may be helpful to think of it schematically (see Figure 1, adapted with permission from Tatsuki & Zenuk-Nishide, 2017). Activities outside the class are represented by the objects on the left and inside the class on the right. The teacher/instructor sets a task (researching, activity, experience, writing, reading) for the learner to accomplish before the next class meeting. The learner is free to decide how to accomplish the task but is encouraged to work with others (who may be peers or mentors) and may contact the instructor for support or resources. The thus prepared learners come to class ready to share what they have learned and prepared to engage in a structured activity designed to apply what was acquired before class. At the end of class a new task is set and the cycle repeats.

3.2.1 Inside the Classroom

In the classroom, we had four faculty advisors: Professor Craig Smith from Kyoto University of Foreign Studies as well as Professor Donna Tatsuki, Lori Zenuk-Nishide and one journalism teacher with her students, Professor Atsuko Shigesawa from Kobe City University of Foreign Studies (See chapter 7), the SG, ASG and four ADs in addition to 36 delegates. There were 13 other co-teacher mentors outside of class and three other co-faculty position paper proofreaders. There were five co-teacher mentors that were responsible for two delegate groups and five that had one delegate group. All of the peer mentors had experienced NMUN at least once and three two times or more.

Since there was a lot to accomplish and a set number of classes during which to do it, the plan for each class was important to set carefully (see Table 3 for more specifics of in-class content).

Table 3. Class Schedule and Content

Class	Content
7/9	Orientation Country/Position Paper Research Meet your Partner (Country given before 7/9)
9/24	Rules of Procedure/ Working Paper Workshop
10/15	Working Paper & Simulation
10/22	Simulation
11/12	Strategy Building/Presentations: Working Paper & Speeches
11/23-26	Conference
12/3	Debriefing

A primary goal to prepare students to do MUN is to have them learn material and then think critically. They have to research and learn the background of the country that they will represent in the UN, also about the agenda of their committee, and what their countries policy is on the committee and what action their country has taken. From this information, they need to plan what action their country would like to introduce in a working paper which will become a draft resolution. They have to be able to find a working group and then be able to share their ideas and negotiate why their idea should be included. They also have to be able to discuss and negotiate others proposals based on their country's position and past action.

When students arrived for each class, they picked up their badges and materials outside the classroom and checking attendance. In the classroom, they sat with their country representatives in each meeting for formal debate with the desks facing the front. The four ADs were the Dais and began each session by taking roll call following the rules of procedure. Then as head co-teacher Zenuk-Nishide welcomed everyone and went over the progress that had been made and welcomed the co-teachers by name. Then ASG went over an outline of the lesson that had been given to everyone and introduced each part of the lesson. After each part, there were co-faculty observations made. At the end of the meeting, the SG and the co-faculty spoke about the class and the tasks for the next class.

The progress of each class was monitored with a debriefing after each class, where co-teachers reported how the delegates were progressing. Also, we had multiple peer mentors giving feedback on position papers and plans for their working papers (Appendix F). It was important that the co-teachers (student and faculty) and peer mentors could build trust and be able to creatively problem solve. All of the peer mentors had all been mentored through a process approach on the research process, critical thinking and the genre of the position paper and eight had mentored before. The co-teachers had to make sure that every delegate was part of the group and that no one was ignored. Effective partnerships encourage members to improve their skills though giving feedback and positive encouragement.

Each co-teacher had to be accountable to run the sessions and give feedback to their group. There was support when the co-teachers needed assistance to improve their effectiveness in the performance of assigned roles through modeling and coaching. It was more important for country delegates and their partners to trust and seek support from each other and their country Head Delegate and meeting AD than co-faculty as they will be actors the conference and this needs to be designed into the meetings. Therefore, the meetings began with supportive co-teaching with everyone listening to one speaker. In a supportive or complementary context where others aided in presentations on position paper writing, working paper planning, and speech making; delegates did formal debate- making speeches, motions and voting learning the rules of procedure. Then moving to parallel teaching where groups meet independently on the same or different issues in countries, meetings or regional blocs like informal debate in the NMUN meeting.



Figure 2. In-class sharing



Figure 3. More in-class sharing



Figure 4. Meeting simulation

If the chairs were not in an agenda meeting, they could meet together to practice their script and rules of procedure. Most of the class was spent sharing their countries position and general information, and working paper policies. The practiced speeches and affirmed what they had to do for the next step as it is one thing to hear what you have to do but another to paraphrase it. Only in the last class before the conference was the whole meeting a simulation to go through all the rules of procedure with working paper, resolution writing amendment making before voting and adjourning the meeting.

3.2.2 Outside the classroom

Zenuk-Nishide met with all 18 delegations once outside of class either by Skype (Figure 5) or face-to-face after class at which time they presented their working paper ideas and they were critiqued. It was important that in the process, delegates were being mentored by faculty outside of the class to follow their progress and recognize their effort. As we had to prepare for six



Figure 5. Skype mentoring

countries, it was too difficult to have ambassadors visit our campus. More outside the classroom issues are discussed in section 3.4 Co-Teaching and Peer-mentoring.

3.3 Roles and Goals of each Member of the Learning Community

Before each class, a lesson plan was made by Zenuk-Nishide, the Secretary General (SG) and Assistant Secretary General (ASG) and sent to all of the stakeholders. The SG and ASG contacted the head delegates that would be presenting on topics like position paper writing, working papers, resolution writing and speech making. Each presenter made a PowerPoint and then sent it to Zenuk-Nishide to edit and then met to practice.

It was important to have co-teachers demonstrate the five elements of the cooperative process Villa et al. (2008) describe as face-to-face interaction, positive interdependence, interpersonal, skills monitoring and accountability. With face-to face interaction Zenuk-Nishide met with the SG and ASG weekly to plan and information was sent to all of the co-teachers (faculty chairs and head delegates) and position paper and working paper tutors by email and or line. It is believed that positive interdependence will enhance the learning experience for students as one teacher cannot respond to the diverse educational and psychological needs of all of the students.

Zenuk-Nishide's role as head faculty member was to:

- Meet and get feedback from the ASG and SG, advise and co-plan.
- Co-plan the detailed lesson plan with the SG and ASG.
- Inform faculty of the next lesson plan and get feedback.
- Inform faculty how to proof read position papers.
- Give tasks to the Teaching Assistant and get feedback.
- Meet every delegation once at the working paper stage after they met with their mentors.
- Meet with the administration over logistics.
- Ensure that the materials were ready to go for each class.
- Know if any co-teachers would be absent.
- Meet with in-class presenters to edit power points and listen to their presentations.
- Meet with the chairs weekly to practice.
- Meet with students who were losing motivation or having difficulty with a stage in the process.

- Support chairs writing their background guides.
- Design and set up the logistics for the debriefing

With so many inexperienced student delegates, it would be impossible for one faculty member to provide timely feedback on such diverse agenda topics, and country policies. Table 3 shows the distribution of roles for the Gaidai Rengo and Hyogo Consortium Class.

Table 3. Distribution of Roles

Delegates (30 Hyogo Consortium, 6 Gaidai Rengo, 3 exchange students from German Universities)	39
Journalists	11
Co-teacher-peers for country research	6
AD co-teacher-peer for committees	4
SG/ASG co-teacher-peer for general and administrative tasks	2
Co-teacher faculty (1 Journalism /3 Delegate Preparation)	4
Class teaching assistant to set up / take attendance / videographer / photographer / copy materials	1
External faculty proof readers	3
Co-teacher-peer mentors outside of class (Excluding 4 ADs)	10
Total	80

By dividing the labor, co-teachers feel that they are responsible for the learning of the students they are assigned and they carry out their responsibilities by using their material resources, knowledge, and skills.

The ADs also did chair training with me practicing speaking the rules of procedure. We worked on pronunciation, intonation and fluency of the rules of procedure and the names of the countries. As they had never chaired NMUN and had few opportunities to chair other MUNs in English, there was a need to have access to what the chairs says to follow the rules of procedure. A practice script is provided by the NCCA from the beginning to the end of the meeting but this was too difficult to scan as a reference while chairing. Therefore, from the document, Zenuk-Nishide collated another format by speech acts with headlines that was easier for the Chairs to use when they needed to refer to the text (see Appendix G). The NMUN chairs all reported that they found this Chairing Guide helpful.

3.4 Co-teaching and peer-mentoring

In the class, six different countries, Uganda, Somalia, Australia, New Zealand, Serbia, and Ghana. Each country was represented in three-or-four different meetings and each meeting had two agendas. In class, there were six country mentors that were head delegates and four committee mentors who were chairing the meetings and who co-authored the background guides so they were the experts. The head delegates had all participated in NMUN except for one that had only JUEMUN (Japan University English Model United Nations) experience but had training on group leadership. Each country head delegate communicated with other members both inside and outside of class on their progress. All of the students were assigned mentors that gave them feedback on their position papers and their working paper plans. The SG and the ASG also supported the class with the lesson planning, sending notices from themselves or faculty to the student delegates and mentors. They also set up the online position paper and working paper policy mentors

3.5 During the MUN event and the follow-up debriefing

During the conference, the head delegates for each country assumed responsibility for their groups and if there was an issue to contact faculty. Faculty also monitored the meetings during the conference. At the end of each day debriefings were done in a hotel room with one faculty advisor and two countries together. Everyone explained about what they did during the sessions, the successes and the challenges and what they planned to do the next day.

After the first and final day of the conference delegates filled out a questionnaire and wrote a reflection to be handed in before the final class. Through this reflection one can see each students learning, evaluation and what they did during their preparation. All reflections indicated that delegates believed their learning was scaffolded by their co-teachers and peer tutors. For example in response to *Who supported you in your preparation? How did they support you?* One delegate replied,

My mentor Mr. Shigeno, Prof. Nishide, My partner Ayaka Yamane, Ms. Tani & Mr. Tanaka, head delegates of same committee but of other countries: Serbia, Australia. These head delegate gave me to share how they found what data of their countries. Since Ghana is less developed than these countries, the information was more scattered than them, and their support was very helpful to know what is going on in the world. Mr. Shigeno and Prof. Nishide and Ms. Tani & Mr. Tanaka consistently suggested what is lacking in our preparation, and also Mr. Shigeno sometimes

encouraged me when I was in panic. My partner Ayaka was always cheerful and positive while I was very negative, and she forgave me whenever I made mistakes. So, I did never have any difficulty or stress in pair work. (Delegate of Ghana, General Assembly)

Another delegate wrote,

There are so many people supported me in my preparations, such as my partner (Miyu), my mentor (Tomomy) and Professor Nishide. My partner, as an experienced participant of NMUN, shared a lot of knowledge about how to do research and write a Position Paper, which really helped me a lot. My mentor gave me a number of useful advice about my Position Paper and Working Paper Policy which made me know what I have to do in the next step. Also, Professor Nishide gave me lots of encouragement when I was stuck with my Position Paper, which fed me confidence to keep going. (New Zealand, Security Council)

Two other reflections praised mentors,

Ms. Emily Johnson, who was my mentor helped me build ideas by evaluating my PPs, WP ideas, etc., and providing me information. The one-on-one interview with Professor Nishide was also very helpful for me as it gave me ideas of how to work with others during the conference. (Australia, UNHCR)

Uramachi san (Mentor) for sure. He supported me by giving new ideas and unique thoughts towards my research. He gave me many suggestions on what I should find. Moreover, his kind comments towards my research (like asking questions towards my finding) encouraged me to work harder, and research deeper. Without Uramachi san's comments, I couldn't research deep enough to understand Uganda. (Uganda, UNHCR)

In the final class, everyone was given their NMUN participation certificates and awards and saw a video made by the mentors congratulating them.

Like other researchers before us (Burgess, Clark, Chapman, & Mellis, 2012; Hudson & Tonkin, 2008; and Weyrich & Fife, 2008), we found co-teacher students and peer mentors

considered their activities useful for their future in developing professional attributes. These attributes included:

- Fostering a willingness to contribute to the education of others.
- Increased understanding and awareness of facilitation, teaching, assessment and feedback techniques.
- Autonomy in learning.
- Development of leadership qualities.
- Development of confidence.
- Ability to admit uncertainty.

An example of uncertainty was expressed in an email from an AD, a co-teacher in the class who was also a peer mentor to Zenuk-Nishide (Co-teacher faculty member),

*For quite sometime now I have been the mentor of Security Council, New Zealand delegates,
I've received a question about the content of her PP, and wanted to seek your perspective too.*

She was in charge of the DPRK Nuclear Proliferation agenda, and New Zealand is so far the most (I think) respectable non-nuclear country since they've outright fought the US and UN for keeping their zones nuclear-free. The question was:

...here's one question. There are some (would-be) Announcements, Acts or resolutions against nuclear weapons of DPRK that NZ has agreed, but China or Russia haven't. And NZ's minister of Foreign Affairs answered to newspaper interview and said it's (extremely) deplorable~ kind of things. Would that info adequate to write in a PP? I'm wondering because it's just a newspaper interview, and wouldn't that be just a complaint/grumble?

I've answered her, but I'd also like more guidance from you too. I'm not sure if my answers are conference-relevant.

4. Final Comments and Acknowledgements

Through the co-taught and peer mentored NMUN Hyogo Consortium and Gaidai Rengo

classes and conference an environment was designed so that exponential learning could take place. Research skills, how to solve international problem and how to communicate with people from other countries.

I am not sure how my experience can connect with my future, but I think I have become a little bit braver through the preparation and the conference. I am less afraid to talk to new people, to give speeches in front of others, and to ask questions. This may have helped me to be better in communicating with other people from various backgrounds (Anonymous 1)

Working in the international stage as I am going to work in India. This experience will be helpful for me. (Anonymous 2)

The importance of getting yourself heard no matter the situation, and to be honest in a civilized manner. It made me realize how much I love English, how I get my work done and what type of person I should work with, and that no matter where you go it is the basic human relationship that gets you to places. I believe these are the things I can call back to when I start my career: (Anonymous 3)

We would like to thank President Funayama and our faculty, Mr. Ueda, Mr. Iwasa, Ms. Oda, Mr. Kinoshita, Mr. Hamabe and Ms. Nagahama for logistical support. Co-teachers in the classroom included Professor Donna Tatsuki and Associate Professor Atsuko Shigesawa from Kobe City University of Foreign Studies. Without their cooperation and support this class would not have happened.

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Appendix A: Application Brochure/Poster

 **70** Years of Excellence 1946-2016
公立大学法人 神戸市外国語大学
Kobe City University of Foreign Studies

National Model United Nations
“**模擬国連世界大会演習**”
履修者の募集

神戸市外国語大学は、創立70周年を記念して「模擬国連世界大会 (NMUN)」の誘致を実現し、2016年11月に開催することになりました。本大会の日本での開催は今回が初めてであり、次代を担う若者が世界中から神戸に集まる、またとない国際交流を体験する場となります。

そのため、本学学生だけではなく大会に参加希望の学生を育成することを目的とした授業を、**2016年度後期に模擬国連世界大会のための科目**として設置し、履修者を募集します！

模擬国連とは！

一国の大使になりきってその国の立場から国際問題について考えます。ほかの国々と英語で議論を行い、解決に向けた成果をまとめることが目的ですが、参加者はその過程で国際問題に関する知見を深め、論理的思考やリサーチ能力、パブリックスピーキングなどのスキルを磨くことができます！

* NMUN では、これらを準備段階から英語で行います！

NMUN HP



参加費用

約5万円(参加費、食費、宿泊費として)

* 宿泊しない場合は約2万円。

* 履修開始後の返金は不可。

定員

24名

参加条件

- 本学学生、大学院生(留学生を含む) * 全学科・専攻から申込可能
- 国際関係に関心があり、他大学の学生とチームを組んで、世界から集まる優秀な学生たちと国際問題の解決に向けて議論する意欲のある人
- 模擬国連世界大会神戸大会[2016年11月23日(水・祝)~26日(土)]への参加ができること
- 英語力について、以下の要件を満たすこと

(1) TOEIC 720以上、CEFR C1以上、IELTS 6.5以上

* ネイティブの学生を交えて英語で本格的な議論ができる語学力が求められる

(2) 申込期間後に実施する面接(英語)に合格すること(5月14日(土))

模擬国連世界大会演習 開催日程

日程	時間	内容
7月9日(土)	8:50 ~ 12:00	* オリエンテーション：課題が与えられるため、初回授業までに取り組む必要があります。
9月24日(土)	8:50 ~ 12:00	* 第1・2回：ルール説明・各国及び議題の背景整理
10月15日(土)	8:50 ~ 12:00	* 第3・4回：ポジションペーパー作成準備等
10月22日(土)	8:50 ~ 12:00	* 第5・6回：決議案、修正案等の作成演習等
11月12日(土)	8:50 ~ 12:00	* 第7・8回：討議演習・戦略立案等
11月23日 (水・祝)~26日(土)	9:00 ~ 22:00 ただし、26日のみ 9:30 ~ 16:30	* 第9回 ~ 第13回： <u>模擬国連世界大会当日</u> (原則、宿泊が必要。)
12月3日(土)	8:50 ~ 12:00	* 第14・15回：総まとめ



単位の認定

受講修了者については、
成績を記載した修了証をお渡しします!!

* 単位認定の可否は、
各大学により異なります。

募集スケジュール

4月 9日(土)：説明会実施・申込受付開始
4月 29日(金・祝)：申込締切
5月 14日(土)：面接→受講決定者は、
後日お知らせします。



過去の世界大会の様子
2015年度@チェコ共和国



お問い合わせ先・申込先

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Appendix B. NMUN Hyogo Consortium/KCUFS Gaidai Rengo Interview Facilitator Directions

Directions for the Facilitators (Tatsuki/Nishide) and other examiners (Tani, Tanaka, Hashimoto & Ueda). The two groups are Tatsuki/Tani/Ueda & Nishide/Tanaka/Hashimoto

Activities are marked in green.

Yellow is what is to be read.

- The examinees are led into the room.
- Their bags are to be left on a table by the door.
- They will stand facing the front of the room and the examiners behind except Nishide who will stand behind the front desk.
- All of the tasks will be introduced by Nishide at the front of the room.
- There will be a time keeper.
- All of the tasks will be video-taped for assessment and research purposes.

Begin: (Nishide) Welcome to the National Model United Nations Japan Interview. Please raise your hand when your name is called (Nishide calls names) (Examiners are noting who they will monitor for this task and the discussion (Tatsuki & Nishide Group).

You will do 4 tasks. I will explain each task just before you will do it. Now for the first task right here.

1 Whole Group Activity 5 minutes

(Nishide) Walk around and introduce yourself and get to know others. You will have 5 minutes, you may begin.

End: (Nishide) Time is up, please stop. Thank you.

3 Half Group Activities

Half Group Activity 1: Read Aloud

Now for the next task. You will read out loud. You will be given a card but do not turn the

card over until you are told to do so.

Now we will make 2 groups.

All of the people with green name cards, go over over there (Nishide Points) (Tatsuki to the back of the room use right wall, Nishide front use left wall) and the people with the red ones go over here. Please sit in the chair with your name on a placard. (Nishide waves placard)

Begin: (Nishide) Now that everyone is seated please pass out the cards **(Tanaka & Tani)**

Tatsuki & Nishide (Name) please turn your card over and read it aloud. Thank you.

End: (Tatsuki & Nishide) Thank you. Please give us back your cards.

Collect the Cards **(Tanaka & Tani)**

5 Readings on separate cards:

- 1. Imagine a world where all children have the same chance to grow and thrive. UNICEF deplores that on average, a child born in sub-Saharan Africa is 14 times more likely to die before turning 5 than a child born in developing countries.**
- 2. Imagine a world where no child is abused or exploited. UNICEF believes childhood should be safe, but for thousands of children violence is a real threat. Every day, children are abused, hurt and exploited, even in places where they should be protected.**
- 3. Imagine a world where all children's abilities are recognized and appreciated. In 2015, UNICEF continued to promote the rights and well-being of millions of children living with disabilities, who are among the most likely to be excluded from school and other opportunities.**
- 4. Imagine a world where Syrian children are not enduring the suffering and trauma of another year of conflict. UNICEF helped provide water, sanitation, health care, education and child protection to Syrian children and families trapped on the front lines of the conflict.**

5. **Imagine a world where families aren't torn apart by conflict or disaster and where all children can be reunited with their families. UNICEF's Rapid Family Tracing and Reunification tool uses mobile phones to collect and share information about unaccompanied and separated children.**

Half Group Activity 2 Discussion & Negotiation (10 minutes)

Begin: (Nishide) Now, For the next task, you will have 10 minutes to have a discussion and negotiate a solution for a problem. Your group will have to try to decide **one priority and a plan** that should be implemented.

Your group can discuss sitting or standing, and you can write on the wall (demonstrate and hand out whiteboard markers (Tanaka & Tani).

We will now hand out the problem (hand out the problem Ueda & Hashimoto).
I will now read aloud what you have to do.

(Nishide reads the problem and asks if there are any questions) Are there any questions?
Please give us back the card and you will be given a pen. (Ueda & Hashimoto collect cards and hand out whiteboard markers.)

(Nishide reads)

From this summer in Japan, young people from the age of 18 will be allowed to vote. However, according to the Ministry of Internal Affairs and Communication, youth voter rate in Japan is 32.58%. The percentage point difference in the voting rates between generations is 25%, which ranks the second worst among OECD countries. Youth participation is the key to energizing the Japanese economy and to enrich society.

In order to get more young people involved in politics, what do you think the government's main plan or priority should be? How can the be implemented?

You have 10 minutes, you may begin.

End: (Nishide) Thank you.

Half Group Activity 3: Group Interview 3 Questions

Please sit down in your seat and I will introduce the final task. Now we will ask you each of you some questions.

Each examiner asks the one question to all of the members. The faculty will start and interrupt if necessary to move to the next person or question because of time.

Name, question?

Thank you.

Question Choices

1. Why should we choose you? **Mandatory**
2. Tell us about a problem or difficulty you recently had and how you tried to overcome it.
3. Tell us how you recently cooperated with others to achieve something.
4. What have you done recently that was intercultural?

End: Nishide: This is the end of the interview. Thank you for coming. Please pick up your belongings and leave the building following our staff. If you have any questions, please ask our staff, after you leave the room.

Appendix C: Interview Assessment Guidelines for the NMUN Japan Class

Give points that are not in the middle.

On the negative or positive side.

For example, do not give 5/10 rather 4/10 or 6/10.

We have to choose the best for NMUN from a group of people!

Interview 30 minutes/group of 10

Goal: Communicative Proficiency & Motivation Total 150 points

1. Whole Group Task (Walk and Talk) 5 minutes (Task TBD) 30 points Assessment

1. Body language & gestures
2. Introducing/leave-taking
3. Engagement

Preparation: Know who you are examining. It is on the assessment grid.

2. 3 Half Group-Tasks

The group is divided into 2 (Color coded by name tag) (5max/group) 25 minutes 120 points

a. Half Group-Task 1 Oral reading individually 30 points

(Reading 43 words each) 5 minutes

Assessment

1. Pronunciation
2. Stress & intonation
3. Speed

b. Half Group-Task 2 Group Discussion & Negotiation 60 points 10 minutes

(Have to make a plan together)

(Assessment)

1. Describe
2. Give reasons/Give opinions/ Give counter arguments etc.
3. Give examples
4. Add information
5. Ask questions
6. Collaboration

c. Half Group-Task 3 Interview 30 points

3 points /item During the interview give we are trying to check are to see if examinees are:

1. Confident
2. Motivated
3. Culturally Experienced
4. Cooperative
5. Resilient

Q & A 10 minutes (1 applicant 3 examiners= 3 questions /2 minutes per person)

5 points/ question

Preparation

1st question facilitator (FacultyTatsuki/Nishide)

2nd question (2nd Examiner)

3rd question (3rd Examiner)

Appendix D: Participation Pledge

NMUN Japan-Kobe Participation Pledge

Participation in NMUN Japan-Kobe is a privilege that was desired by many but awarded to only a few. By being selected and by accepting this honor comes a solemn responsibility.

I, _____ accept the delegate position that allows me to participate in NMUN Japan-Kobe.

I understand that the National Collegiate Conference Association (NCCA) and their partner Kobe City University of Foreign Studies, who are hosting this event, emphasize the importance of international awareness, civic engagement, and collaboration in an environment that respects diversity and provides opportunities for personal growth and professional development.

As a condition of my acceptance of this position, I pledge to:

- Attend all of the scheduled intensive classes.
- Be responsible for my own time management.
- Participate interactively in all sessions (the intensive preparation classes and the main event).
- Prepare to represent a country in one of the four committees that will be assigned.
- Cooperatively share a country and committee assignment with a student who is possibly from another university and who may have a different major field of study.
- Meet assignment deadlines and communicate in a timely manner via Dropbox, Skype, email and telephone.
- Be mindful, cooperative and respectful with fellow delegates, designated Country Leaders who have previous NMUN experience, Assistant Directors, Class Assistants, Faculty members, and Kobe City University of Foreign Studies Administrators.
- Be mindful of my own health and stress management.
- Attend the NMUN Japan-Kobe Conference and cover my own conference costs.

I understand that I may be photographed or video-taped during the conference by the press or for research purposes and by signing this document I give my permission.

This NMUN Japan-Kobe Participation Pledge will be executed as of the date written below.

Signed, _____

Date ___/___/___

Appendix E: Delegate Country/Meeting Questionnaire

NUMN Japan Delegations Questionnaire



Welcome to Hyogo Consortium/ Gaidai-Rengo Delegations
for National Model United Nations Japan 2016!

Before we officially start the preparation from July, please answer all the questions below. In
order

to fill out the form, please refer NUMN Japan Official Website
(<http://www.nmun.org/japan16.html>)

where you can find all the details of the committees and topics

【Estimated time to fill out the questionnaire : 30 minutes】

You will be given a country, a committee, and a partner for NMUN Japan.

Please feel free to let us know if you have any questions
including preparation process, topics and rules of procedure.

<<(Deadline : Sunday, June 26)>>

First Name (Roman Letters)

Last Name (Roman Letters)

University

Major

Year

MUN Experience

1. Tell us about your MUN experience

2. How many times have you done MUN conferences in English?

-Never

-1~2 times

-3~4 times

-More than 5 times

3. How many times have you done MUN conferences in Japanese?

4. What topics have you discussed?

Please write down all the topics. If you haven't done MUN before, please write "Never"

5. Which countries have you represented?

<Countries you have represented may sometimes be considered when we allocate the country.>

Please write down all the countries. If you haven't done MUN before, please write "Never".

6. Please write down all MUN conferences you have attended before.

Ex. JUEMUN (2014), Club Activities (High School 3 years)

<Let us know how familiar you are to the MUN conference and its procedures by showing your past experiences if you have.>

NMUN Committee

7. Rank your four committee preferences at MNUN Japan 2016.

Please go to http://www.nmun.org/japan16_committee_guides.html to see committee details.

<We are very careful to allocate which committee you will join. Although we try to respect and reflect your first choice, you may not get what you hope for if many applicants center on a particular committees. >

8. Which committee do you want to join as your first choice?

-General Assembly First Committee (GA1)

-Economic and Social Council (ECOSOC)

-United Nations High Commissioner for Refugees (UNHCR)

-Security Council (SC)

9. Tell us the reasons why you chose the committee above?

Please consider: what you expect from this committee, what you want to learn, how the committee can reflect your interest, how will it benefit you etc.

< When you consider the committee that best fits your interest it will help to go into the NMUN Japan Official Website or UN Official Website of each and try to understand what type of topics are subject to be discussed>

10. Which committees do you want to join as your second choice?

11. Tell us the reason why you want to be in the committee above?

Please consider: what you expect from this committees, what you want to learn, how the committee can reflect your interest, how will it benefit you etc.

12. Which committee do you want to join as your third choice?

13. Tell us the reason why you want to be in the committee above?

Please consider: what you expect from this committees, what you want to learn, how the committee can reflect your interest, how will it benefit you etc.

14. Which committee do you want to join as your fourth choice?

15. Tell us the reason why you want to be in the committee above?

Please consider: what you expect from this committees, what you want to learn, how the committee

can reflect your interest, how will it benefit you etc.

NMUN Countries

Please fill out the questions below.

We are going to represent;

Australia (Hyogo Consortium)

Ghana (Hyogo Consortium)

New Zealand (Hyogo Consortium)

Serbia (Hyogo Consortium)

Somalia (Gaidai Renmei)

Uganda (Gaidai Renmei)

16. Which country do you want to represent the most?

<Before you choose the country, you should imagine or learn what general problems exist in the country.>

Australia (Hyogo Consortium)

Ghana (Hyogo Consortium)

New Zealand (Hyogo Consortium Only)

Serbia (Hyogo Consortium)

Somalia (Gaidai Renmei)

Uganda (Gaidai Renmei)

17. Why?

Tell us the reason why you are interested in the country and what do you expected to learn?

18. Which country do you want to represent as a second choice?

19. Why?

Tell us the reason why you are interested in the country and what you expected to learn?

20. Which country do you want to represent as a third choice?

21. Why?

Tell us the reason you are interested in the country and what you expected to learn?

About You

22. Please tell us more about yourself

23. Where are you living?

24. Where are you from?

25. What are you interested in?

Anything's fine!

26. When do you feel happy?

Contact Information

27. Email Address

Gmail account only. This is going to be used for whole the process including committee sessions.

28. Telephone Number

Mobile phones recommended

29. Skype ID

If you don't have Skype, please set up now Your ID will be informed to your partner and you will mostly work together outside of the class room (In Class 20% / outside of the Class 80%)

Appendix G: Chairing Guide

Taking a Motion & Voting

Thank you delegate, this motion is in order (let me remind you however it is not necessary to state a purpose for a suspension.)

(The motion is decided by a simple majority of the Committee, and no debate is required)

A motion has been made to suspend the meeting for X minutes.

All delegates in favor of a X minute suspension of the meeting, please raise your placards.

All delegates opposed to this motion, please raise your placards. The motion to suspend the meeting passes/fails.

When to come back to order

The committee will reconvene in X minutes.

Bringing the Meeting Back to Order

If delegates will find their seats, we will bring this committee back to order.