

Tokyo Metropolitan Board of Education will hold an online event, called "Virtual Study Abroad". We ask for your assistance in recommending high school students from your region to participate in these events. We appreciate your cooperation.

1. Event Overview

Content	Foreign universities and high schools will give lectures on their own themes. Multinational students will participate in the lectures, including joining the discussions.
Event Schedule ※ Japan Time (JST)	3rd November 2026 (Tue.) 【Session 1】 10:30-12:00 【Session 2】 14:00-15:30
Number of Recommended Participants	Approx. 30 students per country Please fill out the necessary information in the "Registration Form" attachment.
The Language Used	English
How to Participate	Using the online conference system (Microsoft Teams), each student will participate from a personal device. Internet connection is required. The URL for participation will be sent directly to the student's email written on the registration form.

2. Requirements

Directions to register students for the Virtual Study Abroad :

Fill in the "Online Event Registration Form" for approx. 30 participants. Please email the completed form to staff at the Tokyo Metropolitan Board of Education. You can find the contact information on the right side. The information from the form will only be used for event management.

3. The Flow after the Application

After receiving the "Online Event Registration Form," the secretariat will send details for the event and the URL directly to participating students.

Before
Event

Participating students will watch **2 pre-class videos** in advance. Each pre-class video is approximately **10 minutes long**, and at the end of each video, **discussion topics for the event day will be presented**. Students will prepare for the discussion and then take part in the event on the day.



Event
Day

TIME	LAP	Title	Contents
1 Hour Before	-60'	Internet Connection Check	• Check each connection
00:00	3'	Opening by MC	• Explain main point of the event • Play the school PR video • Introduce lecturer
00:03	10'	Lecture 1	• Lecture by lecturer
00:13	20'	Group Discussion 1	• Support by facilitators
00:33	10'	Student Presentation 1	• Presentation from each group
00:43	10'	Lecture 2	• Lecture by lecturer
00:53	20'	Group Discussion 2	• Support by facilitators
01:13	10'	Student Presentation 2	• Presentation from each group
01:23	5'	Lecturer's Wrap Up	• Wrap up by lecturer
01:28	2'	Closing by MC	
01:30		Finish	

1

Opening

2

Lecture 1

3

Group Discussion 1

4

Presentation 1

5

Lecture 2

6

Group Discussion 2

7

Presentation 2

8

Wrap Up

November 3, 2026 (Tue)

10:30~12:00 (Japan Standard Time)

**Architectural Styles
Based on the History,
Past, and Modern
Conditions of Australia**

ARCHITECTURE



AUSTRALIA

University of Southern
Queensland
Union Institute of Language

**Your Future Has No Borders:
Why Internationalization
and Intercultural
Competence Matter**

INTERNATIONALIZATION



CANADA

University of Fraser
Valley

**How Do People Acquire
Language? Theories of
Language Acquisition**

LANGUAGE



JAPAN

Sophia University

**Cultural Diversity and
Asian Immigration in
Hispanic America**

DIVERSITY



NEW ZEALAND

Victoria University of
Wellington

14:00~15:30 (Japan Standard Time)

**How Do Humans Make
Decisions?**

HUMAN SCIENCE



AUSTRALIA

Southern Cross University

**How to Study Meaning?
An Introduction to Semiotics**

LANGUAGE



JAPAN

Ritsumeikan Asia Pacific University
(APU)

**Pedagogy - What is Required
for Future Education**

EDUCATION



UNITED KINGDOM

Newcastle University

- Participants may register for up to two lectures (one lecture per session).
- The TOKYO ENGLISH CHANNEL Secretariat will assign participants to lectures and notify them of their assigned sessions.

Architectural styles based on the history, past, and modern conditions of Australia



University of
**Southern
Queensland**
Australia



<Australia>

University of Southern Queensland Union Institute of Language

Outline :

Across time, Australian architecture moved from long-standing Indigenous shelter traditions to imported Victorian forms and then to Federation designs that blended British roots with an emerging Australian identity and lifestyle. We ask the question: "How is this heritage relevant to today's Australia and why?" We will also look at the unique "Queenslander" house type—its origins, defining features, and regional prevalence—emphasising timber construction, woodwork, and the importance of verandah and climate-responsive roof design. Are they in style anymore? We also contrast traditional Queenslander traits with modern Australian eco-conscious architecture, highlighting sustainability and cost-effectiveness, but also evaluate other pros and cons of modern building designs. We will draw comparisons between heritage architecture in Australia and Japan, and your own design preference. The lecture will include quizzes and small group discussions.



Your Future Has No Borders: Why Internationalization and Intercultural Competence Matter



<Canada>
University of the Fraser Valley

Outline :

In today's interconnected world, opportunities to study, work, and collaborate extend far beyond national boundaries. This engaging 20-minute lecture introduces students to the concepts of internationalization and intercultural competence, exploring why the ability to understand, communicate with, and learn from people of different cultures is becoming an essential skill for the future. Through real-world examples, students will discover how cultural understanding can open doors to global friendships, educational opportunities, and international careers while helping them become confident and effective global citizens. Ultimately, the session challenges students to see diversity not as a barrier, but as a pathway to personal growth and success in a world without borders.



How Do People Acquire Language? Theories of Language Acquisition



<Japan>
Sophia University

Outline :

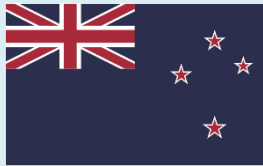
How do children acquire their first language? Do they learn mainly by imitating others and receiving feedback, or are humans born with an innate capacity for language? What role does interaction with parents and other people play in the process? In this seminar, we will explore these questions by looking at three major theoretical approaches to first language acquisition: behaviorism, innatism, and interactionism. Rather than simply learning about these theories, participants will be encouraged to consider how each theory explains the process of language development and to examine the strengths and limitations of different views. We will then use these theories as a basis for thinking about second language learning and teaching. Different approaches to language teaching reflect different assumptions about how languages are learned. By examining approaches ranging from structure-based instruction to communicative and content-based teaching, we will consider how theories of language acquisition can help us understand why languages are taught in different ways. Through questions, examples, and discussion, the seminar will invite participants to reflect on their own experiences of learning a second language and consider what may help people learn languages effectively.



上智大学
SOPHIA UNIVERSITY



Cultural Diversity and Asian Immigration in Hispanic America



< New Zealand >

Victoria University of Wellington

Outline :

Over half a billion people form part of the Hispanic world. While many share a common language and religion, there is remarkable cultural diversity—not only between countries, but also across regions and local communities. Differences in history, Indigenous heritage, and social and political history have shaped unique traditions, identities, and ways of seeing the world throughout Hispanic America. In other words, "Hispanic" is far more diverse than it might first appear.

Hispanic America is also home to important Asian communities, including people with origins in Japan, China, and India. Many of these communities were formed through migration over the past 150 years, and their ongoing presence highlights the global connections that have shaped Latin America beyond its colonial past.

This lecture invites you to explore the rich diversity within Hispanic populations while examining the historical and contemporary experiences of Asian migration to Latin America. Along the way, we will reflect on cultural identity, cultural exchange, and what it means to belong in an increasingly interconnected world.



How Do Humans Make Decisions?



< Australia >
Southern Cross University

Outline :

This lecture introduces students to human decision-making in everyday life. Students will learn about 'System 1' and 'System 2' thinking (based on the work of Nobel Prize-winning economist Daniel Kahneman). The lecture also introduces common cognitive biases, including anchoring, availability bias, confirmation bias, unconscious bias, and the bandwagon effect, and explains how these affect judgement and behaviour. Using simple and relatable real-world examples, students will see how emotions, habits, and social influences shape decision-making, often without conscious awareness. The session encourages students to reflect on their own choices (and biases) and consider how cultural and social environments influence behaviour. By the end of the lecture, students will have a clearer understanding that decision-making is not always logical, and that human behaviour is shaped by a combination of cognitive processes, emotion, and external influences.



How to study meaning? An introduction to semiotics



< Japan >

Ritsumeikan Asia Pacific University (APU)

Outline :

What does the word 'meaning' mean? This is the scope of the academic discipline semiotics, which serves as an important approach to media representations and cultural criticism.

We will reflect on the many instances of meaning. To start, we will ponder on how do humans make sense of experience. For example, why do we perceive some things as 'beautiful'? More interestingly, why do different people perceive and interpret the same object in different ways? What may appear beautiful or interesting to me may appear as undesirable or simply uninteresting to someone else. What is the relation between perception and interpretation?

By pondering on such questions, we will introduce the main concepts and themes of semiotic theory, as well as their applications for understanding media, culture and society.



Pedagogy - What is required for future education



< United Kingdom >

Newcastle University

Outline :

Education is not only about memorizing facts or passing examinations. It also helps young people develop the skills and attitudes needed to respond to change, solve problems, communicate with others, and participate in an increasingly international society.

In this lecture, we will explore what future education should provide for students. We will consider skills such as critical thinking, creativity, communication, collaboration, adaptability, digital literacy, and intercultural understanding. We will also discuss how technology, including artificial intelligence, may change the way students learn and the role that teachers play. Rather than replacing human thinking, technology should support students in asking better questions, evaluating information, and developing their own ideas.

The lecture will also examine how experiences outside the classroom, including studying abroad and communicating with people from different cultural backgrounds, can help students become more independent, confident, and open-minded.

Students will discuss which skills they believe will be most important in the future and how schools can help young people develop them. Together, we will consider what an effective education should look like and what students, teachers, schools, and technology can each contribute to learning for the future.

