

SIT Graduate Institute/SIT Study Abroad

SIT Digital Collections

Capstone Collection

SIT Graduate Institute

May 2023

Global Changemakers - Hope for the Future

Ann Flanagan

SIT Graduate Institute

Follow this and additional works at: <https://digitalcollections.sit.edu/capstones>



Part of the [Curriculum and Social Inquiry Commons](#), [Higher Education Commons](#), and the [Social Justice Commons](#)

Recommended Citation

Flanagan, Ann, "Global Changemakers - Hope for the Future" (2023). *Capstone Collection*. 3281.
<https://digitalcollections.sit.edu/capstones/3281>

This Thesis (Open Access) is brought to you for free and open access by the SIT Graduate Institute at SIT Digital Collections. It has been accepted for inclusion in Capstone Collection by an authorized administrator of SIT Digital Collections. For more information, please contact digitalcollections@sit.edu.

Global Changemakers -Hope for the Future

Ann Christine Flanagan

IELR-81

A Capstone Paper submitted in partial fulfillment of the requirements for a Master of
International Education at SIT Graduate Institute in Brattleboro, Vermont, USA

May 1 – 5, 2023

Advisor: Dr. David Shallenberger

Consent to Use of Capstone

I hereby grant permission for World Learning to publish my Capstone on its websites and in any of its digital/electronic collections, and to reproduce and transmit my CAPSTONE ELECTRONICALLY. I understand that World Learning websites and digital collections are publicly available via the Internet. I agree that World Learning is NOT responsible for any unauthorized use of my Capstone by any third party who might access it on the Internet or otherwise.

Student name: Ann C. Flanagan

Date: May 4, 2023

Acknowledgments

I would like to express my sincere gratitude to Dr. David Shallenberger, my advisor and mentor, for his guidance and encouragement throughout my graduate school journey. His expertise, feedback, and insightful advice were instrumental in helping me dig deeper into changemakers.

I am also thankful to the outstanding faculty members who have taught me and enriched my learning experience. I am honored to have had the opportunity to learn from them and benefit from their expertise.

To my IELR +1 cohort, I extend my heartfelt appreciation for the camaraderie, support and shared learning experiences. Your diverse perspectives, insights and feedback have broadened my horizons and deepened my understanding of the complex issues we explored together in IELR. I am grateful for the friendships we have made and the memories we have created together. I hope we meet in the future.

I am very thankful to my close friends, Gretchen Clark and Lauren Landsberry, for their late-night chats, last-minute editing marathons and constant support during these two years of study. Thank you for always being there.

Lastly, I would like to express my deepest gratitude to my husband, Vincent and my mom, Mary Jo. Their unwavering support, patience and understanding have been my rock during the ups and downs of graduate school. Thank you for giving me the chance to obtain this degree.

To all the changemakers I have encountered in my life's journey, thank you for continually inspiring me to do more, be more, and contribute more to the world around us. Your dedication to creating a better world has been a constant source of motivation.

I am proud to be part of a community of changemakers committed to making a positive impact.

Table of Contents

Abstract.....	1
Global Changemakers -Hope for the Future	2
Lens 1: Critical Pedagogy	6
Lens 2: Transformative Learning	8
Lens 3: Critical Reflection.....	9
Lens 4: Experiential Learning and Changemakers.....	12
Lens 5: Student Agency.....	15
Lens 6: Social Entrepreneurship.....	17
Research Design	18
Methodology and Genre	18
Background of the Educational Context: Ritsumeikan University	18
Participants and Sampling	20
Table 1. Participant descriptions	21
Methods of Data Collection.....	21
Table 2. Code Book.....	22
Researcher Positionality	23
Ethics and Credibility	24
Limitations of Research Design	24
Findings	25
RQ#1: How do formal and informal curricula influence students to become changemakers?	25
RQ#2: What type of transformative experience do changemakers encounter through the process of critical reflection and experiential learning?	27
RQ#3 What steps do universities take to equip future changemakers with the tools, skills, and mindset they need to develop social impact projects?	29
Further Improvements Needed	30
Discussion.....	30
Conclusion	32
Recommendations for Future Research.....	32
References	34
Appendix A	42
Appendix B.....	45
Appendix C.....	48

Lists of Tables

Table 1. Participant descriptions	21
Table 2. Code Book.....	22

Abstract

This exploratory qualitative research study explores the journey of changemakers and the role of formal and informal curricula in shaping students' understanding of social change and motivating them to take action. In addition, it investigates transformative experiences encountered through critical reflection and experiential learning and the steps universities could take to equip future changemakers with the necessary tools, skills, and mindset. Semi-structured interviews were conducted with three male and two female students as well as one female teacher at Ritsumeikan University. The findings suggest that formal and informal curricula significantly shape students' understanding of social change and motivate them to take action. Critical reflection and experiential learning are key components of the changemaking process, helping students develop the skills, confidence, and necessary networks. This research provides significant implications for higher education institutions and policymakers seeking to create and support changemakers.

Keywords: changemakers, critical reflection, experiential learning, social entrepreneurship, social change, transformative learning

Global Changemakers -Hope for the Future

From my perspective, making a difference in the world is about what you do and who you are. In other words, it is how you live your life as an example for others. It is about making smart changes that benefit your family, friends, and ultimately our planet.

Changemaking has become critical to addressing the world's most pressing challenges, from poverty and inequality to environmental degradation and social injustice. The people who drive these changes have been referred to as changemakers.

Duplechain & Lax (2019, p.9) state that a changemaker is “anyone who takes action to address a problem, activates others, and works towards solutions for the good of all.” However, Weerawardena and Mort (2006) take it further, saying that changemakers are active and resilient social entrepreneurs or innovators who can design and implement innovative solutions for social and environmental problems. In my view, the term “changemaker” also refers to individuals and organizations committed to creating positive change in their communities and the world and willing to take bold and innovative steps to bring about that change.

In Japan, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) (2018) has acknowledged the pivotal role universities must play. Universities should take steps to create an environment that supports social innovation and entrepreneurship. According to Tanimoto (2012), universities are central actors in social innovation clusters, which involve multiple stakeholders (such as social enterprises, research institutions, support organizations, and funding agencies) that form cooperative relationships to develop and provide social solutions. Moreover, Yonezawa (2018) also emphasized the importance of connecting with industry players and the national government to support national innovation policies and enable social change. Nevertheless, due to the growing

interest in social innovation and entrepreneurship in Japan's higher education system, many universities are taking steps to develop changemakers. For example, universities such as Ritsumeikan University (Ritsumeikan University, n.d.), Kyoto University (Kyoto University, 2021), Waseda University (Waseda University, n.d.) and Keio University (Keio University, n.d.) offer courses and programs that promote social entrepreneurship and sustainability.

To be a changemaker, it is essential to possess values such as empathy, thoughtfulness, and collaboration. However, helping young people studying in Japan's higher education system is challenging for several reasons. Firstly, higher education in Japan has long prioritized academic and cognitive skills over social and emotional development, leaving students with few opportunities to develop critical thinking and problem-solving skills. Moreover, the Japanese culture values conformity, discouraging individuals from challenging established norms and practices. In some cases, Japanese students may "lose face" if they express opinions and ask questions in certain situations, mainly if there are hierarchical relationships between superiors and subordinates (Fitzgerald, 2003).

In Japan, social harmony and maintaining a positive image in society are highly valued cultural ideals, and actions that could lead to "losing face" – such public criticism or disrespect – are generally avoided due to the resulting shame, embarrassment, and loss of respect from others. This emphasis on conformity, while reflective of cultural values of humility, collectivism, and respect for others, may pose a challenge to social entrepreneurship and changemaking.

Nevertheless, as an international educator in secondary education in Japan for almost 30 years, I have had the greatest pleasure of both teaching and learning with young people about a myriad of global issues affecting the world today. I believe that all levels of education, especially universities, should emphasize critical pedagogy and increase students' awareness of society's needs domestically and internationally to meet the current challenges.

Unless students are equipped with the necessary critical thinking skills, they will be unable to challenge the inequalities existing in society today. Paulo Freire (2020) wrote, “Education will not change the world. Education changes people. People change the world” (n.p.).

It is estimated that there are 1.2 billion young people between the ages of 15 and 24 in the world, representing 16 percent of the global population (United Nations, n.d.). This figure highlights the immense potential that young people can play in creating a positive change in the world and the importance of developing their skills and capacities to become effective changemakers. As an educator, I firmly believe that the current generation of changemakers possesses the ability to create innovative solutions to address the complex issues facing society today. For example, young changemakers such as Melati and Isabel Wijzen (Bye Bye Plastic Bags, n.d.) became instrumental in eliminating plastic bags’ use in Bali and they have 50 groups around the world such as Algeria, Australia, Indonesia, Japan, Vietnam and the USA (Bye Bye Plastic Bags, n.d.) by focusing on an existing social problem in their country. They faced considerable difficulties convincing lawmakers, but through perseverance and collaboration, they convinced a nation to change their laws to ban plastic bags. These young changemakers are exceptional role models for young people in Japan.

For this exploratory qualitative Capstone Project, my main goal is to understand through semi-structured interviews how five Japanese tertiary level students who exhibit characteristics of changemakers frame their experience learning about and becoming drivers of change. Transcript data from one professor was also gathered. The value of qualitative research comes from the importance of people’s stories, their identities and their lived experience, which I, as a researcher, get to voice (Marshall & Rossman, 2016, p. 2).

I will situate these participants’ stories within the context of their educational environment at their home institution, a private liberal arts university in central Japan, Ritsumeikan University. The data will be analyzed using six lenses: critical pedagogy,

transformative learning, critical reflection, experiential learning, student agency and social entrepreneurship. The data reported in this capstone project will provide some insight into how educators in the Japanese context can promote and encourage their students to be changemakers themselves. To this end, my research questions are the following:

1. How do formal and informal curricula influence students to become changemakers?
2. What type of transformative experience do changemakers encounter through the process of critical reflection and experiential learning?
3. What steps do universities take to equip future changemakers with the tools, skills, and mindset they need to develop social impact projects?

Literature Review and Theoretical Frameworks

Universities play an increasingly significant role in society. For example, they served as a springboard into the workforce in the 20th century. Young people were educated and sent out into society to meet the needs of an industrialized economy (Papadopoulos, 1998). However, it is critical to recognize that universities are again under transformation in the 21st century (Stern & Romania, 2023.). Another transformation that is taking place is the development of approaches that challenge the established ways of teaching and learning. By providing an integrative education, universities can serve the needs of an increasingly globalized community (Levine & Pelt, 2021). Hence, students will be able to explore the relationship between their studies of the objective world and their purposes, meanings, limits, and aspirations (Palmer & Zajonc, 2010, p. 10).

To achieve this goal of preparing students to become changemakers in a globalized world, this literature review draws on various frameworks that support the development of changemakers, such as transformative learning, experiential learning, critical reflection and social innovation. As Creswell and Creswell (2018, p. 62) suggest, “this theoretical lens

becomes a transformative perspective that shapes the types of questions asked, informs how data are collected and analyzed, and provides a call for action and change.” By using this transformative perspective, this literature review examines how formal and informal curricula can influence students to become changemakers, how critical reflection and experiential learning can transform changemakers, and what universities can do to cultivate and support future changemakers.

Lens 1: Critical Pedagogy

Kawabe (2022) posits that critical pedagogy emphasizes the development of learners’ critical consciousness, enabling them to recognize connections between their individual experiences, problems and social context. This development of critical consciousness is viewed as “first step of the transformation of education in society” (Kawabe, 2022). Such a perspective aligns with Freire’s (1974) belief that truly liberating and humanizing education enables learners to understand the world around them critically, identify oppressive relationships, and transform them. Critical pedagogy challenges students to examine power structures and the status quo of their surroundings. It cultivates a critical consciousness that helps students evaluate the validity, fairness, and authority of their educational and living environments by emphasizing active learning, problem-solving, and the examination of power structures. By becoming cultural producers, students develop a deeper understanding of the world by being their own decision-makers (Giroux, 1997). By critically examining power structures and becoming active agents in their education, students are empowered to create programs or initiatives that positively impact their communities and society as a whole. This emphasis on compassionate education can be a powerful force for promoting social justice and driving positive change. Critical pedagogy thus plays an important role in encouraging students to become changemakers. To further promote this goal, universities should provide programs that offer knowledge and background on social issues and ways and

means for students to take action and create an initiative that helps make the world a better place.

Despite its potential benefits, applying critical pedagogy in Japanese universities has several limitations stemming from cultural and institutional factors. One such limitation is the Confucian education style, which is deeply ingrained in the Japanese educational system. According to Hawkins (2008), this education style emphasizes traits such as self-denial, frugality, and rote memorization, which may be at odds with critical pedagogy's emphasis on active learning, problem-solving, and the examination of power structures. Yoneyama (2012) also reinforces this notion, claiming that the emphasis on memorization in the Confucian education style may result in flawed critical thinking and problem-solving skills.

Moreover, Japanese society's hierarchical structure prevents an open and egalitarian classroom environment, which is essential for critical pedagogy to be effective. The teacher-centered approach to instruction in Japan is heavily influenced by culture, mainly traditional communication styles. According to many studies (Hall, 1976; Suzuki, 1978; Hofstede, 1980; Fitzgerald, 2003), Japanese culture is characterized by high-context communication, which emphasizes consideration for others, respect for elders, and harmony within groups rather than facts or ideas, resulting in Japanese individuals avoiding open confrontation. Therefore, a future changemaker in Japan must possess the skill of 'nemawashi', which involves negotiating with others quietly in the group to find consensus before making assertions, to avoid being seen as pushy (Kopp, 2021).

In recent years, Japanese universities have shown interest in incorporating international elements and global education into their programs. However, according to Bosio's (2021) research, many of these initiatives appear to prioritize the development of global human resources rather than critical global citizens or changemakers. In order to meet the demands of the global market, students are encouraged to prepare themselves for the job

market by having English proficiency and study abroad experiences (Bosio, 2021; Dill, 2012).

Therefore, it remains unclear whether Japanese universities and educators are primarily aiming to produce graduates who can easily fit into the international job market or global citizens who possess critical knowledge and values gained through their education and able to contribute to creating a more equitable and just society.

Lens 2: Transformative Learning

Mezirow (1990) defined transformational learning as a type of learning that introduces more profound changes in the learner than other kinds of learning. During this type of learning, the learner experiences a paradigm shift that affects their subsequent experiences and shapes their worldview. Additionally, transformational learning is rooted in how people communicate (1990). A combination of reflection and discourse allows learners to shift their worldview, producing a more inclusive perspective.

O'Sullivan et al. (2002, p. 22) asserts that,

Transformative learning involves experiencing a deep, structural shift in the basic premises of thought, feelings, and actions. It is a shift of consciousness that dramatically and permanently alters our way of being in the world. Such a shift involves our understanding of ourselves and our self-locations; our relationships with other humans and with the natural world our understanding of power in interlocking structures of class, race, and gender; our body awareness, our visions of alternative approaches to living; and our sense of possibilities for social justice and peace and personal joy.

Transformative learning is also defined as "the process of making a new or revised interpretation of the meaning of an experience, which guides subsequent understanding, appreciation and action" (Mezirow, 1990, p.1). Instrumental learning is one of the main

focuses of transformative learning, which encourages students to solve problems in a task-oriented manner and evaluate cause-and-effect relationships. This approach to learning is based on collaboration and active participation, which lie at the intersection of power and social change (Freire, 1985).

By forming a partnership in driving social change, students and universities may enhance civic collaboration among higher education students, providing a transformative learning experience. Thomas et al. (2019) argue that students must be recognized for their ability to bring about social change through collaboration and negotiation to promote civic scholarship.

However, transformative learning in the context of changemaking presents limitations in Japan. These limitations include the possibility of resistance from individuals or groups who may resist change or hold different values or beliefs. Additionally, some students may not have access to the resources or opportunities necessary to engage in transformative learning experiences, which could limit their ability to become changemakers.

Finally, assessing transformative learning and its impact on changemaking can be challenging, as measuring the long-term effects of transformative learning experiences on individuals and communities may be difficult. Nonetheless, transformative learning remains a valuable tool for empowering students to become changemakers and promoting social justice and positive change in society.

Lens 3: Critical Reflection

Individuals may develop critical thinking skills by critically analyzing systemic inequities they encounter to understand those inequities (Freire, 1974; Watts, Diemer, & Voight, 2011). The reflective learning process for changemakers involves analyzing their experiences, reflecting on what they have undertaken, and finding alternative ways to improve the outcome. According to Watts et al. (2011), critical reflection is engaging in

dialogue about social injustice to develop a deeper understanding of it. By critically reflecting on social inequities, we move away from an individualized analysis that places blame on victims to a more holistic understanding of the situation involved. As Dewey (1933) pointed out, “We learn from reflection on experience, not from experience itself” (pp. 78-79).

To be effective changemakers, students must also develop the ability to reflect on and learn from their experiences. Schön (1983) proposes that by engaging in reflection-on-action, students can analyze what they have learned from an experience, situation, or phenomenon after it has occurred, and consider how to apply that learning to future initiatives. This process allows students to refine their approaches and improve the impact of their social initiatives.

Another effective way to develop critical reflection skills for changemakers is to encourage them to question and explore any underlying assumptions and power dynamics contributing to systemic inequities. Ingram and Walters (2007) developed the Social Justice Critical Reflection Model (SJCRM) to advocate for social justice education and training in school environments, particularly in the field of teacher education. Their aim was “to encourage active intellectual processes for cultivating diversity understanding and social justice” (p. 24). This reflection model provides a structured process for identifying and analyzing societal power imbalances and inequities. According to Scott (2014) the SJCRM offers a precise method for academic and professional settings to leverage the social school of thought to promote diversity understanding and drive social change that leads to social justice.

The SJCRM is a literature-based curriculum model providing a structured teaching process for diversity and social justice and consists of five interrelated schemata that facilitate critical reflection skills and awareness, including descriptive thinking, dialogic thinking, critical reflection, critical consciousness and praxis. It is grounded in the use of literature,

which engages readers in both an efferent stance allowing them to obtain bits of information to keep, as well as an aesthetic stance that attains dialogic thinking (Rosenblatt, 1994). According to Rosenblatt, readers have two main positions or purposes in reading – the efferent stance, where readers focus on the information in a text, and the aesthetic stance where readers focus on the experience they have with a text (Hogue Smith, 2012). The SJRCM aims to foster a deeper understanding of the root causes and power structures that perpetuate systemic inequities. It encourages readers to engage in critical reflection of social issues and develop a multifaceted perspective on how to address them. By participating in this process, students can hone their critical reflection and action skills, empowering them to become more effective agents of change.

In addition to developing critical reflection skills, the SJCRM also aims to promote diversity and social justice by challenging educators to examine their own values and beliefs and engage in higher levels of critical self-reflection. By doing so, educators can model the kind of critical thinking and self-awareness necessary for cultivating future changemakers who can navigate complex social issues and effective positive change in the world.

However, the SJCRM may face challenges in its application in Japan due to cultural and linguistic differences between Japanese and Western societies. Building on this idea, it is worth noting that different cultural norms and expectations regarding social relationships, community, and individualism may impact how the model is received and applied in Japan. Therefore, the selection of literature that is relevant and accessible to students and teachers from diverse linguistic and cultural backgrounds may require careful consideration and adaptation of the model. Professors may need to identify and curate appropriate materials in several languages and develop strategies to support students with varying levels of language proficiency. By doing so, the SJCRM can be effectively adapted to different cultural contexts

and help prepare students to become changemakers in a globalized world. Despite these challenges, critical reflection is necessary to deepen one's understanding of social injustice.

Lens 4: Experiential Learning and Changemakers

Experiential learning is an educational approach that is acquired through active engagement in real-world experiences. It provides changemakers with a deeper understanding of the challenges they are trying to address. Additionally, it allows them to gain first-hand experiences of the issues, which helps them to develop empathy and a more nuanced perspective. This understanding is crucial for developing effective strategies for creating change.

Changemakers need to see the world from different perspectives and understand the root causes of social problems to develop innovative solutions. As Alexandrowicz (2020) points out, "Experiential learning offers all students opportunities to connect their learning to the real world and engage in social causes that help improve and enrich their lives and the lives of others" (p.119).

Experiential learning is defined as "the process whereby knowledge is created through the transformation experience" (Hoover and Whitehead, 1975; Kolb, 1984, p. 41). Kolb's theory of experiential learning suggests that individuals create knowledge through continuous engagement with and adaptation to the environment. It involves action, reflection, feeling and thinking in response to conflict, agreement and disagreement. By actively engaging in reflection and testing their strategies and theories, students can develop a deep understanding of complex social problems and gain the confidence and skills needed to take action (Dewey, 1938).

Experiential learning often involves working with others, allowing changemakers to collaborate and network with like-minded individuals. This type of interaction can help them develop a support system and access resources and expertise they may not have had

otherwise. Collaboration and networking can also lead to new and innovative ideas, which can benefit the changemaking process. By building networks and collaborating, changemakers can learn from each other, share ideas and work together to address complex social problems to develop innovative solutions.

Moreover, learning that takes place beyond the traditional classroom setting offers numerous benefits for both students and educators. When students are given the opportunity to apply what they have learned in a real-world context, it leads to a more student-centered learning experience that improves learning outcomes and promotes personal and social development (Larsen et al., 2016). Additionally, research suggests that engaging in learning experiences beyond the classroom improves academic performance and motivation and enhances students' retention and recall of course material (Ryan and Deci, 2017).

Unfortunately, most colleges and universities do not require this kind of activity as part of their curriculum (McCarthy & McCarthy, 2006). Nonetheless, it is believed that incorporating experiential learning into academic courses enhances student learning (Austin & Rust, 2015) and has the potential to improve concept integration and develop "soft skills", as well as create a global perspective, appreciation for social responsibility, and guidance toward ethical behavior (Duncan & Dunifor, 2012; Mitchel, Skinner & White, 2010, Navarro, 2008; Waddock & Lozano, 2013). To remedy this situation, some instructors have incorporated experiential learning activities into their courses based on their personal observations and positive results in research (Huang, Chen, & Chou, 2016). By doing so, institutions can equip students with the practical skills, knowledge and mindset they need to become changemakers in their respective fields.

One such way is by introducing service learning, a form of experiential learning, which engages students in meaningful community service activities directly related to course content or academic goals. Japanese universities have started to create meaningful service-

learning programs that allow students further to develop their sense of civic responsibility through volunteer activities while also challenging their critical thinking and leadership skills through academic and personal reflection activities in the classroom. Such programs at the tertiary level in Japan like at Ritsumeikan Asia Pacific University (Ritsumeikan Asia Pacific, n.d.) and International Christian University (International Christian University, n.d.) have gained momentum thanks to the groundwork laid by primary and secondary-level service-learning programs. This is due, in part, to reforms outlined in "The Education Reform Plan for the 21st Century" (MEXT, 2002) and revisions made in 2018. The success of service-learning programs in primary and secondary education has provided a model for tertiary institutions to build upon (O'Connell, 2022).

Unfortunately, most colleges and universities do not require this kind of activity as part of their curriculum (McCarthy & McCarthy, 2006). Nonetheless, it is believed that incorporating experiential learning into academic courses enhances student learning (Austin & Rust, 2015) and has the potential to improve concept integration and develop “soft skills”, as well as create a global perspective, appreciation for social responsibility, and guidance toward ethical behavior (Duncan & Dunifor, 2012; Mitchel, Skinner & White, 2010, Navarro, 2008; Waddock & Lozano, 2013). Therefore, some instructors have incorporated experiential learning activities into their courses based on their personal observations and positive results in research (Huang, Chen, & Chou, 2016). By doing so, institutions can equip students with the practical skills, knowledge and mindset they need to become changemakers in their respective fields.

Despite the potential benefits of experiential learning, there is a gap in the literature regarding the effectiveness of these programs in developing the skills and mindset necessary for changemakers in Japan. Thus, there is a need for further research in this area to

understand how experiential learning can be optimized to support changemakers in developing practical solutions to complex social problems.

Overall, experiential learning is a fundamental approach for changemakers. By actively engaging with the world, reflecting on their experiences, and collaborating with others, changemakers can work towards creating positive change in the world. They can develop practical solutions, gain a deeper understanding of social issues, build resilience and stay motivated. Experiential learning enables changemakers to make a real impact in the world by applying their knowledge and skills to the challenges they are passionate about solving.

Lens 5: Student Agency

Changemakers are individuals who strive to create a positive social impact in their communities and beyond. To achieve this, they develop various skills and mindsets. One such critical mindset is agency, which refers to an individual's ability to take ownership over their learning and social impact initiatives to see themselves as active contributors to society and to intentionally make things happen through their actions (Bandura, 2001).

Scholars such as Brown (2007) and Harmer (2007) have emphasized the importance of agency for students seeking to become effective changemakers. According to Brown (2007), students who develop their learning strategies can take charge of their learning and solidify the foundation for learner autonomy. Harmer (2007) argues that when students are given agency, they become active participants in their learning and are more engaged, confident, and effective. These benefits of student agency are significant for students seeking to create a positive social impact in their communities.

Furthermore, the Organisation for Economic Cooperation and Development has recognized student agency as a key competency for 2030. Their vision for student agency includes navigating complex challenges, making responsible decisions, and taking ownership

of one's learning and personal development (OECD, 2019). By aligning with this vision, Japanese universities can help students prepare students to become effective changemakers and contribute to creating a more prosperous and sustainable world.

By combining agency with servant leadership, students can become effective changemakers who cannot only take the lead in driving change and creating positive social impact but who are also committed to empowering others to do the same. As Greenleaf (1998) eloquently stated, “The servant leader is servant first. It begins with the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead” (p.1).

In addition, developing servant leadership skills can help students to create a culture of collaboration, trust, and mutual respect, where each team member is valued and supported in the common goal (Massey et al., 2013). Moreover, servant leadership can help students to develop empathy, which is crucial to understanding and addressing the communities they seek to serve. By putting the needs of others first, students can foster a sense of community and shared responsibility.

There is a growing interest in developing student agency and servant leadership in Japanese universities, particularly in promoting social impact and changemaking. This interest is due to the intensive effort to globalize Japanese higher education. Since 2008, Japan has invested millions of dollars in its Global Human Resource Project as an intensive effort to globalize Japanese higher education (Sherrill, 2015). Many Japanese universities such as Aoyama Gakuin (Aoyama Gakuin, 2022) in Tokyo, Ritsumeikan Asia Pacific University (Ritsumeikan Asia Pacific University, n.d.) in Beppu and International Christian University (International Christian University, n.d.) in Tokyo have implemented programs and activities that promote student agency and servant leadership, such as service-learning programs and courses on ethical leadership and community engagement.

However, there may still be a gap in implementing and integrating strategies to foster agency and servant leadership to empower students to take ownership of their learning and social impact initiatives in Japan. Further research is needed to understand better the specified challenges and opportunities for developing these skills in Japanese higher education.

Lens 6: Social Entrepreneurship

Social entrepreneurship has gained prominence in recent years, with youth social entrepreneurs have been leading ventures that address pressing societal problems (Bublitz et al., 2020). However, social entrepreneurship is a relatively young field (Mair & Noboa, 2006; Nicholls, 2006; Perrini, 2006; Robinson et al., 2009; Ziegler, 2009). Social entrepreneurs act as change agents, using entrepreneurial methods to solve social and environmental problems and pursue systemic solutions. By identifying and pursuing new opportunities and engaging in continuous innovation, changemakers can create and sustain a mission with high social value.

According to the Changemakers Learning Lab (2016),

by actively tackling a social problem, a changemaker demonstrates they are motivated to act. It is not enough to have intentions to do something good; intentions must be translated into action. This action begins with empathy for others, identifying a problem or opportunity to tackle it, and permitting oneself to do something about it. But it doesn't stop there. Changemakers keep trying until they have made a difference. They use their entrepreneurial mindset and innovative spirit to develop sustainable solutions to social problems, creating a lasting impact on society.

Developing and promoting critical pedagogy and transformative learning approaches can empower students to develop the skills, confidence, and mindset necessary for effective changemaking. Universities can play a crucial role in fostering a culture of social

responsibility and activism, promoting students' agency, and supporting social entrepreneurship and innovation programs. Future research should explore the effectiveness of different support and interventions in enabling and empowering students to become effective changemakers.

In summary, this literature review and theoretical framework provides a comprehensive lens through which to examine the multifaceted nature of effective changemaking. While cultural and institutional factors may limit the application of these principles in practice, the potential of changemaking and social entrepreneurship to drive positive social change cannot be underestimated. Addressing gaps in support and resources for individuals and organizations in these fields is essential. By recognizing these gaps, universities can unlock the full potential of changemakers, ultimately contributing to a more just and equitable society.

Research Design

Methodology and Genre

I used a qualitative research methodology. The purpose of this study is to explain the phenomenon of 5 student changemakers and 1 professor changemaker using an exploratory qualitative research design. The main strategy was in-depth interviews which focused on the individual lived experiences of changemakers (Marshall et al., 2022). By focusing on the individual lived experiences through in-depth interviews (See Appendix A), I was able to capture “the deep meaning of experience through the participants’ own voice” (Marshall et al., 2022, p. 120).

Background of the Educational Context: Ritsumeikan University

Ritsumeikan University is a well-known private university that was established in 1900. It has four campuses in Kyoto, Shiga and Osaka, each focusing on different academic areas. The main campus, Kinugasa, is focused on liberal arts; the Suzaku Campus is focused

on law and management and public policy; the Biwako Kusatsu Campus is focused on science and technology (Shiga), and the Osaka Ibaraki Campus is focused on business, policy science, psychology, and global liberal arts. Undergraduate and postgraduate degrees are offered on all campuses.

According to the Times Higher Education Impact Rankings (2022), Ritsumeikan University was ranked the top private university in the Kansai area and 4th among all universities in the area. Ritsumeikan University provides a diverse and global learning environment with over 36,000 students, including more than 2400 international students from 68 countries and regions. In 2014, Ritsumeikan University was selected by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) for the Top Global University Project, a program designed to support universities providing world-class education and research.

According to the Ritsumeikan University website (n.d.) and my participant interviews, it is committed to promoting social innovation and bringing about positive change. Among the university's initiatives are those that enable students to become changemakers and engage in community service, cross-cultural learning, and leadership development.

Ritsumeikan Service-Learning Center (Ritsumeikan University, n.d.)

This center was established in 2008 as an extension of the volunteer center established in 2004. It serves as an institution that develops and systematizes educational programs for students to deepen their learning and growth and as a means for building a network between the university and the surrounding community. In addition, they offer service-learning courses in liberal arts education and plan and develop internships and volunteer activities for local communities and society.

Ritsumeikan Impact Makers Inter X (Cross) Platform (RIMIX)

(Ritsumeikan University, 2022)

RIMIX is another initiative that promotes social entrepreneurship. Visualizing social entrepreneur programs at Ritsumeikan is one platform helps enhance Ritsumeikan's social entrepreneurship programs. By nurturing the entrepreneurial mind of human resources, this platform supports them by collaborating within and outside the school to help solve social problems.

Ritsumeikan University Challenge Scholarship (Ritsumeikan University, 2023)

This scholarship supports the process of individual students who take the challenge of initiating activities with an awareness of problem-solving that goes beyond the scope of individual curricular and extra-curricular activities. Through the challenges this scholarship supports, it aims to encourage students to contribute to solving social problems, expand their potential and create new values.

Alumni Association Future Human Resources Development

(Ritsumeikan University, 2022)

The Ritsumeikan University Alumni Association created a donation fund to support students who want to create a better future.

Participants and Sampling

To recruit participants for this study, I used a combination of convenience sampling and snowball sampling methods. I initially spoke to changemakers at the university through the Ritsumeikan +R な website, former high school students, and by word of mouth. In addition, I used snowball sampling to recruit participants if faculty or students were willing to share my project. I also worked with Dr. Miki Horie, a professor at Ritsumeikan University, who was my go-between with the university. The study includes six participants, five changemaker-students and one changemaker-professor. Important identifying details about

these participants were collected by a Google Form questionnaire (Appendix B and C) and are included in Table 1.

Table 1. Participant descriptions

Participant pseudonym	Gender	Ethnicity	Department of study	Year of study	Social interest
Kyosuke	Male	Japanese/British	Global Education	4th	Intercultural Seminars
Runa	Female	Japanese	International Relations	4th	Lapiz-Private (vegetable paint)
Yumi	non binary	Japanese	International Relations	3rd	LGBTQ+ issues
Ryosuke	Male	Japanese	International Relations	4th	LiNK (Bringing vegan/vegetarian menu items to the school cafeteria)
Mikito	Male	Chinese	International Relations	3rd	Bye Bye Plastic Bags
Professor Takano	Female	Japanese	International Relations	Professor	Field: Intercultural Communication

Methods of Data Collection

The primary method of data collection was in the form of semi-structured in-depth interviews, which were analyzed using a process of thematic coding. Through this process, I identified three broad categories that capture the key themes and ideas in the data:

‘Changemaker Characteristics,’ ‘Social Skills for Changemakers,’ and ‘Learning Approaches for Changemakers.’ Within these broad categories, there are several subcategories that capture specific concepts and ideas. The code book is in Table 2.

Table 2. Code Book

Category	Subcategory
Changemaker Characteristics	Adaptability
	Agency
	Communicator
	Commitment
	Creativity
	Empathy
	Innovation
	Passion
	Perseverance
	Resilience
Social Skills for Changemakers	Active Listening
	Effective Communication
	Negotiation and Conflict Resolution
	Cultural Competence
	Teamwork and Collaboration
	Emotional Intelligence

Learning Approaches for Changemakers	Critical Pedagogy
	Critical Reflection
	Experiential Learning
	Social Entrepreneurship (Social Impact)
	Transformative Learning

These inductive coding categories were developed based on the process of reading through the interview transcripts and identifying recurring themes and patterns in the data. The coding categories helped organize and make sense of the data, allowing for a more focused and efficient data analysis.

Researcher Positionality

In conducting research, it is crucial to recognize one's positionality and its potential impact on the study. Positionality refers to the position a researcher has adopted within a given research study which requires a conscious examination of one's identity to assess the effect of personal characteristics and perspectives on the study population, topic, and research process (Savin-Baden & Major, 2013). As a researcher, I am aware of the importance of critically examining my own positionality and potential biases that may impact the research process. For example, my interest in global education and previous relationships as a former teacher or colleague with some of the participants may influence my perspectives and approach to this study. To mitigate these potential biases, I have approached my research with an open and critical mind and attempt to acknowledge any limitations or biases that may affect the study. In addition, I recognize that my beliefs, values and experiences, including my position of power, ethnicity, and gender, may impact the research process. Therefore, I

have strived to be mindful of my positionality and how it may influence my research and be transparent about how it may impact the research design, data collection, analysis and interpretation. Ultimately, my aim is to contribute to a deeper understanding of effective strategies for supporting students to become changemakers.

Ethics and Credibility

To ensure confidentiality and ethical standards, all required documents, such as the informed consent form, were bilingual (Japanese/English). Interviews were conducted in Japanese or English, depending on the participant's preference. For face-to-face interviews in English or Japanese, notes were taken, and the Otter app and recorder on my iPhone were used to record the session. Online interviews were recorded on Zoom and the Otter app on my iPhone. All personal identifiers were removed. The transcripts were reviewed after the interview, and pseudonyms were assigned to the participant to conceal their identities. Furthermore, I edited to clarify and ensure accuracy was maintained by asking my participants to check if my interpretation of their experience was accurate. After each interview, I entered the data into the Dedoose software platform to begin coding. As a result of establishing parent and child codes, I could identify themes and subthemes among the responses. The inductive analysis allowed me to show my findings as soon as they emerged. They also “allow a systematic and iterative gathering of data where questions are arranged in a protocol that evokes rich data but is also focused for efficient data analysis” (Galetta, 2013, as cited in Marshall & Rossman, 2016, p. 149).

Limitations of Research Design

There are several limitations to this study. A significant limitation is the size of the participant group. With only 6 participants the data collected and resulting conclusions is not very representative of the entire faculty and student population at Ritsumeikan University. Secondly, though both English and Japanese were used to conduct the interviews, I might

have misinterpreted the participant's responses due to my Japanese proficiency. Finally, my status of being their former teacher could alter the power dynamic and affect the depth of responses.

Findings

In this section, I will report findings, discuss how the participants view themselves and their educational context in the cultivation of changemakers and summarize the factors that facilitated or hindered their development.

RQ#1: How do formal and informal curricula influence students to become changemakers?

A university's formal and informal curricula play a significant role in developing changemakers. Education is at the heart of equipping youth with the knowledge and tools they need to uplift their communities and change the world. Critical pedagogy emphasizes the importance of questioning power structures and promoting social change through education. Professor Takano adopts this approach in her intercultural communication course which she describes as a "rare topic in a Japanese university" (Professor Takano, personal communication, February 02, 2023). She believes that "...it's very important for students to have that kind of skill and attitude so they can maximize their learning overseas" (Professor Takano, personal communication, February 02, 2023). She believes that providing students with the knowledge and tools to shift from feeling stressed and overwhelmed by cultural differences to seeing them as opportunities for growth and learning could significantly improve their ability to thrive in a globalized world.

Additionally, she believes her classes provide a foundation for students, so they can cultivate their ideas for how to change the world. She stated that,

"I think students need two different learning experiences. First, the learning experience can encourage them to find their own mission with society or the mindset

of a changemaker.The other thing is that they need to know skills and attitudes which support to be a changemaker and then allow them to grow their mindset”.

Two students themselves credit their worldviews to Professor Takano’s teaching. Yumi did a teaching assistantship for Professor Takano. The course was related to cross cultural encounters. “...sometimes it’s based on a lecture, followed by a discussion or debate where students share from different viewpoints” (Yumi, personal communication, January 25, 2023). Currently, Yumi is overseas, and she is studying cross-cultural encounters “which involves understanding the differences between people which involves understanding and appreciating cultural differences” (Yumi, personal communication, January 25, 2023). She continued “I got a lot of impression from teachers and friends from all over the world, by seeing the world...broadening my experience...encouraged me to do something to act for something” (Yumi, personal communication, January 25, 2023).

Kyosuke also spoke highly of Takano’s course by saying, “I credit Professor Takano’s class from last semester for providing a theoretical framework to understand my own experiences as a bicultural student (Kyosuke, personal communication, January 30, 2023). While not a student of Professor Takano, Runa credits a class about cultural representation theory with her journey as a changemaker. She learned the importance of promoting understanding between different cultures. Additionally, “I came to have a different perspective.....for example...when I am doing a workshop, I tend to think about the viewpoints of the participants, children, parents and students, organizer” (Runa, personal communication, March 1, 2023). Courses and study abroad programs provided these students with the knowledge, skills, and tools to identify social and environmental problems and develop innovative and sustainable solutions.

In addition, the informal curriculum can provide opportunities for students to engage in extracurricular activities such as student organizations and clubs, which allow them to

develop leadership skills, engage with social and environmental issues and create positive change within their communities. Professor Takano explained “The extra-curricular activities are very active, and also the student office is very active in sharing the information about the individual different practices...” (Professor Takano, personal communication, February 02, 2023)

Three participants started student groups that focused on sustainability. After returning from a Bali study trip in high school, Mikito created Bye Bye Plastic Bags (BBPB), Kyoto which is an organization funded by Ritsumeikan University but not an on-campus organization. It focuses on reducing the use of single-use plastics. Both Runa and Ryosuke started on campus organizations; Runa started Lapid-Private which uses discarded vegetables from farmers and uses them to make vegetable paint for children; and Ryosuke co-created LiNK which introduced vegetarian/vegan menus to the school cafeteria.

In the interviews, the students and professor Takano explained formal and informal curricula should not be separate but interconnected. They both offer opportunities for learning and empowering individuals to make a difference in the world.

RQ#2: What type of transformative experience do changemakers encounter through the process of critical reflection and experiential learning?

Changemakers often go through a transformative experience that involves a shift in their perspectives, values, and goals. They are driven by a deep commitment to social justice and environmental sustainability and seek to create a better world by challenging the status quo. As Yumi explained, “I would say as it is kind of shifting like as an individual. We have to move inside of a box because of social norms and everything, but change happens when we step outside the box (personal communication, January 25, 2023).

For instance, Mikito was motivated to become a changemaker after he had a transformative experience in Bali that gave him a clearer idea of how he could contribute to

global issues. “I had no idea what I should do to solve the global issues. But after I came back to Japan, it was easy to come up with what I should do” (Mikito, personal communication, February 13, 2023). Similarly, Ryosuke was inspired when he heard a young changemaker from another local university give a talk about how he introduced a vegan menu in their school’s cafeteria (Ryosuke, personal communication, February 3, 2023). He felt inspired, “I can do this change, too” (Ryosuke, personal communication, February 3, 2023). Kyosuke’s interest in social issues was influenced by his love of science fiction and dystopian novels, which portrayed individuals challenging the status quo to create a better world. He explains, “...I guess it gave me a bit of inspiration...an individual could try and change things or guide things in a better way” (Kyosuke, personal communication, January 30, 2023).

Through self-reflection and personal growth, changemakers learn to see themselves as part of a larger community and work towards making a difference in the world. Educators, like Professor Takano can inspire and support the next generation of changemakers by providing them with the knowledge and skills to turn a challenging moment into learning opportunities. “I want my students to have a kind of knowledge to shift such a challenging moment to a learning opportunity” (personal communication, February 02, 2023).

She continues to say that “after each class, I ask them to do a little reflection, then I ask them to write one most significant learning” (Professor Takano, personal communication, February 02, 2023). In addition, she says, “this course is experiential learning and action based. You learn from your mistakes (Professor Takano, personal communication, February 02, 2023). Ryosuke says “looking back at what I have really done is really important” (Ryosuke, personal communication, February 3, 2023). Though change may be slow and gradual, changemakers like Kyosuke recognize the value of each small step toward creating a positive impact. “I don’t think I’m making change, but I’m trying..Hopefully” (Kyosuke, personal communication, January 30, 2023). In this way, both Professor Takano and the

students understand the value of critical reflection and its role in transforming individual mindsets.

RQ#3 What steps do universities take to equip future changemakers with the tools, skills, and mindset they need to develop social impact projects?

All participants spoke of an awareness of the university support systems. To encourage social impact projects aligned with the sustainable development goals, Ritsumeikan University provides the Alumni Association Future Human Resource Development Scholarship (Ritsumeikan University, n.d.). The Alumni Association Future, Human Resource Development Scholarship, is a system that helps students who want to take on challenges together with students at Ritsumeikan University. Ritsumeikan University offers a range of programs and initiatives to support future changemakers. As Mikito explained, “there are so many kinds of subsidies they introduce to us” (Mikito, personal communication, February 13, 2023). In the first year of university, BBPB got 150,000 yen (USD\$1,500) for subsidies from the +R Alumni Association Future Human Resources (Mikito, personal communication, February 13, 2023).

Ryosuke’s initiative LiNK, as well, received monetary support from them to fund its vegan/vegetarian menu items at Vege Week. The university also reached out to the CO-OP, the school cafeteria, stating “When we went to CO-OP for the first time after establishing LiNK, they said to us that they also wanted to do that kind of thing. As such, demand already existed, especially from the students from foreign countries” (Ryosuke, personal communication, February 3, 2023).

However, some students faced institutional roadblocks when attempting to garner support for their endeavors. Yumi experienced challenges in gaining recognition from the university for the LGBTQ+ community (Yumi, personal communication, January 25, 2023).

Yumi noted the lack of resources, stating, “even we don’t have any financial support from the university (Yumi, personal communication, January 25, 2023).

Further Improvements Needed

There are several roadblocks preventing the students from taking advantage of the support. First, Yumi expressed, “It would be nice if we could have some space to advertise our group or ...rent space if it exists” (Yumi, personal communication, January 25, 2023).

“Lack of information of what type of support exists” (Yumi, personal communication, January 25, 2023).

Second, Ritsumeikan University delivers information in both in Japanese and English, but Ritsumeikan staff has limited English skills to explain about the support the university offers. However, in certain faculties, the staff can speak English, but they don’t know much about the support available (Runa, personal communication, March 01, 2023).

Third, the application process is cumbersome. Mikito claimed that “The process of filling out the application was so hard for us” (Mikito, personal communication, February 13, 2023).

Lastly, it is important to keep these group activities sustainable. I decided to change Lapiz-Private into a company to express our willingness to continue and also convince the community that this is a sustainable activity.....when the leader of a group graduates, some groups disappear, so I wanted to tell the society that we are continuing to do this (Runa, personal communication, March 1, 2023).

Discussion

This study examined changemakers through the lenses of critical pedagogy, transformative learning, critical reflection, experiential learning, student agency and social entrepreneurship, which provide a comprehensive framework for understanding the experiences and perspectives of changemakers.

First, Yumi, and Kyosuke participated in a course called “Cross-Cultural Encounters” that was taught by Professor Takano. This course focused on intercultural communication and embraced a critical pedagogy in which students studied issues from different perspectives. The act of looking at issues from many angles helped each student gain a wider worldview and became a source of power to fuel their drive to challenge dominant cultures and promote social change.

In addition, all student participants had a transformative experience because of their involvement in their extracurricular social justice activities. By starting and participating in peer groups dedicated to a specific social issue, they were able to deepen their understanding of the complexity of the issue and develop practical skills to tackle these challenges. Transformative learning also empowered them to take action and make powerful changes on campus and in the community. In addition, all participants engaged in critical reflection to evaluate their own experiences and learning, allowing them to make informed decisions. Because of critical reflection, they were able to question and challenge the status quo while exploring alternative solutions. Through their activities on campus, all five participants participated in experiential learning through their changemaker initiative. Additionally, Professor Takano used experiential learning tasks in her classes. Empathy was one important quality they developed through their activities.

In this study, the participants were able to develop agency through various initiatives. For example, Mikito mentioned that the university provided subsidies that helped him to start BBPB, Kyoto. This support gave him agency to take on the challenge of reducing single waste plastic. Additionally, Yumi’s work with the LGBTQ+ community demonstrates how individuals can develop agency through organizing and advocacy. Kyosuke’s seminars provided a platform for Japanese and international students interested in discussing identity, culture and societal topics.

Participants demonstrated the importance of social entrepreneurship in their own work as changemakers. For example, Ryosuke's student organization, LiNK utilized social entrepreneurship to promote sustainable and healthy eating habits while also generating revenue through the Vege Fair. Additionally, Runa was able to keep Lapidz-Private as a student organization on campus, but also create it as a company in order to ensure its sustainability in the future.

Conclusion

In this exploratory qualitative research study, I examined how a formal and informal university curriculum influences students to become changemakers, the type of transformative experience these changemakers encounter through the process of critical reflection and experiential learning and the steps universities take to equip future changemakers with the tools, skills and mindset they need to develop social impact projects. The findings of this study will support educators who wish to promote social activism in their classrooms. Additionally, it brings to light that the university needs to support its students better in their endeavors to be changemakers of the world.

Recommendations for Future Research

Several areas could be explored for future research on university changemakers. First, long-term impact studies could track the progress of social impact projects initiated by university changemakers and evaluate the sustainability and scalability of these initiatives after they graduate from university. Another recommendation is to follow the students in this research project to see what type of changemaker initiatives they have started or are continuing. Furthermore, it would be worthwhile to explore how to support international students' in pursuing their vision to become a changemaker in Japan.

In conclusion, conducting more research on university changemakers could yield valuable insights into the potential impact of higher education institutions on social and

environmental issues. As educators, we are responsible for equipping students with knowledge, skills, and tools to become changemakers and create positive change in their communities. By conducting more research in this area, we can empower the next generation of leaders and innovators to tackle the world's most pressing social and environmental challenges.

References

- Alexandro, V. (2020). Changemaking and English language learners (ELS): Language, content and skill development through experiential education. *English Language Teaching*, 14(1), 107. <https://doi.org/10.5539/elt.v14n1p107>
- Aoyama Gakuin University. (2022, May 13). *Department of Community Studies*. Aoyama Gakuin University. <https://www.aoyama.ac.jp/en/academic/undergraduate/ccs/dc>
- Bandura, A. (2001). Social Cognitive Theory: An agentic perspective. *Annual Review of Psychology*, 52(1), 1–26. <https://doi.org/10.1146/annurev.psych.52.1.1>
- Bosio, E. (2021). Global Human Resources or Critical Global Citizens? an inquiry into the perspectives of Japanese University Educators on Global Citizenship Education. *PROSPECTS*. <https://doi.org/10.1007/s11125-021-09566-6>
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. Pearson Longman.
- Bublitz, M. G., Chaplin, L. N., Peracchio, L. A., Cermin, A. D., Dida, M., Escalas, J. E., Eilert, M., Gloukhovtsev, A., & Miller, E. G. (2020). Rise up: Understanding youth social entrepreneurs and their ecosystems. *Journal of Public Policy & Marketing*, 40(2), 206–225. <https://doi.org/10.1177/0743915620937702>
- Bye Bye Plastic Bags. (n.d.). *Say no to plastic bags*. Bye Bye Plastic Bags. <https://byebyeplasticbags.org/>
- Changemakers Learning Lab. (2016). More than simply “doing good”: A definition of a changemaker. <https://www.evansville.edu/changemaker/downloads/more-than-simply-doing-good-defining-changemaker.pdf>
- Dewey, J. (1933). *How we think: A restatement of the reflective thinking to the educative process*. Heath.

- Dill, J. S. (2012). The Moral Education of Global Citizens. *Society*, 49(6), 541–546.
<https://doi.org/10.1007/s12115-012-9599-8>
- Duplechain, H. & Lax, L. (2019). Preparing students for a rapidly changing world: Social innovation, social entrepreneurship, and changemaker learning outcomes. Ashoka U.
- Duncan, G. J., & Dunifon, R. (2012). “soft-skills” and long-run labor market success. *Research in Labor Economics*, 313–339. [https://doi.org/10.1108/s0147-9121\(2012\)0000035036](https://doi.org/10.1108/s0147-9121(2012)0000035036)
- Fitzgerald, H. (2003). How different are we? spoken discourse in intercultural communication: The significance of the situational context. *Multilingual Matters*.
- Freire, P. (1974). *Education for critical consciousness*. Continuum.
- Fukuoka Women's University. (n.d.). *Experiential learning: Fukuoka women's university*.
Experiential Learning. <http://www.fwu.ac.jp/english/experience/index.html>
- Giroux, H. A. (1997). *Pedagogy and the politics of hope*.
- Greenleaf, R. K. (1998). *The power of servant leadership: A series of addresses and a personal testimony*. Berrett-Koehler Publishers.
- Hall, E. (1977). *Beyond Culture*. Anchor Books.
- Harmer, J. (2007). *The practice of English language teaching*. Pearson Longman.
- Hawkins, J. (2008). "Myth or reality? Assessing the validity of the Asian model of education," *Harvard International Review*, 30 (3), 52-56.
- Hofstede, G. (1984). *Cultures consequences*. Sage Publisher.
- Hogue Smith, C. (2012). Interrogating texts: From deferent to efferent and Aesthetic Reading Practices. *Journal of Basic Writing*, 31(1), 59–79. <https://doi.org/10.37514/jbw-j.2012.31.1.04>

- Hoover, J. D., & Whitehead, C. J. (1975). An experiential-cognitive methodology in the first courses in management: Some preliminary results. *Simulation Games and Experiential Learning in Action*, (2), 25–30.
- Huang, T.-C., Chen, C.-C., & Chou, Y.-W. (2016). Animating eco-education: To see, feel, and discover in an augmented reality-based Experiential Learning Environment. *Computers & Education*, 96, 72–82. <https://doi.org/10.1016/j.compedu.2016.02.008>
- Ingram, I. L., & Walters, T. S. (2007). A critical reflection model to teach diversity and social justice. *Journal of Praxis in Multicultural Education*, 2(1). <https://doi.org/10.9741/2161-2978.102>.
- International Christian University. (n.d.). Service-learning. <https://www.icu.ac.jp/en/academics/sl/>
- Kansai Gaidai University. (n.d.). Experiential learning: Kansai Gaidai University. <https://www.kansai-gaidai.ac.jp/en/academics/cge/sge-transfer/program/>
- Kawabe, T. (2022). Examining the Role of Critical Pedagogy in Japanese University Students' Desire to Learn English. In P. C. Miller, H. Endo, J. L. Watzke, & M. Mantero (Eds.), *Language and Society* (Vol. 5, pp. 67–82). Information Age Publishing.
- Keio University Shonan Fujisawa Campus. (n.d.). Social Innovation. http://www.sfc.keio.ac.jp/en/pmei/research_fields/si.html
- Kopp, R. (2021, April 9). *Defining nemawashi*. Japan Intercultural Consulting. <https://japanintercultural.com/free-resources/articles/defining-nemawashi/>
- Levine, A., & Pelt, S. V. (2021, October 4). Inside higher ed. Higher education should prepare for five new realities (opinion). <https://www.insidehighered.com/views/2021/10/04/higher-education-should-prepare-five-new-realities-opinion>

- Kolb, D. A. (1984). *Experimental learning: Experience as the source of learning and development*. Prentice-Hall.
- Kyoto University. (2021, May 7). Global Social Entrepreneurship. Graduate School of Management. <https://www.gsm.kyoto-u.ac.jp/en/collaborative-research/global-social-entrepreneurship/>
- Larsen, C., Walsh, C., Almond, N., & Myers, C. (2016). The “real value” of field trips in the early weeks of Higher Education: The student perspective. *Educational Studies*, 43(1), 110–121. <https://doi.org/10.1080/03055698.2016.1245604>
- Mair, J., & Noboa, E. (2006). Social Entrepreneurship: How Intentions to create a social venture are formed. *Social Entrepreneurship*, 121–135. https://doi.org/10.1057/9780230625655_8
- Marshall, G. & Rossman, C. (2016). *Designing qualitative research* (6th ed.). Thousand Oaks, CA: Sage Publications.
- Marshall, C., Rossman, G. B., & Blanco, G. L. (2022). *Designing qualitative research*. SAGE Publishing, Inc.
- Massey, J., Sulak, T., & Sriram, R. (2013). Influences of theory and practice in the development of servant leadership in students. *Journal of Leadership Education*, 12(1). <https://doi.org/10.12806/v12/i1/r5>
- McCarthy, P. R., & McCarthy, H. M. (2006). When case studies are not enough: Integrating experiential learning into business curricula. *Journal of Education for Business*, 81(4), 201–204. <https://doi.org/10.3200/joeb.81.4.201-204>
- MEXT. (2018). *Grand design for higher education toward 2040 (report)*. https://www.mext.go.jp/component/b_menu/shingi/toushin/_icsFiles/afieldfile/2018/12/17/1411360_7_2.pdf

- MEXT. (2022). *Education Reform for the 21st Century*. Promotion of the Education Reform Plan for the 21st Century.
https://www.mext.go.jp/b_menu/hakusho/html/hpac200101/hpac200101_2_020.html
- Mezirow, J. (1990). How critical reflection triggers transformative learning. In J. Mezirow & associates, *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning* (pp. 1–20). Jossey-Bass Publishers.
- Navarro, P. (2008). The Mba core curricula of top-ranked U.S. business schools: A study in failure? *Academy of Management Learning & Education*, 7(1), 108–123.
<https://doi.org/10.5465/amle.2008.31413868>
- Nicholls. (2006). *Social Entrepreneurship: New models of sustainable social change*. Oxford university press. Notes of Roberto Villaseca from Miguel Caro about Social Change and Education. At Canvas.
- O'Connell, S. (2022). Service-Learning in Japan: A Comparative Analysis of Domestic and International Programs at Tertiary Institutions. *Journal of the Nanzan Academic Society Humanities and Natural Sciences*, 24, 117–124.
- O'Sullivan, E., Morrell, A., & O'Connor, M. A. (2002). *Expanding the Boundaries of Transformative Learning: Essays on Theory and Praxis*. Palgrave Macmillan US.
- OECD. (2019). *Student Agency for 2030*. Paris.
- Papadopoulos, G. S. (1998). Learning for the twenty-first century: issues. In J. Delors (Ed.), *Education for the twenty-first century: issues and prospects* (pp. 23–44). essay, UNESCO Publishing.
- Perrini, F. (2006). *The New Social Entrepreneurship: What Awaits Social Entrepreneurial Ventures?* Edward Elgar.
- Ritsumeikan University. (2022, April 11). Ritsumeikan Impact Makers Inter X (Cross) Platform. <https://r-rimix.com/about-2/>

- Ritsumeikan University. (2022, December 12). Ritsumeikan University Alumni Association.
<https://alumni.ritsumei.jp/english/>
- Ritsumeikan Asia Pacific University. (n.d.). Sābisurāningu [Service Learning].
<https://www.apu.ac.jp/abroad/program/?pgid=15>
- Ritsumeikan University. (n.d). <https://en.ritsumei.ac.jp/>
- Ritsumeikan University. (2023, March 28). *Ritsumeikan University Challenge Scholarship (Individuals)*. Ritsumeikan University Challenge Scholarship.
<https://www.ritsumei.ac.jp/file.jsp?id=567385>
- Ritsumeikan University. (n.d.). Service Learning Center. <https://www.ritsumei.ac.jp/slc/>
- Robinson, J., Mair, J., & Hockerts, K. (2009). *International Perspectives on Social Entrepreneurship*. Palgrave Macmillan.
- Rosenblatt, L. M. (1994). *The reader, the text, the poem the transactional theory of the literary work*. Southern Illinois University Press.
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and Wellness*. Guilford Press.
- Scott, C. L. (2014). Suggested Theories, Models, and Frameworks Used to Address Emerging Diversity Issues in the Workforce. In *Diversity in the Workforce Current Issues and Emerging Trends* (pp. 34–58). essay, Routledge.
- Sherrill, M. (2015). Global service learning and higher education. In *Proceedings of International Academic Conferences*. International Institute of Social and Economic Sciences.
- Tanimoto, K. (2008). A conceptual framework of social entrepreneurship and social innovation cluster: A preliminary study. *Hitotsubashi Journal of Commerce and Management*, 42(1), 1-16. <https://www.jstor.org/stable/43295012>.

- Stern, N., & Romania, M. (2023, January 23). *The global growth story of the 21st century: Driven by investment and innovation in Green Technologies and artificial intelligence*. World Economic Forum Annual Meeting.
<https://www.weforum.org/agenda/2023/01/global-growth-story-of-the-21st-century-lse-grantham-systemiq-davos2023/>
- Suzuki, T. (1978). *Words in Context*. Kodansha International.
- Tanimoto, K. (2012). The emergent process of social Innovation: multi-stakeholders perspective. *International Journal of Innovation and Regional Development*, 4(3/4), 267. <https://doi.org/10.1504/ijird.2012.047561>
- Thomas, A., Stupples, P., Kiddle, R., Hall, M., & Palomino-Schalscha, M. (2019). Tensions in the ‘tent’: Civic engagement in Aotearoa New Zealand Universities. *Power and Education*, 11(1), 96–110. <https://doi.org/10.1177/1757743819828398>
- Times Higher Education. (2022, October 18). *Ritsumeikan University*. World University Ranking. <https://www.timeshighereducation.com/world-university-rankings/ritsumeikan-university>
- United Nations. (n.d.). 2020 World Youth Report. United Nations.
<https://www.un.org/en/desa/2020-world-youth-report>
- Waseda University. (n.d.). *Faculty of Social Sciences, Waseda University Social Innovation Accelerate program*. Social Innovation Accelerate Program, Faculty of Social Sciences.
 from <https://www.waseda.jp/intensive/en/>
- Waddock, S., & Lozano, J. M. (2013). Developing more holistic management education: Lessons learned from two programs. *Academy of Management Learning & Education*, 12(2), 265–284. <https://doi.org/10.5465/amle.2012.0002>

- Watts, R. J., Diemer, M. A., & Voight, A. M. (2011). Critical consciousness: Current status and Future Directions. *New Directions for Child and Adolescent Development*, 2011(134), 43–57. <https://doi.org/10.1002/cd.310>
- World University Rankings. World University Rankings | Ritsumeikan University. (n.d). <https://en.ritsumeikan.ac.jp/rankings/the/#:~:text=In%20the%20THE%20Impact%20Rankings,private%20universities%20in%20western%20Japan.>
- Yoneyama, S. (2012). Critiquing critical thinking: Asia's contribution towards sociological conceptualisation. *Bridging Transcultural Divides*, 231–250. <https://doi.org/10.1017/upo9781922064318.011>
- Yonezawa, A. (2018). Japan: World-Class Universities for Social Innovation. *International Higher Education*, (96), 21-23. <https://doi.org/10.6017/ihe.2019.96.10779>.
- Ziegler, R. (2010). Innovations in doing and being: Capability Innovations at the intersection of schumpeterian political economy and human development. *Journal of Social Entrepreneurship*, 1(2), 255–272. <https://doi.org/10.1080/19420676.2010.511818>.

Appendix A

Interview Questions

Interview Questions for +R 人	
English	Japanese
Which university courses have impacted your life the most in some way?	あなたの人生に何らかの影響を与えた大学のコースはどれですか。
Which person, organization or event was a catalyst for you to focus on this social issue? Why did you choose _____?	あなたがこの社会問題に注目するきっかけとなった人物、組織、出来事は何ですか？なぜ、〇〇を選んだのですか。
How has your knowledge of social issues impacted your life?	社会問題についての知識は、あなたの人生にどのような影響を与えましたか。
How did you become involved in this type of work?	あなたはどのようにしてこのような仕事に関わるようになりましたか。
What inspired you to continue working for social change?	社会変革のために働き続けようと思ったきっかけは何ですか。
How did the program you created get started?	あなたが作ったプログラムはどのように始まったのですか。
What are some of the problems you faced starting this program?	このプログラムを始めるにあたって直面した問題は何か。
How much time do you spend doing it?	どれくらいの時間をかけてやっていますか。
What special skills, if any, do you need in this work?	この仕事に必要な特別なスキルがあれば教えてください。
Do you consider yourself an activist? Why or why not?	あなたは自分を活動家だと思いますか？その理由またはそう考えない理由は何ですか。
What are five adjectives to describe yourself? Why did you choose these?	自分を表現する5つの形容詞は何ですか？なぜそれを選んだのですか。
What are ways that young people can take effective action for change in the community?	地域社会を変えるために、若者が効果的な行動を起こすには、どのような方法がありますか。

Interview Questions for Students Who Are Motivated to Be Social Changemakers	
English	Japanese
1. Which university courses have impacted your life the most in some way?	あなたの人生に何らかの影響を与えた大学のコースはどれですか？
2. Which person, organization or event was a catalyst for you to focus on this social issue? Why did you choose _____?	あなたがこの社会問題に注目するきっかけとなった人物、組織、出来事は何ですか？なぜ、〇〇を選んだのですか。
3. How has your knowledge of social issues impacted your life?	社会問題についての知識は、あなたの人生にどのような影響を与えましたか。
4. What are you motivated in seeing change in society? Why?	あなたは社会の変化を見るために、どのようなことに意欲を燃やしていますか。なぜですか。
5. What steps if any do you envision taking to create this change?	変化をもたらすために、どのようなステップを踏むことを想定していますか。
6. What support do you need to create this change?	そのために必要なサポートは何ですか。
7. What are five adjectives to describe yourself? Why did you choose these?	自分自身を表現する5つの形容詞は何ですか？なぜそれを選んだのですか。

Interview Questions for Professors at Ritsumeikan University

English	Japanese
1. How long have you taught _____?	あなたはどのくらい_____を教えたことがありますか。
2. How did you develop the curriculum for your course? What do you expect from your students?	コースのカリキュラムはどのように作成しましたか？ あなたは学生に何を期待していますか。
3. Where did your interest begin with the topic for this course?	このコースのテーマについて、どこで興味を持ち始めましたか。
4. What do expect your students to take away from your course?	受講生に何を学んでもらいたいですか。
5. Do you anticipate your students becoming changemakers?	学生がチェンジメーカーになることを期待していますか。
6. Was there a changemaker who inspired you? If so, who?	あなたにインスピレーションを与えたチェンジメーカーがいますか。もしそうなら、誰ですか。

Appendix B

Student General Information (学生一般情報)

This questionnaire is to be used to gather basic information about participants who have agreed to be interviewed for this research. このアンケートは、この研究のためにインタビューに同意していただいた参加者の基本情報を収集するために使用されます。

* Required

1. Write your name. (氏名(ふりがな)) *

(Example: Ann Flanagan)

2. Gender (性別) *Mark only one oval.

- Female (女性)
 Male (男性)
 Other (その他)
 Prefer not to answer. (回答しない)

3. What is your age? * Mark only one oval.

- 18 years old (18才)
 19 years old (19才)
 20 years old (20才)
 21 years old (21才)
 22 years old (22才)
 23 years old (23才)
 24 years old (24才)
 25 years old (25才)
 26 years old (26才)
 27 years old (27才)
 28 years old (28才)
 29 years old (29才)
 30 years old (30才)

4. What is your nationality? (国籍はどちらですか。) * Mark only one oval.

Japanese

Other: _____

5. If you chose, 'Other', write your nationality. (上の質問で「その他」を選択され方は、あなたの国籍をお聞かせください。)

6. Choose the university campus. (大学のキャンパスを選んでください。)*Mark only one oval.

Kinugasa (衣笠キャンパス)

Osaka Ibaraki (大阪 茨木キャンパス)

Suzaku (朱雀キャンパス)

Biwako - Kusatsu (びわこ・くさつキャンパス)

7. What degree program do you belong to?

(所属する学位プログラムについて教えてください。)*

8. In which language do you prefer to be interviewed?

(インタビューはどの言語で受けたいですか。)*Mark only one oval.

English (英語)

Japanese (日本語)

Either is OK. (どちらか一方でも構いません。)

9. What type of interview do you prefer? (どのようなインタビューがお好みですか)

* Mark only one oval.

Face-to-Face On-Campus (差し向かい オンキャンパス)

Zoom (ズーム)

Facetime (フェイスタイム)

LINE (ライン)

Google Meet (グーグルミート)

10. Which interview time do you prefer? (面接時間はどちらをご希望ですか。) *

Check all that apply.

	Mornings 午前 (9:00 a.m. - 12:00 p.m.)	Afternoons 午後(13:00 p.m. - 17:00 p.m.)	Evenings 夕方 (18:00 p.m. - 20 p.m.)
Weekdays (平日)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weekends (週末)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. What is your email address? (メールアドレスを教えてください。)

Appendix C

Faculty General Information (教授一般情報)

This questionnaire is to be used to gather basic information about participants who have agreed to be interviewed for this research.

このアンケートは、この研究のためにインタビューに同意していただいた参加者の基本情報を収集するために使用されます。

* Required

1. Write your name. (氏名 (ふりがな)) *

(Example: Ann Flanagan)

2. Gender (性別) * Mark only one oval.
 - Female (女性)
 - Male (男性)
 - Other (その他)
 - Prefer not to answer. (回答しない。)
3. What is your age? (あなたの年齢を教えてください。) *Mark only one oval.
 - 20-30 (20 歳-30 歳)
 - 30-40 (30 歳- 40 歳)
 - 40-50 (40 歳-50 歳)
 - 50-60 (50 歳-60 歳)
 - 60-70 (60 歳-70 歳)
4. What is your nationality? (国籍はどちらですか。) * Mark only one oval.
 - Japanese
 - Other: _____
5. If you chose, 'Other', write your nationality. (上の質問で「その他」を選択された方は、あなたの国籍をお聞かせください。)

6. Choose the university campus. (大学のキャンパスを選んでください。)* Mark only one oval.

- Kinugasa (衣笠キャンパス)
 Osaka Ibaraki (大阪 茨木キャンパス)
 Suzaku (朱雀キャンパス)
 Biwako - Kusatsu (びわこ・くさつキャンパス)

7. What faculty do teach in? (どのような学部で教えていますか。)*

8. In which language do you prefer to be interviewed?

(インタビューはどの言語で受けたいですか。)* Mark only one oval.

- English (英語)
 Japanese (日本語)
 Either is OK. (どちらか一方でも構いません。)

9. What type of interview do you prefer? (どのようなインタビューがお好みですか)
* Mark only one oval.

- Face-to-Face On-Campus (差し向かい オンキャンパス)
 Zoom (ズーム)
 Facetime (フェイスタイム)
 LINE (ライン)
 Google Meet (グーグルミート)

10. Which interview time do you prefer? (面接時間はどちらをご希望ですか。) *
 Check all that apply.

	Mornings 午前 (9:00 a.m. - 12:00 p.m.)	Afternoons 午後(13:00 p.m. - 17:00 p.m.)	Evenings 夕方 (18:00 p.m. - 20 p.m.)
Weekdays (平日)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weekends (週末)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. What is your email address? (メールアドレスを教えてください。) *