

Revitalising Universities in (Post-)COVID Times

Special Edition: A collection of papers from
the Revitalising Universities in
(Post-)COVID Times Symposium held at
University of Tokyo 2022

Guest Editor: Naomi Berman



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ABOUT THE e-JOURNAL

The UNESCO Observatory refereed e-journal promotes multi-disciplinary research in the Arts and Education and arose out of a recognised need for knowledge sharing in the field. The publication of diverse arts and cultural experiences within a multi-disciplinary context informs the development of future initiatives in this expanding field. There are many instances where the arts work successfully in collaboration with formerly non-traditional partners such as the sciences and health care, and this peer-reviewed journal aims to publish examples of excellence.

Valuable contributions from international researchers are providing evidence of the impact of the arts on individuals, groups and organisations across all sectors of society. The UNESCO Observatory refereed e-journal is a clearing house of research which can be used to support advocacy processes; to improve practice; influence policy making, and benefit the integration of the arts in formal and non-formal educational systems across communities, regions and countries.

UNESCO OBSERVATORY MULTI DISCIPLINARY eJOURNAL IN THE ARTS

REVITALISING UNIVERSITIES IN (POST-)COVID TIMES
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INTRODUCTION This special Issue presents a selection of papers presented at the Revitalising Universities in (Post-)COVID Times Symposium, held at the University of Tokyo, November 2022. This hybrid event gathered academics, educators, and experts from Australia, Japan and other regions to discuss the future of higher education as universities navigate pathways out of the pandemic. The experience of the pandemic may vary between countries based on cultures, expectations, and social organisation, therefore exploring a diversity of experiences and expectations as universities reopen offers a fruitful point of differentiation and comparison between globally diverse educational spaces.

Echoing Connell's original call to rethink the 'good university', COVID has thrown into question taken-for-granted notions about the position of universities, forcing a reframing of understandings around their social purpose. The pivot to online during the pandemic has highlighted the potential for digital technology to transform the way we teach and learn. Yet it has also become clear that such transformation does not come without its social, economic and wellbeing costs. Indeed, questions around whether the response measures introduced by universities across the globe early in the pandemic are still valid and viable need to be asked, as institutions decide what gets kept, thrown away, amplified, or diminished. The symposium provided a space for reflection on these questions as well as broader philosophical and theoretical deliberations on the 'good university'.

Naomi Berman
Guest Editor

ON THE SUSTAINABILITY OF VIRTUAL CULTURAL AND INTERNATIONAL EXCHANGE EVENTS IN HIGHER EDUCATION

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BIOGRAPHY

Dina Grib is a young researcher in the field of intercultural education and foreign language education. She holds a PhD in Japanese language education from Tokyo Metropolitan University, Tokyo, Japan and currently, works as a lecturer and international student advisor at the School/Graduate School of Engineering, Nagoya University. She has published a number of academic papers and frequently speaks at international conferences based on research experience across multiple disciplines including linguistics, foreign language education, and cultural studies under the umbrella of Japanology.

ABSTRACT

Under the COVID-19 pandemic-induced restrictions, most universities employed online platforms to hold cultural, arts, and international exchange events to provide opportunities for informal communication, networking, and enriching student life. This paper aims to systematize case studies and good practice reports on online events held at Japanese universities and discuss the sustainability and significance of the online format in post-COVID settings. A systematic review of papers extracted from the CiNii database, followed by a qualitative analysis of the extracted data was conducted focusing on the type of events reported, and the strategies and tools employed in the online setting, as well as the advantages and limitations of the online format. The results are summarized and presented in narrative and tabular form and allow us to interlink the considerable number of case studies to produce a common narrative while arguing that virtual cultural, arts, and international exchange events can attain a place in post-pandemic campus life alongside traditional face-to-face experiences despite having originally been forced on higher education due to the COVID-19 pandemic.

KEYWORDS

virtual events, campus events, extracurricular activities, critical review, social sustainability

1. INTRODUCTION

The COVID-19 pandemic-induced changes in higher education around the globe and their effect on learning outcomes and students' mental well-being have been intensively researched and discussed.

However, there is a facet of these changes that was relatively overlooked by academics. Under the COVID-19 pandemic-induced restrictions, most universities employed online platforms to hold cultural, arts, and international exchange events to provide opportunities for informal communication, networking, and enriching student life. The virtual format turned out to be especially challenging in the field of international exchange and intercultural education for which universities used to rely heavily on study abroad programs and student mobility despite the fact that mere exposure to another culture is not necessarily sufficient to develop intercultural communicative skills. Under the COVID-19 pandemic-induced restrictions, the universities were forced to employ online platforms and search for new formats. Challenges presented by the COVID-19 pandemic and post-COVID era in achieving this goal are widely discussed but we aim to point out that the COVID-19 pandemic, while illuminating existing problems, has revealed new opportunities.

This paper aims to systematize case studies and good practice reports on online events held at Japanese universities and discuss the sustainability and significance of the online format in the post-COVID era with a special focus on cultural, and international exchange events, as well as events fostering intercultural literacy acquisition.

2. REASSESSING THE ROLE OF CULTURAL AND INTERNATIONAL EXCHANGE EVENTS IN HIGHER EDUCATION UNDER THE PANDEMIC SETTINGS

Higher education institutions are by definition committed to providing professional education and fostering the skills and knowledge that students are likely to need in their future careers. However, The Council of Europe defines various missions of higher education as follows, including personal development and the formation of active citizen status, as equally important objectives.

“In keeping with the values of democratic and equitable societies, public authorities should ensure that higher education institutions, while exercising their autonomy, can meet society’s multiple expectations and fulfil their various and equally important objectives, which include:

- preparation for sustainable employment;
- preparation for life as active citizens in democratic societies;
- personal development;
- the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base.”

Academic research also points out the “significance of informal learning experiences in supporting students’ learning” (Gramatakos & Lavau 2019).

A wide range of on-campus and off-campus cultural, social, and international events, while not part of curriculum and professional education, provides students with opportunities, space, information, and a network for personal development, allowing them to build up active life position, broaden their horizons and attain a broader range of knowledge and skills including interpersonal and intercultural competencies. The fact that under the COVID-19 pandemic, extracurricular events and activities were introduced to the virtual format and reemerged soon after the establishment of remote pedagogical practices demonstrates their significant role in education.

During the pandemic, when students were required to be physically distant from each other it was pointed out that “social and scientific networking [was] needed more than ever” (Momtazmanesh et al., 2021) and online extracurricular events and activities became essential in providing opportunities for social bonding and building students’ social capital. However, after returning to face-to-face classes not all higher educational institutions rushed to lift restrictions related to extracurricular activities. Moreover, even after the official restrictions were lifted, the virtual format remains permanently employed by the majority of Japanese universities.

We conducted a case study of cultural and international exchange events announced to international students via an on-campus specialized mailing list at one of Japan’s national universities in 2022 to show the ratios of face-to-face, online, and hybrid cultural and international exchange events. The results are presented in Figure I below. It can be clearly seen in this figure that in 2022, when official university guidelines allowed face-to-face gatherings provided the required preventive measures were followed, over half of the events announced here were delivered remotely. The recent situation requires systematic investigation into the various strategies and tools employed in the online setting as well as the advantages, limitations, and social sustainability of the virtual format.

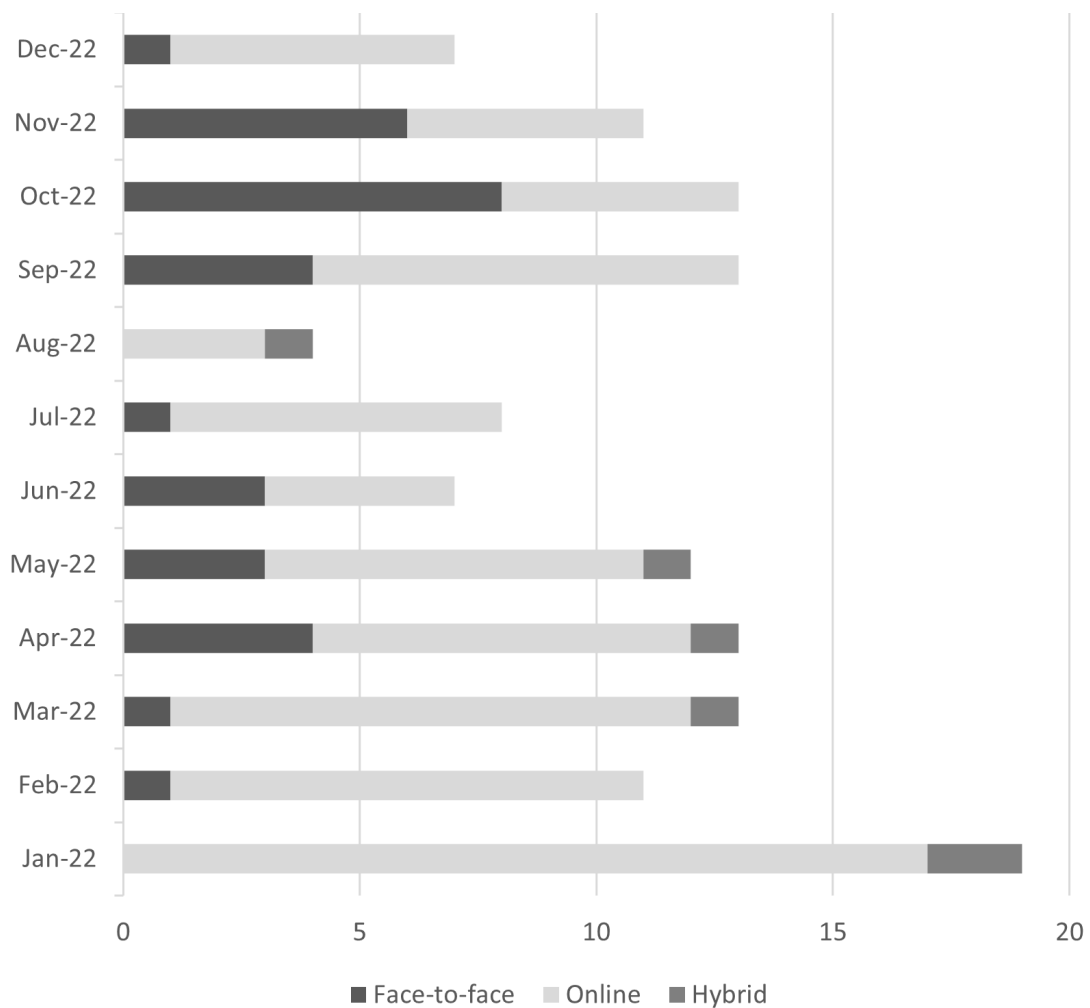


Figure 1. Case study on the proportion of online events versus face-to-face and hybrid events in a Japanese university.

3. DEFINITIONS AND CONCEPTUAL FRAMEWORK

This paper assumes the definition of events as “planned, themed, time-limited occasions, including arts and cultural festivals, sports, and conferences and exhibitions” (Mair & Smith, 2022). Under the higher education setting, each university’s guidelines for campus events generally include (but are not limited to) celebrations, lectures, forums, performances, rallies, social gatherings, concerts, speaker presentations, and conferences.

One of the world's largest academic professional organization IEEE defines event sustainability as a strategy to design, organize, and produce events in a way that considers the environmental, social, and economic responsibilities of the event. Though the term "sustainability" is often used interchangeably with reducing negative environmental effects, this paper will focus mainly on social sustainability, especially such aspects as inclusion, interaction, and social bonding. The Young Foundation includes "social and cultural life" into its the social sustainability framework as a mean to foster local networks, belonging and community identity and this paper focuses on these functions of campus events as a part of their social and cultural life.

Events being time-limited by definition and precarious i.e., tend to be cancelled or discontinued (Getz, 2002), they may appear incompatible with sustainability which promotes enduring and resilient forms of development (Smith, 2012). Existing research recognizes the critical role of planning and management in organizing sustainable events. Also, though such challenges as "Zoom fatigue" (Bailenson, 2021; Tufvesson, 2020), or the lack of interaction in virtual events are widely recognized, the significant potential of virtual and hybrid events in the post-COVID era is pointed out by multiple scholars (Okamoto, 2021; Firfova, 2020).

The enormous body of tourism and hospitality research on events reveals the potential and implications of event-induced mobility from the point of view of participants, organizers, and local communities allowing for the use of basic concepts in the research of on-campus events. Events might change attitudes and behaviour by promoting sustainable lifestyles, communities, and technologies (Mair & Smith, 2021). Cultural festivals and events make places more inclusive (Neal et al., 2015). Festivals encourage the building of social capital and foster the development of local communities, while culture has an important role in ... creation of instantaneous social ties (Andersson & Lundberg, 2013).

In academic settings, there has been an increasing interest in the online learning environment. Sköld (2012) outlines the landscape of research on the effects of virtual space on learning, presenting such approaches as the

analysis of physical space and learning; sociocultural constructivist views of the virtual space; pedagogy and learning task design; architecture and virtual space; and aesthetics and virtual space. The COVID-19 pandemic has resulted in increasingly rapid advances in the effects of virtual space on learning outcomes, student satisfaction, learning task design, and pedagogy.

Focusing on academic events, Sá, Ferreira, & Serpa (2019) present a comparison between virtual and face-to-face conferences, employing Bell's (2011) analysis to provide the comparison framework using such criteria as convenience, boost, network collaboration, learning, technology, presenter quality, post-conference experience, distraction factors, time zone conundrum, global participation, type of communication, reactions of the audience, interactions, conferring, discussion, participant's time, technical difficulties, attendance, logistics, and number of participants. The research points out that "virtual conferences play an increasingly central role in this type of scientific dissemination, but without totally relegating the conference mode with face-to-face interaction."

To date, few studies have investigated the association between campus cultural and international exchange events and the social dimension of sustainability of these events.

4. METHODOLOGY

This review aims to systematize case studies and good practice reports on the online cultural, arts, and international exchange events held at Japanese universities, provide an itinerary of practical tools, tips, and settings, and discuss the sustainability and significance of the online format in the post-COVID era.

To achieve this, a systematic review of case studies and best practice reports was conducted. Case studies and reports papers were selected from the renowned Japanese database CiNii using "online OR virtual OR distance OR remote", "event OR contest OR festival" and "university OR higher education" as keywords.

The inclusion criteria are as follows:

- i. Studies published between 2020 and 2022;
- ii. Studies reporting on a virtual event or multiple events organized for Japanese university students. However, events open both for students and the general public as well as collaborative events with high schools were also included;
- iii. Journal and university bulletin articles;
- iv. Studies with the full text accessible;
- v. Studies published in Japanese or English.

The qualitative analysis of the 34 extracted papers was conducted with a focus on the type of events reported as well as the tools and strategies employed in the online setting.

The results are summarized and presented below in narrative and tabular form.

5. RESULTS

5.1. TYPES OF VIRTUAL EVENTS DELIVERED DURING THE PANDEMIC-INDUCED RESTRICTIONS

The first set of questions aimed to systematize the variety of events and gatherings delivered online to Japanese university students during the pandemic-induced restrictions. Table I below demonstrates the vast diversity of events and gatherings delivered remotely and organizes them into four groups. Though within the scope of this review, no case studies on performance or sports competitions emerged while most types of cultural, art, and exchange events can be found here. Interestingly, the majority of the events reported were previously delivered onsite or were originally planned to be onsite events and were forced to go online due to the pandemic restrictions.

Table I. Taxonomy and examples of reported virtual events for university students

| Lectures and info sessions | Exhibitions and festivals | Contests | Social gatherings |
|---|---|--|---|
| <ul style="list-style-type: none"> • Guest Talks • Workshop on repairing Fusuma • Home country introduction by int'l students • Internship session • Symposium | <ul style="list-style-type: none"> • University Museum Exhibitions • Science Festival • Art Festival | <ul style="list-style-type: none"> • English Speech contest • Student video contest • Dance contest • Engineering design contest • Programming Hackathon in English | <ul style="list-style-type: none"> • Welcome party • Lunch meeting • Alumni talk sessions • Therapy dog interaction session • Yoga session |

5.2. THE DEGREE OF INTERACTIVITY

Interactivity is a relatively modern concept defined as “an expression of the extent that in a given series of communication exchanges, any third (or later) transmission (or message) is related to the degree to which previous exchanges referred to even earlier transmissions” (Rafaeli, 1988). Interactivity is reported to affect user satisfaction in online activities and to depend on such criteria as directionality of communication and responsiveness. While face-to-face extracurricular events strongly encourage interaction and social bonding, the online environment might present certain challenges in providing fulfilling experiences.

Table II below shows the variety of tools and platforms employed in virtual event planning. Since the degree of interactivity depends on the type of event, social gatherings, or interaction sessions that require high levels of interaction between participants and aim for social bonding, actively employ more interactive platforms such as webinars or Metabase platforms thus providing opportunities for direct communication and immediate feedback. It is important to mention that the virtual event format requires not only appropriate platform choice but also conscious effort from organizers in building the environment and providing enough time for direct feedback and free interaction between participants.

Table II. Tools and platforms used in virtual events for university students

| Questionnaires | Video sharing | Webinars | Metabase |
|--|--|--|---|
| <ul style="list-style-type: none"> • Google Forms | <ul style="list-style-type: none"> • YouTube | <ul style="list-style-type: none"> • Zoom meetings | <ul style="list-style-type: none"> • Gather.town |
| <ul style="list-style-type: none"> • Microsoft Forms | <ul style="list-style-type: none"> • Official webpage | <ul style="list-style-type: none"> • Zoom webinars | <ul style="list-style-type: none"> • Remo Conference |
| <ul style="list-style-type: none"> • Official webpage | | <ul style="list-style-type: none"> • Cisco Webex | <ul style="list-style-type: none"> • oVice |
| <ul style="list-style-type: none"> • Jotform | | <ul style="list-style-type: none"> • OLIVES | |
| | | <ul style="list-style-type: none"> • Microsoft Teams | |
| | | <ul style="list-style-type: none"> • YouTube live streaming | |
| | | <ul style="list-style-type: none"> • Google Meet | |
| | | <ul style="list-style-type: none"> • Meeting Plaza | |

5.3. THE DEGREE OF VIRTUALITY

‘Degree of virtuality’ is a term used in research on virtual teams where virtuality is considered a continuum in which the pure co-located team and pure virtual team represent the two extremes, and most of the teams fall in between these two extremes. For the purpose of this research, we borrowed the term to represent the continuum in which the pure face-to-face format and the pure virtual asynchronous format represent two extremes with the range of hybrid options falling between the poles.

Figure II below represents the degree of virtuality in online events, relying on the examples of online contests found within the scope of this review.

Figure II. "Degree of virtuality" in online events

| Face-to-face format | Hybrid format | Virtual format |
|--|---|--|
| <p>Fully onsite session</p> <p>Fully onsite session employing data/video sharing platforms</p> | <p>Audience can join either online or onsite</p> <p>Participants, jury, and crew - onsite / audience - online</p> <p>Audience and participants can choose to join either online or onsite</p> | <p>Fully online synchronous session</p> <p>Synchronous session with prerecorded participation option available</p> <p>Jury and crew only online gathering with prerecorded materials</p> <p>Data submission, judgement, publication without online or on-site meetings</p> |

Since early 2010, various researchers in discussion on online conferences have advocated for the application of virtual and data-sharing technologies in face-to-face conferences as well as the widespread use of the hybrid format. Application of the 'degree of virtuality' concept to the organization of online events frees us from the virtual format versus face-to-face format dichotomy and allows organizers to choose an appropriate degree of virtuality along with appropriate tools for the learning objectives while taking into account the geographical and social distribution of the participants and other factors.

6. ON THE SUSTAINABILITY OF VIRTUAL EVENTS IN POST-PANDEMIC SETTINGS

The results of the present review provide an inventory of instruments, tools, and good practices that allow us to interlink the unrelated case studies to produce a common narrative and discuss the advantages and limitations of the format.

Table III below provides a comparison between virtual and face-to-face events employing the overall Sá, Ferreira, & Serpa's (2019) comparison framework while partially replacing criteria according to the scope of our analysis.

Table III. Comparison between virtual and face-to-face events

| Criterion | Virtual events | Face-to-face events |
|--------------------------|---|--|
| Learning outcomes | Basically, provide the same opportunities as the face-to-face format. | Provide the widest opportunities with hands-on experience and five senses input possible. |
| Convenience | No mobility involved. Cost-saving. Timesaving. Though require effort to accommodate participants from multiple time zones. | Involve mobility, require transportation costs and time. Require venue arrangements. |
| Inclusion | Geographically and socially open, the number of participants is only limited due to technical reasons. Exclude participants with no technical skills or internet access. | Require geographical mobility, potentially uncomfortable depending on participants' social or other conditions. No technical skills or network access requirements. |
| Engagement | Require special effort to provide opportunities for interaction and social presentation. | Provide full immersion experience. However, require special effort to guarantee opportunities for valuable interaction and social presentation. |
| Self-disclosure | Allow anonymity. | Require self-disclosure. |
| Serendipity | Virtual serendipity. | Broader opportunities for unexpected experiences via meeting ideas, information, objects, or phenomena. |
| Social bonding potential | Require special arrangements and preparation on the organizers' side. | Provide broader opportunities for networking and social bonding. |

Within the scope of our analysis, the virtual event format's main advantage is convenience. In line with online conferences (Bell, 2011; Sá, Ferreira, & Serpa, 2019), the lack of geographical and venue capacity constraints makes online events more open and inclusive. In certain cases, as pointed out by Sadra et al. (2019), potential anonymity might be considered a positive factor in lessening social anxiety.

Virtual events require special effort on the organizers' side to provide opportunities for engagement, networking, and social bonding. However, in the case of the traditional face-to-face format, event planning is also crucial for providing opportunities for valuable interactions. Therefore, the virtual event format has helped to highlight the necessity of planning and organization and worked as an innovation driver introducing new tools and techniques that can be employed for sustainable event development either in the virtual or face-to-face format.

Due to limitations in terms of the potential for hands-on cultural experiences and networking, virtual events cannot completely replace the traditional face-to-face format, however, multiple case studies show that it might be successfully employed for lectures and information sessions specifically. Also, the virtual event format has provided valuable tools and techniques that can also be applied in face-to-face event preparation or evaluation, enriching the organizers' repertoire and causing a straightforward return to pre-pandemic practices to be insufficient. Applying theoretical concepts of reshaped serendipity, and allowing students to be co-creators of spaces, structures, and values we argue that though virtual events were forced on higher education due to the Covid-19 pandemic, virtual cultural, arts, and international exchange events are winning their place in university life and proving their potential for sustainable growth in the post-pandemic age.

7. CONCLUSION

This paper introduced the results of a systematic review of case studies and best practice reports on the online events held at Japanese universities and discussed the sustainability and significance of the online format in the post-COVID era with a special focus on cultural and international exchange events. As extracurricular activities, cultural and international exchange events play an important role in building a healthy life-study balance, enriching students' experiences, broadening students' horizons, and helping them to build social capital; thus, extracurricular events contribute to fostering personal development and preparing students for life as active citizens in democratic societies. Under the pandemic restrictions, extracurricular events

were either cancelled or delivered in a virtual format. However, pandemic disruption to extracurricular activities helped to highlight the existing problems and worked as a driver for innovation in the field of event planning and organization. As our analysis shows, multiple tools, platforms, and techniques were introduced and both organizers and participants admit certain advantages of the online format. The concept of virtual serendipity along with the other advantages of anonymous participation that we have seen combined with the finding that social presence can be established in an online event in a short time frame provides the grounds to reexamine what were traditionally considered to be disadvantages of the online format. The new innovative approaches to event planning and organization cause a straightforward return to pre-pandemic practices to be insufficient and allow us to argue about the sustainability of the virtual event format in the post-pandemic age where virtual and hybrid formats might co-exist alongside the traditional face-to-face style and be employed depending on the learning objectives, geographical and social distribution of the participants, and other factors.

Though a dearth of case studies and good practice reports on online events have recently been published, the study of the phenomenon remains scarce and provides opportunities for further theorization. This paper attempts to provide important contributions by systematizing the diverse cases and pointing out the questions to be addressed in future studies.

APPENDICES

Table A1. List of extracted and reviewed papers.

| No | Article | Year | Lang |
|----|--|------|------|
| 1 | 岡本裕子(2021)「オンラインイベントと今後のハイブリッド型イベントのあり方を考える」『情報知識学誌』30(4) | 2021 | JP |
| 2 | 間島貞幸(2022)「「OneMinute Videoコンテスト」初めてのオンライン配信、その成果と課題」『メディアと情報資源』28(2) | 2022 | JP |
| 3 | 小笠原理恵・木村友美・坂口ピーター・ゼア ローズ・オセゲダ フィゲロア クラウディアエリウス(2021)「コロナ時代に考える多文化共生：まなびのカフェのイベントを通じて」『未来共創』8 | 2021 | JP |
| 4 | Firfova, N. (2020)「Online Participation in Culture and Art Events as explored in the Class Participative Learning in the Region (地域連携参加型)」『名古屋市立大学大学院芸術工学研究科紀要 芸術工学への誘い』25 | 2020 | ENG |
| 5 | Walsh, A. (2022)「Inaugural Speech Contest at The University of Fukuchiyama – Facilitating an English Event Online –」『福知山公立大学研究紀要』2022 | 2022 | ENG |
| 6 | 李明・エンクトゥル アリウナ・張希西(2022)「オンラインにおける大阪大学の国際学生交流の取組み:SDGs の実践でグローバル人材育成に向けて」『大阪大学高等教育研究』10 | 2022 | JP |
| 7 | 飯尾淳・辛島光彦(2022)「研究会のオンライン化とその対策」『人間中心設計』18 (1) | 2022 | JP |
| 8 | 相良 誠司(2022)「コロナ禍での授業及び行事等の改善—公立中学校における ICT を活用した取組例—」『学校改善研究紀要』2022 | 2022 | JP |
| 9 | 大淵慶史・伊賀崎伴彦・飯田晴彦・連川貞弘・井原敏博(2021)「熊本大学工学部デザインコンテストの試み」『工学教育研究講演会講演論文集』2021 | 2021 | JP |

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|----|--|------|----|
| 10 | 葉山泰三・谷口義昭(2021)「ロボット教育を通じた創造力の育成に関する考察(第5報)ーロボットコンテスト世界大会での入賞を通してー」『次世代教員養成センター研究紀要』8 | 2021 | JP |
| 11 | 立花浩司(2021)「オンライン科学祭の試み:「はこだて国際科学祭2020」の事例報告」『科学技術コミュニケーション』29 | 2021 | JP |
| 12 | 吉岡一洋・野角孝一(2021)「コロナ禍における芸術文化の振興と在り方についてー高知大学における美術教育と高知県芸術祭の実践を事例としてー」『高知大学学校教育研究』3 | 2021 | JP |
| 13 | 齊藤 美香・ト部 洋子・辻 由依・新田 雅子(2022)「学生相談室におけるコロナ禍での支援体制」『札幌学院大学総合研究所紀要』9 | 2022 | JP |
| 14 | 永松 敦 (2021)「コロナ禍における大学教育ー遠隔授業とオンライン・シンポジウムー」『宮崎公立大学人文学部紀要』 | 2021 | JP |
| 15 | 宇治原 妃美子, 梅村 綾子, 藤原 慎一, 門脇 誠二 (2022)「名古屋大学博物館のオンライン化に向けた取り組み:博物館ウェブサイト「おうちで名大博物館」の設置について」『名古屋大学博物館報告』37 | 2022 | JP |
| 16 | 戒嶋直子, 三輪建二 星槎(2022)「オンライン国際交流会の実施とその振り返りー小学校外国語教育における国際教育観の育成ー」『星槎大学大学院紀要』4(1) | 2022 | JP |
| 17 | 中井 陽子・丁一然・夏雨佳(2022)「オンライン日中交流会の利点と留意点ー日本留学を目指す中国人学習者と日本の学部・大学院生の感想の分析をもとにー」『東京外国語大学 国際日本学研究』2 | 2022 | JP |
| 18 | 片上 摩紀, 細井 駿吾(2022)「オンライン交流会を通じた学生の気づきー日本と中国の大学による実践をもとにー」『環太平洋大学研究紀要』20 | 2022 | JP |
| 19 | 安原 凜, 尹 帥(2022)「海外で学ぶ初級日本語学習者を対象にしたオンライン国際交流会ー日本語を実践的に使える場を作るためにー」『環太平洋大学研究紀要』20 | 2022 | JP |

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|----|--|------|----|
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