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Reinforcing University Learnings with Cocurricular: from Anxiety through Awareness to Confidence

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Abstract

This paper investigates collaborative hybrid international learning in university settings, focusing on a curriculum-aligned activity at a Japanese university. Previous research underscores the impact of cocurricular activities on bridging curricular learning and confirming applicability, but data on hybrid formats remain sparse. This study focused on a hybrid international event that integrates curricular and extracurricular activities offered in a Japanese university. The event focuses on collaboration between local students and international students engaging onsite and online, both domestically and from overseas. The primary research question is to determine students' learning outcomes and challenges, both academic and non-academic, across four stages: preparation, online exchange, onsite collaboration, and reflection. Post-event student assessments (n=17) were analyzed quantitatively. Findings show that the four-stage engagement forms a learning cycle, moving students from anxiety to awareness to confidence, both from academic and non-academic perspectives. This study states that a well-structured cocurricular hybrid activity can foster academic learning and help students gain non-academic skills. Further study is needed to identify key growth factors and learning barriers.

Keywords: Communication Competency; Digital Awareness; International Peer Learning; Sociocultural-Cultural Awareness; Translanguaging