

Title	日本における人文社会科学分野の博士留学生のキャリア多様化を促進するキャリアサービスメカニズムに関する研究
Author(s)	于, 真冉伊
Citation	
Issue Date	2025-09
Type	Thesis or Dissertation
Text version	ETD
URL	http://hdl.handle.net/10119/20067
Rights	
Description	Supervisor: 白肌 邦生, 先端科学技術研究科, 博士

Abstract

In recent years, the career development issues of PhD graduates have gradually gained attention. However, in the fields of humanities and social sciences, especially in non-English-speaking countries like Japan, the career transition paths for international PhD students remain severely neglected. This paper focusses on the structural challenges faced by international PhD students in the humanities and social sciences in Japan, aiming to explore how to integrate emotional mechanisms, skill transfer mechanisms, and technology empowerment mechanisms through the lens of service science to construct a service framework that supports their diverse non-academic career transitions.

Three related sub-studies are included in this thesis. Through interviews with international PhD graduates in Japan, Study 1 investigates the emotional mechanisms of cruel optimism. It explains how a variety of elements, including social culture, family, and academic institutions, restrict PhD students' capacity to develop professional identities and make career choices. To better understand how international PhD students recognize, cultivate, and use their transferable skills in a cross-cultural setting—and make the shift from researcher to non-researcher professional identities—Study 2 proposes the AACA framework (awareness–assessment–cross–action). Study 3 builds the concept framework of human-AI value co-creation, highlighting how doctoral students can enhance their action and career decision-making skills through resource integration, capability recognition, and intelligent feedback in dynamic collaboration with AI systems.

Based on the above research findings, Chapter Six comprehensively proposes a multi-party collaborative career service system framework centered on international doctoral students. This framework consists of three parts: the emotional support module, the skill transformation module, and the AI empowerment module. It integrates universities, external career institutions, and technology platforms to build a service ecosystem that encompasses psychological adjustment, cultural capital development, and intelligent intervention.

This thesis makes multiple theoretical contributions in the fields of career development theory, doctoral education research, and service design, proposing that doctoral students should be viewed as co-creators of their career paths rather than passive service recipients. On a practical level, this study provides universities, enterprises, and policymakers with a set of career support service design principles that are inclusive, cross-culturally adaptable, and technically feasible, with the potential to drive a paradigm shift in doctoral education from an academic specialization model to a diverse competency and self-development model.

Key words: higher education, humanities and social sciences, cruel optimism, career development, career service, professional identity, transferable skill, cross-cultural, international PhD