

**Toyohashi University of Technology,
Institute for Global Network Innovation in Technology
Education**

News from Penang

Look back on one year.

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Shin-ichi Akazawa, NIT, Nagaoka College

Looking back at this project, it seems like time passed very fast. I experienced living communally with this project's member at a dormitory for the first time. At first, I worried about joining this project, but since I wanted to improve my English skills, I decided to join this project. Currently, my weak point which is English writing has improved a bit, I know this is very good. On the other hand, since my speaking ability is not so good, I have to continue studying English.

English lecture is introduced not only at Toyohashi University Technology (TUT) but also in KOSEN, gradually. We will not be able to stop introducing English lecture. We have to use English to teach our students, but we need to keep specialized knowledge level of our students. It will be such tough work. There are a lot of students who don't like English. It is quite important to motivate our students to study English. It is difficult to do something without motivation or mandatory task. Therefore, our college or government have to establish a social environment to be forced to use English.

I made a lot of new friends in Japan, NY, and Penang through the project. Also, I experienced a lot of things. It is my great memory. I appreciate TUT and CUNY organizers and concerned persons. I hope to go again there for my research work. I appreciate TUT and CUNY organizers and concerned persons. I hope to go again there for my research work. Also, I appreciate National Institute of Technology, Nagaoka College concerned persons, accepted person's who part-time instructors of my lecture, and my students.

Tutomu Iwashita, NIT, Ariake College

The primary reason for participating in this program is to improve my English skills. I felt compelled to participate in the program because I believe there is a strong possibility that I will use it in the future, particularly in teaching my courses and handling foreign and Japanese students in international exchange programs. However, I cannot feel any significant improvements in my English skills despite studying so hard. In fact, it was the hardest I've done in my life, so I felt very disappointed at that. I'll keep studying English, of course, since it is needed to improve my English skills for teaching English and for the development of the international exchange program.

When it comes to the lecture in English, I think I can give a lecture with some degree of confidence due to my experiences, i.e., going through the English training program in TUT and Queens College, and giving my several lectures in Penang. You might think that this is contradicting my feeling about my English skills, as I've mentioned earlier. I felt, however, that I was able to tell what I wanted to say --- important points, e.g., during my lecture I was able to make use of some phrases I'd learned although I took a lot of time for preparation. Of course, I cannot do it well in just one shot. This is the feeling that I was able to get by going through the PDCA cycle --- preparation (plan), practice (do), review (check) and improvement (action). I know the difficulties and problems are not only in my lack of skills when giving lectures in English but also in the students' English skills. Therefore, I'll seek a better way to deliver the lectures to accommodate both the teachers and the students.

Finally, I appreciate all your support that allowed me to participate in the program. Thank you so much.

Toru Okawara, NIT, Kitakyushu College

Through this program, I have been thinking of what globalization is. In this letter, I'd like to introduce you what I have experienced and learnt.

In April, at the very beginning of this one-year program, we took the global mind set course in order to learn how to communicate with people who have a different cultural background and how difficult it is. That is the start. Then, we have learnt a lot of communication skills from English native teachers at Toyohashi University of Technology. During this process, I could study actual cultural difference between Japan and foreign countries. At the beginning of July, we moved to Queens College in New York, the United States of America. I have indulged in both English study and scientific research. When I was in NY, I was taking Organic Chemistry II. The teacher is a Jewish guy and my supervisor is Indian. A student who has introduced me a ramen restaurant is Jamaican and a student who played with me in the dormitory is Taiwanese. So, we no longer need to think the difference one another. Everyone knows different people have different opinion. At the same time, they share the final destination and make something good.

To me, "globalization" doesn't mean speaking English or going abroad. The important thing is that even though there are different types of people, we should respect each other and share anything.

Ryushi Kimura, NIT, Kochi College

When I look back on this faculty development program, my best memory is a communal life in New York. I lived together with Dr.Fujiwara at Akashi College and Dr.Kobayashi at Sendai College for six months. We took dinner together as well as possible. During dinner time, we almost always livened up discussing about various topics such as KOSEN education, study in KOSEN, presence of future's KOSEN, and sometimes private affair. Their advices with different perspectives based on their background were very unique and positive, are helpful me. I believe that taking dinner together and discussing frankly made our relationship of mutual trust better.

After we go back each our college, we will absolutely meet again at the meetings related to global engineering education or management. I am looking forward to discussing deeply with them when we meet again.

Actually, I brought carefully three plates we used at dinner in NY. It is not only for one of good memories, but also for keeping my motivation to remember our discussing at times nicely, at times strictly. We will go back to Japan soon, and a lot of ordinal tasks are waiting for me. However, I want to work as early as possible because I took a leave from my job for a year.

I will practice various educational methods such as active learning and English education to my lecture, study, college management, instruction for students

I make effort to return the result of this faculty development program to many students and staffs.

In closing, I would like to express my appreciation for all of staffs at Toyohashi University of Technology, KOSEN headquarter, Kochi College and Queens College of CUNY. Moreover, thank you very much for 10 KOSEN friends because I could learn about your thoughts and attitudes related to your educations and studies.

Hideyuki Kobayashi, NIT, Sendai College Hirose

HTML pages, which is a kind of deliverables about this project, were made by us. The pages will give a lot of benefit for the teachers who will have some classes that is in English. My department is Information Systems; therefore, I had to create the pages. However, I had never created any web pages and handled any team projects. Especially, we did not have enough time on Penang. I was wondering that we finished creating the pages at the end of this term.

It was so difficult for me to create the pages that were designed cool, useful, easy to use and simple because I did not have any skills for creating web pages. However, we were able to create almost all the pages. I feel relieved.

Although I leave a judgment of the pages design to someone else, all of our contents is great. We could do it because our member had great skills and passion that is to deliver good quality pages to you and we would use the pages to improve own teaching skills.

I thought our member had great spirits about teaching and to improve own skills. I proud to meet all of us.

Therefore, the pages is great without favorable opinion for us. There are variable reasons. First, if you have never had classes in English, it was useful for you. Another, if you want to get new knowledge about teaching in English, the pages are able to purvey it such as native teacher's movies and our survey reports.

Finally, I appreciate supporting from Teachers of Toyohashi University Technology and Queens College, City University of New York. Thank very much.

Jun Sakamoto, NIT, Gifu College

Last year, I held a workshop on urban transport issue in NY. It was one of my most memorable experiences in this program. I would like to talk about it.

I started living in NY with my colleagues last July. At that time, I often discussed with my co-researcher, who is also a Japanese researcher, how to do my research during that period. One day, he said, "Why don't you hold a workshop about Japanese and American urban transport issue?" It was a wonderful idea; however, I had no clue where and how to start it.

One month later, I got in touch with my mentor, a Queens College professor. He introduced me to different professors, who is urban transport researchers. They supported my proposal and then we started working on it for three months. Finally, I was able to hold the workshop on December 4th. In the workshop, I and three Japanese researchers discussed about urban transport issue with students and professors from various universities and college professors from Queens College, City College, CUNY (The City University of New York). The event was reported by UTRC (University Transportation Research Center) (<http://goo.gl/8eSp23>). This report is one of my cherished works.

However, through the event, I encountered a problem and this is, of course, my lack of English skill. Even now, I find communicating with native speakers rather difficult. I would like to continue my English training and doing researches for a possible 2nd workshop in the future.

In conclusion, I would like to express my sincerest thanks to all the TUT professors, QC professors, and all the other people who supported this program.

Seiji Fujiwara, NIT, Akashi College

This global FD program is going to be over soon. I remember clearly that I was asked at the beginning of this program, “what is globalization?” I feel that I have thought about what is globalization. It is often said that globalization is English ability, and understanding cross culture and history. However, is it surely the globalization?

Although Japanese are often said to be not able to speak English, it is an inevitable result. While the Japanese learns English at a junior high school or high school, it has been restricted for an examination, and an opportunity of having a conversation is definitely few. However, I found in the FD program that the grammar ability of the Japanese is superior to foreigners who are not native speaker of English. Therefore, all we have to do is improving the conversation ability of English. We have to increase the opportunity to talk and think in English for that. From this aspect, I strongly approve of conducting the lecture in English. However, only becoming able to speak English is not the real globalization. For instance, someone can speak English and go on an overseas trip every year. However, we do not say them to be a global person. They like mere overseas travel. We have to make students gain the knowledge of technology through English as a KOSEN. If they can work globally based on the positive technology, they would be said to be the global person.

If we think about fostering global human resources, we tend to focus on English education. However, it may be said that KOSEN teacher who can teach a sure technology through English is the global person. I have to dedicate the fostering global human resources as the showing of this FD program. Although it is very important duties, I feel challenge about it. Finally, I express my thanks to everyone who concerned this FD program and supported my participation.

Shoichi Furuyama, NIT, Toyama College

I was convinced that Japanese education system was well because I did not find any new technologies, methods in New York. There were no impressive things about education. However the communication skills with students were very well and to include information technology (IT) as convenient tools for education was very quick despite of they were challenging methods. To capture the trend of new technology quickly was very impressed me. To achieve the new education system, the separation of job is required between engineering staff and teachers. As a result, teachers can concentrate to create new ideas of education.

I had one private task for participate the program. It was to keep good body condition. When I stayed Australia for one year in 2007, I needed a lot of days recover the body condition. I studied the time scheduling and steady life was very important things in abroad. Of course it is best not to catch a cold. During the program I tried to get up 4 am and to go to bed before 10pm. Exercise was also important. I run every day and I had healthy food with supplements. As a result I did not catch cold for one year and I believe I did good work while project.

I acknowledge Toyohashi University of Technology (TUT) in Japan and Queens College (QC) in New York. I also thanks to staff and students of National Institute of Technology (NIT), Toyama camps.

Yoshitaka Matsumoto, NIT, Toyota College

I wrote in QC letter of my first term, I supposed that not only developing some competency in English language and teaching skills in English but also discovering the factor to be a global teacher are our necessity in this project. I've spent almost seven months since I wrote that. I attended English classes and did research with international students during TUT period. I enjoyed doing research with researchers and students in English and attended biogeochemistry class, which I've got amazing volume of assignments, quizzes and preparations that overloaded me during QC period. We created the brand-new teaching material how to teach our subjects in English for KOSEN, TUT and NUT teachers, and I completed teaching my subject in English at USM during Penang period.

I'm not satisfied with my achievement that I decided when this project started. However, I had a bunch of experiences as I stayed in a multicultural community and met lots of people having a various background. I well remembered the phrases that my friends gave me; "Be Wild" and "Be Wolf". And I inspired another phrase to be the global teacher. That is.... Sorry, I don't have enough space to tell you the detail of these phrases. I wish I want to tell you about long and funny stories of them that I've got during this project with beers. Anyway, I've created the huge, complicated and strong human network with guys; they are so nice and wonderful. I'd like to say, "thank you very much, buddies", and I keep in touch forever. The next project for my own is to create the new values in the educational field or research field sharing with people have their original cultures using the network I've created.



Shinichiro Mito, NIT, Tokyo College

The Project is almost done. I can recall many things I did. It feel like it's been a while, but it could have been a short while. I have received really good training, and I have to find a way to give something back to society. One of the ways is fostering global engineers. A global engineer is required not only good English skill but also high level of expertise, and well-rounded and highly cultured character. It is difficult to teach these requirements completely in a class. So the students want to independently learn and think. I rather think it is one of the most important qualities of global e n g i n e e r s .

Recently, I went to Penang Science Cluster, and have learned Spark Interest program. This is the education program which reignites children's suppressed curiosity. This program provides some motivation to learn individually, and the children become an active-learner and raise their curiosity. In the case of global education, I have to begin with having interest in overseas. I will enjoy, learn about, and struggle with overseas. Then I want to ignite the student's curiosity by sharing my personal experience.

Finally I would like to express my sincere gratitude for the support of Toyohashi University of Technology, City University of New York Queens College, and National Institute of Technology, Japan. I deeply appreciate the professors of Department of Electronic Engineering, NIT Tokyo College. I tender my cordial thanks for the kind help of the Global FD members.



Completion Ceremony of Global Faculty Development Program in TUT-USM Penang

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