

**Toyohashi University of Technology,
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■ Reports

Toward the globalization

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1. A chance encounter at an international conference
IGNITE2016, an international conference, was held on January 27-29 at Penang, Malaysia. In the Keynote presentation, there was a research topic that drew my interest. He was a professor at Hokkaido University who has been a researcher of how to make the Nano-particles and Nano-material. I was a little involved when I was in the laboratory in New York of QC, thus, I wanted it to incorporate in my future research. I asked aggressively. We, he and I exchanged business cards, then I would send him my research papers in the future. Such a chance encounter often occurs. Surprisingly, everyone becomes open minded when they stay overseas. There is also a thing that can be a good connection of research in Japan.

2. Global concepts

"Mid-term Report Meeting of Penang overseas practice trainee" was performed in TUT-USM Technology Collaboration Centre on January 30. 13 of the report, including the Japanese and international students of TUT was performed in English, and while I was giving the opinions from the standpoint of the FD members, I was thinking about the global concept. The important element of the "global concept" is, superior expertise, language skills, negotiation skills,

assertiveness, communication skills, management, knowledge of the culture, receptivity, flexibility, ability to take action, and perseverance and the like. What's interesting is, even though we switch from the word of "global concept" into the "domestic concept", the important element is not changed at all. In short, there is no special ability of globalization. English is compulsory, but it is not a sufficient condition. To understand the essence of Japanese people and to speak Japanese language correctly, is I think the first step to realize a globalized society. This will guide you to become tolerant to others including foreign people. To accept and understand the idea of others in flexibility, is the origin of the cross-cultural understanding, and is also the essential conditions for learning a foreign language.

3. Lecture of specialized subjects in English

The first lecture began on 1 February in the PSP (Politeknik Seberang Perai). During a short period of time I arrived in Malaysia, I devised on how to proceed with the lecture and on how to prepare the presentation material, and then I worked on the class of specialized subjects for the first time in English. The student level of PSP was considered to that of National Institute of Technology (NIT), so I was



Fig. 1 under the lecture



Fig. 2 consultation



Fig. 3 with the department chair

focusing on what I am doing every day in Japan, which means, quizzes of each topic, the question and answer, and interaction technique of Active Learning expressions were adopted in order for students to participate actively. In my case, to target the PSP of mechanical engineering students, the first lecture was in the mechanical system of the theme that a little of expertise. Then I chose the Maritime English for the second. In particular, the Maritime English was prepared with passion as a professional English course for maritime system. (The first lecture is open on the following website https://youtu.be/_ImNptmFtII). Successfully finished the second round of lectures, I was invited as a guest teacher for the students' Final Project. I was able to listen to the four presentations that were selected in a number of themes. Because the consultation for Final Project was almost the same as the guidance of graduate studies of the NIT, so it was a valuable experience for me to teach in English while being in contact with students nearby. Again, my English communication skill is getting to be improved

with the student guidance by teaching in English. When I finished the work in one week of PSP, I had a meeting with the department chair of the Department of Mechanical Engineering for one hour. At that time, I said my thoughts about the international exchange in the NIT. It was recognized by each party the possibility of international exchange activities not only with students but also with the faculties.

4. Application of English and future hope

There is a cafeteria nearby the accommodation Seameo Recsam. It is a lot of fun to have conversation with Malaysian people who work in Teacher's training center while dining every day. Everyone is very friendly, so I often obtain the basic information in Malaysia from them. Using English in the conversation flexibly with them who are speaking English as a secondary language, has become a place of good practice for improving my communication skills.

In the future, TUT-USM Technology Collaboration Centre will be encouraging that all of NIT students can put in practice the English training in Malaysia. It is expected as one of the countries in Southeast Asia for the international exchange, where there are no natural disasters, affordable cost and security. When I go back to Japan, I am going to try to create an environment of English in my College based on the experience gained abroad so far.

Lectures and discussions about final project in PSP

Kenji Moriya, National Institute of Technology, Hakodate College

1. Lectures at PSP

I had two lectures which were about "Electric noise problems (90min, 75 students)" and "Ideal and actual behaviors in OP Amp (90min, 45 students)" at Politeknik Seberang Perai (PSP). I selected these

subjects because I intend to have these lectures in English in my college from the next school year. Because all students were in dept. of electric engineering, they seemed to be interested in my lectures.



(Photo) An exercise time: the student was answering.

According to the results of the questionnaire survey about the lecture, although my estimation of "English is effective" was relatively low, they appreciated my "lecturer's attitude"; that is, my passion was accepted. And I'm glad that both "total satisfaction" were relatively high estimations, which means they got any benefits from my lectures and they could develop as electric engineer. If I had spoken English more fluently, they might have understood well. I have to have a continuous English training.

What is the aim to have a lecture? I believe that "for whom?" is the most significant. We must provide new useful topics and any benefits for students; just conducting lecture is NOT important; and it is NOT related to languages. Is it obvious? Yes, but I strongly felt it again through these lectures.

I believe the actual teaching is the best method to improve "teaching in English"; of course, previous English training must be required! I really enjoyed these lectures; I appreciate student's curious and active attitude.



(Photo) Group photo with final year students

2. Discussions about final project

We had discussions with final year's students about their achievements of final project which is similar to KOSEN's project based learning. In this project, they discussed what they wanted to create; then, they designed an aspect and circuits; and circuit boards were built with etching and assembled; finally, they had a presentation. All projects I saw were very nice concept and their creative idea, e.g. "Smart house", "The soil moisture sensor."

I believe "Global communication skill" is NOT only English skills because all native English speakers don't necessarily have it. Understanding personal cultural background each other must be the most significant. Thus, I recommend you speak Malay here. Some of them tried to approach us in Japanese, so, of course we should try to talk in Malay, shall we? "Terima kasih (thank you)", "Junpa lagi (see you)."

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