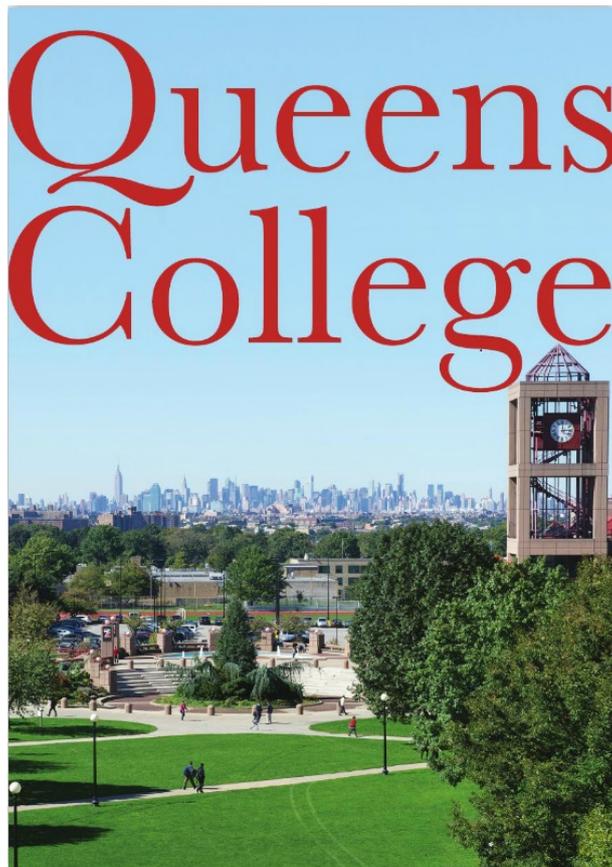


**Toyohashi University of Technology,
Institute for Global Network Innovation in
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News from QC

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■ Reports

Activities in the Fall Semester at Queens College

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1. Introduction

We only have less than two months left at Queens College. Since the fall semester began, we have been studying about teaching, while observing some lectures of special subjects, and attending classes about teaching in English for the FD members. This period is invaluable time to enhance not only English but also education in a culturally diverse environment. Moreover, I have been trying to develop my communication skills in English in various ways. One of the advantages of this FD program is that we can flexibly design the approach to improve our skills to cultivate global perspectives. Six-month stay is too short to strengthen the skills, and we have to start preparing for the next practice in Penang.

2. Lecture Observations and Teaching Training

In the fall semester, I am taking one subject and observing three subjects. These courses each are scheduled twice a week. In addition, we are taking two courses about teaching methods for the FD members, which are given on every Friday.

- For Credit : Electromagnetism I
- For Observation :
 - Our Changing Planet
 - Elementary Japanese
 - Linguistics
- For FD :

- Teaching in English

- Academic Language Support

“Electromagnetism” deals with theories about electric fields and magnetic fields, which are included in KOSEN curriculums as well. In the physics department, I had the impression that it is explained more strictly by using applied math. It is not easy for me to get the credit because the pace is fast and there are two sessions for 110 minutes each every week. Although the lecture style using a whiteboard is similar to Japanese school, student participations are more active. The number of the students attending the class is less than 20, and the seat arrangement is set round. These are effective to interact with students.

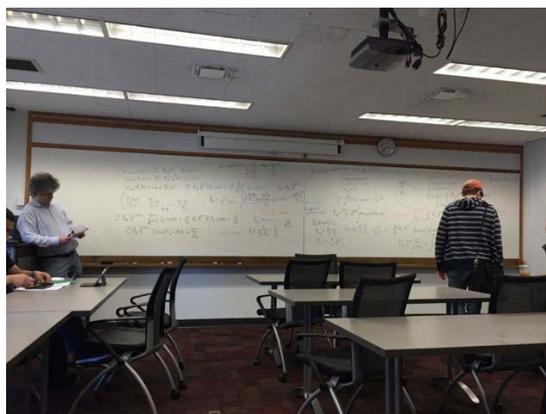


Fig.1 Course Observation 1

“Our changing planet” mainly deals with conceptual meteorology and it is conducted with power point slides. Nevertheless, the teaching style of this subject is very interactive and impressive. The professor speaks just like a president

speech. Even though, there are nearly 100 students in the class, the professor talks with a student in turn. Other students learn his ideas from the conversation. In addition, he is obviously conscious of clear speaking with a strong intonation, which are all what we learned in this FD program at TUT. It is instructive to improve our teaching in English.



Fig.2 Course Observation 2

I am attending also “Elementary Japanese” and “Linguistics” because I am interested in how American students learn foreign language and how Japanese professors teach in English. However, I have come to be attracted to the content itself rather than being conscious of teaching in English. It is ideal to speak fluently like that, however in reality, I found that it requires a long life in the United States for many years.

3. Other activities

(1) Research Activities

I found a learning partner to discuss about my research in English. He was one of my classmates in the English intensive course in summer. He is also studying English as a second language and preparing for going to Europe to study physics. He is interested in

engineering and he is good at English. Therefore, we decided to have a private lesson for two hours every week. I teach him about power electronics and motor drive technology in English, and he gives me feedback. Now we became a best friend here.

In addition, I have some opportunities for continuing research activities in Japan. I have a Skype session with my lab students in Japan once a week. Although we have to adjust ourselves to the time difference of 13 hours, a network environment is good enough. And, I received requests from the committee about peer review and writing a textbook.

(2) English Skill Development

I have been trying to find opportunities to improve my English proficiency as much as possible. I registered for English speaking/ listening class provided by English Language Institute at Queens College on Tuesday and Thursday evenings. I also started online English lesson with Skype for 25 minutes a day. We have to pay extra cost for them because these are not included in the FD program. In addition, I registered for free conversation class for international students at Queens College on every



Fig.3 English Class (ELI evening)

Thursday. In my free time, I practice “Rhythm and Beat”, which I learned in the TUT section of this FD program, by myself with the web-based teaching materials.

(3) Club Activities

I joined two club activities for QC students. First, I applied an a cappella group, the qc iTones. It is really earnest and great group. After having two auditions, I became a member of iTones. Although I can participate rehearsals only on Sunday, when I have no class, it is great time to have a real communication with American students. Second, I joined Japanese culture club, which has a



Fig.4 Club Activity

regular meeting on lunchtime about twice a month. Most of the members are American students who are interested in Japanese culture and studying Japanese language. We enjoy conversation with each other and exchange ideas about our culture. In the Japanese culture club, I got a chance to give a presentation about an a cappella culture in Japan and I will talk about it on November 11th.

4. Summary

Besides studying teaching method in the class, I have been trying to take an active part in various things. I learned from these activities that it is the most important to have plenty of topics of conversation. We can find a good person to talk to as long as having rich topics. Even in the class, professors give examples and questions based on their experiences to derive an idea. And then, English is still important to communicate with people from different countries. I have to practice English patiently everyday like training for athletes. Overall, I felt this period went by very quickly.

Taking Computer Science Courses in the Fall Semester at QC

Hideaki Misawa, National Institute of Technology, Ube College

In this report I describe the courses that I have taken in this fall semester at QC.

I have taken three courses offered by the Computer Science Department: Information and Intelligence, Discrete Structures, and Data Structures. All the three courses have two 75-minute classes a week for three credits. Data Structures is the course that I am attending to

get credits and the others are just for observation.

Information and Intelligence is a general education course for freshmen. About 20 students take this course and learn about information theory, artificial intelligence, and coding. So far, they have learned about the digital representation of information and coding

to control a microcontroller, Arduino.

One of the course's goals in this semester is to make dance costumes with decorative lighting by using Arduinos. At the beginning of the courses, the students had little knowledge of coding and electrical circuits. They have gradually learned about the minimum amount of knowledge of electrical circuits and Arduino, which is also the name of a programming language based on C++ to control Arduinos, in order to finish laboratory work assignments.

In every class, a handout called takeaway is distributed to the students and they need to evaluate whether the class is interesting or not and whether the class is clear or not on a scale of 1 to 5. In addition, they need to write something difficult to understand during class, questions or suggestions in their takeaways. In the next class, questions in the takeaways of the previous class are answered by the instructor.

Because the instructor of this course is a native English speaker, I can learn the ways of explaining something and giving instructions to students in English. Moreover, the teaching style of this course is informative for me.

Discrete Structures is a required course for the Computer Science major. The number of students in this course is about 30 and they learn about algorithms, recursion, recurrences, graphs etc. Each class usually consists of explaining solutions of homework, introducing a new content and showing how to solve example problems. The instructor uses a blackboard for explanation in this course.

The textbook used in this course has more than 50 exercises in each section and the instructor selected 5 to 10 exercises from them as homework for each section. After finishing a section of the textbook, the instructor announces that the students should start to do homework of the section. Although the students don't need to submit their homework, they have

to do their homework so as to get good scores in exams. The solutions of homework of the section are explained over the following several classes. This makes it possible for students to easily review the contents of the previous classes several times. Furthermore, a class before an exam goes over the coverage of the exam. I think that this course is very helpful for students if students follow instructions by the instructor.

The instructor of this course is a native English speaker and has an expressive voice with rich facial expressions. I want to learn about her behavior in class as well as English expressions. Although this course seems to be a traditional style of teaching, I recognized again that this teaching method is effective.

Data Structures is also a required course for the Computer Science major. About 35 students take this course and learn about data structures such stacks, queues, lists and trees with their Java implementations.

The instructor of this course is Chinese and is a non-native English speaker. In the first class of the course, the instructor himself told students that he has a little difficulty in communicating with them in English. Sometimes, he asks them to help him pronounce words correctly. The teaching style of this course is to show slides and write additional explanations on a whiteboard. Compared to native English speakers, his explanation is not fluent and polished. However, he uses simple English explanations and draws as many illustrations as possible. I want to introduce this point into my classes when I teach classes in English at my college.

After taking the courses for a few months, I have noticed that the instructors use more noun clauses such as "What we want to do" and "What we are going to do" than I expected. Although I heard that noun clauses are often

used in academic writing during the summer intensive English course of ELI, they are often used in speaking during class. I want to use

noun clauses in my class to extend the range of my expressions.

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