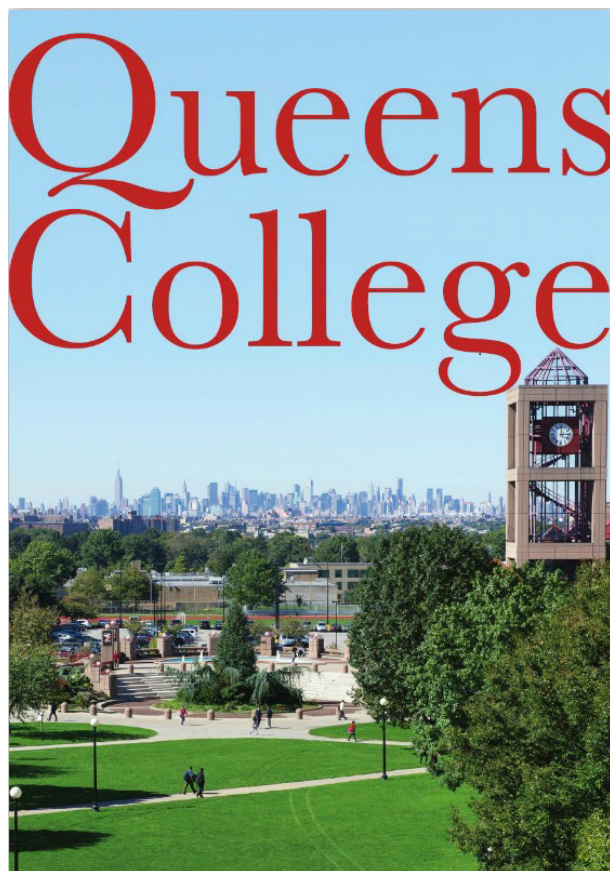


*Toyohashi University of Technology,  
Institute for Global Network Innovation in  
Technology Education*

**News from QC**

*(Vol. 22 2016/10/20)*



■ Reports

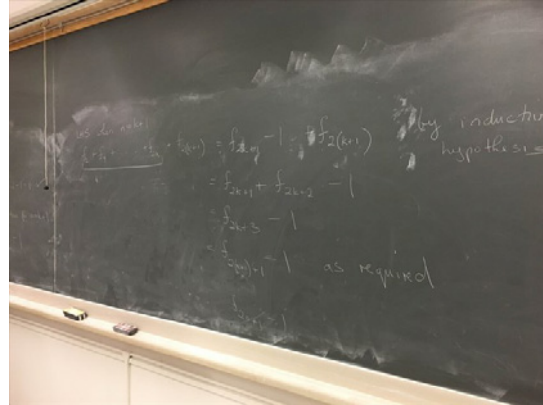
## Classes at Queens College

Masanao Yamada, National Institute of Technology, Kushiro College

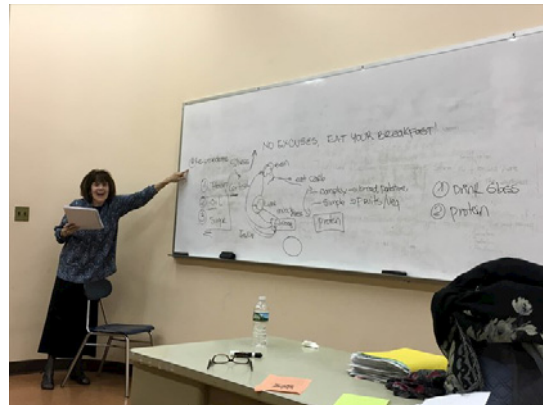
We arrived in New York at the end of June. The first impression I got of New York was that it was hot and lively. The temperature rose to over 85 degrees Fahrenheit (30 degrees Celsius) every day in July and August. It was hard for me since I came from Hokkaido, where the highest temperature is usually around 63 degrees Fahrenheit (17 degrees Celsius) in June. On the first day in NY, we went to a shop to buy daily necessities. On the way we saw some half-naked young people playing basketball in a park beside the road. This made me feel that NY is lively.

Immediately after arriving here, we took classes at QC's English Language Institute (ELI) for six weeks. There were four classes: two classes for speaking and listening, one class for reading, and one class for writing. In these classes, the writing class was the hardest for me. Every week this class required writing two essays, making sentences that included new vocabulary, and writing a summary and opinion about a newspaper article. I learned a lot from this class since the teacher would always correct my grammatical errors and wrong expressions. Every teacher in ELI emphasized the importance of reading or watching daily news. While taking the ELI classes, there were a lot of news in the world: the presidential election and shooting incidents in U.S, a coup d'état at Turkey, a terror in France, and reports on the abdication of the emperor of Japan. I tried to obtain news via TV and radio programs as much as possible.

Since the fall semester, which began at the end of August, I've been taking five classes. The first one is Discrete Structure. This class



**Explanations of Discrete Structure**



**Ms. Beth, teacher at the ELI**

deals with the complexity of algorithms and basics of number theory for cryptography. The teacher employs the old teaching style of handwriting on a blackboard. As his explanation is always clear, I can learn how to explain algorithms from him.

The second class that I'm taking is Computer Architecture. In this class, we are learning register transfer language and relevant hardware foundations such as the processor, the cache, and the main memory. The teacher frequently asks questions to each student to proceed with the lecture. At first the students would look uncomfortable, but after several classes they came to ask questions

spontaneously. Since this style seems good for students to understand the lecture, I would like to adopt it in my class when I return to Japan.

The third class is Teaching in English. This class is held for us by QC faculty members in charge of the exchange program. Each week we discuss a topic concerning teaching. Contrary to the name of the class, the topics are independent of a specific language. The topics we talked about are how students' prior knowledge affects the way they learn, how students organize their knowledge, what factors

motivate students to learn, and so on. We are sharing our experiences and learning with each other.

The fourth is ELI's speaking and listening class. It's optional and I paid the expense. Although the materials of the class are partially the same as those in the summer class, I'm enjoying taking the class. The last class, Academic Language Support Course, hasn't started yet. It starts at the end of September. I'm looking forward to taking it.

## **Fall Harvest in Queens College**

Akemi Emoto, National Institute of Technology, Fukui College

### **1. Introduction**

It's been one month since the fall semester started after I had come to New York three months ago. I try to report the precious encounter, understanding students from the viewpoint of faculty development and the education style in Queens College based on my experience of three months.

### **2. English Learning Institute Class**

During the Summer semester, I focused on speaking in all day and tried to talk as much as possible. The teachers who work at ELI can memorize the students face and name so quickly. Especially they took care about name's pronunciations. There are clearly expression about the respect for each person and the education policy. The ELI teachers made some actual examples by taken from New Yorkers, then, students could understand and get not only language skill but also culture and the knowledge of living at the same time. Most of my classmates, whose relatively average age was young, were South American and Asian country students. I thought that female students

motivated to speak. Also, I often saw some classmates who had a child and talked about their family in the Speaking class was very impressive for me. Teaching method depends on the purpose of the class which has 4 kinds: Speaking, Writing, Reading and Listening, but students have to speak in front of every classmate and do group working in the class, even in the Writing class.

Personally, I try to keep speaking with classmates after the class to improve the skill, and discuss about the each other country. During those days I could make friends at ELI class and Summit in summer, and it has been followed by a relationship of good language partner in the autumn.

### **3. Class in Fall Semester**

In this semester, I take some classes including observation classes concerned with my fields. Students in most of these classes have to do preparation for each session and remark to the question or the discussion with professor and others. They have to speak also like a duty because participation is written on

the syllabus; however, they are aggressive and sometimes tell jokes with professors to promote the communication each other. In the question and debate, students are important to express their opinion logically; therefore, students who have individual and diverse situation are just respected in New York. Actually, in the lecture dealing with urban problems, students described the area of the housing problem about living in each student, after that, they discussed and organized the common issues from the racial, social and economic aspects. It was very interesting.

#### 4. Teaching in English

In the class, some professor and we exchange and discuss the course design and problem in practice case as faculty development activity. We talk the common contents such Blackboard, student's motivation and the curriculum. It was discussed and we could see that, in order to ensure that students can understand more effectively, basic knowledge is learned by students themselves using blackboard and some tool in outside the class, and then the training is done to extend the thinking ability physically in the class.

#### 5. Academic Activity

I have investigated the case of New York City about "Rezoning" by the opportunity of discussing with professor who lectures my observation class. Recently, rezoning that associated with the aging of buildings and the change of community has been promoted in each district. The proposal and discussing of the plan by residents have been done energetically with consideration for the history of the district which was intertwined with racial issues and economic disparity in New York. The case study will be useful for urban design in Japan. In addition, studies of crossing over



Fig.1 Townscapes around the campus



Fig.2 Conference concerning NYC Rezoning in NYU

the area has been done flexibly in New York, therefore, it is one of the attractive research environments not only for students, but also researcher who can take advantage of the skills.

#### 6. Queens

The characteristics of townscape and cultures vary from area to area in Queens. Downtown in Flushing has booming culture of Chinese and Korean, also, Indian has been residing in the area that is between Kissena Blvd. and Main Street to Queens College in recent years. The campus of Queens College locates in overlapping area that Chinese culture at Flushing area, South Americans culture centered at Jamaica district, and Jewish culture between them. The diversity of the city which is different the boundary of the town is beneficial for the cultivation of the global thinking for students.

## 7. Summary

I thought that the relationship with the young friend was good stimulation for me, because it was close to the communication with Kosen students. Finally, I was told that we were not accustomed to speaking English because Japanese didn't have to speak it in the island

nation to a lot of people since I came to New York. While this might be favorable attitude, we need to accept the many people outside from Japan. Also in order to make international contributions, I reaffirmed the importance of creating the accustomed environment for students and instructors.

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