

**Toyohashi University of Technology,
Institute for Global Network Innovation in Technology
Education
News from Penang
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Reports

Diversity in Penang

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1. For lectures in Penang

I started preparing the teaching materials and designing toward the practice of lecture in English. I heard that I will have two classes by each three universities, and to present as the research sessions with Malaysian researchers. In generally, lecturers need to consider with students situations for lecture design but it was difficulty to know that. Therefore, I prepared only materials slides, handouts and pictures. Then, I got some product design samples by observing the Malaysian city and architectures.

2. Experiences in PSP, PTSB

I planned that introduction part entered to ice breaking as students who are all different about proficiency degree and specialized field.

2.1 Lectures

At the beginning of the lecture trainings, I lectured about design theories while taking familiar cases and architectures to understand engineering designs for the mechanical engineering course students in PSP and civil engineering course students in PTSB. From the questionnaire survey after two slots, it was relatively well understood. And further, it was impressive that the demand on video teaching materials was strong. Although Malaysian lecturers and I weren't convinced, since the situation of using Internet is very popular, it seems that animation is preferred as a material. Therefore, I'll try to use that in Japan because of common trends in the world.

2.2 Understanding students

I felt Malaysian students who are hard workers and very quiet in the class like Japanese students. They tried to answer the quizzes seriously, but really shy when nominating and talking in the class.

Initially, it was difficult to hear English, even

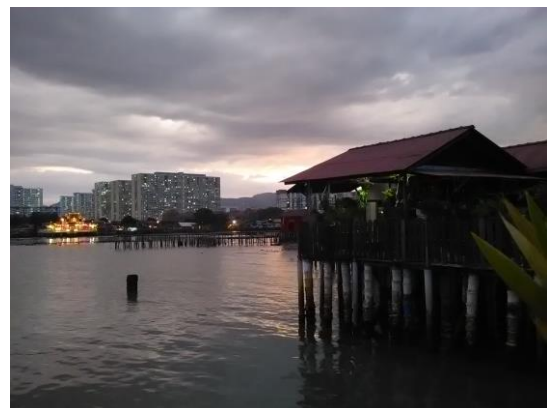
though I was used to the speed in New York term, but I was overwhelmed by the difference in accent. Therefore, I realized that flexible hearing ability is necessary.

3. Life and working style in Penang

As you know, Penang has many immigrants from Japan in recent and is comfortable to live. The one of life style which uses cheap food trucks and dinners were more common. In addition, there were many lifestyle support services that we could use easily, and it was said that it helped women's penetration into society. And then, PSP, PTSB also had a majority of female faculty members. Many female lecturers could have balanced education for kids with job, was a workable environment.



Pic.1 Photo after class in PTSB



Pic.2 Floating houses in Penang

Global ability

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1. Experiences in USM

I lectured in USM at the end of this training in Penang. It was a complicated situations a bit as it's difficult to adjust the schedule and acceptance until just before. I had to create my CV and acceptance request in a hurry for the Department of Housing and Building actually. Finally I could have lectured and exchanged as TUT staffs helped me and coordinated.

USM which is one of top level university in Malaysia has huge campus and long history, and heir students are self-sustaining. I lectured urban and architectural design to 1st and 2nd degree students, and master course students in Department of Housing and Building in main campus. Because of third school, I was able to adjust the handout as I could assume the situation of the students. Mr. Noritaka Tange in Malaysia seems to be famous, and there are many students who are interested in Japanese architects and urban planning. Although the result of the questionnaire surveys was generally highly evaluated, I also realized that I need more vocabulary as I must take many cases to continue lecturing in English.

2. Allowance of diversity and global ability

The most shocked event in Penang was that the Japanese were not talking to them, and they thought that Japanese seemed to be unable to speak English. When I talked with Uber's drivers I used like every day it was mostly like this comment. It may reflect the attitude and achievement of Japanese communication in the international society, which may be a hurdle for students and graduates to be active in the future. I think it is necessary to nurture dialogue skills that are not just English skills.

Also, in this time, the schedule changed frequently, and the content request of lecture themes all corresponded to different things. Then, although I am preparing, I realized the importance of the response ability again. In 2016, I experienced comparing the diversity of the two countries, and now I am sure that the ability to accept different worlds and clearly express intention is a global ability. As a result, I was convinced of the ability to train global human resources and what kind of ability to train.

Finally, I was able to connect a lot to the United States and Malaysia through this program. I would like to express my gratitude to everyone who has received much support. I appreciate all staffs in TUT, NIT, QC, PSP, PTSB, USM and NIT, Fukui college.



Pic.1 Meeting at TUT Penang campus



Pic.2 Art of World Heritage in Penang

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