

Partner Institution	インドネシア大学 (Universitas Indonesia)
Duration of Internship	2014 年 9月08日 (月) ~ 9月20日 (土)
Name of Senior High Schools	
	<ul style="list-style-type: none"> • SMA Negeri 70, Depok (SMAN 70) (大学の所から車で1時間半ほどの場所) • SMA Negeri 1, Depok (SMAN1) (大学の所から車で20分ほどの場所)
Accommodation	Hotel Bumi Wiyata, Depok
Evaluator	エイプリル・ダフネ

2014 年 9 月 08 日 (月)

8:20

Departed from Haneda International Terminal at 10:05 via flight NH855; arrived at Soekarno Hatta Airport Terminal 2 at 15:30. From the airport, after going through the immigration, we used UI van in transit to Hotel Bumi Wiyata for two hours (19:30).

2014 年 9 月 09 日 (火)

9:40

The program started with introduction of UI members, as follows: Antoni Xu (Computer Engineering student), Arvin Yardika (Computer Engineering student), Bima Gunadi (Geography student), Naulitta-san (IEC staff), and Dodi Sudiana (Professor at Faculty of Engineering)

The members of groups I and Q were also introduced. After that, two video clips were played about Universitas Indonesia and the Faculty of Engineering, respectively.

11:30

UI students led a brief tour around the Faculty of Engineering and IEC office.

15:00

UI unit went to SMAN 70 (Jakarta) to meet the representatives of the school and discuss the experiment details and check the room conditions.



Center: Dirs. Achmad Muchtar (Vice principal)

2014年9月10日(水)

9:00

The mock lesson of Groups I and Q were facilitated by Prof. Dodi. Other students Yuto Sanai, double degree program student under Josaphat Sensei, Antoni Xu, Arvin, Cindy Ladya, and three other professors, namely Bima Gunadi, Boma Anantasatya Adhi, Ruki Harwahyu, and Muhammad Firdaus Syawaludin Lubis gave their feedback regarding the following criteria: a) overall level of difficulty; b) difficulty of experiment; c) transition of activities; and d) interaction with students.

Group I started the mock lesson session. The feedback is summarized as follows:

→ *Prof. Dodi*: Think of ways on how the students to focus on your lesson, do not be monotonous, keep them alive.

→ *Ruki*: Introduce your nickname. About the question, “how did the wind flow?” ask who agree with each option by raising their hand each time. Also, if you play the video, you should stop speaking.

→ *Boma*: Please remember that your students are high school students. Try to make your terms simpler. I think the explanation is complicated, especially about the shock wave.

→ *Antoni*: I think our high school students are more familiar with the word “zigzag” instead of “tortuously.”

→ *Bima*: Try to confirm if the students understand some slides before proceeding.



Group I experiment demonstration with UI students

Group Q, about to start their mock lesson

Group Q was next in line. The summary of the feedback is as follows:

→ *Firdaus*: The power point is very good, there are many pictures and the terms are

easy to understand.

→ *Boma*: The topic is great because the topic, “DNA” is familiar to high school students. Try to perform the demonstration with great care. The interaction with the students is appropriate, but you can practice more. High school students may have some unexpected questions about the topic, especially if they become interested. Be ready to handle those questions.

→ *Arvin*: Dividing the students into group is appropriate for SMAN 70.

→ *Antoni*: Try to manage the time carefully, so all the activities will be finished on time.

13:30

SMAN 1 (Depok) class
visitation



UI unit talking with an Indonesian student (left) in Japanese

2014年9月11日(木)

Start of Day 1 microteaching session at SMAN 1 (Depok). Each class were conducted for 35 Year 12 students. English was used as the medium of instruction.

The theme of both groups is about making invisible things visible through technology and experiment.

- Group I topic: Observing invisible things: Wind tunnel
- Group Q topic: My Body: Extracting DNA

Below is the schedule:

8:30-10:00; 10:30-12:00; 12:30-14:00

Unit I taught at IPA 1, IPA 2, and IPA 4



Mr. Miwa and Mr. Yonemoto facilitating the experiment

Unit Q taught at IPA 2, IPA 1, and IPA 3



Ms. Ishii checking the results



Mr. Abe facilitating a group

Comments:

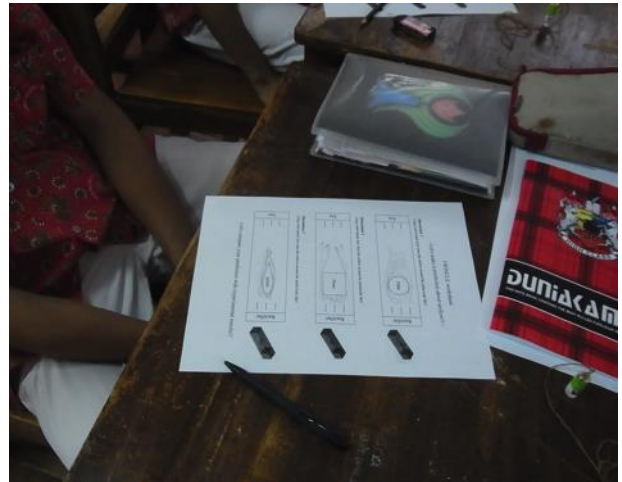
Among the four classes (IPA 1, IPA 2, IPA3, and IPA 4), both Unit I and Unit Q quipped that students from IPA 1 were most participative (they asked a lot of questions and cheerfully conversed with the Japanese teachers). Both groups experienced technical difficulties (projector suddenly dims out) at IPA 1 and IPA 2 classes. Nevertheless, the lessons were conducted smoothly and successfully.

Pictures of students outputs:

Group I classes: predict the airflow along pillar, prism, and foil



IPA4 student explaining his prediction



A student prediction worksheet

2014年9月12日(金)

Start of Day 2 microteaching session at SMAN 1 (Depok). All classes were conducted for Year 12 students. English was used as the medium of instruction. Below is the schedule:

8:30-9:50; 10:10-11:30

Group I taught at IPA 3 (35 students); and IPA 5 and IPA 6 (70 students)



Explaining the desk wind tunnel



The students participating during discussion

8:30-10:00 10:10-11:30

Group Q taught at IPA 5 and IPA 6 (70 students) and IPA 4 (35 students)



Comments:

Four classes (IPA 3, IPA 4, IPA 5 and IPA 6) were involved in microteaching Day 2, but IPA 5 and IPA 6 were combined into one class. IPA 3 was assigned to group I and IPA 4 was assigned to group Q.

We thought that teaching 70 students in a combined classroom (the wall dividing the two rooms were folded) would be very difficult. Unexpectedly, the lessons conducted by both groups went smoothly and the students were highly participative. Moreover, both groups I and Q quipped that the combined classes (IPA 5 and IPA 6) were most enjoyable.

The lessons in normal-sized classrooms were also smooth and interactive. These were the adjustments we used in the combined classes:

Group I

Since they had to use two teaching strategies; i.e. discussion using worksheet and experiment, they decided to:

- move all the tables to room 2
- bring all the chairs to room 1
- ask the students to bring books to replace tables when writing on the worksheet
- conduct the experiment by row at a time

Pictures of the combined classes (IPA 5 and IPA 6)



Pictures of the combined classes (IPA 5 and IPA 6)

Group Q

The main teaching strategy for the lesson is extracting DNA through experiment, so tables were really necessary. Below are the adjustments we used in the combined classes:

- used two screens, one for room 1 and another for room 2
- the microphone did not arrive on time, so the Japanese students explained in English to students at room 1, while the UI students used Indonesian language to translate what the Japanese students explained to students at room 2
- when the microphone arrived before the start of the experiment, the Japanese students explained in English, while the UI students were on stand by to check if the students were doing each procedure correctly
- two Japanese students moved to and fro rooms 1 to 2, while one Japanese student explained the procedure

13:00-14:50

Meeting with Japanese club members to teach them about, Bon Odori



2014年9月15日(月)

Feedback session with Prof. Dodi

The Japanese students shared the SMAN 1 (Depok) students' feedback to Prof. Dodi. In general, these were the main concerns of the SMAN 1 (Depok) students:

1. The Japanese should improve their English skills.
2. The experiments will be better if it is individual

2014年9月16日(火)

Day 1 of Microteaching at SMAN 70 (Jakarta)

Below is the schedule

10:30-12:00; 12:00-13:30; 13:30-3:00

Group I taught at IPA 1, IPA 2, and IPA 3 (all around 35 Grade-11 students per class)

Group Q taught at IPA 4, IPA 5, and IPA 6 (all around 35 Grade-11 students per class)

2014年9月17日(水)

Below is the schedule

10:30-12:00; 12:00-13:30; 13:30-15:00

Group I taught at IPA 4, IPA 5, and IPA 6 (all around 35 students per class)

Group Q taught at IPA 1, IPA 2, and IPA 3 (all around 35 students per class)

Comments:

This time, the Japanese participants were able to smoothly conduct classes probably because of 1) the improvement in the slide of the procedure (Group Q) and the summary (Group D); 2) and they could teach 6 classes during the first week.

15:00-16:00

Closing ceremony: Cultural presentation, Awarding of certificates and tokens of appreciation



Awarding of certificate of participation Awarding of token from the school and from Chiba University, Faculty of Education

2014年9月18日(木)

Groups I and Q conducted their final presentation of Dr. Eng. Arief Udhiarto (secretary of Faculty of Engineering), and three other professors, namely: Boma Anantasatya Adhi, Ruki Harwahyu, and Muhammad Firdaus Syawaludin Lubis. UI students were also present to give their feedback.

Feedback for Group Q:

→*Dr. Eng. Arief Udhiarto*: I think you need to practice English. Overall, based on the survey, the class seemed to be very good, you seemed to satisfy the needs of the schools, especially because you made hands-on experiments

For giving lecture, confident is very important so that is my suggestion to you.

→ *Boma Sensei*: I am sorry I cannot join your activity this year, unlike the previous years. Based on the survey, you have successfully conducted your experiments

→ *Firdaus Sensei*: Based on the questionnaire, you have conducted your lecture very good, which is the most important thing. You have given them enough experience through the experiment.

→ *Bima*: Congratulations because you have finished the microteaching. I joined your class so I could see with my own eyes that the students really got interested in your lesson. As for any additional comment, maybe next time such activity should be done by each student, not by group.

Feedback for Group I

→ *Dr. Eng. Arief*: What needs to be improved from your method, from your point of view?

→ *Mr. Takei*: I think the lecture part is a lot, we need to let the students have more time to experiment

→ *Dr. Eng. Arief*: How about the others who also taught and experienced directly teaching Indonesian students

→ *Mr. Kawakami*: One of the biggest aims of this program is to introduce our research, which is very high level, about shock wave. Before I came here, I thought it really does not matter because it is too high level. But the impact also was big; the students felt bored because the research was too high level. Next time, we should really make the students easily understand our lesson

→ *Dr. Eng. Arief*: Who chose the topic?

→ *Mr. Kawakami*: We chose the topic because it is our research, and it is our program.

→ *Dr. Eng. Arief*: But I guess, based on the students' feedback, because you used hands-on experiment, your lesson was successful.

→ *Boma Sensei*: I am wondering what you have done during the class, because I saw many interesting comments

→ *Mr. Kawakami*: We brought the desk wind tunnel from Japan, and let the students observe how the air flows around the bus and the F1 car. We also allowed the students to make predictions, and discuss with them each prediction

→ *Firdaus Sensei*: I think the problem is not about the topic, but how to present it. I think you were just too focused on the comments, I think it is actually better if you confirm the students' understanding about technical details.

→ *Cindy*: Your self-introduction opened up the students' emotions. I think it is very good.

2014年9月20日(金)

Chiba University students were able to meet Dr. M.A. Junaidi, Chair of the AUN-ACTS Secretariat and Chair of Universitas Indonesia International Office. He interviewed the students regarding their two-week stay at Depok, and their opinions on micro teaching at SMAN 1 (Depok) and SMAN 70 (Jakarta).

