

Topic: HUMAN VISION & VISUAL ILLUSION

Unit: A
Place visited: University of Udayana
SMAN 3 Denpasar
Duration: 28 January – 10 February 2013
Name: Mao Ohno
Affiliation: Faculty of Education

1 Objective

In this lesson, each student was expected to:

- become familiar with mechanisms of human vision; and
- be able to apply concepts learned on complementary colors and visual illusions through simple activities and handicrafts.

2 Flow of the lesson

The lesson was conducted for 45 minutes each to two classes. One class had about 40 students, while the other had 37 students. The discussion focused on the mechanism of visual perception, and the experiment was on visual illusions. Afterwards, the students were asked to construct a paper dragon as an application of concepts learned on visual perception and visual illusion.



Figure 1. Experiment on visual illusion

Table 1. Flow of the Lesson

Time Allotment	Activity	Teaching Materials
2mins.	<p>I . <u>Warm-up Game</u> The students participated in a color-identification game.</p>	Papers
15mins.	<p>II . <u>Introduction to Human Perception</u> A. Mechanisms of visual perception 1. What is color? 2. What is light? 3. What are the colors, which are visible to certain animals? What are the colors, which are visible to humans? 4. Why does the sun appear red when it sets? 5. How do we perceive objects in our environment? B. Experiment 1. The three primary colors 2. Light absorption and reflection (light and colors)</p>	<p>Power point presentation on visual perception</p> <p>Using LED light equipment and colored cellophanes</p>
10mins.	<p>III. <u>Introduction to Visual Illusion</u> A. Mechanisms of visual illusion 1. Perform simple activities on complementary color using film negatives 2. Show samples of visual illusions and color illusions B. Introduction to a Research Work A brief introduction about the research work of a group member was given to the students</p>	Power point presentation on visual illusions
15 mins.	<p>IV. <u>Handicraft</u> The students were asked to construct a paper dragon as an application of concepts learned on visual perception and visual illusion.</p>	Papers, glue, and sets of scissors

Time Allotment	Activity	Teaching Materials
3 mins.	<p>V. <u>Conclusion</u></p> <p>The students were able to make the following conclusions:</p> <ol style="list-style-type: none"> 1. The brain interprets the information delivered through the optic nerves. 2. Colors of the objects, which are based on light and color interaction have various effects on humans. 3. There seemed to be much more research to do about visual illusions. 	

3 Realizations

These were the realizations of our group after we had our internship in Indonesia.

Plus points

- a. We were able to elicit good responses from the students during the discussion and activities. They were also able to make impressive handicrafts. It implies that the topic and the activities piqued the students' interest and creativity.
- b. Many students reported that they were delighted by the novel activities and experiments that we prepared for them.

Minus points

- a. Due to an issue on language barrier, several students reported that there were instances when they could not understand a word we said.
- b. The room was not suitable for the experiment on light interaction.
- c. The experiment lasted longer than we imagined. We had a shortcoming on time management.

4 Implications for future activities

We learned the importance of preparing activities, which are suitable to certain grade levels. In the Year 1 class, the students just enjoyed the activities about visual illusion activities. The Year 2 class asked a lot about the reason behind why visual illusion occurs.

For contingency measures, extra equipment, instruments, and tools for repairing such materials should be prepared as well. Unfortunately, some of our equipment got broken during the first class. As a result, several students were not able to use them for the experiment.

Topic: JAPANESE SCHOOL LIFE AND FASHION TRENDS

Unit: A
Place Visited: University of Udayana
SMAN 3 Denpasar
Duration: 28 January – 10 February 2013
Name: Mao Ohno
Affiliation: Faculty of Education (School Health)

1 Objective

In this lesson, each student is expected to:

- become familiar with the fashion trends among young people in Japan.

2 Flow of lesson

The lesson was conducted for 45 minutes each to 2 classes. One class had about 40 students, while the other had 37 students. The discussion focused on the school life of Japanese students, and the fashion trends among young people in Japan. Afterwards, the students were asked to arrange the pictures of Japanese fashion trends from the old to present times.



Figure 1. Sample visual aid on school life of Japanese students

Table 1. Flow of the lesson

Time Allotment	Activity	Teaching Materials
10mins.	I . <u>Introduction</u> A. Self-introduction B. Introduction to Japan and Chiba C. Introduction to Chiba University D. Lesson Outline	Power point presentation on Japan, Chiba, and Chiba University
5mins.	II . <u>Warm up (Activity)</u> A. Matching Game (Japanese and Indonesian words) B. Abbreviations How to use abbreviated words in Japan	Word cards
10mins.	III. <u>Japanese School Life</u> A. Time schedule B. Lunch Time C. Cleaning Time D. Club activities E. Study for the university entrance examination F. School uniform	Power Point
15 mins.	IV. <u>Japanese Fashion Trends</u> The students were asked to chronologically arrange the pictures given, which depict: A. Traditional clothes B. Sample fashion trends among girls C. Sample fashion trends among boys D. Strange Japanese fashion trends	Power point

3 Realizations

These were the realizations of our group after we had our internship in Indonesia.

Plus points

The topics at hand seemed to have piqued the students' interest,

thus they conveyed such positive reactions throughout the activities.

Minus points

- a. The room was too spacious. Inevitably, it was quite hard to engage the students' attention. We deemed it necessary that other motivational activities should have been prepared for them.
- b. We had a shortcoming on time management. A lot of students became too intent to the topics at hand; we were very eager to answer them, neglecting the time constraints set upon us.

4 Implications for future activities

It may help to know in advance, what the students would want to know *more* about Japan. Most of the students had very specific questions regarding the cultural history and "religions" of Japanese people. They were even the current condition of Hiroshima, years after the bombing incident. We also heard that Unit B was asked about Japanese ghost.

A good command of the English language should be further developed among the incoming interns. Indonesian high school students seemed to be very fluent in English. Although the students were very friendly, I was not able to freely converse with them because of language barrier. Similar incidents could be avoided if the students can, at least, fluently and confidently execute daily conversations in English.

Topic: INTERNATIONAL EXCHANGE IN INDONESIA

Unit: A
Place Visited: University of Udayana
SMAN 3 Denpasar
Duration: 28 January – 10 February 10
Name: Ei Matsuda
Affiliation: Faculty of Engineering

This is a narrative of our experience and realizations after we had our internship in Indonesia.

We stayed in Bali for two weeks, and in there we met some locals. We already assumed that there would be a lot of cultural differences between Indonesia and Japan, but we were surprised nonetheless.

People in Bali seemed to possess a gentle character. They were very friendly toward us; they got were all smiles every time we meet some locals. The dormitory staff was very helpful and kind to us, and we felt that they had the best hospitality.

They also seemed quite laidback, which surprised us a lot. Japanese workers seemed to have a busy life as compared to them.

In Indonesia, the main religion is Islam, but majority of people in Bali believe in Hinduism. It had independently evolved to Bali Hinduism. In effect, much of their daily activities, objects, and customs were probably influenced by their religion.

Specifically, in one high school that we visited, there was a small temple wherein students and teachers pray in the morning and at night on a daily basis. Not only in school but also in shops, houses and dormitory; everyone made some offering out of leaves and flowers, and placed them at their doorsteps before praying in the morning (figure 1). Contrary wise, the main religion in Japan is Buddhism, but only a few were earnest believers and there are no daily rituals. This experience made me reflect upon my belief and religion.



Figure 1. left: morning offering; **Figure 2.** right: “welcome” dance

Moreover, just like religion, historical and traditional culture gave the impression of being well inherited and preserved. When we visited a high school, the students presented a song and dance (figure 2), which signified, “welcome!” They performed for us using traditional instruments called, “gamelan.” I heard that in schools, they would offer clubs and classes on traditional culture. Probably these are the reasons why students were able to sing and dance very well. At a later date, we visited some class, and the students taught us how to dance and play some traditional instruments. With regard to playing some I could say that I had an enriched experience because it was exciting as well as a little bit difficult. In Japan some students do calligraphy but almost all of the students have never played traditional instruments and did traditional dances. According to an old adage, that the faith and religion lead to success in traditional culture, but the young generation protects the culture of the island. Thus, it would be a wise move to let the young ones inherit the traditions.

Interestingly, we noticed that high school students appeared to be insatiably curious of Japan; they asked many questions about Japan. Some students asked about Japanese education and history but, unfortunately, we couldn't answer the questions. From this experience, we learned that we had to become adept at our own country's history and culture. During our visit, we also met a student: a half Japanese and half Indonesian named, “Manabu

Takakura.” We became good friends, and he invited us over for dinner. When school was over, high school students in Bali played with friends and attended to their clubs, just like most Japanese high school students do. Came night, Manabu's mother cooked Japanese style curry rice for dinner. We also drunk locally brewed liquor called, “Arak.” His father told us about the history of Bali and some stories about the liquor. Both the curry rice and the liquor were very delicious. Because of the kind hospitality of Takakura family, we were able to experience a stereotypical Balinese night.

For the students who would like to participate in this program, we have a piece of advice. We believe that knowing and trying to let the young inherit traditional culture are both very important.

Topic: PRE- AND POST-STUDIES IN INDONESIA

Unit: A
Place Visited: University of Udayana
SMAN 3 Denpasar
Duration: 28 January – 10 February 10
Name: Shuhei Aoyama
Affiliation: Faculty of Engineering

This is a narrative of our experience and realizations after we had our internship in Indonesia.

Before we had our internship in Indonesia, we attended many English classes conducted by teachers of the British Council. The teachers, who were mainly from the U.K., took turns in teaching. In my case, I know next to nothing about teaching, and I am not used to teach high school students. Thus, the classes proved to be very useful in helping us improve our communication skills in English. Specifically, we learned which expressions were appropriate in drawing students' attention. Also, they provided ample opportunities for us to help us learn some practical expressions. But we noticed that, undoubtedly, idiomatic expressions facilitated our lessons. I think Japanese tend to use the expressions described in dictionaries. We are always obsessed with such expressions when it comes to English.

We also had classes in Indonesian culture. We learned some things about Indonesian manners, cuisines, and customs, among others. Strikingly, we needed to keep in mind some differences within Indonesia's religion and customs. For instance, at first I thought that Indonesians were all Muslims. Through the class, we learned that Indonesia has certain religions in each region.

During our stay in Bali, we prepared four lessons for the high school students of SMA3. We heard that this was one of the prestigious high schools in Indonesia.

In Japan, most high school students seemed to be less interested with visual illusion. We expected the same kind of reaction from the students. Much to our surprise, Indonesian students' faces reflected sheer delight

when we showed them some slides on visual illusions. Interestingly, we were surprised at the different reactions between first and second grade students. The first grade students were fascinated by the visual illusions whereas the students in the upper grade were genuinely curious about the mechanism behind this phenomenon. Nevertheless, we got them engaged in our lessons and in our research fields.

After the internship, we had a debriefing session. We made a presentation about our lessons in front of some of the high school teachers, and professors and students of the University of Udayana. After which, we got some feedbacks from them. They said that we should have spoken more slowly, because our expressions seemed inaudible. When I look back at our lessons, we realized that we were sort of obsessed with how well we should speak in English. For students who would live to try out in this program, we believe that they have to keep this in mind: The lesson itself and its contents are equally or more important than being good at speaking in English.