

Topic: LANDSCAPE ARCHITECTURE

Unit: C
Place Visited: Bogor Agricultural University (IPB)
KORNITA & BBS senior high school
Duration: 4 February – 17 February 2013
Name: Masashi Sakurai
Affiliation: Faculty of Horticulture

1 Objective

In this lesson, each student was expected to:

- be able to define what, “landscape architecture” is; and
- make a simple landscape of one’s own city.

2 Flow the of lesson

The lesson was conducted for 90 minutes each to KORNITA and BBS classes. One class had 22 students, while the other had 28 students. The discussion focused on an introduction to landscape architecture. Afterwards, the students were tasked to apply the concepts learned in their own city. Below is a simple outline of the lesson.

Table 1. Flow of the lesson on landscape architecture

Time Allotment	Activity	Materials
5 mins.	1. Self-introduction	Power point slides
10 mins.	2. What is, “landscape architecture?”	Quiz sheet
30 mins.	3. Quiz	Papers
30 mins.	4. Mission	
10 mins.	5. Presentation	Power point slides
5 mins.	6. Conclusion about landscape (including our opinions)	

Here is a simple step-by-step procedure of our lesson:

1. We introduced ourselves; i.e. our names, our colleges, and our university.
2. We made a brief introduction about the definition of, “landscape architecture” (figure 1).
3. We presented a couple of questions, and discussed with the students the answer to each question.

4. We gave the students a mission: If you are a Landscape architecture, how will your city be like? Then, we let the students work in groups of 4~6. The work was drawn in a sheet of paper (figure 2)
5. We asked the students to present their outputs in front of the class.
6. We summarized the lesson by reviewing the concepts learned on landscape architecture.



Figure 1. (Left): Power point slide on introduction to landscape architecture

Figure 2. (Right): Sample output on landscape architecture



3 Realizations

Plus points

- a. Our group was able to make the students complete very good outputs on landscape architecture. This implies that the students understood the lesson very well, and the objectives of the lesson were met.
- b. The group activity was unique because the students never did an activity on urban design prior to our internship.
- c. The students seemed to be satisfied with the outcome of the lesson, according to the positive remarks they wrote in our survey-questionnaire forms.

Minus points

It was quite difficult to think about the topic(s) to be included in the quiz. We took extra time in explaining each question and answer.

4 Implications for future activities

Good command of the English language is important for future participants. They can start being proficient by mastering simple words used in daily conversations.

Topic: INTERCULTURAL EXCHANGE IN BOGOR

Unit: C
 Place Visited: Bogor Agricultural University (IPB)
 KORNITA & BBS senior high school
 Duration: 4 February – 17 February 2013
 Name: Akiko Oyadomari
 Affiliation: Faculty of Education

- 1 Objective
 In this activity, each intern/student was expected to:
- become familiar with cultural places in Bogor, Indonesia; and
 - can get an opportunity to enrich one's experience in intercultural exchange.
- 2 Our Schedule
 Our intercultural activity included several visits to places where we could vicariously learn about Indonesian culture. It lasted for four days, and we were able to become familiar with Indonesia's flora and fauna, dances, and arts. Table 1 shows a summary of the cultural activity.

Table 1. Schedule of our Cultural Activity

Date	Place	Activity
2/9(Sat)	Day 1 1. A Pass of <i>Puncak</i> 2. <i>Taman Bunga</i> (flower park) 3. <i>Taman Safari</i>	Rice terraces Garden and glowers Encounter with animals and their young (offspring)
2/10(Sun)	Day 2 1. <i>Taman Safari</i> 2. <i>Botani</i> Square (Bogor City Shopping Mall)	Riding on an elephant and a camel. Shopping
2/14(Fri)	Day 3 - Farewell Party (With KORNITA senior High School and BBS senior High School at IPB)	Indonesian students' traditional arts presentation (e.g. song and dance) Song: 'The only flower on the world' Dance: Round dance (all together)
2/15(Sat)	Day 4 1. <i>Botanical</i> Garden (Imperial Palace, Bogor City) 2. <i>Taman Mini</i> (Jakarta City)	Sightseeing by walk : visiting the imperial palace and seeing many kinds of plant and flowers

3 Realizations

These were the realizations of our group, after we had our sharing sessions in Indonesia.

Plus points

- a. We were immersed in various activities that made us aware of certain intercultural differences between Japan and Indonesia, especially these countries religion.
- b. We were able to mingle with the locals while we were sightseeing.
- c. We became aware that some Indonesian students could not go to school because they had to work all day to help their families.
- d. We noticed the students place high regard for nature, so we thought our topic about coexistence between nature and human (Agroforestry) was very timely and appropriate.
- e. We realized that we did not know much about our own culture, so the experience was an eye-opener.
- f. Opportunities to experience Indonesian culture gave us new perspectives on intercultural differences.
- g. The internship enabled us to communicate with people using the English language.

Minus points

- a. We were quite worried about our safety because Indonesia was a new environment.
- b. Probably, some people got sick due to a tight schedule.
- c. We couldn't spend time much efficiently, may be because we had too much activities at hand.
- d. We couldn't spend our time efficiently.
- e. We should have prepared traditional culture, such as Japanese traditional and modern dances.

4 Implications for future activities

For those who plan to join the internship, being proficient in English is a must. Studying some Indonesian language is also advisable. Indonesian students seemed very interested in traditional and modern Japanese culture.

The program should have a free day, since the two-week schedule seemed full of activities.

Topic: INTERCULTURAL DISCUSSIONS IN IPB

Unit: C
Place Visited: Bogor Agricultural University (IPB)
KORNITA & BBS senior high school
Duration: 4 February - 17 February 2013
Name: Yuki Kawai
Affiliation: Graduate School of Horticulture

1 Objective

In this discussion, each teacher/staff was expected to:

- become familiar with the lessons introduced to the students (session 1); and.
- gather insights and suggestions from the teachers with regard to the lessons on science and Japanese culture conducted during the internship (session 2).

2 Flow of the discussion

The discussion was divided into two sessions. The first session focused on self-introduction of students from Chiba University and IPB (what does IPB mean), and the presentation on science lesson in front of college professors.

The second session was conducted to gather some insights and suggestions from the high school teachers and school principals with regard to the lessons on certain science topic during the internship.



Figure 1. Session one with the college professors and students of IPB

Table 1. Flow of the discussion

	Time Allotment	Activity
Before meeting 2/5	10mins.	Speech from IPB and CU staff
	15mins.	Introduction to CU
	15mins. (1or2mins./person)	Self-introduction of CU students (and own researches)
	15mins.	Introduction to IPB
	15mins. (1or2mins./person)	Self-introduction of IPB students. (and own researches)
	60mins. (30mins./group)	CU students' presentation of class plan; question and answer from IPB professor and staff.
After Meeting 2/14	20mins.	Ms. Baba presented about TWINCLE
	60mins. (30mins./group)	CU students presented own class and IPB and high school staff commented about that.
	10mins.	Comments from IPB professor and the high school presidents

3 Realizations

These were the realizations of our group, after we had our sharing sessions in Indonesia.

Plus points

- a. We could brush up our lesson plan and teaching materials because the IPB staff and professors gave us some advices.
- b. The IPB staff and professors, even the high school principal praised quipped that we had a good topic and presentation.
- c. Some IPB students attended our class to help high school students to understand our lesson.
- d. Through these discussions, I was able to improve on my presentation skills and my English speaking ability.

Minus points

- a. Due to time constraint, I couldn't present my study in detail.
- b. In each presentation, we had difficulty answering the questions from IPB staff or professor in English.

4 Implications for future activities

Before the meeting, we were able to prepare the slides for the self-introduction and the flow of our lesson (science). The people in IPB were very attentive during our presentation. Probably in the future, the students or interns should also keep in mind that they would be having a presentation after teaching, so they could prepare ahead of time.