

Topic: HOW TO GENERATE ELECTRICITY?

~Let's use solar cell!~

Unit: F
Place Visited: SMA38
SMAIT NURUL FIKRI (University of Indonesia)
Duration: 18 February – 2 March 2013
Name : Aiko Fukagawa, Shinji Koya, Mikako Kanzaki, Takehiko Kii
Affiliation: Faculty of Engineering; Faculty of Education

1 Objective

In this lesson, each student was expected to:

- be able to explain solar power generation to other people.
- be able to think about power generation methods in the future.

2 Flow of the lesson

The discussion focused on solar cells, and the experiment was on LED. Afterwards, the students were asked to discuss certain energy topic with their group mates, such as the one shown in figure 1. Table 1 shows a simple outline of the lesson.



Figure 1. One of the three topics for discussion

Table 1. Flow of the lesson

Time Allotment	Activity	Materials
5 mins.	I. Introduction	PowerPoint slides
10 mins.	II. Quiz Games	
15 mins.	III. Experimentation	LED Kit
15 mins.	IV. Discussion	PowerPoint slides
5 mins.	V. Conclusion	

3 Realization

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

Plus points

- a. We prepared various verbal scaffolding techniques. We used paraphrasing and funneling techniques, and used follow-up questions to facilitate students understanding.
- b. The level of difficulty of the lesson was appropriate.
- c. There were many activities prepared for the students. These activities engaged students' thinking and motivation.

Minus points

- a. We couldn't give them enough time to discuss and to ask questions.
- b. We were not able to assess whether our lessons interested some students who might not like science very much.

4 Implications for future activities

When performing simple activities and experiments, safety precautions should be reinforced.

Topic: JAPANESE NOVELTIES

Unit: F
Place Visited: SMA38
SMAIT NURUL FIKRI (University of Indonesia)
Duration: 18 February – 2 March 2013
Name: Mikako Kanzaki
Affiliation: Faculty of Science

1 Objective

In this lesson, the students know Japanese way of thinking through Japanese novelties.

2 Flow of the lesson

The discussion focused on Japanese novelties, such as the onigiri sheet, jam honey spoon, stationaries, and toilet seats. Table 1 provides an outline of the lesson. Afterwards, the students were given five minutes to ask other questions related to Japanese culture.

Table 1. Flow of the lesson

Time Allotment	Activity	Materials
2 mins. 40 mins./4	I. Introduction A. Self-introduction B. Japanese novelties 1. Onigiri sheet 2. Jam Honey spoon 3. Stationeries 4. Toilet	<ul style="list-style-type: none">• Onigiri sheet• Jam Honey spoon• Harinacs• shedder scissors
5 mins.	II. Conclusion & Question time	

3 Realizations

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

Plus points

- a. We presented a unique lesson to the class.
- b. Students became interested in Japanese novelties.

Minus points

- a. We couldn't explain some items in full detail.
- b. We provided less activity to the students.

4 Implications for future activities

We could sense how eager the students were as they try to listen to our presentation. However, there were many students in the classroom, so we should have provided a lot of activities for them. During the question-and-answer portion, we could accommodate all of their questions due to time constraint.

Topic: INTERNATIONAL EXPERIENCE

Unit: F
Place Visited: SMA38
SMAIT NURUL FIKRI (University of Indonesia)
Duration: 18 February – 3 March 2013
Name: Shinji Koya
Affiliation: Faculty of engineering

1 Objective

In this internship, we were expected to acquire meaningful experiences regarding Indonesia's culture and nature

2 Flow of the cultural experience itinerary

Tables 1 and 2 below show a simple outline of our itinerary when we visited Taman Mini and Bogor in the weekend (dates) of our stay in Indonesia. Figures 1 and 2 are pictures of our visit to Taman Mini and Bogor City.



Figure 1. Taman Mini



Figure 2. Bogor City

Table 1. Visit to Taman Mini

Time	Activity
30 mins.	Trip to the museum for appreciation of Indonesian traditional costume and lifestyle
2 h	Visit to various Indonesian traditional houses
30 mins.	Visit to Komodo dragon park
1 h	Visit to Aquarium

Table 2. Visit to Bogor City

Time	Activity
2 h	Brief stroll in Bogor farm
3 h	Brief stroll in Garden of Bogor

3 Realizations

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

Indonesia has diverse traditional culture. This may be explained by the numerous islands the country has. The country seemed to have a rich biodiversity. Their parks and wildlife had a rich array of flora and fauna. They even had various displays for their endemic species, particularly the Komodo dragon. But apart from these diversities, what struck me the most was the plantation in Bogor. It reminded me of “Semmaida” in Japan.

4 Implications for future activities

For those who wish to participate in this program, they should tediously study Indonesian culture and customs.

Topic: DISCUSSION AT UI

Unit: F
Place Visited: SMA38
SMAIT NURUL FIKRI (University of Indonesia)
Duration: 18 February – 2 March 2013
Name: Takehiko Kii
Affiliation: Faculty of Engineering

1 Objective

In this discussion, each participant was expected to:

- exchange opinions with regard to the science lesson and the Japanese culture lesson; and
- evaluate the lessons and gather feedbacks with regard to the lessons

2. Flow of the discussion

The discussion was divided into two sessions. In the first session, which was held before giving the lessons at senior high schools, we simulated the lessons and exchanged opinions to improve the lessons better (figure 1). This discussion was held for 120 minutes to about 20 participants as shown in table 1.

In the second session, which was held after giving the lessons, we gave a presentation to evaluate the lessons and gather feedbacks from the teachers. This discussion was held for 60 minutes to about 15 participants as shown in table 2.



Figure 1. Simulations of lessons and exchange of opinions

Table 1. The first session

Time Allotment	Activity
30 mins.	1. Self-introduction
30 mins.	2. Class simulation (Unit: F)
15 mins.	3. Exchange opinions for Unit :F
30 mins.	4. Class simulation (Unit: G)
15 mins.	5. Exchange opinions for Unit: G

Table 2. The second session

Time Allotment	Activity
20 mins.	1. Presentation by Unit: F
10 mins.	2. Feedbacks from the teachers
20 mins.	3. Presentation by Unit: G
10 mins.	4. Feedbacks from the teachers

3 Realizations

These were the realizations of our group after each session.

The first session

We needed to prepare more slides to explain about our topics in detail. Because they would like us to expect that the senior high school students were very curious, they did not hesitate to ask questions.

The second session

Based on the responses of the students from the survey questionnaire, they were satisfied with the how the lessons were presented. We had a shortcoming on time management; some of the students said that they could not ask us questions due to time constraint. In addition, we have to reconsider the risk management in conducting the experiment.

4 Implications for future activities

For those who plan to participate in this internship program, they have to keep in mind that Indonesian students are ESL learners. In this regard, verbal expressions should be audible and written expressions should be

student-friendly.

The incoming interns should also have an open mind with regard to cultural differences of students between Indonesia and Japan. In my opinion, Indonesian students' motivation to study is bound by interest and not by examination-pressure. This could explain why they were very curious. Future interns should also expect that many students ask questions during lessons.