

Topic: MAKING A LETTER STAMP

Unit: H
Place Visited: SMP6
SMA3 Yogyakarta (Gadjah Mada University)
Duration: 18 February – 3 March 2013
Name: Hiroki Hata
Affiliation: Faculty of Science

1 Objective

In this lesson, each student was expected to:

- become familiar with Photochemistry and its applications in daily lives;
- be able to make a letter stamp; and
- infer why photochemistry is applicable in making a letter stamp

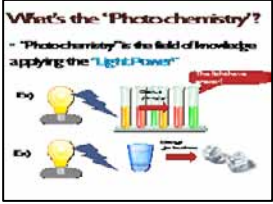

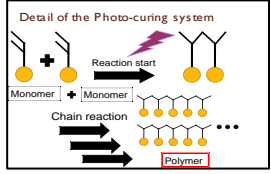

2 Flow of the lesson

The lesson was conducted for 75 minutes each to 3 classes. One class had an average of 35 students. The discussion focused on the mechanism of photochemistry, and its applications to daily lives. Afterwards, the students were asked to make their own letter stamps, and infer how Photochemistry was applicable in that activity (figure 1).



Figure 1. The students at work

Table 1. The flow of the lesson

Time Allotment	Activity	Materials
15 mins.	<p>I. Introduction of the lesson</p> <p>A. Self-introduction</p> <p>B. Introduction</p> <ol style="list-style-type: none"> 1. What's Photochemistry? 2. Procedure of making a letter stamp <p>C. Explain the experiment's procedure</p> <ol style="list-style-type: none"> 1. Making the, "Mask" 2. Exposing the film 3. Developing the film 	<ul style="list-style-type: none"> • Power Point (Introduction)  <p>(Process)</p>  <ul style="list-style-type: none"> • Demonstration using large samples
45 mins.	<p>II. Development</p> <p>A. Experiment</p> <p>While the students were doing the experiment, the teachers-in-charge made rounds to assist them.</p>	<ul style="list-style-type: none"> • aluminum, photo reactive film, black light, seal ink.
15 mins.	<p>III. Conclusion</p> <p>A. Mechanism of Photochemistry in letter stamp</p> <p>B. Other applications (dentistry, nail art/polish, and glue)</p> <p>C. Discussion</p>	<ul style="list-style-type: none"> • Power Point (Detail)  <p>(Application)</p> 

3 Realizations

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

Plus points

- a. Our strategy, which was to motivate and engage the students in our topic by using the letter stamp making, was successful.
 - Almost all of the students quipped that they become interested in Photochemistry
- b. By making their “Original” stamp, students got some unique memorial souvenirs
 - We thought that students would remember this lecture by actually performing the activity, and having a souvenir as a memoir.
- c. Through direct communication, we were able to establish a friendship/rapport with each other.

Minus points

- a. Due to language barrier, some of the students could not understand our explanation.
- b. We needed a longer setup time for the experiment because we did not know about the dimensions and features of the room prior to our internship.
 - Probably, because we had to prepare a lot of things; i.e. power point projector, and table for materials, some students got impatient.

4 Implications for future activities

Since the language of instruction was English, we should obtain higher communication skills. In other words, before the departure, we should improve our communication skills in English, particularly speaking.

Salient information regarding the room: size, seating arrangement of class room, the screen, should have been conveyed to us prior to our departure, so we could have prepared better. Nevertheless, we should have been flexible in dealing with these issues.

Topic: JAPANESE CULTURE -Japanese train system and making diagrams-

Unit: H
Place Visited: SMA6
SMA3 Yokyakarta (Gadjah Mada University)
Duration: 18 February – 3 March 2013
Name: Miwa Uwadaira
Affiliation: Faculty of Nursing

1 Objective

In this lesson, each student is expected to:

- become familiar with Japanese trains, SUJIYA (diagram maker), and certain Japanese characteristics like punctuality; and
- be able to organize information such as time, distance, and speed in a train diagram.

2 Flow of the lesson





The lesson was conducted for 45 minutes each to two classes.

One class had an average of 45 students (20-70). The discussion focused on Japanese train and diagram, and how to make diagrams (figure 1). Afterwards, the students asked about the classification of the Japanese train and ticket cost, which are useful train information for foreigners. Table 1 summarizes the flow of the lesson.



Figure 1. Japanese Culture Class

Table 1. Flow of the lesson

Time Allotment	Activity	Materials
10mins.	<p>I. Introduction</p> <p>A. Self-introduction and Introduction to Chiba University</p> <p>B. Motivation</p> <ul style="list-style-type: none"> - Teacher showed some pictures, which were related to Japan (e.g. cartoon, castle, etc.) • Teacher elicited words related to ‘train stations’ and ‘train’ in Japan. 	 <p>Tokyo station</p> 
30 mins.	<p>II. Development</p> <p>A. Watch two videos</p> <ul style="list-style-type: none"> - show train time table, rail maps, the scene of train rush, working scene of SUJIYA. Introduce SUJIYA and SUJI. <p>B. Activity</p> <ul style="list-style-type: none"> • Make a diagram. There are three questions. 	
5 mins.	<p>III. Conclusion</p> <ul style="list-style-type: none"> • Introduce Japanese DORAEMON train and in the future of SHINKANSEN. • Say to thank you for your listening and tell them today’s topic and what kind of things we learned. • Ask some questions from students 	

3 Realizations

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

Plus points

- a. First, we introduce common Japanese culture. We tapped their prior knowledge about Japan. This helped them become engaged in the lesson. (Cartoon, Origami and Sushi are very famous as in

other countries. If the students will come Japan, they would definitely use trains. This prompted us to choose the topic, “Japanese Train system and Sujiya (diagram maker).”

- b. In SMA3, students were able to understand the visualization in a diagram. Their reflections were good evaluation for this Japanese Train class.

Minus points

Consolidation was not enough. One of the students quipped, “*I don’t understand why we must learn about this train schedule.*” We needed to improve the activities in the motivation and consolidation parts since this student was not able to relate Sujiya and Japanese trains to Japanese culture.

4 Implications for future activities

Because this program was launched this year, we must share our learning experiences to the incoming participants. In the future, if this program will continue, please remember to check the condition of the class. We should have had communicated with the teacher and students before the class because our plan was different from their expectation and perception.

The class with many students (about 60 students) was quite a challenge for us. It was difficult to facilitate their understand and provide manpower to each individual. Although it was difficult to present Japanese culture in English, this experience increases my motivation to study Japanese culture. If I have a chance to teach or present again, I would like to tell them about nursing and health science.

Topic: INTERNATIONAL EXCHANGE IN INDONESIA

Unit: H
Place Visited: SMP6
SMA3 Yogyakarta (Gadjah Mada University)
Duration: 18 February – 3 March 2013
Name: Chiaki Ishizuka
Affiliation: Faculty of Education

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

1. Culture and history experience

We went to Borobudur, Candi Prambanan, Kraton, among others (figure 1). Borobudur is a massive Buddhist temple located in Central Java, Indonesia. It is the stone ruins. The monument is decorated with 2,672 relief panels and 504 Buddha statues. It was listed as a UNESCO World Heritage Site.

Candi Prambanan is a Hindu temple located in Central Java, Indonesia. It is one of the largest Hindu temples in Southeast Asia. It was also listed as a UNESCO World Heritage Site. Prambanan and Borobudur are both considered as samples of greatest masterpieces of architecture of Java.



Figure 1. Cultural visit

Kraton is the Sultan Palace. Kraton used to be the center of Yogyakarta Kingdom. It was built in 1756. Hamengkubuwono X, the current Governor, is still live in this palace. Around the Kraton is a densely populated residential area.

Through these visits, I was able to experience some aspects of Indonesian culture. Consequently, it made me reflect on my own culture as

well. Specifically, the tour guide said a lot of people gather to Borobudur on New Year's Day. In Japan, we visit a shrine on New Year's Day. I felt they were similar. But in Japan, we go to shrine regardless of religion. Indonesian people have a religious obligation to go there. I was able to think about the differences between religious beliefs.

2. People in Indonesia

It seemed that Indonesians were friendly. In fact, I had the opportunity to converse with a man. He was kind enough to show me the city. He was a very gentleman. However, he quipped that it was the norm in Indonesia to be hospitable to guests and/or foreigners.

I also had a chance to participate in a project. It involved volunteer teachers for the children living in the slums of Indonesia. Because of this, I was able to have a glimpse of poverty in Indonesia. I learned that in Indonesia, there are people who live in 2 dollars or less per day. It accounts for 40% of the population. I was able to hear stories about the lives of children who live in slums. It has become a very good experience for me.



Figure 2. Volunteer teachers for Indonesian children who could not afford to go to school

3. School in Indonesia

When I visited the physics lesson, I could tell that the students were very proficient in English.

In Indonesia, I assumed that the emphasis of English education is on speaking skills. Many Japanese people hesitate to speak English. But Indonesian people try to speak even if they are not very good at English. I thought these feelings improve their English language skills. Actually, some people have said that they have a conversation with foreigners actively to improve their English skills (figure 3).



Figure 3. Students during the discussion

4. Religion

When I was stayed in Indonesia, I had pondered about religion. In Japan, I did not think much about it.

In Yogyakarta is a student city, and many students come from different regions. So there are people who have various religions and values. People who are affiliated to or have certain religion abide by rules; of course having taboos are inevitable. If they don't appreciate the opponent's religion and values, it may become a trouble. I thought they have a disposition to admit a variety of values and they respect each other. In Japan, we cannot really feel such a thing about religion. So, I thought it's important to exchanges with people from another country.

5. Own change and growth

Through this program, I realized that one should have a deep understanding of one's own country before being able to deeply understand and relate with others. For once, I was not able to answer properly about countermeasures against tsunami, earthquake, and territorial dispute. If I had known better, our interaction with the students could have been enriched. I felt that this program could offer great opportunities be an opportunity to cultivate a better understanding about similarities and differences among cultures. I thought that I'd like to know more things through experience.

More importantly, through international exchange, we can learn a lot of things. By these experiences, I think we will be able to consider and cope with worldwide problem.

For instance, I'm going to be a position to teach children as a teacher, so I thought that I'd like to educate children with a global perspective. The experience to know different cultures in the world is important to gaze at oneself. These experiences will widen their career choices. I want children to interact actively with people from another country.

Topic: OUR DISCUSSION WITH UGM STUDENTS

Unit: H
Place visited: SMP6
SMA3 Yogyakarta (Gadjah Mada University)
Duration: 18 February – 3 March 2013
Name: Shuhei Sato
Affiliation: Faculty of Education

1 Objective

In these discussions, each participant was expected to:

- conduct an introduction of ourselves and to Chiba university; and
- establish friendship with UGM teachers and students.

2 Flow of the discussions

The discussions were conducted for two days, as follows:

a. First discussion (February 19, 2013)

- We introduced ourselves and Chiba university to the faculty and staff of UGM.
- We explained our class for high school students.
- UGM students introduced to us the Faculty of Geography's Living Activity.
- They guided us around the Geography Campus and UGM Campus (figure 1).

b. Final discussion (February 28, 2013)

- We presented our class about Japanese culture and science. We explained about the class' objectives, result, reflections, and conclusions.
- We received feedbacks from the high school teachers. We abide by the results of our discussions, and carried out the improvement to the next class.

3 Realizations

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



Figure 1. Students from the faculty of Geography

Plus points

- a. We could exchange our knowledge and experiences with each other.
- b. We could communicate with Indonesian students. More importantly, we could establish a friendship.

Minus points

- We needed to improve on our English skills, because we were not able to appropriately answer all of their questions due to language barrier.

4 Implications for future activities

We should improve our English skills. We should learn more about Indonesian system of education.