Faculty of Engineering, Kyushu University

New International Lecture Courses by collaboration with Univesity Malaya and Tsinghua University

Introduction
The recent progress and spread of media and information technologies facilitate development of new types of lecturing systems so called e-learning, in addition to classic face-to-face lectures using a writing board. Obtaining a fund (FY2004 - 2006) called “support program for current educational needs” (MEXT, Japan government), the Graduate School of Engineering also launched a new e-learning project two years ago in collaboration with the Tsinghua University (TU), China and the University Malaya (UM, Malaysia). I am involved in this project as a main project member as well as of the lecturers. This article is to explain the system, and to invite persons interested in the lectures.

System Concept
Synchronous and distance learning seems to be attractive for future education. However, present video conferencing system (VCS) picture quality is insufficient to continuously attract and concentrate students for a long lecture unless a high-quality network is provided. Therefore, we adopted a hybrid system applying seamless connection of program type lectures, remote-computer manipulation and online distance learning. As shown in Fig.1 in this system, the lecturer, staying at the host room, uses lecture slides (PowerPoint file) and/or pre-recorded lecture videos to explain the main lectures contents as well as VCS for face-to-face interaction such as questions, comments and answers. Communications and media facilities in all of the remote host and classroom devices are designed to be controlled by the lecturer. In practice, we are using software, which can synchronize all components of the host class and remote classes through the computer in the host class. This may solve problems caused by poor network conditions, because information sent from the host class is only a packet of lecture contents, or a text file.

Methods and Procedure
The hybrid distance learning system requires several steps before a lecture can be taught. It starts from preparation of the lecture materials. The system allows us to use many types of lecturing aids for the presentation, but we decided to only accept computer presentations by an LC projector (PowerPoint).

The next step is to record the presentation of the lecture contents by the lecturer. It is conducted in a special lecture room (acting as a studio) equipped with video recording facilities, with or without students, in ordinal lecture hours or in specially arranged time. The first edition works is to provide video products by cutting the originally recorded films into many short (several minutes) scenes, and giving each scene its own title to allow indexing. A hybrid lecture is thus teaching with VCS, remote-manipulation of PowerPoint files and video playback. The second edition is to divide the third module is a key for attractive and fruitful lectures.

4. Educational Issues
Educational merits expected in this system are (1) acquisition of the latest technology of communication and e-learning, (2) understanding of regional information in other countries, (3) cultivation of international views through discussions with other countries’ students and lectures, (4) acquaintance with other educational facilities, (5) technical English skill, (6) high level and various lectures with the same contents every time. (7) materials provided for self-study. Among them, (1)/(6) are given by collaborative international education, (5) by English spoken as a common language, and (6)/(7) by the hybrid system and accumulation of lecture archives. On the other hand, there are several difficulties and problems. To adjust differences in semester duration, class hours and timetables in each university, we need to have special hours for the distance learning lectures. Different start dates of semesters may request special considerations of the sequence of lecture contents. The other important problem comes from the differences in educational background of the specialities, and in English capabilities of students.

5. Invitation to e-Learning experience
From this fiscal year, two new courses “New Environmental Engineering” (1st semester) and “New Environmental Engineering II advanced” (2nd Semester) was / will begin as English lectures in the Graduate School of Engineering. Not only students, but also professors who is interested in this new lecture system are very welcome to join these lectures. You may find a new lecture system for the future
両大学（中国、上海）との交流

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中国・上海に所在する同济大学は、都市・交通分野における国際的にリード
ブラックスの大学であり、研究活動の拠点の一つである（都市社会工学専
攻、都市社会工学専攻、都市社会工学専攻）との間で交流が続けられている。

この交歓は、飯田散策名教授が中国社会工学
専攻に在籍中から始まっているが、同济大学との関係はさらに広がりつつある。甲府の学生および
教員は、中国の都市社会工学の実態を深く理解する機会を得ることができる。研究発表と会議参加
を通じて、日本の都市学を世界に発信することを目指している。

また、同济大学との交流は、大阪と上海の都市の比較を通して行われており、両大学の修士課程
の学生および研究者の交流が活発になっている。京都工科大学と同济大学の間で、修士課程
の学生が互いに留学し、研究活動を展開している。同济大学は、日本の都市社会工学の
研究を活発に進めている大学であり、両大学の交流を通じて、日本と中国の都市社会工学の
研究者が相互に学び合える機会を得ることができる。

両大学の交流を通じて、日本の都市社会工学の実態を深く理解する機会が得られること
を考えると、両大学の交流は非常に重要である。両大学の交流を通じて、日本の都市社会工学
の研究が活発に進められることが期待されている。

On the shores of Lake Biwa
A day to remember

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When I arrived in Kyoto, I spent the first two weeks on all
the registrations required. I did not have much time to get
known to other students. When presented to participate in
this orientation trip, I took it as an opportunity to
meet and get acquainted with other foreign students.

As scheduled, the morning was very busy. We were greeted
by the familiar faces of Dr. Ohashi and M. Ibarua from the foreign students
department. Although it was quite cold, everyone seemed relaxed
and looked forward to the trip ahead. The one hour journey seemed
enjoyable as everyone seemed to be enjoying talking and exchanging
experiences.

The museum itself was built as a comprehensive research
center for the Lake Biwa historical and scientific purpose as well as
an educational and information center for the public. After a
self-introduction session and an orientation from a faculty
member, we had lunch. I got to know a Filipina, a South Korean
and two Indonesians which I then spent most of the trip
together with. It said, “food tastes better when you are in
the company of people.” That was truly the case. It was the best
meal I’ve ever had since arriving in Japan. While eating, we
exchanged experiences, and got to know each other more.

後藤浩輝（エクスプリ・アリ）
国際環境保全センター
教授

私たちの研究室では、毎日日常の研究活動以外でチームを育て、
機会を求めて、学びにいく学生に、そのチームについて理解を深めて
いくため、インターンシップを実施している。学生社会学と地球環境科学
というテーマについて、学生が大学で授業を受けていたにしたがって、
実践を経験する機会を提供している。「地元」を知るため、
その地域の文化や風土を理解しようとする意欲が、学生にとって
きわめて重要である。様々な地域を訪れ、それぞれの文化や
風土を経験し、理解することは、学生にとって大きな啟発となる
と考えている。

コミュニケーションを大切に取り入れ、交流の機会を設けている。
学生たちがお互いに理解し、学び合う場としての役割を果たす
ため、定期的に研修会を開催している。学生たちがお互い
を尊重し、学び合う環境を整えることが重要であると考え
ている。