「アセラ」を巧みに実用化するためのマッサラ大学－チチカカ湖プログラム

国際交流日記（8月2日㈬～8月3日㈭）

8月2日㈬

4月21日㈬

新潟県越後大町町の「越後大町町農林水産部」で開催された「農業・食の価値を守るための地域再生に関するシンポジウム」に参加しました。

5月8日㈬

イランへ旅行中に、イラン大学科学技術大学の/frame/で開催された「科学技術大学の発展に関するシンポジウム」に参加しました。

7月10日㈬

サファビル大学で開催された「サファビル大学科学技術大学の発展に関するシンポジウム」に参加しました。

7月15日㈫

サマンダ大学科学技術大学の発展に関するシンポジウムに参加しました。

7月17日㈭

サファビル大学で開催された「サファビル大学科学技術大学の発展に関するシンポジウム」に参加しました。

8月2日㈬

イラン大学科学技術大学の発展に関するシンポジウムに参加しました。

8月3日㈭

イラン大学で開催された「イラン大学科学技術大学の発展に関するシンポジウム」に参加しました。

8月4日㈮

イラン大学科学技術大学の発展に関するシンポジウムに参加しました。

8月5日㈯

イラン大学で開催された「イラン大学科学技術大学の発展に関するシンポジウム」に参加しました。

8月6日㈰

イラン大学科学技術大学の発展に関するシンポジウムに参加しました。

8月7日㈪

イラン大学科学技術大学の発展に関するシンポジウムに参加しました。

8月8日㈫

イラン大学科学技術大学の発展に関するシンポジウムに参加しました。

8月9日㈬

イラン大学科学技術大学の発展に関するシンポジウムに参加しました。

8月10日㈭

イラン大学科学技術大学の発展に関するシンポジウムに参加しました。

8月11日㈮

イラン大学科学技術大学の発展に関するシンポジウムに参加しました。

8月12日㈯

イラン大学科学技術大学の発展に関するシンポジウムに参加しました。

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Engineering Education in the New Age for Cultivating Global Leaders

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1. Introduction

Cultivated with the rapid shift to a globalized economic society, highly internationalized society, aging society, and high-risk society, Japan is at a historic turning point. There is thus increasing demand for cultivating innovative engineers who are expected to demonstrate leadership in the global community, utilizing their background of science and technology. The field of engineering education needs to map out a strategy of recruiting researchers and engineers for P1.0.5 degrees, who have the potential to create the industry of the 21st century through innovation and creativity, and who can undertake diverse investigations and inventions during the first half of 20th century.

2. Center for Global Leadership Engineering Education

The Graduate School of Engineering established two types of new education programs in 2008: Advanced Engineering Course Program (17 departments provide their own specific curricular and Interdisciplinary Engineering Course Program (10 representative fields provide special curricular on an interdisciplinary basis), in which graduate students can study a variety of subjects covered under the Integration of a Master's program and Doctoral Program. These two engineering courses aim at achieving the following goals: (1) the global leadership for engineering education through compliance with international standards. In addition, the valuable contribution to the educational policy system of its educational program has been changed to an interdisciplinary program. The GL Education Center also responds for the teaching of subjects common throughout the Graduate School of Engineering, education programs for enhancing international communication, support for foreign students to study and work in Japan, the integration of international education programs. Besides these regular programs, the GL Education Center further manages special programs funded by the national government; the ‘Global Leadership Engineering Education Program’ under the Support Project for Students Favoring Science and Technology for Undergraduate Students, as organized by the Ministry of Education, University, Science, Science and Technology (MEXT), and the Asia-Industry Academic Global Network Program, the GL Education Center manages the Graduate School Education System (‘Graduate School of Engineering’) also began in 2007 (http://www.graduate.kyoto-u.ac.jp/support/index.html).

By reference to ‘Good Practices’ in the ‘Global Chemistry’

The Advanced Education Program for Career Development of Foreign Students from Asia provides Industry-Academia Cooperation classes such as the "Entrepreneurship Seminar," "Frontiers of Information Communication Technology (ICT)," and "Introduction to Entrepreneurship." The scholarship student can also receive education in business Japanese (language studies) in Japan and culture. Furthermore, a support service is available to all foreign students for the Internship Program in Industry-Academia Joint Research Projects and for obtaining employment opportunities in Japanese industry.

Closing Remarks

The performance of education is measured by its outcome, but not by its output. The attempt to positively cultivate global leaders by providing a background of science and technology in engineering education has just begun. It will be at least 10 years before the outcome of our attempts becomes evident and properly evaluated, and therefore a continuous process of trial and error is required to achieve the goal.

Kaiyara Wolfrum

Kaiyara Wolfrum (Kaiyara Wolfrum) is a PhD student in economics. His research interests include international trade, economic development, and labor market policies. His recent work focuses on the role of trade policies in promoting economic growth. He has published several papers on these topics in leading economic journals. Wolfrum received his M.A. in Economics from the University of California, Berkeley, and his B.A. in Economics from Harvard University. He is currently working on a project that examines the impact of trade policies on income inequality.

Orientation Trip to Lake Biwa Museum and Mt. Hiei

After my arrival, Kyoto warmly welcomed me with many registration documents to fill in and so I spent my first two weeks in the office. But that was good since it gave me a lot of experience dealing with the rules and regulations of Japan. As a result, however, I had no chance to get to know other foreign students. After that, the school invited me to join the orientation trip. When I received the invitation letter, I was very glad because I wanted to learn from the orientation trip and expected to make new friends. So I accepted it as a good opportunity.

On the morning of the trip, we got to the bus stop and exchanged greetings. Even though the weather was cold, everyone seemed actively looking forward to the trip ahead. Although it took about one hour, everybody seemed to be enjoying talking and exchanging experiences and it seemed only an instant to us.

When we reached Lake Biwa, we took group photos in front of the museum. It seemed the museum was built for both historical and scientific purposes, and for educational purposes for the public. In Miyakono, there is also a lake called Lake Inawako, which is also beautiful like Lake Biwa. So I was slightly homesick when I saw Lake Biwa. In the presentation, when I discovered how Lake Biwa is very important for people in Japan and the Japanese government and how people have tried to preserve it, that impressed me a lot. Besides I learned about preservation techniques for lakes.

I also got acquainted with a Thai and a Malaysian student. We had lunch together and shared our experiences while eating. We got to know each other more. Besides we could share our traditional and cultural knowledge. Each of us got a lot out of that conversation. Our friendship is also good even now.

I felt the tour of the museum was like passing through the ages. The pictures told us the discovery and history of Lake Biwa and how the surrounding area evolved. We could also know about the lifestyle of old Japan. The exhibiions, which show how the people of Japan worked hard and developed technolgy, are very interesting as well. I also enjoyed it very much when we got to Mount Hiei, which was the next destination of the trip, because we could see the whole area of Lake Biwa and its surroundings from the mountain top. And we saw a lot of pictures there. Then we finished our trip partially and arrived back at Kyoto University at 5 p.m. Then each of us returned to our daily lives and routines.

I am deeply grateful to the school organization for this delightful experience. From this trip, I made many friends and from them I could learn about how to survive at a foreign. So that trip for me was fruitful and unforgettable.