

Pencerahan: Japanese Students' Transformed Ideas and the Value of "Tensions" During TWINCLE Program's Two-Week Exchange Activity

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TWINCLE国際交流プログラムにおける日本人学生の "Tensions" に対する価値観の変化

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This article briefly introduces the Twin College Envoys Program or TWINCLE, a Ministry-funded program designed expressly for graduate students of Chiba University, Faculty of Education, as well as those from other disciplines; i.e. science, engineering, nursing, and horticulture, among others who had either prior experience or none at all regarding international internships. The program, in operation since December 2012, includes a 2-week supervised summer short-term exchange in Indonesia: teaching practice in two selected high schools; supervised interaction with Indonesian undergraduate and graduate students; a variety of cultural visits; and substantial opportunity for independent travel. Transformed ideas and the value of tensions they experienced during the 2-week exchange, as reflected in the final report of each group, are also presented.

Key words: TWINCLE Program (ツインクル プログラム) Indonesia (インドネシア)
Chiba University (千葉大学) Exchange Program (交換留学プログラム)
Reflection (Pencerahan) (反省)

Introduction

Like in the East Asian region where Japan is, in the South East Asian region (ASEAN), many social and cultural aspects and the standards of education and research are yet to be mutually comprehended among neighbor countries. Therefore programs leading to closer coordination and mutual understanding bring significant changes into Japanese university education.

Traditionally, university education in Japan was linked to domestic employment; emphasis on increased mobility of students worldwide was not considered as a priority. However, considering world trends in recent years regarding overseas study and movement toward an increasingly global curriculum (Lamont and Fried-

man, 1997; Toncar and Cudmore, 2000), in 2010 the Ministry of Education, Culture, Sports, Science and Technology, Japan or MEXT's Central Council for Education, Working Group on the Promotion of Globalizing Universities invited Japanese universities to promote transnational activities (MEXT, 2010).

Since then, for universities aiming to be international hubs for knowledge and circulation of human resources and from the standpoint of transnational activities, such as collaborative activities to promote mutual understanding between Japanese and ASEAN universities in particular, short-term exchange programs have become an important starting opportunity to make full use of specialized knowledge in the academic field, and as an opportunity to facilitate broader understanding of different cultures as a part of university curriculum or as a special program. Moreover, improvement of learning motivation, enhancement of

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originality, creativity and challenging spirit, and development of tough human resources are important objectives for the future growth of Japan (MEXT, 2010).

While it is not within the scope of this article to offer comprehensive detail of diverse implementations of short-term exchanges by each university (see Appendix A for some samples), the common thread among these is exchange program of a few weeks such as short stays (ss) or short visits (sv). These have been the major driving forces for inviting Japanese students to gain academic and cultural awareness, and influence university educators and staff to develop collaborative networks with other universities. As an example, Chiba University offers from a 2-week up to 6-month exchange program in selected countries in South East Asia. Uniquely and by doing so, Chiba University makes full use of not only bilateral but also multilateral interuniversity cooperation outside Japan. The focus of this article is to give a brief introduction of the exchange program's trial course, and the impact of the activities included in the 2-week experience in five participating universities in Indonesia through the reflections of internal stakeholders.

More importantly, in this article the author would like to emphasize that the students' reflections were neither as a special product of their thoughts nor "copies of the world to be pondered upon by their individual minds" (Ottesen, 2007). Their reflection presented most of their *transformed* thoughts through consideration of various tensions or gaps in their external environment, and within their inner self. Their reflections also bear their desire: *to change their thinking and skills, and to contribute to change in the future of their students or people they will encounter*. These thoughts on changes, or education that results in understanding and becoming enlightened are captured by the Indonesian word, "Pencerahan."

TWINCLE Program as an Extension of Chiba University's Globalization of Japan

Globalization of Japan

Chiba University (CU) is one of the strongholds with regard to national and international research, especially in the field of education. Through the years, drawing on its resources and strengths in global education, the university has been promoting, "Global Campus, Chiba University" through various programs geared toward international joint education. For the university, a global campus is the answer to the MEXT's broad call on helping the future stakeholders of the country to become global citizens by: a) nurturing Japanese students who can acquire high-level proficiency in English, an indispensable language in most (ASEAN) countries through short-term exchange pro-

grams in another country; and b) giving them opportunities for teaching practice in an international setting to acquire necessary leadership skills and to make a positive contribution in a future society filled with global citizens.

In 2012, the university has adopted two new projects: MEXT's "Project for Promotion of Global Human Resource Development" (a university-wide project) and "Reinventing Japan Project." In the Re-inventing Japan Project, the university has started the Twin College Envoys (Dispatch) Program or TWINCLE. The primary focus of the program is on primary and secondary education in ASEAN countries.

The TWINCLE Program

The "twin" in TWINCLE refers to twin majors; i.e. graduate students from the Faculty of Education being grouped with those from the Graduate School of Science, Engineering, Nursing, Horticulture, and so on. The program primarily aims to develop mutual academic and cultural understanding in the ASEAN region by conducting science and Japanese culture lessons using English as the medium of instruction.

One of the unique points of this program is its multilateral interuniversity cooperation with the following: University of Indonesia (UI), Gadjah Madah University (UGM), Bandung Institute of Technology (ITB), Bogor Agricultural University (IPB), and Udayana University.

Supervised interaction with Indonesian undergraduate and graduate students; a variety of cultural visits; and substantial opportunity for independent travel are also part of the activities in this program. Three courses are offered and each implements the above-mentioned activities in varying duration. Table 1 summarizes these courses.

Table 1. Courses of TWINCLE Program

Course Title	Duration	Activities
Trial	2 weeks	Internship
Short*	1 month	Internship and research work
Long*	6 months	Internship, research work and fieldwork

*Note: Not yet implemented in 2012

Since the program started last December 2012, 39 CU student-participants were first sent to Indonesia through the trial course. Figure 1 provides a sample list of activities for this 2-week exchange program.

This schedule reiterates the importance of pre and post discussions with the partner universities regarding the execution of the lessons for two high schools, classroom management, classroom participation, and

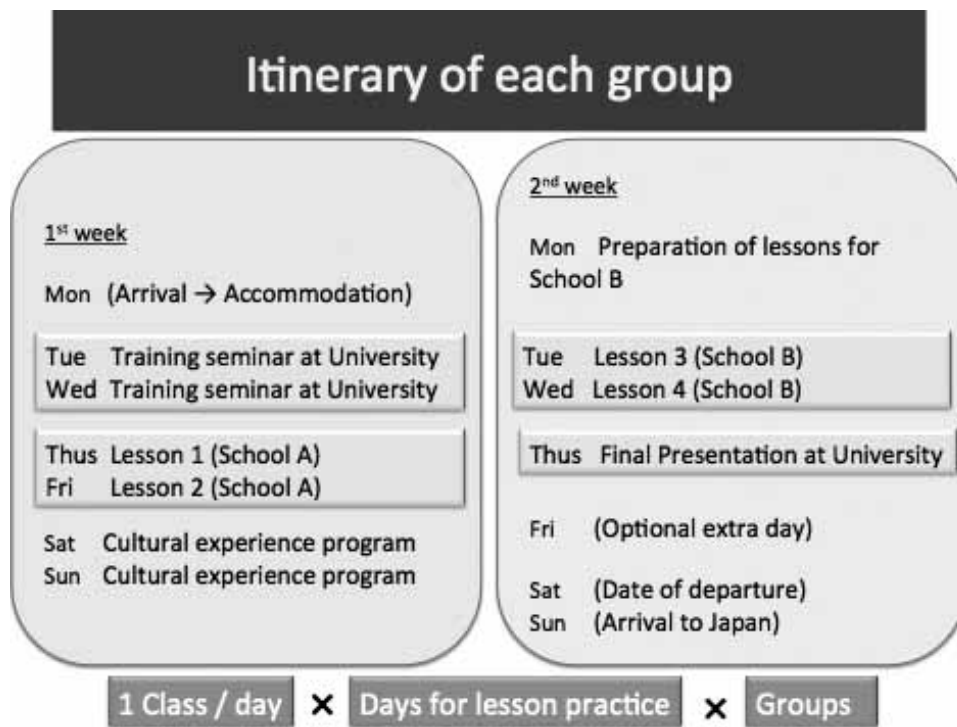


Figure 1. Activities for the Trial Course



Figure 2. A trip to Taman Mini Indonesia Indah

various form of challenges met during the exchange program.

During the final presentation in each university, each group of students is also asked to give their impressions acquired through cultural visits and independent travel (see figure 2; sample impression follows).

—*In this theme park, we could see many Indonesian traditional clothes, house, and animals in every region.* —*Shino Okazaki, UI Group F (TWINCLE, 2013).*—

The Value of the Program

The following section presents the general experiences of student-participants during the trial course, and how they thought of these experiences. Each group was required to submit a final report based on these themes: teaching practice in two selected high schools; supervised interaction with Indonesian undergraduate and graduate students; a variety of cultural

visits; and substantial opportunity for independent travel. The reports were compiled into a book, which are distributed to ASEAN partner institutions (TWINCLE, 2013). The tensions or gaps during their experience, which might have contributed to students' pencerahan or enlightenment, are presented under these themes.

Teaching practice in two selected high schools and supervised interaction with Indonesian undergraduate and graduate students

On Language of Instruction and Communication

a. Tension: Using the English language versus using the Indonesian language.

English is an indispensable language in ASEAN; it serves as a third language; i.e. it is used as the academic language by Japanese students and Indonesian students during lessons. Most of them wished that they were "more proficient in English; this could have facilitated a smooth lesson." Some said, "We were not able to freely express ourselves because of the language barrier. We advise participants to be fluent and confident, at least in daily English expressions."

Most CU students also realized that using the locals' language is effective in communicating their "hearts;" i.e. their implicit desire to get their message or lesson across, and get along with Indonesian students. A simple self-introduction and expression of "thanks" in Indonesian language eased up the atmosphere in the classroom, thereby garnering hearts and minds that are more than willing to listen, participate, and learn. This was generally stated by a student's reflection, "Use Bahasa Indonesia for connection if we really want to promote international understanding."

b. Tension: Focusing on English language versus focusing on lesson and its contents.

Most Japanese student-participants admitted that before coming to Indonesia, and while standing in front of the students, they were highly concerned that the level of their English language proficiency might not be enough to make the students understand their lesson.

One student went beyond expressing this qualm, "As I reflect back, I realized that we became too obsessed with how well we should speak in English." Remarkably, "The lesson itself and its contents are equally or more important than being good at speaking in English."

c. Tension: Being open to mistakes versus "being obsessed with bookish English grammar."

Both Japanese and Indonesian students, respectively, are ESL or English as a Second Language learners. What set them apart might be hinted by a

student, through this note, "Indonesians seem to be very proficient in English unlike us Japanese, who are also being hesitant to speak in English. They try to speak even if they are not very good, and they have active conversations with foreigners. This might have helped them improve their English." Being hesitant English speakers may be rooted to several reasons. This phrase may also serve as a key, "(the) Japanese tend to follow English grammar written in books."

On Conducting Lessons

a. Tension: Being "prepared" versus being flexible.

Most of the students realized the, "importance of preparing activities which are suitable for certain grade levels." To which, one seemed to top that "being prepared will guarantee success."

Interestingly, there were also students who seemed more *ready* to be flexible: "by using facial expressions as indirect feedback and asking them a lot of questions before proceeding to the next activity," to "confirm understanding." In some cases, these indirect feedbacks were taken by student-teachers as a need: "because we saw that many students liked playing 'shogi break mountain' we decided to change the flow of our activity" and "we added some more Japanese culture introduction because we had more time to spare."

b. Tension: Having expectations versus being open-minded.

Because it was the first time for Japanese student-participants to teach Indonesian students, they thought that their behavior would be similar to Japanese high school students, "We thought that they, like Japanese students, would find our topic on visual illusions as boring. Much to our surprise, they got really excited about it. But one class was after the visual illusions, while the other was concerned about the mechanisms behind these illusions."

One group also noted that, "in Japan, only young kids play, 'shogi break mountain' that's why we did not actually *plan* to teach it to Indonesian students. We really did not expect that they would enjoy it very much."

Variety of cultural visits and substantial opportunity for independent travel

Tension: Knowing about others' culture versus knowing one's culture and self. The 2-week stay, the excursions, and teaching Indonesian students left several impressions on Japanese students: Indonesians' smile, character, friendliness, best hospitality, interest in Japanese history, pop culture, writing system, and customs.

However, Indonesian students' questions such as,

"Why is that a lot of families in Japan share the same family name?" "What is the difference among Katakana, Hiragana, and Kanji?" "How did Japan recover after the bombing incidents in Hiroshima and Nagasaki?" made the students realize that they knew little about their own history.

Some students took note of Indonesian's religious practices such as praying at least five times a day, conducting offerings to their gods; visits to UNESCO heritage sites such as Borubudur also made them, "think about 'religion.'" The experience suggests that the students were prompted to reflect upon their own way of life.

These encounters, albeit served as windows to Indonesian culture, promoted metacognition. For instance, a student shared that, "The experience to know different cultures around the world poses a great opportunity to *gaze* at oneself."

Summary and Conclusions

The purpose of this study is to introduce the TWINCLE program and its value. The value of this program was described through tensions and transformed ideas. The tensions discussed and sample statements written in each are only glimpses of salient experiences of Japanese students during the 2-week exchange activity in Indonesia, which can serve as key areas where activities of educational courses and the TWINCLE program itself may put emphasis in the future.

The individual elements of the program may be similar to other exchange programs. The combination of teaching practices for Japanese culture, cutting-edge technology class, and opportunity for independent travel into one cohesive program sets this program apart from others. Further, although the activities were conducted for two weeks, relatively shorter than

other exchange programs, the program seemed to have provided enough opportunities for students to acquire unique and meaningful experiences, and desire to inspire future Japan: "For instance, I would like to educate children with global perspective, actively interacting with people in other culture."

The effect of these experiences may not be evident for the time being, but the fact that they were able to have these *pencerahan* or enlightenment means they will improve and they can change for their own professional endeavors in the future.

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APPENDIX A

平成24年度留学生交流支援制度（ショートステイ、ショートビジット）採択校・採択プログラム一覧

国内大学 コード	大学等名称	区分	プログラム名
101010	北海道大学	SSSV	東アジア法医学生交流ウィーク
101010	北海道大学	SSSV	アフリカ諸国におけるフィールドトキシコロジーネットワークによる獣医研修プログラム
101010	北海道大学	SSSV	国際ネットワークにもとづくフィールド環境科学の次世代育成プログラム
101010	北海道大学	SSSV	農学の国際性の涵養のための先鞭教育プログラム—農学教育研究の国際拠点を形成するための教育的基盤整備
101010	北海道大学	SSSV	ESDキャンパスアジアプロジェクト
101010	北海道大学	SSSV	工学系国際インターンシップ交流プログラム
101010	北海道大学	SSSV	国際連携総合化学プログラム
101010	北海道大学	SV	博士後期課程学生の海外研修インターンシップ演習事業
101010	北海道大学	SV	HOPS国際フェロープログラム
101020	北海道教育大学	SS	北海道教育大学教育研究セミナー (Illinois State University Japanese Studies Education Seminar at Hokkaido University of Education Asahikawa Campus)
101020	北海道教育大学	SV	英語とオーストラリア文化・社会を学ぶ夏期研修2012
101030	室蘭工業大学	SSSV	室蘭工業大学と豪州ロイヤルメルボルン工科大学(RMIT)の語学研修の相互交換・交流
101030	室蘭工業大学	SS	タイ・TNI学生ショートステイプログラム
101040	小樽商科大学	SV	小樽商科大学ノースウェスタン大学集中講義
111010	弘前大学	SS	テネシー大学マーティン校「トラベル・スタディプログラム」
112010	岩手大学	SSSV	持続可能な社会構築のためのヤングリーダーズ国際研修
112010	岩手大学	SSSV	日韓学生の協働による地域文化資産創造研修
112010	岩手大学	SV	Exchange program Between Iwate TUAT & PURDUE
112010	岩手大学	SV	オーバン大学獣医学部海外特別実習
113010	東北大学	SSSV	国際人材育成のための派遣・受入連動型の短期留学プログラム
113010	東北大学	SSSV	Tohoku University Engineering Summer Program (TESP)
113010	東北大学	SSSV	Mathematical Algorithmスキルアッププログラム
113010	東北大学	SS	Tohoku University Science Summer Program (TSSP)
113010	東北大学	SS	Tohoku University Arts and Letters Summer Program (TASP)
113010	東北大学	SV	スタディ・アブロード・プログラム
114010	秋田大学	SS	持続可能な国際資源学SSプログラム2012

(Continuation: 2 of page 22)

国内大学 コード	大学等名称	区分	プログラム名
121020	筑波大学	SSSV	国際インターンシップ
121020	筑波大学	SSSV	筑波大学・ボルドー第二大学医科学分野の大学院生共同研究推進
121020	筑波大学	SS	生物資源科学分野を支える次世代人材育成を目的とした生命環境学群交換留学プログラム
121020	筑波大学	SS	インドシナ地域における生命産業科学分野若手研究者育成プログラム
121020	筑波大学	SS	3rd Summer School in Tsukuba
121020	筑波大学	SS	国際農学ESDトレーニングプログラム
121020	筑波大学	SS	Tsukuba Summer Institute for Physical Education and Sport
121020	筑波大学	SV	国立台湾大学への短期派遣パート3（適正技術教育実施に向けて）
121020	筑波大学	SV	開発途上国インターンシップatホーチミン2013
121020	筑波大学	SV	海外協定校との連携による「国際科目」の展開—学群カリキュラムの国際化と短期留学の促進に向けて—
121040	筑波技術大学	SS	聴覚・視覚障害生を対象とした国際教育短期受入プログラム
121040	筑波技術大学	SS	国際交流研修プログラム
122010	宇都宮大学	SS	森林資源管理・利用と環境保全の共存に関する全学レベルの国際連携野外実習
123010	群馬大学	SSSV	Student encharge program between Gunma University and Universtas Padjadjaran
123010	群馬大学	SSSV	国際的な保健医療人材育成支援プログラム
123010	群馬大学	SSSV	再生可能エネルギー開発に関わるUKM & GU学生の相互交流
123010	群馬大学	SS	モンゴル国における理学療法士育成のための早期臨床体験実習プログラム
123010	群馬大学	SV	コロンビア共和国サバナ大学医学部における臨床実習
124010	埼玉大学	SSSV	環境社会基盤国際連携大学院プログラム
124010	埼玉大学	SSSV	東アジア天体観測実習をもちいた中華民国・国立中央大学との留学生交流
125010	千葉大学	SSSV	プレ・ダブルディグリープログラム
125010	千葉大学	SSSV	国際シャトルプログラム
125010	千葉大学	SSSV	第3回チュラロンコン大学—千葉大学 学生ワークショップ 3rd Chiba-CU student Workshop
125010	千葉大学	SSSV	グローバル・スタディ・プログラム2：フィンランドと考える未来の社会サービスシステム
125010	千葉大学	SSSV	米国大学クリニカル・クラークシップ交換留学プログラム
125010	千葉大学	SSSV	薬学教育基盤構築プログラム

Source: http://www.jasso.go.jp/scholarship/documents/h24_sssv_saitakukou_saitaku_program_ichiran.