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① Winter Program (AY 2018)

- Overview

From the 2018 academic year, we have started a winter program for international students in Japan and Japanese students preparing to study abroad. The schedule and content are as follows.

1. Period: January to March 2019

2. Content:

(1) Program for Japanese students

(2) Program for international students

3. Schedule of program for Japanese student

Date	Content
January 23 (Wed.)	Overseas internship report presentation (11:50-13:00), 28 participants
January 30 (Wed.)	Graduates' lecture (16:00-17:30), 32 participants

4. Schedule of program for international students

Date	Content
January 31 (Thu.)	Japanese class (8:30-11:40)
February 1 (Fri.)	Japanese class (8:30-11:40), tour of Tachikawa Life Safety Learning Center (12:45-17:20)
February 4 (Mon.)	Japanese class (8:30-11:40)
February 5 (Tue.)	Japanese class (8:30-11:40), tour of Sony headquarters (13:00-17:30)
February 7 (Thu.)	Japanese class (8:30-11:40)
February 8 (Fri.)	Tour of Musashino Clean Center (8:45-11:50)

February 12 (Tue.)	Japanese class (8:30-11:40), origami experience (13:00-15:30)
February 14 (Thu.)	Japanese class (8:30-11:40), home visit orientation (11:40-12:20)
February 15 (Fri.)	Tea ceremony experience (9:30-11:20), kimono experience (13:00-16:00)
March 2 (Sat.)	Home visits
March 27 (Wed.)	Tour of Hitachi Construction Machinery/Tsuchiura plant (10:10-19:10)

•Japanese class | Graduate students studying Japanese at the university were called in as lecturers, with Japanese students studying the relevant languages as tutors.

•Extramural study | Carried out at Tachikawa Life Safety Learning Center and Musashino Clean Center.

•Japanese cultural experiences | The experiences included origami, tea ceremony, and kimono. The tea ceremony experience was conducted with the cooperation of the university's Omotesenke tea ceremony club.

•1-day internship | Carried out at Sony headquarters and the Hitachi Construction Machinery Tsuchiura plant. This program was organized by Special Professor Shigeru Arai—the coordinator of the Inter-University Exchange Project (Russia)—and carried out jointly with the other Inter-University Exchange Projects.

5. Students participating in the program for international students

(1) 10 long-term ISEP students (3 from Myanmar, 4 from Laos, 3 from Cambodia)

(2) 1 graduate student (Laos)

(3) 2 nationally sponsored research students (Laos)

Inter-University Exchange Project (ASEAN) Coordinator

Junichi Terai

- Overseas Internship Report Session

Date: January 23, 2019 (Wednesday), 11:50 to 13:00

Venue: Tokyo University of Foreign Studies Fuchu Campus Research and Lecture Hall Room 113

Program:

I. Greetings: Professor Reiko Suzuki, Project Leader

II. Reports and Q&A with Past Overseas Interns

1. Hatsune Okuno: Junior majoring in Laotian (Internship: HIS)

2. Shunpei Takeuchi: Junior majoring in Cambodian (Internship: Foundation for International Development/Relief [FIDR])

3. Ayami Hara: Senior majoring in Burmese (Internship: Japan SAT Consulting Co., Ltd.)

III. Final Remarks: Junichi Terai, Project Coordinator

[Overview]

Three students reported on their internships in Myanmar, Laos, and Cambodia, in different fields (tourism, consulting, NGO work) and for different periods of time (three weeks to one year). Participants asked various specific questions such as how they found the internships, how many hours a day they worked, where they lived during the internships, and what duties they were trained on. This active response and the participation of nearly 30 attendees suggested a high degree of interest in student internships.

Participants seem to have found the session useful for future internships. The speakers also reported that the internships had a positive effect on their job-hunting process. Post-session questionnaires indicated that participants were able to imagine internships more specifically and had been moved by the speakers' capacity for action, suggesting that the event was meaningful for them.



Nearly 30 participants assembled, leading to an active Q&A session.



[Myanmar] Ms. Ayami Hara

Period: October 2016 to September 2017

Internship: Japan SAT Consulting Co., Ltd.

(consulting company)

Content: Myanmar domestic personnel introduction



[Laos] Ms. Hatsune Okuno

Period: March 12, 2018 to March 30, 2018

Location: HIS Luang Prabang Branch

Purpose: (1) Studying tourism (2) Studying Laotian



[Cambodia] Mr. Shunpei Takeuchi

Period: July 31, 2018 to August 24, 2018

Internship: Foundation for International Development/Relief (NGO)

Content: Contribution to the creation of a hygienic hospital as a non-medical worker in the KPSP (Kratie Provincial Hospital Pediatric Surgery Project)

- Graduates' Lecture

Date: January 30, 2019 (Wednesday) 16:00 to 17:30

Venue: Tokyo University of Foreign Studies Fuchu Campus Research
and Lecture Hall Room 226



Program: Lecture and Q&A Session by Graduates

1) Mr. Koichi Toya of JICA

Japan International Cooperation Agency, Security Management Department, Security Countermeasures
Section 1 Assistant Director/Head of Americas Group

"Working in Developing Countries: Taking on Laos and the World"

2) Mr. Masahiro Ishikawa of JETRO

Japan External Trade Organization, Customer Support Division, Trade Investment Promotion Section

"What International Society Needs from TUFS Students: 4.5 Years at TUFS, 20 Years at JETRO"

[Overview]

Graduates of this university working at JICA and JETRO were invited to lecture to students interested in working in developing countries or in studying or interning in Southeast Asia. The lecturers discussed their time as students, their job-hunting experience, and their current work with the aid of photographs and other materials. Then they provided advice to the students about to enter the job market from the viewpoint of graduates of the same university. Their lectures included stories of academic and job-hunting failures which would have never come up in other contexts, prompting many questions from the students during the Q&A session. Furthermore, many students continued to pepper the lecturers with questions after the session was over, suggesting a high level of interest in overseas work, JICA, and JETRO.

The lecture was attended by over 30 students and parents. Their impressions after the session included increased motivation based on a higher awareness of the significance of studying foreign languages, as

well as appreciation for the job-hunting tips that they had received. Many seem to have taken the lecture as an inspiration for their student life from now on. We hope to offer more opportunities of this kind in the future.



Lecture by Mr. Koichi Toya of JICA



Lecture by Mr. Masahiro Ishikawa of JETRO

- Japanese Class

The Inter-University Exchange Project (ASEAN) winter program for international students took place with the objectives of continuing Japanese study over the long vacation and enhancing communication among international students. The present report outlines the Japanese class.

Graduate students researching Japanese language at the university were kind enough to act as the lecturers. The class targets were 10 international students in this program, from Myanmar, Laos, and Cambodia, one graduate student from Laos, and two research students as well. With widely varying Japanese abilities, the class was split into beginning and intermediate levels. To assist students' comprehension, a tutor was assigned to each student from among Japanese students majoring in their languages.

The following two textbooks were used.

Beginners: Japan Foundation ed., Marugoto: Nihon no Kotoba to Bunka Nyumon A1, Sanshusha

Intermediate: Akiyama, Nobuko and Mai Sakamoto (ed. Sanae Kato), Weekly J: Nihongo de Hanasu 6 Shukan Book 1 (2012), Bonjinsha

In the first period (8:30 to 10:00), students prepared presentations in Japanese on topics from the textbooks with the help of their tutors; in the second (10:10 to 11:40), they gave their presentations and learned about Japanese culture. The topics discussed over the 7-day period are outlined below, based on the lecturers' reports.

Day 1 (January 31)

1st period

(1) Orientation

(2) Introductions (name, country, hometown, something you like about Japan)

(3) Presentation preparation in separate levels

Beginners: Text Lesson 3 "Dozo yoroshiku," Lesson 4 "Kazoku wa 3-nin desu"

Intermediate: Text Unit 01 "Gambarimasu no de, yoroshiku onegai shimasu."

2nd period

Presentation topic: Introductions (Beginners: family, intermediate: hopes and plans)

Lecturer's comments: I was impressed that the Cambodian students, who had just started learning Japanese in October, wrote complete sentences in good handwriting and were able to give presentations. A Myanmar student in the beginners' class took the lead for the day, speaking well without notes. The intermediate students all presented well without notes. We kept up this style for all seven days, and the students worked hard and took the class seriously.

Learning about Japanese culture

In keeping with the New Year's holidays, the class studied New Year's cards and the Asian zodiac, did calligraphy for the New Year and played Sugoroku and Karuta.

•New Year's cards and Asian zodiac

Students observed New Year's cards and learned about the zodiac animals, naming the animals on a worksheet and figuring out what animal sign they were.

•Calligraphy

Brush pens were used. Students learned about vertical writing and stroke order.

Lecturer's comments: Students seemed ready to take on



In class



Calligraphy practice

difficult assignments, such as looking up difficult characters ("mouse," etc.) on their mobile phones or writing their names in characters.

- Sugoroku and Karuta

Because the beginning students had relatively small vocabularies, they played simple Karuta with fruit outlines and hiragana. The intermediate students played prefecture and idiom Karuta, with the Japanese tutors serving as readers.



Students' calligraphy

Day 2 (February 1st)

1st period

At the beginning of class, we discussed the difference between "wa" and "ga," which had come up yesterday.

Examples: Eigo ga dekimasu. Furansu-go wa dekimasen.

Then the levels split up to write essays.

Beginners: Text Lesson 5 "Nani ga suki desu ka"

Intermediate: Text Unit 04 "Asakusa no o-tera wa 1400 nen mae ni tateraretandesu yo" (Introducing recommended places and things in your country)

2nd period

Beginners' presentation topic: Breakfast

Intermediate presentation topic: Sightseeing spots in your country: what is on offer, what is famous, what you can do there

Students introduced various famous places and objects at sightseeing spots in Laos and Myanmar with photographs.



Presentations

Learning about Japanese culture

- Setsubun



Singing "If you're happy and you know it, clap your hands"

Students learned about “demons out, happiness in” and tried it, with beans and demon masks.

•Song: “If you’re happy and you know it, clap your hands.”

The song was chosen to enable Japanese practice with simple sentence structures, and practiced via YouTube, with reference to Utatte oboeru Nihongo (Bonjinsha). The Japanese lyrics were used as an example of the volitional form, as well as the body parts.

Lecturer’s comments: Students had fun singing along with gestures.

Day 3 (February 4th)

1st period

At the beginning of class, we discussed how to use the formal nouns koto and mono, which had come up the day before. Then the levels split up to write essays.

Beginners: Text Lesson 9 “Nanji ni okimasu ka,” Lesson 10 “Itsu ga ii desu ka”

Intermediate: Text Unit 02 “Hajimete Nihonjin to hanashita toki, dokidoki shimashita” (expressing feelings)

2nd period

Beginners’ topic: What do you do at what time every day?

Intermediate topic: Doing something for the first time and how you felt about it

Lecturer’s comments: Memorable presentations included one about realizing that the student had left a bag with valuables in it at the station.

Learning about Japanese culture

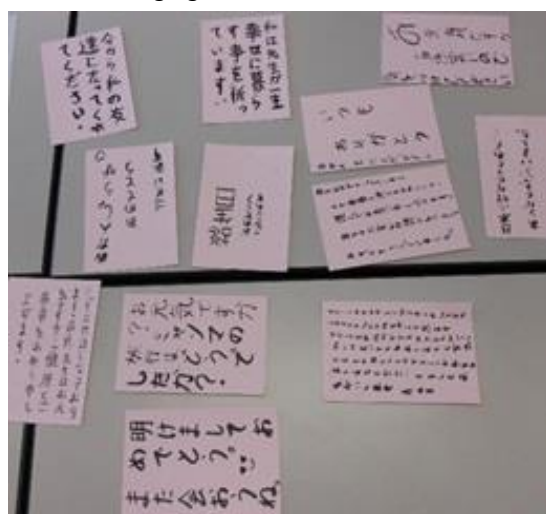
•Song: “Tsubasa wo kudasai”

Students learned the structures “N ga hoshii (desu) / (N wo) V-te kudasai” while reading through the song lyrics.

Lecturer’s comments: The melody is beautiful, and when



Singing “Tsubasa wo kudasai.”



Student works

we sang it in two-part harmony with sheet music, it was hard not to applaud.

- Calligraphy

Students practiced on cards with brush pens.

Day 4 (February 5th)

1st period

At the beginning of the class, we discussed the difference between “Jishin ga okinai ka dou ka shinpai desu” and “Jishin ga okiru ka dou ka shinpai desu,” which had come up the day before. Then the levels split up to write essays.

Beginners: Text Lesson 7 “Heya ga 3tsu arimasu” and Lesson 8 “Ii heya desu ne.”

Intermediate: Text Unit 03 “O-kane ga tariru ka dou ka, shinpai deshita.” (What would you do?)

2nd period

Beginners’ topic: Your room

Students talked about what was in their dorm rooms and what they could see.

Intermediate topic: Worries past and present

Students talked about concerns such as going on to graduate school.

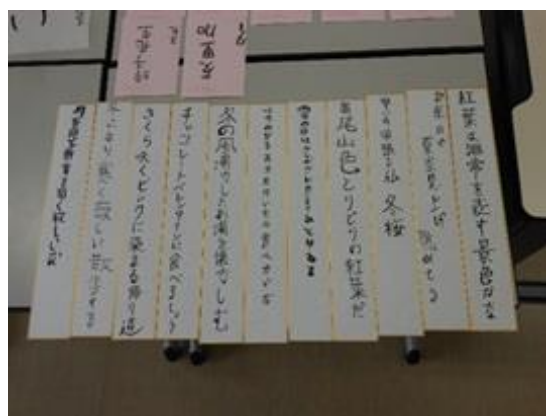


Haiku circle

Learning about Japanese culture

- Haiku

Students were introduced to the simpler among famous haiku, learning the 5-7-5 rule and the rule about seasonal words. Then they tried writing their own, using brush pens



Students’ haiku

on paper strips, and submitted them anonymously. Each selected three that they liked and we presented the highest scorers. This was in imitation of a haiku reading circle, and went very well. High-scoring haiku included “Fuyu no hiru atataakai mono tabetai na” and “Sakura saku pinku ni somaru kaerimichi.”

Lecturer’s comments; We thought beginners might struggle, but they did very well.

Day 5 (February 7th)

1st period

The levels split up to write essays.

Beginners: Text Lesson 11 “Shumi wa nan desu ka” and Lesson 12 “Issho ni ikimasen ka”

Intermediate: Text Unit 05 “Kanji no yomikata ga wakaranaindesu ga...” (asking how to do something, asking for information)

2nd period

Beginners’ topic: Things you like, hobbies

Intermediate topic: Asking about words seen on the street or in magazines and how you felt when a Japanese person explained them

Lecturer’s comments: Some students asked about current slang (go-kon, oikon, tarui). Others noted that abbreviations were often 4 syllables, as in dejikame and meruado.

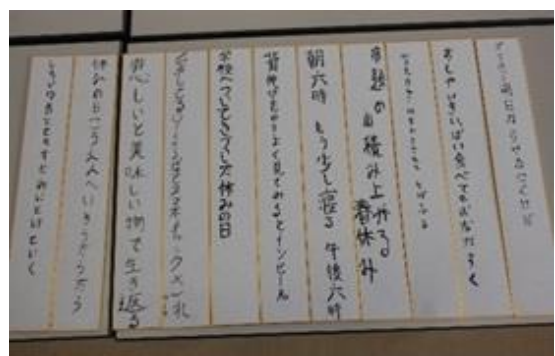
Learning about Japanese culture

• Song “Fuyu no yado kara”

Students learned the lyrics and the benefactive expression “kite wa moraenu seitaa.”



Singing enka



Students’ senryu

Lecturer's comments: Some students were confused by the world of enka, but others were impressed by Harumi Miyako's singing ability.

- Senryu

Students learned about senryu and wrote their own, as with haiku. Different students' work received high scores than with the haiku. High-scoring pieces included "Asa rokuji mou sukoshi neru gogo rokuji" and "Gakko he tsuite kizuuta yasumi no hi."

Day 6 (February 12th)

1st period

The levels split up to write essays.

Beginners: Text Lesson 12 "Issho ni ikimasen ka" and Lesson 13 "Dou yatte ikimasu ka"

Intermediate: Text Unit 06 "Yattaa! Katta!" (asking what is happening)

2nd period

Beginners' topic: How to get somewhere from home

Intermediate topic: The situation when a problem occurred

Lecturer's comments: A memorable speech included the student who realized she had left her wallet at home when paying at a convenience store.

- Preparing the essay collection

Students chose one essay they had written so far for presentation and recopied it on 20×20 paper. These were printed and handed out on the final day as an essay collection. On Day 6, each group was photographed and their photograph added to the collection.



Studying Japanese

Learning about Japanese culture

• Bunraku

Students watched the “Bunraku in 5 Minutes” series on YouTube (made by the NPO Ningyo Joruri Bunrakuza) and learned about bunraku.



Learning about Bunraku

Lecturer's comments: Some students were impressed by the puppets' structure and movement, but the sections about puppetmasters and shamisen were rather long and the room was dark, so unfortunately some students got sleepy.

Day 7 (February 14th)

1st period

As this was the last day, the students became the teachers and gave mini-lessons on their languages, explaining how to say “Good morning,” “Hello,” “Thank you,” and “Goodbye” in each language and writing them on the board.

Lecturer's comments: The beauty of each writing system and the greeting by joining palms was very moving. Then the levels split up to write essays.

Beginners: Text Lesson 15 “Yumei na o-tera desu” and Lesson 15 “Kawaii!”

Intermediate: Text Unit 07 “Sosaku ga kantan de, tsukaiyasundesu” (recommending something good to use)

2nd period

Beginners' topic: Shopping

Intermediate topic: Describing a prized possession

Lecturer's comments: Many of the presentations on prized possessions referred to smartphones, but others discussed inexpensive and well-loved mechanical pencils, purses, or backpacks, with an emphasis on their

ease of use.

Learning about Japanese culture

•Kabuki

Students learned about kabuki from the trailer to the YouTube video "Cinema Kabuki." Keeping in mind the experience of the previous day, we selected a short video, only watching excerpts of Tamasaburo in a woman's role and the Kanzaburo father-son duo as a lion.

•"Daruma-san ga koronda," "Hana-ichimonme"

Students and their Japanese tutors played Japanese games including "Daruma-san ga koronda" and "Hana-ichimonme."

	カンボジア	ミャンマー	タイ
おはよう	ស្រាវជ្រាវ 7:00-8:00	မိုးရာသီ 7:00-8:00	ສະບາຍດີ 7:00-8:00
こんにちは	ស្រាវជ្រាវ 8:00-9:00	មိုးရာသီ 8:00-9:00	ສະបាយ 9:00-10:00
ありがとう	ស្រាវជ្រាវ 10:00-11:00	မိုးရာသီ 10:00-11:00	ຂອບໃຈ 11:00-12:00
さようなら	ស្រាវជ្រាវ 12:00-13:00	မိုးရာသီ 12:00-13:00	ລាវាវ 13:00-14:00

Introduction to each language



Introduction to kabuki



Group photo

Inter-University Exchange Project (ASEAN) Coordinator

Junichi Terai

(Based on reports from the graduate students who served as lecturers)

- Extramural Study

The Inter-University Exchange Project (ASEAN) winter program for international students took place with the objectives of continuing Japanese study over the long vacation and enhancing communication among international students. In order to provide a more multifaceted view of Ja-pan, the program included visits to outside facilities as well as classroom study. These visits are outlined in the present report.

(1) Tachikawa Life Safety Learning Center

Date: February 1 (Friday)

Time: 13:45 to 16:15

Participants: 10 international students, 6 Japanese students, 4 faculty

We visited the Tachikawa Life Safety Learning Center, an outpost of the Tokyo Fire Department in Tachikawa City. After 15 minutes of guidance, instructors provided hands-on training in first aid, fire extinguishing, and earthquake practices.

The first-aid training covered procedures and methods such as operating an AED and ribcage compression. The participants took it very seriously, although they were unfamiliar with the proce-dures.



First-aid training



Fire-extinguishing practice

In the smoke practice, students experienced an escape through a smoke-filled building, staying low so as not to inhale the smoke. With alarms sounding if anyone stood up too far, they were repeatedly reminded to stay low by the instructor. Because the smoke obscured their vision, some students went in the wrong direction. They learned about the dangers of smoke and the importance of remaining calm without panicking.

Finally, in the earthquake experience room, the students experienced a simulation of past earthquakes such as the Great Kanto Earthquake. Thus, they discovered the force of a major earthquake, learned how to protect themselves from falling objects, etc.

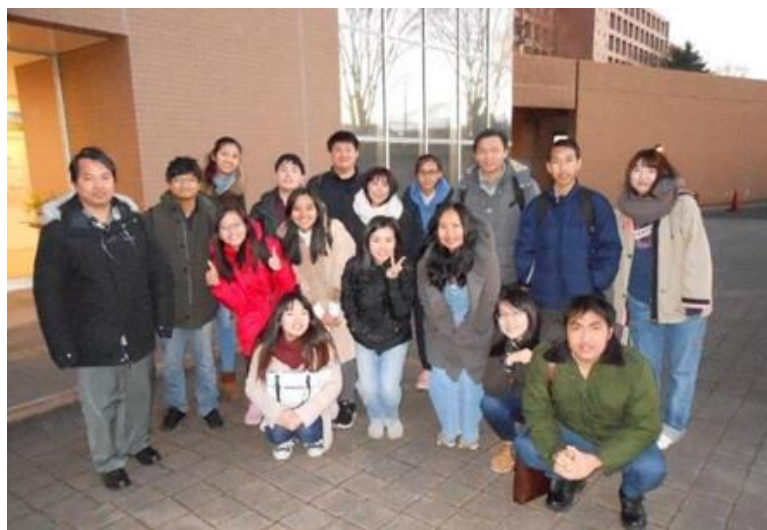
The facilities also included a free experience area, enabling multifaceted learning on how to handle disasters. In conclusion, during the tour, the students learned how to stay calm in emergencies through hands-on practice for smoke, earthquakes, and so on.



Explanation in the smoke experience room



Earthquake experience



Group photo back at the university

(2) Musashino Clean Center

Date: February 8 (Friday)

Time: 9:30 to 11:20

Participants: 9 international students, 5 Japanese students, 1 graduate student (Laos), 1 research student (Laos), 4 faculty

The week after the visit to the Tachikawa Life Safety Learning Center, the students toured the Musashino Clean Center in Musashino City. This facility processes burnable garbage, non-burnable garbage, large garbage, and toxic garbage. First, a staff member gave an overview of the facility and explained the process of garbage processing.

Next, following the tour route, the students visited the central control room, the burnable garbage pit, the gas cogeneration system, the incinerator, the steam turbine generator, the steam condenser, the ash pit, and the non-burnable garbage/large garbage sorting system.

Students learned that the facility functions as an energy supply base in case of a disaster, that it has a generator using the high-temperature, high-pressure steam generated by garbage incineration to create energy, that



Participants listening to a staff member explain about the Musashino Clean Center



Observing gas cogeneration



Visiting the Vegetable Garden

non-burnable garbage which can be repurposed through crushing and sorting is sent to a recycling plant, that other garbage is all treated as burnable and fully incinerated, with the ash turned into ecological cement at another plant, and that these approaches have almost eliminated waste products. Finally, students visited the Vegetable Garden on the roof, where vegetables are grown using kitchen scraps as fertilizer. As the photograph shows, it was extremely cold that day.

The international students were extremely interested in environmentally friendly approaches such as power generation through garbage incineration steam and the recycling of everything up to and including ash. Furthermore, since garbage processing is a serious problem in Southeast Asia as well, some said that they wished there were processing facilities like this one in their own countries.



Group photo in front of the Musashino Clean Center

We are very grateful to the staff of the Tachikawa Life Safety Learning Center and the Musashino Clean Center for their cooperation.

Inter-University Exchange Project (ASEAN) Coordinator

Junichi Terai

- Japanese Cultural Experience

In order to continue Japanese study through the long vacation and create interchange among international students, the winter international student program of the Inter-University Exchange Project (ASEAN) held Japanese classes, extramural study, and Japanese cultural experiences. These experiences are outlined in the present report.

The Japanese cultural experiences within the winter program included (1) origami, (2) tea ceremony, (3) kimono, and (4) home visits. The details of each are as follows.

(1) Origami

Date: February 12 (Tuesday)

Time: 13:00 to 15:30

Participants: 10 international students, 1 research student, 1 Japanese student

This program was run by Jun'ichi Terai, the coordinator of the Project. Each participant received a worksheet with instructions for relatively simple origami figures and some origami paper that they could fold on their own as they pleased. Some got stuck and asked Terai for help, while others tried out more difficult figures and created excellent pieces.



Origami experience



Origami figures folded by international students

(2) Tea ceremony

Date: February 15 (Friday)

Time: 9:30 to 11:20

Participants: 8 international students

The tea ceremony experience took place with cooperation from the university's Omotesenke tea ceremony club.

First, the club leader explained the history of the ceremony with the aid of illustrations.

Next, the ceremony took place, with sweets and tea. Students received an explanation of the tea utensils, calligraphy, vases, incense holder, and tea bowls, and experienced the ceremony itself.



Explanation from the leader of the Omotesenke tea ceremony club



International students sipping tea
(from left to right, Thippavan of Laos,
Su Wint Mon of Myanmar, and Chantra of Cambodia)



Tea ceremony experience
(from left to right, Kunthib of Cambodia and
Naphaphone of Laos)

The tea ceremony club members offered student-to-student instruction, providing a stimulating experience for the international students.

(3) Kimono

Date: February 15 (Friday)

Time: 13:00 to 16:00

Participants: 10 international students

Members of the university's International Student Support Group, who provide regular assistance to international students, carried out the kimono experience program.



International students wearing
"Furisode Kimono" and "Haori and Hakama"

Although the day of the kimono experience was chilly, the international students enjoyed striking poses and taking photographs of one another. Opinions expressed in the post-program questionnaire showed that they enjoyed it very much, but thought that the time was too short and wanted to learn more about kimono—ideas which will be reflected in future improvements to the program.

(4) Home visits

Date: March 2 (Saturday)

Participants: 10 international students

A home visit business assisted us in organizing the 10 international students into five groups of two each for their visits. In this program, they visited ordinary households with interest in international exchange and helped prepare and enjoyed lunch with their host families, while playing games or singing karaoke. The time was brief, but the students were able to get a glimpse of ordinary Japanese life and talk closely with their hosts, and they found the experience unforgettable.



Su Wint Mon (left) and Aung Myat (right) of Myanmar
share a meal with their host family

The Japanese cultural experience program took place thanks to the cooperation of the Omotesenke tea ceremony club and the International Student Support Association, among others. Their help is greatly appreciated.

Inter-University Exchange Project (ASEAN) Coordinator

Junichi Terai

- 1-Day Internship

The Inter-University Exchange Project (ASEAN) winter program for international students took place with the objectives of continuing Japanese study over the long vacation and enhancing communication among international students. This report outlines the two 1-day internships which took place during the program.

The 1-day internships were arranged by TUFS Inter-University Exchange Project Russia Coordinator, Special Professor Shigeru Arai, and held jointly with the other sections of the Project taking place at TUFS.

(1) Sony Headquarters

Date: February 5 (Tuesday)

Time: 14:00 to 16:30

Participants: 23 international students, 3 Japanese students, 1 Japanese faculty assistant, 4 instructors

23 students from four sections of the Inter-University Exchange Project at TUFS visited the Sony headquarters for their 1-day internship. Upon their arrival, they gathered in a conference room, where Special Professor Arai spoke in simple English about the history and corporate philosophy of Sony and about his own experience working there. From this lecture, they learned that Sony is a multinational corporation with a global business outlook, that it is a conglomerate with a wide variety of business content, and that as a corporation it provides a wide range of entertainment.

Over the next hour and a half, the students learned about Sony with actual examples of the products and



Special Professor Arai lectures on Sony



Group photo of the Inter-University Exchange Project ASEAN after the Sony headquarters tour

services it provides, in fields such as cameras, audio, games, medicine, and so on. While many of the students taking part had heard of Sony before, they often had no real idea of the scope of Sony's products and services, and were surprised at the chance to see them first-hand and to discover their advanced technological capacity and wide-ranging fields. It was a good opportunity to learn more about Sony as a company.

(2) Hitachi Construction/Tsuchiura Plant

Date: March 27 (Wednesday)

Time: 13:20 to 15:40

Participants: 12 international students, 1 Japanese faculty assistant, 1 instructor

12 international students in the Inter-University Exchange Project at TUFS visited the Hitachi Construction Machinery Tsuchiura Plant—which manufactures, sells, rents, and services hydraulic shovels and other construction machinery—for a 1-day internship. After arrival at the plant, they gathered in the Meeting Hall where a HR staff member gave them an overview of Hitachi Construction Machinery and of the major role played by its Tsuchiura Plant manufacturing hub, as well as their social contributions.

Next, at the Solution Plaza next to the hall, the students watched a video on the “Solution Linkage” through which Hitachi Construction Machinery solves its customers’ problems, combining Hitachi Group



Explanation from a Hitachi HR staff member



Khamla, an exchange student from Laos, “operating” an ultra-giant dump truck

and their business partners' technology to improve safety and productivity. The students tried "driving" with the independent-drive performance of the ultra-giant dump trucks used in mines—a part of the aforementioned initiative—and experienced a VR version of the worksites where ultra-large hydraulic shovels are used.



A Russian exchange student having a VR experience

Next, the students left the Solution Plaza and split into two groups to take a commemorative photo in front of the UH03, Japan's first all-domestic manufactured hydraulic shovel, and touring the actual manufacturing processes such as the assembly line for large and medium-sized hydraulic shovels. During the factory tour, they rode carts alongside the assembly line. Most of the students were seeing this kind of manufacturing process for the first time, and observed eagerly while asking questions on the difference between the mechanized and manual processes. They were also very impressed by Hitachi's concern for the surrounding environment, resulting in the construction of a high wall preventing noise from leaking outside.



Commemorative photo of the participants in front of Japan's first all-domestic manufactured hydraulic shovel



A Russian exchange student having a VR experience

After the tour, they returned to the hall for a question-and-answer session with HR staff. Some of the

participants hoped that Hitachi would establish business in their countries, such as Myanmar and Laos, as well; they asked about the sales prices of hydraulic shovels, the differences from competitors, and the company's hiring preferences. With construction thriving in the three ASEAN countries targeted by this Project, the exchange students were extremely interested and made the most of their training.

In conclusion, we are very grateful to Special Professor Arai, the Coordinator for the Inter-University Exchange Project (Russia), and to the staff at Sony and Hitachi Construction Machinery for making these 1-day internships possible. We appreciate their kindness very much.

Inter-University Exchange Project (ASEAN) Coordinator

Junichi Terai