



TOKYO FIELD RESEARCH 2018

Thematic course: "Explore Japan with Finnish and Hungarian students"

The University of Tokyo

14th-24th of August 2018 (11 days)

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Students' reflections included in this report were written by non-native speakers of English and did not go through language editing. However, I hope their texts are clear enough and interesting for readers.

1. Foreword

Yusuke SAKURAI, PhD.

Course Leader, Project Lecturer, Center for International Exchange

In the summer of 2018, the Globalization Office of The University of Tokyo, the Department of Languages of the University of Helsinki (Finland), and the Faculty of Humanities of Eötvös Loránd University (Hungary) collaboratively embarked on a new educational international joint project, “Explore Japan with Finnish and Hungarian students”. This project took place for the first time 2018. The course falls in the program known as “Global Praxis” which recently celebrated four years since its inception at UTokyo. Approximately 150 students annually participate in the program and visit various countries to immerse themselves in local culture and learn new perspectives which are difficult to acquire domestically on campus. Most courses of the program lead students abroad for a short while: a few days to four weeks.

The uniqueness of the Global Praxis courses is that the courses are not only carried out abroad, but also are designed for participants to have rich international experience with foreign students and local people in Japan. In addition to the course leader’s academic expertise, students encounter authentic opportunities where the unfamiliar practices of different culture norms are embodied in local daily life, and they are required to negotiate day-to-day collaborative activities with new people in unfamiliar settings.

Among these Global Praxis courses, this course was developed in response to students’ voices wishing to have a rich international experience in Japan. The students of this course worked in Japan with students from Hungary and Finland. The counterpart faculty members to UTokyo were Dr. Riikka Länsisalmi (the University of Helsinki) and Ms. Kazumi Uchikawa (Eötvös Loránd University), and both contributed to delivering academic contents of the course with me. Riikka and Kazumi worked on the course development from the initial formulation of ideas. Furthermore, they worked with me to take care of the students who needed to check-in and out and change their rooms of the accommodation a few times since many large groups of guests were also staying (and checking in and out too) during the summer season. This course could not have achieved this success without their patience and efforts towards the project and management.

Finally, I would like to express my deepest gratitude to all the students from different parts of the world. As we all knew, this course was offered for the first time this year and I have to say without a doubt that there was room for improvement in many respects, including in the arrangement of activities and excursions, and accommodation booking (onerously repetitive check-ins & outs). Furthermore, the excessively short nature of the course for the major task, i.e., field research created too much hustle. However, what relieved me was that I could see them enjoying cheerful moments with new friends and showing happy faces in the photos they shared with all of us on our Facebook group page. Although there were challenges and uneasiness during the course owing to the course delivery, the students had the power to manage it by their resilience and new friendships. I also believe that they can succeed again by doing so when facing new challenges in the future.

2. Course information

This course aimed at developing students' world views and understanding of global issues. The particular focus was on the issues of Japan studies. UTokyo students welcomed students from Finland and Hungary for about 10 days and lived together at the National Olympic Memorial Youth Center, as well as at Sportia Yamanaka.

They participated in various collaborative learning opportunities in seminars, workshops, field research, intensive discussions, and Japanese language learning as a foreign language. Course participants learned basic research methods, developed a research plan, presented findings and composed a report paper. Students did not only learn through a series of seminars and workshops, but also proactively engaged in research on a particular topic of their interest together to deepen their understanding about Japan.

After the trip, they summarised what they had learned during the course from the perspectives of, for example (but not limited to) knowledge, attitude and skills. The course was in English, and accordingly, offered opportunities for the students to develop their academic skills in English.

Information page for the course: <https://sites.google.com/g.ecc.u-tokyo.ac.jp/explorejapan/home>

Course assignments

- **Reflection study journal entries:** Participants had to submit four reflection logs online (200 words or more) around the following two major themes: new knowledge, skills, and/or attitude you gained/acquired that day; and your questions about, and/or interests in course contents.
- **Group research presentation:** Participants had to prepare a 15-minute poster presentation on their research.
- **Post-course research paper:** The report had to be submitted online, in English. The format had to follow a common academic text format. Participants could consider publishing their group work for undergraduate research journals or the UTokyo repository.

The overall assessment was holistic, and took into consideration such factors as: attendance, participation, journal entries, presentation(s), and final report.

UTokyo students who successfully completed all the tasks were given academic credit (1 cr). For successful Finnish and Hungarian students, digitalised certificates were issued.

Course schedule

		Site	0830-	900-	1000-	1030-	1130-	12	1215-	1300-	1400-	14.30-	1500-	1600-	1700-	1800-	1900-
8/14	Tue	Komaba - OlySen	Students arrive								UTokyo students & TA meeting		Finnish and Hungarian student arrival & Checking in	Welcome orientation (16:00 -)			
8/15	Wed	Komaba - OlySen	21 KOMCEE West K302 & K303	Orientation	Break	Japanese language Kazumi Uchikawa Akiko Kometani			lunch	Session A-1 Riikka Lansialmi Introduction to Fieldwork	Break	Session A-2 Riikka Lansialmi	Shibuya/Komaba excursion			Blog entry	
8/16	Thu	Komaba - OlySen	21 KOMCEE West K302 & K303	Reflection	Japanese language Kazumi Uchikawa Akiko Kometani	Break	Session B-1 Rosemary Soliman Interview research		lunch	Session B-2 Rosemary Soliman	Break	Small groups SAKURAI Research ethics					
8/17	Fri	Komaba - OlySen	21 KOMCEE West K302 & K303	Reflection	Japanese language Kazumi Uchikawa Akiko Kometani	Break	Session C-1 Sera Palmer Critical theory		lunch	Session C-2 Sera Palmer	Break	Small groups SAKURAI	Asakusa Group Excursion			Blog entry	
8/18	Sat	Komaba - OlySen	21 KOMCEE West K302 & K303	Reflection	Japanese language Kazumi Uchikawa Akiko Kometani	Break	Mentoring session Sakurai, Länsialmi, Uchikawa, Research Planning Presentation		lunch *Coop closed	Group Research							
8/19	Sun	Komaba - OlySen								FREE						Blog entry	
8/20	Mon	Yamanaka - Naito	21 KOMCEE West K302 & K303, Travel to Yamanaka	Reflection	Japanese language Kazumi Uchikawa Akiko Kometani	Break	Group Research		lunch	Travel to Yamanaka		Group Research		Mentoring session Sakurai, Länsialmi, Uchikawa			
8/21	Tue	Yamanaka - Naito			Group Research		Interim presentation			Group Excursion (must come back to the lodge by 20.00)						Blog Reading	
8/22	Wed	Yamanaka - OlySen	Return from Yamanaka	Check out	Small groups: Poster Creation Yusuke SAKURAI				Lunch & Free time			Return from Yamanaka					
8/23	Thu	Komaba - OlySen	21 KOMCEE West K302 & K303	Reflection	Small groups: Poster Creation Yusuke SAKURAI				lunch	Reporting Day Poster session			Closing			Blog entry	
8/24	Fri	Komaba		Check out													

3. Course journal

We had to do a little preparation for the course, which consisted of choosing a topic and setting a structure for our research which we were to conduct during the course. As it is an inevitable part of group work, we had to discuss a lot, therefore we also handled the challenge of time difference and contacted each other through Skype, trying to form the first few common boundaries of our interest fields, and constructing together something from our background knowledge and previous studies.

Almost every day, we wrote a reflection journal in order to keep track of our experiences and findings. It was interesting to read each other's opinions and views, especially when we were talking about the same thing from different viewpoints. We have also enclosed some of them here.

14 August (Tuesday)

- Students arrive
- Check-in
- Welcome orientation

The 14th of August 2018 was a bright and relatively hot day, and students from three different countries were preparing to meet for an about ten-day long summer program, organized by the University of Tokyo. Several participants were UTokyo students; the others came from Helsinki, Finland and Budapest, Hungary. Our goal? To get a deeper understanding of research methodology and critical thinking.

“Today we had our first session, a little bit of introduction, Japanese and a look into fieldwork methods. The introduction was clear and the course seemed to be well structured. I am a bit worried about the tight schedule and the number of things that are squeezed into a very short period. I feel that with such a tight schedule, some of the more important things might receive less than a suitable amount of attention, but we will see as the course proceeds.

I think that the language class was very inclusive and structured in a way that participants without knowledge of Japanese language could participate as well as the more experienced students. The part with questions about the language was interesting, and there were many things that I did not know beforehand. The history of kanji is always interesting to learn and I would hope that we would have more of that in the following sessions.

The fieldwork lecture gave a nice introduction to the method, and I am sure that it is very useful for those that are less familiar with it. I did get a few ideas about how to focus on narrowing the research question properly without using measures that are too vague for scientific research.”

15 August (Wednesday)

- 1st Japanese language class
- Session A-1 and A-2: Riikka Länsisalmi - Introduction to fieldwork
- Shibuya/Komaba excursion

It was the day of our 1st Japanese class. The participants have been divided into two major groups: beginner and advanced groups. It was a lot of fun; we got to know our teachers much better and also our classmates. After our first language class, we had a very



interesting lesson held by Riikka Länsisalmi where we could get to know better the aspects of fieldwork methods. In our language class we got the homework to take pictures of famous tourist spots in Shibuya, like the Hachiko statue. So, in the afternoon everyone headed to Shibuya and took many pictures.

16 August (Thursday)

- 2nd Japanese language class
- Session B-1 and B-2: Rosemary Soliman - Interview research
- Small group session: Yusuke Sakurai - Research Ethics



“While learning about the basics of academic research we also had Japanese lesson both inside and outside classes (inside, the actual classes, and outside we were learning something every day, even if we just went to the closest convenience store). These were very useful, not only because non-native speakers could practice, but we all could use some ideas from the ones mentioned for where to go sightseeing. Not to mention, this course was a perfect chance both for language exchange, both for understanding each other's culture more.”

“One of our little missions was a very memorable one. We had to make a short food-introducing-video (shokurepo). We learnt the special technique of how to present (the food must be visible for the audience, we must record from close, if the dish is expensive, we enjoy it with closed eyes, if a cheaper category, with eyes wide open, always describing in a detailed manner how it tastes). Like this, several witty and creative videos were made, we had quite a bit of fun making and watching them.”

“Then I learned really a lot of things about interview research. For me everything was new information, but there were two things that I emphasized in my notes. First one is that you have to have reasons for questions. Why do you ask the question? Is the reason based on an evidence? I think I have to check before I decide what to ask. The second one is that you have to interview people in various positions.”

17 August (Friday)

- 3rd Japanese language class
- Session C-1 and C-2: Sera Palmer - Critical theory
- Small group session: Yusuke Sakurai
- Asakusa excursion

“On Asakusa excursion, we visited Sensouji-temple and walked around it. I and some members ate Sushi for dinner, and Máté fell in love with Wasabi! Then we worshipped the Temple. Almost of all store had already been closed, but it is rather comfortable for seeing than boring. After the worship, we were looking for Kakigoori because Levi had chosen that for his homework that he plays as gourmet reporter (Shoku-repo). As mentioned above, few stores are open, but finally we could find one store which sells Kakigoori. Fortunately, the Kakigoori is much cheaper than I expected.”

18 August (Saturday)

- 4th Japanese language class
- Mentoring session and group research work time

“On 8/18, we delivered presentations about our researches after preparing for them for some minutes. Through the preparation, we were able to decide specific contents of our research such as our research

question, hypothesis, methods and goals. It was really good time, I think. After the presentation, Mrs. Riikka told us that a part of our research question and questionnaire is vague, so we have changed a little. Her suggestion is really true and I thought we have to examine our research's contents again. That means we should see our research more critically."

19 August (Sunday)

- Free time

"When we had some free time, we spent it with various activities like doing sports together, such as volleyball and trying baseball out in the batting centre, playing Japanese games, as Daruma-san koronda, shougi and karuta. Wandering around the city getting some rest at the local convenience store munching some mochi or tasty rice ball, exploring the city in small or big groups. While many foreign students see most of the things as novum, Japanese students could find new things about what they see every day but have not really noticed or have not given much thought to it before."



"On 8/19, I went Akihabara, Ikebukuro and Tokyo tower with some members of this course. We walked really a lot so I got really tired, but it was a nice day. In Akihabara, we see unique Japanese culture. Also, we went to the shop of chiroru-chocolate where we found many interesting tastes. After hanging around there, we went to Ikebukuro and did shopping. It was fun that I went shopping with foreign girls. We talked a lot, too. Then we went to Tokyo tower. The view from the main decks is very beautiful. We could see sunset luckily. We also could see Tokyo Sky Tree, Mt. Fuji and many areas in Tokyo. Luckily we also could see some digital art there."

20 August (Monday)

- 5th Japanese language class
- Mentoring session and group research work time
- Travel to Yamanaka

"In the morning, we each class had a Japanese class. After that, the whole group had a mentoring session about the upcoming trip to Yamanaka where the teachers informed us about the programmes and schedule during our stay in the little town. Also, each group had some time to do group research work and along the bumpy way of creating our final works, we had to present our thoughts and main point of our ideas several time, so we could learn a lot from the feedbacks. After lunch, we travelled to Yamanaka by bus. After arriving in Yamanaka, we packed our luggage and we also had some free time to explore the area a bit. Our teachers also informed us about the schedule during our stay in Yamanaka."

21 August (Tuesday)

- Interim presentation and group research work time
- Excursion

We finally arrived at Yamanaka. In the accommodation we had the chance to sleep in a traditional Japanese room on a futon which was a truly great experience. During the day, we had an interim presentation and group research work time where each group could manage to further their investigation and research. Following the study session, we explored the city and the area nearby. We also had access to ride a bike, and to go on a boat ride. Everybody had a really good time and I think the students really had the opportunity to get a bit closer to each other due to the difference of the ambience.

22 August (Wednesday)

- Group work time: poster creation
- Travel from Yamanaka

“Before travelling to Yamanaka, our professors informed us to create a poster regarding our project’s theme and topic. We had to feature our research question, our hypothesis, the main aspects and our conclusion regarding our investigation on the poster. It was a lot of fun working together with our team mates discussing the structure of the poster and decorating it even though many groups put the final touches on the posters the following day. It was very interesting to see that everybody could manage to carry out the task in different and creative ways. Following the end of today’s study session, we packed our stuff and headed back to Tokyo. Everybody had a wonderful time in Yamanaka, and it was truly a bliss to see Mount Fuji with our own eyes.”

23 August (Thursday)

- Group work time: poster creation
- Final presentation
- Closing session

At the final phase of the program each group held a fifteen-minute presentation of our findings, and we were drawing our own conclusions based on what we learnt and what comments we had received.

“On Thursday, we had our final day of class. We made (or finished) our posters, watched others present theirs and gave feedback. It was nice to see what we had found out and accomplished and to do the final cuts to the material. I feel we managed to make a complete piece of research, even though a few days earlier it was far from complete. I found the last day of class very rewarding. I mean, the presentation was what we were aiming for the entire course. I also think that all groups I watched managed to make an interesting and complete presentation.

After the presentation it was time to take photos and watch a video made by Mr. Sakurai. It was funny, yet wistful at the same time. I mean, it was nice seeing all the photos taken during the course, but at the same time I knew it would soon be over - especially since I had many errands to run, and could not spend the evening with most of the group.

In the morning I found out my group had woken up to send me off before 6 am - a beautiful goodbye gesture. I also got a small gift before departure.”

4. Participants

Julia Jasmine Veromaa

I am extremely interested in Japan and the Japanese language – and have been for the past 10 years. I am a second-year student, and next year I would like to write my bachelor’s thesis preferably about a topic related to Japan. My major is social and cultural anthropology, but I am also interested communication, languages and social politics, among others. I have studied Japanese for two years now, and I am currently level N5 (potentially N4 at the time of the course). Unfortunately, I have never studied abroad or travelled to Tokyo. This course would allow me to do both. The



course sounds very interesting and also suitable for my broad academic interests and teamwork skills. I hope I get to participate in this!

Levente Mika

In this August I will only be studying Japanese as my major at ELTE University for 1 year, but I'm always looking for chances to evolve my Japanese language knowledge. Throughout the year I participated in my programs outside the university, where I could use Japanese, sometimes with Japanese native speakers, and I collected good and useful experiences. In my opinion this Joint Summer Course would help me forwarding my studies, and give me chances to use my knowledge on the field as well. In addition, it was always a dream of mine to visit Japan, which country's culture and history interested me for many years, and that is partly why I'm currently studying Japanese. In the past I travelled a lot, and I have experience working and socializing with students from other countries, so I think I could be a part of a research team. I also passed an interview with my Japanese teacher, so that I would qualify for this course.

Tamami Matsumoto

I am studying in Mexico as an exchange student. On weekends, I teach my pupils Japanese language. At the beginning, the work was laborious because I had no idea of how to teach my native language to foreigners as a foreign language. I also realized that I need to learn about my language or culture. I have strongly felt the necessity of knowledge about my country.

In this course, through the active learning with foreign students, I will find another aspect (positive or negative) of my country, so that I can see my country more objectively. I also want to build a long-lasting relationship with Japanese and foreign students who I will study with.

Besides, my major is education, and Finland is one of the most developed countries in terms of education. I hope the Finnish students share their educational experience in their country with me.

Fruzsina Fehér

Although my major is not Japanese, I have been always interested in the culture and society, so last semester I have had enough courage to start the language as well. I found this opportunity perfect and convenient to develop my knowledge and experience more, to learn a lot. Since Tokyo University is one of the best universities in the world, passing a short summer university program can only be enriching, so I am appreciating the initiative. I find interesting the whole program and I could learn more about research.

Dóra Lilla Halász

A couple of month ago I have started to prepare a research about management. Along the way during reading and gathering materials and discussing my findings with my professors, I got interested in robotics as well. I have listened to a presentation of a sociologist about this topic and it was very intriguing. I decided to do a deeper research. I was really motivated after finding out that this program is going to deal with robotics as well, since I would like to focus on Japan as one of the main research fields regarding technology. Moreover, I am working hard on improving my Japanese language knowledge, therefore it



would be a wonderful opportunity for me to gather information for my thesis and upgrade my language skills at the same time. The University of Tokyo has a great history in teaching technology and management. I would be honoured to take part in this program and work together with students from the University of Tokyo and Finland.

Yukina Uchiyama

I have two goals. The first one is to know the ways of thinking of the students from Finland and Hungary about various things such as ideal society and education. My ideal society image is based on my life experience. Through living with them, I want to find common points and differences, and look back on my way of thinking relatively. The second goal is to overcome poor consciousness of English. I like English, but I feel inferior to my English level, so I tended to hesitate challenge using English. I hope that this course will remove the fear of using English and it will be a turning point for me to be able to challenge the world more.



Daichi Takeuchi

Through communications with students from abroad, I would have new perspectives on Japan, which I live in long years. We talk in English, of course, but in addition I try to speak Magyar. I have learned in a half year. The reason is that people change depressions, perspectives, or depth of description depending on languages.

Patricia Vilina Rautio

Currently, I'm studying Japanese language and cultural studies related to Japan and Asia in general. My programme focuses on linguistics and particularly Japanese. That is the major reason why I want to study in Japanese environment as much as possible and take all the opportunities given. Although I'm a first-year student in University of Helsinki, I feel comfortable to go to study in Japan. That is because I spent an exchange year in Okayama back in 2007. I am also very interested in the learning methods and get some tools for my own future research. The topics I'm interested personally are social politics, sociolinguistics, urban life and anthropology of cities.

Máté Vörös

When I was 14, I fell in love with Japanese culture, and I had a dream to travel Japan and know the culture by myself but life didn't give me a chance to make this dream come true yet, but when I saw this advertisement or should I say chance to travel to Japan and learn a language, I said why not I want to try this. The other reason is except I love Japan and the culture as well, my best friend also did this application from Eötvös Loránd University, and I thought if we could travel to Japan together, this travel would be a memory for the rest of our lives. I know there is almost no chance to happen with us to go on this tour but as I always said, „you cannot lose without trying to win”. About me, people say I am a very funny guy whose encouragement is amazing for teamwork, and when I have to, I can work hard. I am a very nice and patient guy. I would be glad to work with you. Lastly, I have to say I have never learnt Japanese language before just by myself, so I consider myself as a beginner in it.

Fei Tong

My goals in this course are to talk with the Finnish and Hungarian students positively and to know their culture, and to introduce Japan and Tokyo in the best way. I want to promote my English skill in a communication way and research way. I want to enjoy the time we spend together, be a friend of them which enough for us to keep deep connections. If they want to come to Japan again or even China, I will be able to host them or if I want to go to their country, they will host me.

Riko Takahashi

Through this course, I want to interact with various people, including Japanese students in Tokyo University and students from Finland and Hungary, and then I want to broaden my view. This experience will help me study academically. Also, I'm thinking about studying medicine in the university and contributing to it in my future. At the time, I want to do my job not only in Japan but also in other nations. For this, I want to gain different viewpoints from mine.

Barbara Horváth

It has always been my dream to go to Japan since I was a child, because I am really interested in Japanese language and culture. When I first heard about this opportunity of the Summer Course, I became very excited, because I think it is a great possibility to learn new things of Japanese people and meet new people. And, it is a fine chance to improve my English and Japanese language skills.

Riku Tsokkinen

I believe the summer course would be an interesting opportunity to explore methodological knowledge of the Asian studies with students from Japan and Hungary. It would enable a look into the academic discussion that might be different from the one we have here in Finland, at least for some degree. Pursuing a researcher career, I would like to meet other scholars and engage in conversations about the current issues with studying Asia, mostly things regarding social sciences and economics if possible. I would also like to conduct a research in Japan for my Master's thesis, and I believe I could manage to get good advice for the study in the summer course.

Ayaka Ishiguro

My first goal in this course is to learn, think, speak and talk always in English as much as possible. It is pretty important to get used to ordinarily practicing a non-native language for the linguistic ability. And it's exactly what I lack now. To study in the world in the future, I need such a capacity. Secondly, I want to communicate with Finnish and Hungarian students as it's a precious chance in Japan.

Kyuya Shimada

My goal in this course is to cooperate with people who have different backgrounds. Making a team and cooperating with team members for academic research would be not easy. Cooperation requires certain level of language skill, communication skill and honesty. However, those are important abilities not only for researcher but also for a member of society, it is difficult to find opportunity to refine these qualities. Fortunately, this program offers the opportunity I have been looking for. I would like to practice academic manners which are helpful for my following life in this university.

Kerttu Väisänen

I am interested in joining the course to expand my knowledge on the various research methods used in the Asian studies. By sharing the information and exchanging knowledge with other students conducting research about Japan, I hope to be able to find a suitable approach to the process of writing a bachelor's

thesis. I also find that it would be highly beneficial to participate in this process with other like-minded people to be able to find the most efficient and at the same time a natural way of developing a research plan. I believe that the insight on the academic work and how it is processed will offer me valuable information for working with my thesis, also back in Finland.

Noémi Nagy

I'm thinking a lot about how I can develop a methodology which supports the learning of Japanese language in the virtual environment. The everyday usage of the Internet allows us to find anything that we are interested in. But the endless knowledge seems to be nothing without the language. The language learning opens cultures for us. Learning of languages extends our world, and it enables us to recognize spiritual values and a way of thinking for other nations. I firmly believe that we can learn from each other with the help of languages. I think the summer course seem a great opportunity in many ways. It can improve our Japanese and English skills too. I am really interested in the Japanese research methods as well. I'd like to increase my knowledge of the research methodology that I can use it to write my Japanese thesis and research too.

Kentaro Onishi

My goal, in short, is to overcome myself. Please let me introduce myself to explain why I set the goal. When I was 16, I was just bored at anything and lead a kind of decadent school life. I had felt the situation was not very good, and decided to change the condition. So, I went to the U.S. for ten months as an exchange student. I thought the experience would make it possible for me to change every aspect of myself, such as the way of thinking, characteristic, personality, and so on. However, that had not happened at all. Even after spending a couple of months, I was still who I used to be. I was still an introverted person and I had not hanged out or talked with people there so much. Sure enough, my English skill had improved just a little. Looking back, I had not communicated with people there so much because I had the fear of speaking in English and I still have it today. But I will be 20 in July and I have to move forward. So, I restarted studying English and going to take the TOEFL test in August and made my mind to take this course. I think taking this course will be very tough challenge for me. However, I want to get out of my shell and change the failure into success.

Klaudia Cziczeri

One of my biggest goals is to attend The University of Tokyo one day with a scholarship. Therefore, I think this summer program is a great opportunity to reach the first step of my determination. Also, I myself want to become a polyglot, I adore learning languages and indulging myself in different cultures. I believe one can actually learn a language in the country itself where the language is spoken. With this end in view, I could practice my Japanese even though I am not a fluent speaker at all. Besides, I prefer working in groups so that I can hear other people's opinion which can broaden my perspective of seeing the world. Finally, I think taking part in this summer course could help me to improve my Japanese, English and even my Finnish as well whilst participating in interesting courses, getting to know many people in Japan and also enjoying our time.

Bea Borsika Bessenyei

I have first heard of Tokyo University from academic news and my Japanese friends, and afterwards I had the opportunity to meet some of TU's students last year's Go Global Hungary event. I was very grateful and excited to have been chosen as one of the mentors. I personally really appreciated that not only was this a great chance to make new friends and to learn more about Japanese culture, but the course also broadened our horizons, helped us improve both technical and soft skills, and it also made us aware of today's environmental issues. After having experienced these, I would feel most honoured and determined to work

together with a great team this year as well, but also grateful that I get to visit Japan for the first time in my life.

Takato Tokuno

I'm interested in Japanese as a foreign language, because seen from the viewpoint of linguistic, it is so complicated. Moreover, I want to study abroad in a postgraduate school, but because I have not a good command of English, especially speaking English, I can't express my interest as well. Therefore, studying my interest in this course makes my English skill better.

Teruki Nishino

Three below. 1. Learn what Finnish and Hungarian students think about their future carrier, 2. Communicate with at least 7 students a day (more than half be girls), 3. Never be afraid of making mistakes, 4. Find at least 20 different viewpoints compared with Japanese students.

5. Language lessons and Professors

Komaba Japanese class: N4 or higher. Hongo Japanese class: N5 or lower. Students with N3 or higher proficiency participate in the Hongo class as assistants.

Akiko Kometani

The University of Tokyo, Japan
Office of International Cooperation and Exchange, School of Engineering
Lecturer



For upper beginners (N4 or higher level): Komaba Japanese class

This course aimed at practicing Japanese language, as well as developing new vocabulary and expressions through working together with UTokyo students and classmates. Various activities included discussions and small presentations. In this class, small tasks were assigned related to the afternoon excursions.

"In the first Japanese lesson was very fun and it helped a lot for me to feel myself comfortably. I learned some new kanjis (e.g. Koube no kanji which was taught by Daichi) when we had to introduce ourselves to our groupmates. When we had to find some famous places on the map was also useful."

"On the Japanese lesson we introduced ourselves in Japanese, then we made tasks and practiced the language together, which was so useful. I learned a lot of new expressions and also some new kanjis there. I think it is such a good thing to practice the language with native speakers, because this way our language skills will improve faster."

"From 9 o'clock we learnt Japanese with 米谷さん, introducing ourselves including where we are from, our school, major, and why applied for the program and started to learn Japanese. Afterwards we searched the names of different places near Yoyogi park. It was a very useful task because later we can use it for sightseeing."

"The Japanese class was interesting in terms of "pedagogy" rather than a language-course because my minor is pedagogy (and because I've already been quite familiar with Japanese language). The most notable skill of the professor is the way to involve students into her class and make them participate in it actively. I have attended some Japanese classes in Mexico when studying there as an exchange student. I found some

common features that professors teaching Japanese languages to foreigners have: They put enjoyable parts and instructive parts into the class so that multiple levels of learners can learn new vocabularies or phrases without pushing themselves hard.”

Kazumi Uchikawa

Eötvös Loránd University, Hungary
Japanese Studies
Doctoral student



For Zero-beginners (N5 or lower): In the lessons, the students learned at first what is the Japanese language, and then the expressions which they can use immediately in their life in Japan. Some Japanese students, and other students of N3 level or higher participated in this class to help the zero-beginners learn Japanese. There were many quizzes, games, discussions and, of course, practice.

“I liked the quizzes especially the origin of 'あかさたな...'. and the ways to read 「生」 made me to realize the importance of reading a lot more Japanese books, as I forget many of the ways.”

“I think that the language class was very inclusive and structured in a way that participants without knowledge of Japanese language could participate as well as the more experienced students. The part with questions about the language was interesting, and there were many things that I did not know beforehand. The history of kanji is always interesting to learn and I would hope that we would have more of that in the following sessions.”

“I am one of the two beginners in Japanese, but we have many others to help us. Even though the main topic of today (introduction) was already familiar to me, I learned many new words, and some facts about Japanese through a quiz.”

“We best part of Japanese classes was getting to know each other-games and the quiz. I have studied Japanese for few years now and lived in Okayama for a year, so language studies were too easy, but the quiz was quit challenging. I am so happy I could use some of previously learned information in that quiz. I realized that I don't have to be perfect and I don't have to know everything because even UTokyo students were struggling with some of the questions about Japanese language and kanjis.”

“The second session was about the Japanese language where I learnt a lot of hiragana, katakana, kanjis and where did they come from and how did kanjis evolve from Chinese language to Japanese's.”



6. Research lessons and Professors

Yusuke Sakurai

Organizer and Course Leader

The University of Tokyo, Japan
Center for International Exchange
Project Lecturer



Yusuke Sakurai received his PhD in Higher Education from the University of Helsinki, Finland. His research interests focus on assessment and measurement of students' learning, and teaching & learning in higher education. He has worked in Thailand, Australia, Malaysia, Egypt, Japan, and Finland. He holds a Master of Arts degree from Monash University, Australia.

"I would like to thank Mr. Sakurai for this opportunity because it was a wonderful experience. This whole trip to Japan and the program also gave me so much more than I expected, and I am very grateful for that. And I also feel very lucky to meet everyone, I really hope that we will meet someday in the future somewhere."

"In the end, I would like to express gratitude to Sakurai sensei. Thank you for giving us an opportunity of researching with wonderful members. We learned a lot during the program and also will learn more things from now through the lasting interaction with each other."

"Our groups research topic has changed a lot after getting advice from Sakurai-sensei and Hatta-san. Thank you both for your help."

"First we had a reflection time. I shared the surprising experiences. As Mr. Sakurai said, without reflection, I would forget a surprising moment and what I had learned. I think that I have to think about what I am learning from this moment."



Sera Palmer

The University of Tokyo, Japan
Graduate School of Arts and Sciences
Doctoral student



Since the late 80s and early 90s, queer theory has become an important part of feminist and gender related critiques, particularly in the literary field. This workshop introduced several theories currently popular in the field of queer studies and required participants to think critically about whether those theories are universal (i.e. whether or not they can be applied to literary works from all cultures). Participants used the introduced theories to analyse a work of Japanese science fiction. Participants were asked to read a short by Japanese science fiction writer Hoshi Shin'ichi before the workshop and used class time to develop their own opinions on the work through group discussion. The groups then presented the results of their analysis/discussion through a short poster presentation.

“Queer theory insists that we should reconsider what category is and how we categorise things or concepts. For interpretation on something complex, it is usual that people take it for granted that everything can be categorised. It is true, because Science, I believe, has grown up by categorisation (what is common) and fractionation (what is difference). But we should also intuit problems. During the discussion about Bokko-chan, we made a poster which shows our thought from the short novel. It was like a literature class, but it differs in struggling with others. Each person, of course, has his or her own way of reading, interpreting, and expressing.”

“(The) lecture was interesting because I had had a class on feminism before and the class gave me more knowledge about it. For example, the three waves. (...) With the discussion question 1, I also came to the conclusion that the assumption that female should take care of baby is stereotype. The thought is rather normal in Japan. Second, we examined the Bokko-chan. It was interesting because in the same text, we thought many different kinds of thoughts. Also, relating queer theory and other thoughts was interesting since it enabled us to reconsider what the text means again, which lead to deeper understanding on both the text and theories.”

“What interested me the most is the queer theory courses. I was very much curious about our gender difference, how a society to be created as a gender friendly way. And I also have a big passion for literary interpretation. I think I will study law as my major and as my work also in the future. I hope I can learn more about society and philosophy because it is so basic for law study but I haven't got enough knowledge of it. It was a great opportunity for me to broaden my world.”



“I agree, I think that day's lesson on gender and queer theory was very intriguing and inspiring. Challenging very deeply set social rules and considering why they are the way they are, is a great "workout for the brain" and helps us progress towards a more equal and accepting future. I think it's very interesting to connect law and gender/queer theory in this way, it is very thought-provoking.”

Riikka LÄNSISALMI, PhD

University of Helsinki, Finland
Department of Languages

Senior Lecturer



This workshop focused on the use of fieldwork methodology in MA thesis projects in Japanese/East Asian Studies, socio-linguistics, social and cultural anthropology, (comparative) cultural studies and related fields. Following a short introduction to the topic, students analysed how fieldwork methods have been utilized in a number of example MA theses and discussed and planned methods which they can potentially use in their own projects. The introductory part covered themes such as research proposals and problem formulation, fieldwork ethics, practical details, fieldwork and data collection, data analysis in the field, and fieldwork reports.

“We had a session about Fieldwork methodology. I just wonder how many languages Riikka-sensei speaks when I listened to her background. It was really practical lecture and we applied the method to our group research topic. I strongly felt that I should take care for the usage of the language and shape the research topic into more precise and feasible one. Thank you very much, Riikka-sensei”

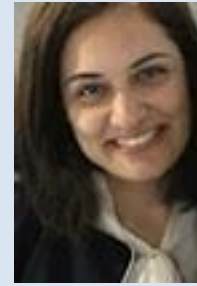
“Although I have done some studies about research methods, I think that today’s` lection was a good reminder of how to do a good research. There was also a lot of information I didn’t know. Riikka-sensei waked our thoughts when she collected key words that we had used in our proposal sheets. Students often try to use fancy words to sound smart, but they don’t always think about the deeper meaning of those words. I think our group took a step forward with the research and cut the topic radically. We actually changed our topic to more specific one. Now we are concentrating on University clubs as a part of student lives instead of the whole University system.”

“On 8/18, we delivered presentations about our researches after preparing for them for some minutes. Through the preparation, we were able to decide specific contents of our research such as our research question, hypothesis, methods and goals. It was really good time, I think. After the presentation, Mrs. Riikka told us that a part of our research question and questionnaire is vague, so we have changed a little. Her suggestion is really true and I thought we have to examine our research’s contents again. That means we should see our research more critically.”



Rosemary Soliman Dawood

Waseda University, Japan
Graduate School of International Culture and Communication Studies
Doctoral student



In this lecture, the focus was on research methodologies, qualitative analysis in particular. After giving a brief explanation of the various methods of qualitative analysis, the lecture also shed light precisely on structured and semi-structured interviews (the difference between them, when and where to use each method, etc.). Through this lecture, the students learned about the ethics of making interviews for academic purposes: how to set up the questions and how to use the collected data in their academic papers. The lecture offered a few examples to further their understanding, and helped the students to come up with their own examples and to use academically in the course.

“We had a very intriguing lecture with Rosemary Soliman sensei about research methodology. I loved it how she "activated" our brain and made the lesson interactive. We learnt about descriptive analysis, I became very interested in it, because it is connected to linguistics. When researching this way, we examine not only the language rules and the connection between words, but also the cultural background, which made the language evolve like this. Also, literature method when we use secondary data and after comparing several resources, we create our own conclusion. When making a research we need a hypothesis, and has to prove it. We don't just gather data and tailor it into a nice logically structured collection, but try to find our genuine meaning, that we got to understand through our search. I think this is one of the key points.”

“After the Japanese course, we had a session on the way we collect data and analyse it by Ms. Rosemary. She introduced us several qualitative and quantitative research methodologies. At the point of deciding your research methods, you must examine if it is suitable or not carefully. Otherwise you can neither collect any valid data nor structure your argument in a form acceptable in academia. I got insight that the validity and reliability of a certain research mainly rely on data collecting methods and analytical methods rather than empirical data itself.”

“We had a lecture from Ms. Rosemary Soliman about research methodology such as interview, questionnaire. We learned it at both theoretical and practical level. her lecture was comprehensible because she showed me a lot of examples every time, she explained the theories, notions, or something like that. Thanks to her, I understood what we should take care when we actually do our research. the lecture gave me new perspective I need when I think of the research, After the class, we had small group session based on the lecture. we created some sentences we put in our research questionnaire. I think we can utilize and reflect the lecture on our research.”

“In methodology lecture yesterday, Professor Rosemary Soliman taught about classification of data and method in field work. Professor Rosemary said, our originality is in our hypotheses. To inspect hypotheses, we should analyse and define concept, value, variable. Through this analysis and definition, we should collect the data. Data is classified under some features. For example, under source of data, we classified data into primary data (which is gotten by us) and secondary data (which is gotten by book and articles etc. of others). Moreover, Rosemary taught us about the way to interview for example, with talking in face to face, using online survey, using telephone etc.”

Hirokazu Hatta

Tokyo University, Japan
Teaching Assistant

7. Research topics

Team 1

Julia Jasmine Veromaa, Levente Mika, Tamami Matsumoto



Topic: Japanese cinema culture: European comparative study

Research question: How often do Japanese people go to the cinema and what do they watch comparing with European people?

The research will implicate how important cinema culture is in people's lives in each country. Through our research we could oversee society's habits in cinema-going and possibly predict future trends. The cinema industry is currently very productive and affects people's everyday lives.

Team 2

Fruzsina Fehér, Dóra Lilla Dóra Halász, Yukina Uchiyama, & Daichi Takeuchi



Topic: Tourism and local customs in Japan and Hungary

Research question: What examples are there in the Japanese tourism industry that we could apply in Hungary as well? What are the differences between the two countries, that we have to be aware of when trying to use the other country's ideas? How can we use the exchanging of ideas as a way of developing and taking care of the already existing Japanese-Hungarian relations (diplomacy, society)?

We would like to gather ideas from Japanese Tourism that could be applied in Hungarian Tourism in order to find hidden possibilities, and if we can, integrate them and use them. Tourism is one of the strongest sectors: it gives 10% of all the workplaces, therefore it is an initial issue to keep this sector innovative. Also, our project could be a new gateway between the two countries to get to know each other's cultures and customs, and way of thinking. Hungary has developed tourism in Budapest as it is a capital city, but in some sense, cities and towns in the countryside fall behind. This is a fact that is true in other regards as well, not just tourism. What could we do to change?

Team 3

Fei Tong, Patricia Rautio, Riko Takahashi, & Máté Vörös



Topic: The system and students' lives at universities in Tokyo. Our research is an overview of the student life and higher education system in Tokyo.

Research question: How different or similar are they compared to other countries? What is the difference between universities in Tokyo? (Class system/Non-class system) How has the system changed through the ages and how it is developing in the future? What are circles and clubs? How do students commit to it? What is the most important part of student life in Tokyo? (Circles? Internships? Part-time jobs? Classes?)

What are the strengths and weaknesses of the system? What do students think about student life in Tokyo? How do students in Tokyo manage their financial issues? What is the future vision of students in Tokyo? What can universities do to improve the lives of the students?

We would like to compare the systems to find strengths and weaknesses and to understand how it should reform itself in the future. We think that it is important to bring up students' voices as they are the clients of universities and the future workforce of Japan and maybe other countries too. The students' situation in Japan is not the best one in the world since they don't have free high-level education, and they have stressed from student loans. They have to pay other money for something beside the classes. Our research aims to find out troubles students faced, and to deeply think about how to improve and change the situation, from the government side, the university side and the student side.

Team 4

Ayaka Ishiguro, Riku Tsokkinen, Barbara Horváth, & Kyuya Shimada

Topic: To wear or not to wear: The uniform system in Japan

Research question: What kind of roles does the school uniform play for Japanese (especially female) students in their daily life?

This study can help us with clarifying the roles of school uniforms in Japanese society. For example, it seems to offer insights for policymakers about the policy of school administration.



Team 5

Kerttu Väisänen, Noémi Nagy & Ken Onishi



Topic: We'd like to do research on Japanese internet slang.

Research questions: What is internet slang? How does a word become a slang word? Where are internet slang words born? How does internet slang spread? Do you use internet slang? How often do you use internet slang? What kind of internet slangs do you use in your real life and SNS-life? Why do you use internet slang? What do you think, when is it appropriate? In what situation is it inappropriate? From which sources do you learn slang words? What factors do you think are needed to go viral

and survive? What do you like to do in your free-time? What kind of things do you like to do on the internet? In addition to learning and collecting data what other purposes do you use the internet for?

Our research could help understand young people's language use. We can understand better why and in what kind of situations they use slang. Maybe we can make some cooperative tasks which would help students know their language use, and it could call not just their own attention but also their teachers' attention to the way they speak in their real life. Knowing about slang that is current would be helpful and interesting to any youngster learning.

Team 6

Klaudia Cziczerei, Takato Tokuno, Borsi Bessenyei, & Teruki Nishino



Topic: Attitude of Japanese and Hungarian citizens towards self-driving cars

Research question: What factors influence Japanese citizens when forming attitudes regarding self-driving cars? What are the major factors (e.g. price, potential efficiency, less chance of accident and congestion, reduction of CO2 emissions etc.) that have a powerful influence on forming an attitude towards self-driving cars?

We hope to find relevant information regarding how to best communicate and spread

technological innovation among all citizens. We hope to overcome the digital divide by pinpointing factors that help influence attitude positively regarding new technological solutions. We hope to better understand attitude forming in general, and discover differences and/or similarities between Hungarian and Japanese citizens in this aspect. We hope to understand the attitude towards innovative technology more elaborately and deeply, in one of the most modern countries in the world.



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