

# Global Study Program

Collaborative Learning Abroad

2014

IT, Communication & Societies

Chiba University, Japan

Multimedia University, Melaka, Malaysia

IT, Communication & Societies



\*Photos by Darren Lee

## Overview of the Course

Information technology (IT) is an important component of human life today. Especially new technological inventions such as smartphones have drastically altered the patterns of human interaction and lifestyle. In this course, Global Study Program 4(GSP), students of Chiba University (Chiba-U), Japan and Multimedia University (MMU), Malaysia, explore the potentials for IT, particularly smartphone applications (apps) on health and safety, to promote a better quality of life. The program was developed in collaboration with professors and a lecturer from the Faculty of Engineering and Technology (FET) of MMU. As a case study, we examined society(ies) in Melaka, Malaysia. In this course, students of both universities were divided into six groups (See Pages 9 & 10), identified social needs that people in Melaka have, and proposed an innovative smartphone app to fulfill those needs. The nature of this GSP is collaborative learning. Students from MMU and Chiba-U engaged with the course topic collaboratively in *spiral sessions* combining lectures, fieldworks and workshops (See the figure on top on Page 2).

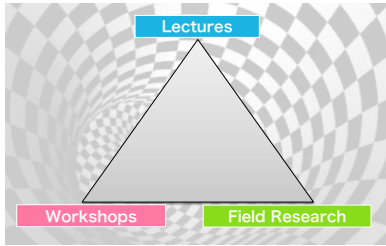
This program is designed for students to experience *three momentums* (See the figure in the middle on Page 2) as they engage with the spiral sessions. First, students from both universities took pre-course education sessions in order to prepare themselves for the actual course starting from March 3rd to March 15th, 2015. On the Chiba-U side, students 1) summarized reports on smartphone apps and technology, and built a list of English vocabularies, 2) prepared for a presentation on Japanese culture, and 3) practiced explaining their favorite smartphone apps to an English-speaking audience (See Page 3). The first momentum of this course came when students delivered presentations on their respective cultures.

The second momentum was implemented in the first week of the main course. Once the main course started, students learned about smartphone technology, about the adoption of smartphone technology by consumers (See page 5), and conducted field research twice. Students conducted 1) an auto-ethnography to become familiar with people's usage of smartphones and with the kinds of apps that are used (see Page 5), and 2) survey interviews in order to identify the social needs of Melaka's inhabitants (See page 7). Based on students' findings from field research and workshops, students provided a midterm report, which consisted of the second momentum in this course.

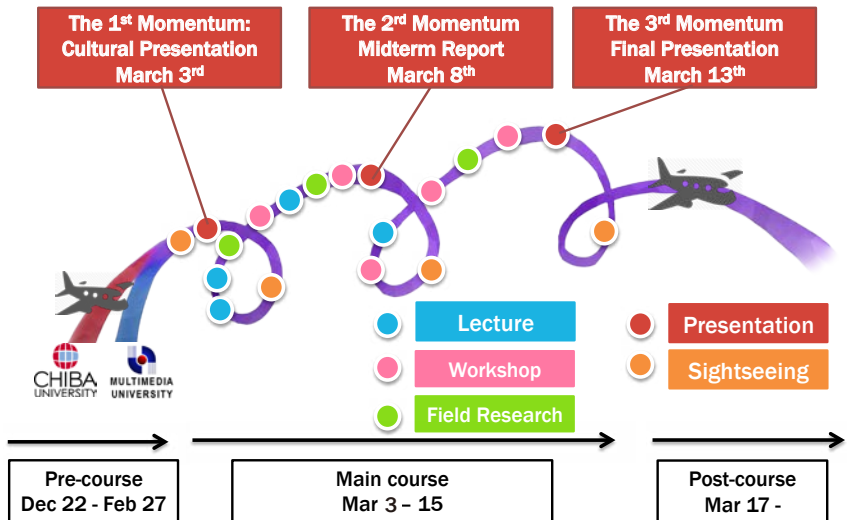
The third momentum was based on the activities of the second week. Based on the midterm report and on the idea generation workshops, students developed a prototype of a smartphone app that could possibly fulfill the social needs of Malaccans (See page 7). Then, students conducted a third field research by interviewing Malaccans in order to obtain feedback on their app prototypes. In the final presentation, students proposed an updated version of their smartphone app that would potentially promote a better quality of life of people in Melaka (See Page 8). This was the third momentum of the course. The names and icons of the smart phone apps students created are listed on Pages 9 and 10.

While having the intensive study sessions, various sightseeing opportunities were planned after each momentum for students to take a break (See Page 6). In addition, thanks to the student organization of FET, called EngSoc, and the accommodation introduced by MMU, Chiba-U students and instructors were able to have a comfortable life in Melaka (See Page 4).

## Spiral Sessions



## Three Momentums



### Participants

#### Chiba University

Akira Kuroiwa  
Koki Miyaura  
Masashi Hiraki  
Mayu Nakano  
Mebae Sasaki  
Risa Imai  
Saho Kobayashi  
Sakino Kashiwagi  
Shiori Hirayama  
Shunsuke Korikawa  
Takanatsu Mori  
Tomoko Numata  
Yoshimitsu Yamada

#### Multimedia University

Cheng See Quan (Max)  
CHeong Jiunn Wei (Alex)  
Chu Wen Lin  
Farah Diyana Binti Muhammad Fouzi  
Joanne Tan Pei Xin  
Leong Mei Ping (Alice)  
Lim How Chong (Kelvin)  
Ng Hui Ting (Summer)  
Ng Kai Sin (Happy)  
Nurul Athira Binti Bahardir Khan (Tiera)  
Robin Tan  
Sudarshan A/L Vijayan (Shan)  
Valerie Loo Shin Yin (Rie)  
Yuzuru Yoshida

#### MMU Engineering Society (EngSoc)

Keith Koh Swee Han  
Liow Mu Xiang (Ahmu)  
Gavyn Chong Wai Kit  
Chan Jing Cheng (JC)  
Janet Tan Ai Lik  
Darren Lee





**P**reparation for the Course: We summarized three reports on smart-phone app and technology. Catching up with lectures held in MMU, we collaboratively built a list of English vocabularies from these reports. Then, we took a game-like test to check our understanding of these vocabularies. These exciting activities enhanced our motivation. Thanks to these activities, we were able to understand lectures held at MMU better. (Mebae)



**C**ultural Presentation: We prepared four presentations introducing Japan. The topics were about entertainment, SNS, food and Japanese honorifics. We tried to show new aspects of Japan, which are hardly introduced in guidebooks. It was much more difficult than expected. We learned the importance of group work, especially coordinating each idea and the difficulty to make our presentations attractive and logical. (Tomoko)

**S**haring Favorite Smartphone Apps: In a pre-course education session, we practiced to explain our favorite smartphone apps in English in order to be familiar with basic knowledge, and particularly smartphone terminologies. It was in fact difficult to introduce the apps that we are used to using everyday. Through this activity, we were able to understand about apps deeply and got some ideas for creating innovative apps. (Masashi)





**L**ife in Melaka: We stayed in two apartments of a building called IXORA, which is located next to the MMU Melaka campus. This building is so new and comfortable enough to stay that we could spend the whole program without having any troubles. And also, there are some leisure spaces near our apartments like a pool and a gym to play badminton. Although it is really hot and humid in Melaka, we could enjoy everyday lives thanks to these facilities. We had lectures and workshops in a building called CCU. Members of a student organization of FET, called EngSoc, always prepared breakfast, lunch and stationaries so that we were able to concentrate on our work. As Malaysia is known for being a multicultural society, MMU also showed great cultural diversity. There were so many students from different backgrounds, and they seemed to take pride in their own identities. It is interesting to know that students generally speak more than two languages. In our group works, some students used Chinese or Malay to communicate. (Shunsuke)





**S**martphone Technology: We had a lecture about smartphone technology by Dr. Koo. He explained phone's revolution and current statistics of smartphone. The first mobile phone was made in 1983. After that, the technology of mobile phones developed and spread rapidly. Nowadays, one fourth of people in the world use smartphones, more than 100 billion apps have been downloaded, and more than 600 apps are launched everyday. (Akira)



**A**doption of Smartphone Technology: Mr. Lim gave us a lecture on this topic. In recent years, smartphone technology is rapidly evolving. Smartphone technology impacts on consumers' behaviors, marketing and business activities, education and mobile industry. Thus, the study of the key factors that affect adoption of smartphone technology has become more important for many fields. While there are many models that analyze adoption of smartphone technology, an emerging one that explains this mechanism well is UTATU. (Yoshimitsu)



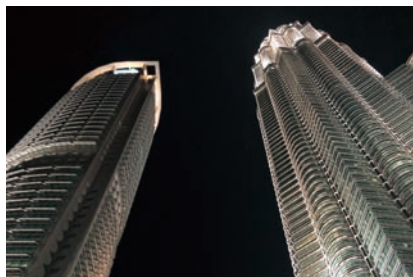
**U**se of Smartphone in Melaka (First Field Research): On the first fieldwork, we observed how people use smartphones in the touristic areas of Melaka. We found that many people use their smartphone on the streets. In addition, especially young people seemed to use SNS frequently. It was interesting to find that some people were using smartphones to kill some time in the traffic jam, an activity that can be also observed in Japan. (Risa)



**Melaka:** Melaka is known as the most historical place in Malaysia, and we visited various historical sites from the 15th century. Besides that, we enjoyed local food very much. Around MMU, there are many street vendors. As Malaysia is composed of different ethnic groups, we enjoyed many different kinds of dishes. It was interesting to know that our MMU friends always have supper after dinner. (Koki)



**Port Dickson (PD):** We went to PD, which is a resort area, two hours drive from Melaka. First, we climbed a small mountain, found a lighthouse and saw the stream of Melaka. Then, we walked down a small path and got to a hidden beach. After having lunch, we went to another beach and enjoyed various activities such as swimming, playing soccer, etc. It was a joy for us to spend a whole day in PD. (Mayu)



**Kuala Lumpur (KL):** On the last day, we went to KL. There are many people and high-rise buildings. It reminded us of Tokyo a little. At first, we visited Pavilion, a big shopping mall, and enjoyed shopping and eating food. And MMU students helped us buy souvenirs. Lastly, we visited KLCC, which is one of the landmarks of KL. Its twin towers and water fountain in front of it were illuminated and beautiful. (Shiori)

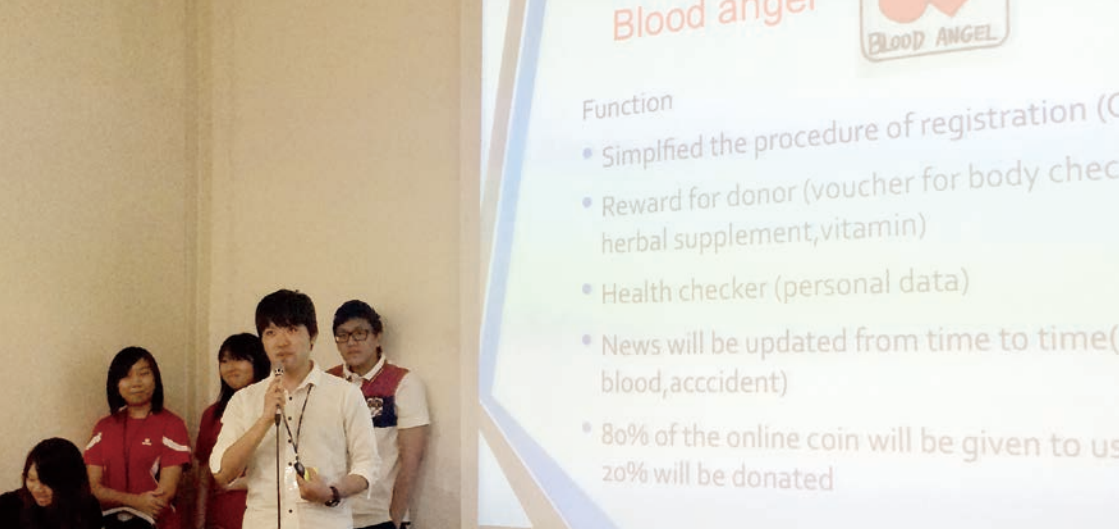


**Identifying Social Needs in Melaka (Second Field Research):** We conducted a survey interview in order to identify social needs in Melaka. First, we designed a survey questionnaire that contains about 15 questions. Then, each group went on a fieldwork site, which was either DP or AEON, and asked 30 Malaccans about their concerns and opinions about health or safety. Each MMU and Chiba-U student had roles when interviewing people and came up with various strategies to collect data. This project was much more difficult than we had expected. (Takanatsu)



**MApp: Making a Prototype of Smartphone** Each group made a prototype of a smartphone app. By combining the data from the past survey interview and lectures by Dr. Koo and Mr. Lim, we generated ideas for our smartphone apps. In a workshop, we voted on other groups' ideas by using small sticky notes. By considering the result of the vote, each group narrowed down their thoughts to one single idea, and designed it in detail. We drew images of the app on a white paper, and used it during next day's field work to show to respondents. (Saho)





### Getting Feedback on Prototype (Third Field Research) and Final Presentation:

After each group came up with a prototype of a smartphone app, we conducted a survey at DP or AEON and obtained feedbacks from 20 to 30 Malaccans. We enjoyed conducting this field research with group members, but we also found some difficulties such as the language barrier and communication skills.

After the survey, we had one day to prepare for a final presentation to propose a new smartphone app. We discussed and worked together. Each group added or changed some ideas on our prototypes based on the survey and advises from professors. The components of the final presentations included past lecture materials, ideas from past workshops, and data and photos taken from the past field research. Each group provided interesting ideas to promote a better way of life in Melaka. After each presentation, we received some questions, comments and advise from participants and professors in order to improve our ideas. (Sakino)



## Afterthoughts

### Group A: App name "Angel Eyes"

Participating in GSP was fun and tiring at the same time. But throughout the whole process, I came to feel that the technique used in GSP is very effective for linking and forming new ideas by using sticky notes. (Robin)

Although I encountered some personal problems during the program, the whole GSP turned out to be a great experience for me. And I was able to get a lot of friends from Malaysia and Japan. (Saho)

I initially found it hard to work collaboratively in the group work sessions. But by doing our best to communicate with one another, our group was able to complete the tasks successfully. (Takanatsu)

My communication skills have improved a lot during the fieldwork experience. The most important experience is that I learned the way to work collaboratively within a group. Overall, I appreciated every moment of GSP! (Wen Lin)

This was a unique way of integrating culture with lectures. Truly one of the best memories throughout my whole study period. I will definitely join GSP again if there was a chance. (Gavyn—EngSoc)

### Group B: App name "SPARK"

The professors enlightened us with knowledge that is not only for class purposes but also can be applied in daily life. The post-it activities are an exceptionally fun way to learn and discuss among group members. (Farah)

I'll never forget this great experience with MMU students during GSP. Throughout interactive group working, I came to have a sense of sameness with my group members beyond racial, religious and national differences. (Koki)

GSP gave me an opportunity to reconsider myself, and I was able to find both my weak and my strong points. I am very grateful to MMU & Chiba-U students, and especially to teachers. GSP is the best!! (Mebae)

Through this program, I learned the importance of teamwork, brain-storming using sticky notes and how to think from different perspectives. I will cherish memories from this program forever. (Rie)

GSP was very exciting for me because I was able to make the best use of my knowledge about IT and to cooperate with people majoring in other fields. (Yoshimitsu)

I think this is a fantastic program as people from different countries get together and acquire new knowledge, even knowledge beyond the theme of the program. (Darren—EngSoc)

### Group C: App name "Blood Angel"

The overall GSP is very systematic and creative. The course started from a foundation by using key words, linking all small ideas and moved on to a final project. This program improved my innovative thinking and cultural sensitivity. (Alex)

I learned how to communicate with people from a different country and doing brainstorming in a totally different way with sticky notes. I believe I will use this method in the future! (Joanne)

This program was the very chance for me of discovering and reconfirming my weak points. I faced many difficulties, but I really think this activity was important for me. (Shiori)

What matters with communication is not the language barrier but the effort to understand and convey our own messages. Through these processes, we were able to build true friendships that will last forever. (Shunsuke)

This is the first time I learned something through sticky notes and conducted one-to-one surveys in public areas. I am glad I participated in this program!! (Summer)

GSP was a "must join" program in order for us to communicate globally and to learn the culture and religion of another country. It was a wonderful experience in my university life. (AhMu—EngSoc)

### **Group D: App name "S•H•A•N"**

Throughout this program, I learned new ideas, communication, manners and more. But the most important thing is teamwork. No one can be perfect, but if one teams up with another, the outcome will always be better than expected. (Kelvin)

I'm happy that I participated in this program. I learned about how to generate ideas, discuss with sticky notes and convey ideas. The whole experience changed my mind. (Mayu)

Thanks to GSP, I learned the importance and difficulty of collaborative work. Although I faced some hard time, I really enjoyed learning with great friends and professors. (Sakino)

During GSP, I had been exposed to many new things. It was an eye-opening experience for me and allowed me to look further into my life as a student. I am glad that I joined this program. (Tiera)

The best and most memorable program that I have ever joined. Even though there were so many activities planned, I'm pleased that the majority of the participants were able to join those activities held by EngSoc. I had a great time not only as a participant of this program, but also as a host. *Arigato gozaimasu.* (Keith—EngSoc Coordinator)

### **Group E: App name "Shake It Off"**

I faced difficulties in communicating with group members in the beginning, but my group members were tremendously helpful. Thank you for your support! (Masashi)

I'm really glad I joined GSP. I was able to get a great experience because I joined as an MMU student from Japan. I want to say "thank you" to everyone related to this program. (Yuzuru)

Working collaboratively sometimes made us so confused, but the end result always made us so happy and impressed! Thank you MMU & ENGSOC for your hospitality and thank you to all the participants! (Risa)

Coming from different backgrounds, one would think that conflicts or communication breakdowns should have occurred. But it was really a great experience for both parties; we were allowed to grow a more open heart and learn to have effective communication via our differences. (Alice)

The professors taught us about how to think out of the box by using sticky notes. It made things clear. Thank you very much; I feel lucky that I took this course. (Max)

The teamwork during the discussions, presentations and surveys among the participants was awesome. The idea of using sticky notes during the discussions was an interesting and creative way to improve the discussions among the participants. (Janet—EngSoc)

### **Group F: App name "Buddy"**

It was difficult to express myself in English. But because of the support from MMU students and teachers, I was able to communicate well with everyone. It was VERY fun! (Akira)

I think this program connected each of us together even though we come from different countries. I think friendship among us is the best gift from this program because friendship is priceless. (Happy)

In the beginning I was a little unsure on how the program would turn out to be due to the language barrier. But all the participants were great, and it was smooth sailing for the final assignment. (Shan)

Through these two weeks, I found that what I have to do is to brush up my English so that I would be able to express my opinions quickly. I believe such improvement would have made our group work more productive. (Tomoko)

Instead of saying we are MMU or we are Chiba-U students, I prefer to say that we are one big family! We laughed, we ate, we played, and we cried together! In my memory, I remember everyone laughing from day one till the last day. (JC—EngSoc)



**P**  
Kupon Letak Kereta  
Dijual Di sini  
Parking Coupon  
Sold Here

**DRINKS  
SOLD  
HERE**

**TU & CHIBA-U  
Global Study  
Program  
2014**