

GLOBAL STUDY PROGRAM

International Collaborative Learning

Design, mobility & social relationship in place-making

Chiba University, Japan
University of Cincinnati, U.S.

2018



OmniLife

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→

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ABOUT THIS PROGRAM

Social marginalization is often experienced not just based on individuals' quality, but due to social and physical structures in a particular space. What does "a design" in a particular space mean and do to diverse individuals? How can we alter existing resources to improve the status quo that maybe marginalizing particular individuals? With these questions in mind, 2018 Global Study Program (GSP) a short-term international collaborative study abroad program organized by Chiba University since 2011, was held with University of Cincinnati (USA) in Cincinnati in February 2019, with a theme "Design in place-making and its impact on mobility and social relationship." Subsequently we held another GSP in Chiba in March, with an additional focus to "family care." Not only focusing on local individuals as a target of research, but experiences by Chiba University students in the US and by University of Cincinnati students in Japan were used as a framework to think of their final proposals.

The program aimed to foster a better understanding of and critical perspective on social issues related to design in place-making through a comparison between international cases in the US and Japan. First program in Cincinnati involved an experiential engagement in local cases of transportation system between downtown, uptown and suburb. Then in the second program in Chiba, a particular focus was given to parenting adding on to the discussion in the first program. With the fundamental knowledge and background information relevant to a theme and target fields learned during pre-course education, students concentrated on doing field research, generating ideas, trying the ideas and refining them throughout the main course.

Students were continuously challenged to rethink of their ideas by stakeholders, faculty and peers with different academic and cultural backgrounds. Through this process, the participants learned multiple, logical, reflexive and critical perspectives that they need when thinking of a proposal. Indeed, not just focusing on what a technology can do, but identifying "needs and seeds" in a target population is an essential process of learning in collaboration with not only peers but also with people in the fields.

社会的周縁化は個人に起因するというよりも、物理的構造や社会システム等による影響も大きい。では、特定の空間における「デザイン」に何ができるだろうか。Global Study Program (GSP) は、2011年から千葉大学が様々な協定校と開講している短期国際協働学習プログラムである。2018年度は2月に2週間千葉大学の学生らが米国シンシナティ大学へ赴き、さらに3月に1週間シンシナティ大学の学生を千葉大学に迎えての実施となった。テーマは「場所形成におけるデザイン、モビリティ、社会関係」とし、千葉大学とシンシナティ大学の学生の混成グループが、実際の都市空間の「モビリティ（移動、交通手段、可動性）」に関する現状を把握し、それを改善するアイデアを出すことを目標とした。また、千葉でのプログラムでは、シンシナティでの課題の中から特に「子育て家族のモビリティ」に着目し、振り返りを含めて新たな知見やアイデアを得ることを目的とした。



Topic & Research Questions

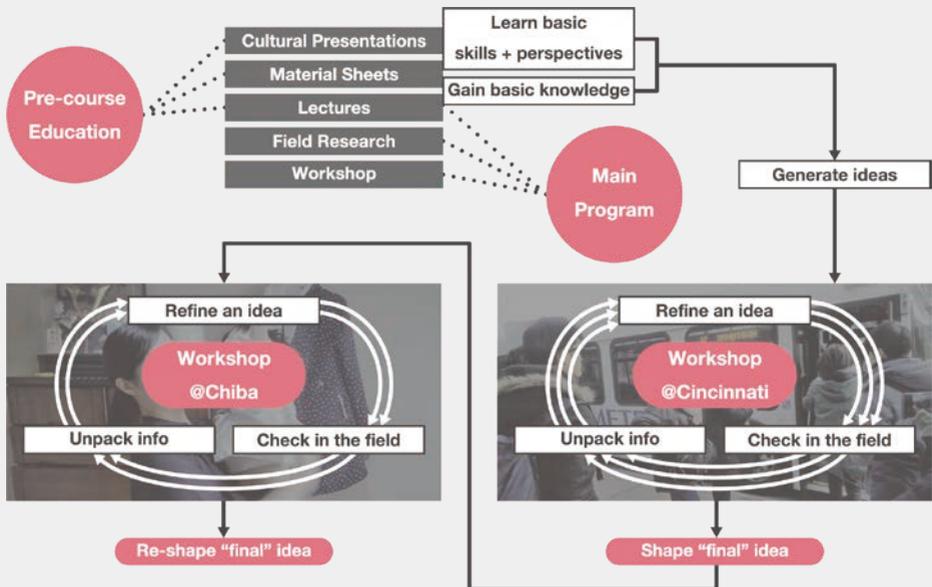
The program was composed of three steps. First, through online lectures and discussions in pre-education, students gained a basic understanding of how human relations and space can be understood from an interdisciplinary point of view (e.g. design, engineering, anthropology, geography) in the historical and contemporary US and Japanese society. Second, in a main program in Cincinnati, small mixed groups collaboratively experienced and deepened their understanding of local issues in relation to mobility using visual-ethnographic approaches. Third, student groups proposed an alternative view/design to tackle those issues after continuous refinement of their ideas through working with each other and with the local stakeholders.

Then in the subsequent program in Chiba, again in mixed groups, students experienced mobility and space particularly paying attention to possible issues encountered by parents and young children by doing field research in a greater Tokyo area. Students reflected their findings in Chiba by contrasting to their outcomes in Cincinnati.

Preliminary education aimed to build 1) a basis of collaborative learning, and logical and critical thinking through preparation of cultural presentations, and 2) basic knowledge on the topic from different angles. Collaborative Online International Learning (COIL) was used to connect Chiba University and University of Cincinnati at time and had lecture and workshop sessions with different angles of vision. Moreover, students engaged in collecting information related to innovative living space, mobility and innovative ideas in Japan and other parts of the world. Also, they read basic information about social marginalization,



Course cycle



mobility and space in the US and Japan.

In the main program in Cincinnati, at first, students learned historical and contemporary issues related to mobility through lectures and field research. Mixed groups of students conducted field research and talked to locals by experiencing 1) guided and 2) unguided public transportation system to the city centre, and 3) private automobiles to the suburb. In between field research, students unpacked information, refined their ideas and evaluated them through workshops.

In the following program in Chiba, while reflecting the program in Cincinnati, students learned about issues of mobility specific to design in child-rearing and mobility through lectures, field research and workshops.

Students collaborated with each other throughout the program in two countries and gained transnational perspective on the main theme.

事前教育は二つの構成要素を中心としており、1) 協働学習、論理性、批判的視点の基礎を文化紹介準備において身につける、2) テーマに関して異なる観点から基礎知識を身につける、という事に焦点を当てた。後者に関しては、オンライン国際協働学習 (COIL) を通して多角的に講義を受けるだけでなく、日本、米国、その他の国々における斬新なテクノロジー、生活空間やモビリティについて、自分たちで情報収集した。

シンシナティでは、現地のモビリティの歴史や現在を講義やフィールドリサーチを通して学んだ。特に、自家用車と公共交通機関でどのように動き回ることができるのか、それが個々人の経済状況にどのような影響を与えるのか等を検討しつつ理解を深めていった。それから、現状を改善するにはどういったアイデアが提案できるのかを協働で構築していった。それをベースに振り返りつつ、千葉では子育てで家族のモビリティに関わるデザインに焦点を当てた。どちらのプログラムにおいても、学生らは調査の先々で地元の人たちと話し、その間にワークショップをしながら、協働でアイデアの再構築を繰り返した。

Schedule of Activities

Day Contents

Pre-course

29 Nov	1st meeting
26 Dec	Mobility in Cincinnati; Professor Peter Chamberlain [skype session]
5 Feb	History of American transportation/mobility; Professor Na Chen [skype session]
7 Feb	Towards a future of mobility; Professor Antonio Islas-Munos
11 Feb	Making of a marginalized place in the US and in Japan then and now by Shao-Kobayashi

Main Program in Cincinnati

February

13	Departure from Chiba, Arrival in Cincinnati
14	Campus tour, Cultural presentations
15	Union Terminal visit and Transportation Tour, Field research planning
16	Field research - Experience suburban lifestyle
17	Free day
18	Workshop on Mobility futures, VR lab experience, Mid-presentation
19	Field research - Explore downtown lifestyle, ride streetcar
20	Field research - Bus to different destination in the city
21	Final presentation preparation
22	Final presentation and feedback, farewell party
23	Departure from Cincinnati, Arrival in Chiba

Main Program in Chiba

March

17	Departure from Cincinnati, Arrival in Chiba
18	Campus tour, Unpacking experiences workshop
19	Furoshiki workshop, Field research - Edo history museum and Odaiba
20	Home visit in three locations, Wayfinding in Tokyo Yamanote Line
21	Final presentation preparation, Field research - Additional interviews in Tsudanuma
22	Final presentation and feedback, farewell party
23	Free day
24	Departure from Chiba, Arrival in Cincinnati

Post-course

- 1: Feedback on the final product by stakeholders and faculty members
- 2: Creating a program pamphlet



Collaborators

This program would not have been the same without the collaboration of all the lecturers, guides, hosts and facilitators who made this program an interesting transnational learning experience in Cincinnati and Chiba.

We would like to express our gratitude to

Antonio Islas, University of Cincinnati

Na Chen, University of Cincinnati

Junko Tsutsumi (Furoshiki Workshop)

Joyce Chen (Home visit)

The Otake Family (Home visit)

Organizing Committee

Peter Chamberlain, University of Cincinnati

Gjoko Muratovski, University of Cincinnati

Takatoshi Tauchi, Chiba University

Satoko Shao-Kobayashi, Chiba University





Pre-course Education

COIL: Design and Mobility

As a part of pre-education, both University of Cincinnati (UC) and Chiba University (CU) students had online-lectures and workshops called COIL (Collaborative Online International Learning). COIL is like a teleconference program so both students attended to the lectures at the same time. We had the COIL classes three times before the main program at the University of Cincinnati. In the COIL sessions, Peter sensei talked about transportation culture in the U.S. and general information about Cincinnati. Prof. Na talked about history of American transportation system/mobility and transportation which affects user's daily life. Prof. Islas talked about advanced technologies and potential of mobility for the future. Each professor gave their lectures with visual aides so we could understand the content more easily. For example, in the Prof. Islas' lecture, he introduced toward the future of design of mobility. As the development of autonomous cars, there is no driving seat in the car. Passengers sit face to face and enjoy their travel to the destination in comfortable space. We saw the simulation movie about how the advanced cars work in near-future's society.

After each lecture, students asked some questions and shared their thoughts and we held vigorous discussions on transportation. We got face-to-face communication for the first time in this COIL, and the session was proceeded in a harmonious atmosphere. Through these sessions, we could learn more about transportation from a different perspective such as society and technology and this way of thinking will be important in field survey in Cincinnati. (Ayana)

During pre-course education, we read the article written in Japanese, which relate to the theme of GSP. In the next meeting, we discussed what we feel about the article, what is the strong point we thought using a whiteboard and sticky notes. We visualized our thought that can help us understand what other people thought.

After that, we prepared a cultural presentation about "space" in groups. We took an online lecture about how to make a cultural presentation. We checked cultural presentation a lot and got feedback not only for the professor but also for students from another group to make better presentations.



Other COIL lecture contents were very diverse; for example, before taking professors' lectures, we read their articles and prepared questions to cultivate a better understanding about the professors, school and the United States, and how to survive in the cold environment because Cincinnati was freezing cold like -13°C.

At that time, we realized that this is not a vacation, and one small mistake could lead the worst result and be trouble for every participant. One of the most crucial thing during pre-course education was insurance and crisis management. We learned a lot about how to predict the crisis and how to avoid it based on real experience from students and professors.

At this pre-course education, cooperation with students from other faculty, get to know each other, and prepare for fieldwork by building shared ideas. Additionally, we learned the importance of crisis management and teamwork. (Eikichi)



事前教育はまず「差別化される空間、空間化される差別」という日本語で書かれた文章を読むところから始まった。この文章を読み日本のどこかにあるデザインと関連した「文化紹介」のトピックを考え、写真やビデオなどを毎日の生活の中から探すという活動をした。ここで見つけたトピックについてグループに分かれ、アメリカでするプレゼンの準備を進めた。テーマの選び方は自由で、自分たちが面白いと思った部分はどこなのか、なぜ面白いと感じたのかよく考えさせられた。また COIL session として、我々の学びに協力していただけることになっていたシンシナティ大学の教授 3 人に、オンラインで講義をしていただいた。その講義の準備として、それぞれの教授たちの著書や資料を分担して日本語に訳しそれについて考える、ということも行った。講義は、最初に教授がそれぞれの専門分野に関する話をしてくださり、疑問に思ったことや自分の意見などを学生が発言して、それに対して教授が意見を述べるという形で進んだ。(Yoshiyasu)



Main Program: Feb 14th Cultural Presentations

For Chiba University students, cultural presentation was the first group work in this program. We were separated into 4 groups based on the specific theme and worked on it for a few weeks to do a 10 minute-presentation in Cincinnati. For this presentation, we had to find an interesting topic coming from our daily lives and the topic had to be something that others are not aware of or may not really care. What is the most important thing for this presentation is to show new angles of the topic that audiences haven't ever realized. So, one group focused on the differences of train systems in Tokyo and in local places in order to show that trains in Tokyo are not general and it is just exaggerated as a typical Japanese culture.

There was also an unique group that talked about a toilet in Japan as an ultimate individualized space, which was interesting since it is against the general image of Japanese group mentality. As it is clear from those examples, we were supposed to have a critical perspective to "Japan" and Cultural Presentation was a good training to practice observing our surroundings from a critical perspective. (Minato)



現地に到着した翌日、午前中に現地の学生とのレクを、午後にお互いが準備してきた文化発表を行った。千葉大生は4人グループになって、事前学習の期間に発表の約2ヶ月前から準備を始めた。約1週間前までは期末テストやレポートの提出など、皆様々なことに追われていたようだったが「世界中で抱かれている日本のイメージに対して、それとは違う視点から見た日本」を伝えることができた。また、我々はその準備過程で、どれだけ固定観念に縛られて生活してきたのかを目の当たりにした。しかしそれによって、物事の根本的な意味を見出すことの難しさ、皆と話し合ってそれらを見つけていくことの楽しさを実感した。また、バックグラウンドの異なる人にとどのように発表すれば伝わるかを考えることの重要性を感じられたのも非常に貴重な体験となった。相手校の生徒の文化発表は発表者の生活を軸とした発表が多く、普段知ることのできない考え方や価値観を聴くことができた。(Tatsuya)



Main Program: Feb 15th-16th

Field Research: History of Transportation

Students were given a guided tour around the downtown area, starting at Union Terminal, Cincinnati's most significant artifact of its rich history in transportation. The group then traveled to each hilltop overlooking the city, gaining new insights from each element that contributed to the development and spread of the city center.

The first hilltop was over the river at DeVou Park in Covington, Kentucky. This destination gave students an overview of the Cincinnati Skyline, allowing them to understand the geographical layout from a neutral perspective. They then headed west over to observe historical remaining of incline rails connecting from hilltop to the bottom. Students both from Chiba University and University of Cincinnati gained a new perspective of understanding a local context by learning about historical and contemporary transportation systems, and learning about environmental and socioeconomic gap observed between different areas in central Cincinnati. (Noah)

Students were guided by Peter and Antonio to the suburbs, places that students will never be able to go to without a car.

We took the route that went through Northside, up Hamilton Avenue to College Hill, over to Winton Avenue and straight up to the old Cincinnati Mall. Along the way, we witnessed a unique blend of historic homes include Italianate, Queen Anne Victorian, and Vernacular, with Arts and Crafts bungalows and Tudor Revivals of the neighborhood. After a 20+ min drive, the group arrived at an international market, Jungle Jim's. Both the interior and exterior were made like a jungle theme park where not only children find exciting to experience but we also feel enjoyable "hunting for food" in it. Eventually we ended up at the Cincinnati Premium Outlets North of town, after a short drive though the upscale residential area, the McMansion Neighborhood where we saw some really well-made houses located in a clean, fancy district out in the suburbia. From this bus tour, CU students as well as the UC students got to understand the fact that there is the gap between the city with suburbs due to lack of public transportation. Another key finding is that upper-class people would rather living in the suburbia and have a 4-hour daily commute to downtown than living in the city center. (Jocelyn)



Main Program: Feb 18th Lecture & Visit to VR Lab

When we visited the VR lab, people were aiming to create an ideal mobility using a new technology, VR. Some of the lab experiences included the experience to see a car in real size, and to explore the interior of the car as if riding in a car in real life. I had never heard of research of mobility using VR, so it was very interesting. Especially, it was interesting to feel like actually riding the car.

Since we did the field work in the suburbs up to this day, in the first stage of the ideation, we came up with an idea based on that. Students from UC also participated, and they gave Chiba University students feedbacks on going to the suburbs and suburban facilities that the students were interested in. As a

rough idea, we came up with a shuttle bus system for students who did not have transportation such as private cars.



VR ラボへの訪問では、VR という新しい技術を利用して理想的な自動車を製作を目指しているのだなと感じた。ラボで体験したものとしては、コンピューター上で製作した自動車のサイズを現実の感覚と近いものとして見るることができるものや車の中に乗ったような感覚で自動車の内部を散策できるものがあった。VR を利用して自動車について研究するといったことは聞いたことがなかったので非常に興味深く、現実にもその自動車に乗っているような感覚になれたのは面白かった。第一段階のアイデア出したが、この日まで体験していたフィールドワークが郊外へ向けてのものであったため、それを軸としてアイデア出しを行なった。この時に UC の学生にも参加してもらい、郊外へ行った時のフィードバックと学生が興味を持っている郊外の施設などについて意見をもらった。それから大まかなアイデアとして自家用車等の交通手段を持たない学生向けのシャトルバスのシステムを考えた。(Yuki Kainuma)



Main Program: Feb 19th

Field Research: Streetcar

A recent addition to the Cincinnati streets is the streetcar, a two-car public transportation that loops through the Over The Rhine (OTR) neighborhood, just north of downtown Cincinnati. The streetcar is a recent addition to the Cincinnati streets, as intended to connect businesses, communities, and events in the city core.

Ridership of the streetcar differs dramatically depending on the time and type of day, and as we rode from the northernmost stop at Findlay market to the southernmost stop at The Banks, the streetcar was quite empty. The streetcar stops are well-labeled and distinguished, with maps at each stop that help place the streetcar in reference to the larger neighborhood. Some of the challenges, however, were

waiting – the streetcar comes infrequently, sometimes fifteen minutes between stops, and on a cold morning it is not so much fun to wait. Additionally, the territory the streetcar covers is relatively small. We walked through Findlay Market, Washington Park, and along the Banks, but there are still many smaller neighborhoods and streets in OTR and downtown Cincinnati that are not reachable from the streetcar.

But the street car is still new. It is bright, clean, and affordable to ride - \$1 for two hours. It may not connect you to all of Cincinnati, but it is much better than walking. (Abi)

最初にユニオンターミナルを訪れた。そこは以前駅として使われていたが利用者が減少し現在は博物館として使われている施設である。入り口の壁画からシンシナティの交通の歴史を学んだ。シンシナティのダウンタウン付近は盆地状になっており起伏が多い地形だった。バスツアーでは様々な角度からシンシナティの街を見下ろした。インクラインという丘の斜面に沿ってレールを敷き貨物などを運ぶ装置の拠点だった場所にも訪れた。郊外へのツアーでは、様々なショッピングエリアを訪れたが、車が必須であることを実感した。シンシナティモールというかつて賑わっていた大きいショッピングモールは人気がなく閉店している状態であり、ネットショッピング拡大の影響が現れていた。郊外へ向かう道中では、住宅の違いからそれぞれのエリアに住む所得階級の違いを確認できた。やはり郊外は高所得者の家が多く、庭が広く平家であり、車庫があるのが特徴的だった。シンシナティの様々な場所を訪れ発見が多い二日間だった。(Kaho)



Main Program: Feb 20th

Field Research: Public Bus

As a part of the groups' observation of public transit in Cincinnati, each of the four groups were tasked with a unique scavenger hunt across Greater Cincinnati. With the constraint that we could only utilize the public bus to get to each destination, we were sent off in different directions (different states even). My group had destinations that were located in Northern Kentucky, so we learned to navigate the transition from Cincinnati Metro to the TANK (Transit Authority of Northern Kentucky). The destinations we were tasked to find were tourist destinations, and located across from each other on the Licking River. We discovered that bus services did not run through

the river, so we had to navigate to Cincinnati in order to reach our other NKY destination. (Jane)



シンシナティの主な公共交通機関はバス。もはや毎日運行される鉄道は存在しない。唯一市内を走る電車が2016年に復活した、ストリートカー（路面電車）である。市中心部の全長5.8kmに及ぶ8の字状の単線を一方通行で走る。料金は2時間券が\$1、1日券が\$2。この日はバスとストリートカーに乗って、Washington Park, Findlay Market, Great American Ball Park, オハイオ川に面した公園などを巡った。ストリートカーの乗客は非常に少なかったが、ベビーカーをひいた女性の乗客の方は、「バスと比べて段差がなく、ゆったりしているので、ベビーカーでも利用しやすい」と話してくれた。私は昨年ドイツGSPにも参加したが、ドイツの都市では、市内に路面電車が10路線以上乗り入れ、1つのチケットでエリア内のバス、鉄道、路面電車等すべての公共交通機関が利用できるため、アメリカ・シンシナティとは対照的である。日米独自の公共交通の違いを目の当たりにした、良いフィールドリサーチとなった。(Yuki Kamei)



Main Program: Feb 20th-21st

Final Workshop

In the last two days, we prepared for the final presentations. In the afternoon of February 21st, each group had already decided what they wanted to focus on and collected the information in the field research, papers, the official website of Cincinnati government, and lectures. We organized the information and did additional research for the theme of each group. In the process, we researched the background of the issue and discussed the problem in multiple angles. In this GSP, multiple angles were really important because if we think about the problem from a perspective, we could not evidently and comprehensively understand it. It was interesting for me to research an obvious thing for local people, which they didn't recognize

as an issue, from the perspective of outsiders. For example, many CU students thought that the small number of streetcar users was an issue, but some UC students didn't think so. After understanding the situation in Cincinnati, we thought about a way to improve it, and then, prototyped the idea. Some group made bus route network using Google map, and another group designed the structure and system of bus, and the other created the system of new networking application. UC students collaborated by answering our questions, advising, printing maps, and drawing pictures. (Ayaka)

最後の2日間は、最終プレゼンの準備にあたり、それぞれのグループに分かれて追加でフィールドワークにあたり、調べ学習に取り組んだ。シンシナティは典型的な車社会であり、公共交通機関の利用が普及していないことは明らかであり、問題点の分析は比較的円滑に進んだグループも多かったが、その問題の解決策を考案することは難航した。新たなシステムをデザインし、導入することを考える際には、全ての利用者を包括的に考えることは難しく、各プレイヤーの立場に立ちながら排他的になってしまった部分の改善策を模索した。また、その地域で普段から生活していないゲストの立場から解決策を考える際には、needsなのかwantなのかという観点も忘れてはならず、その解決策が導入されたことでどれほど地元住民からの需要があり、費用対効果の面からもアウトカムが見込めるのかを想定することは非常に難しかったと感じる。(Yuka)

Visualized MAP of our idea

Main Program: Feb 22nd

Final Presentation 1

Kaho, Mikako, Minato, Tatsuya, Jane, Kashish, Noah



After 10 days of observation, field research and interviews, we learned a surprising fact about Cincinnati. The streetcar running in the downtown area is not working well today. One of the main reasons is a car-oriented society so people rarely use public transportation systems. One of our interviewees said, "The distance covered by streetcar is too short and it doesn't go outside Cincinnati, "The streetcar is worthless and meaningless transportation systems."

Our group focused on getting people interested in the streetcar more. Noah, who is knowledgeable about the pubs in Cincinnati well, came up with this idea to combine beer and streetcar. After discussions, our group agreed on good reasons for that idea. One is that we can capitalize local craft beers that is specialty in Cincinnati. There are great breweries and pubs in downtown. We want people to go there and taste the beer. After the drink, we can encourage people to use the streetcar to get home instead of the taxi. Moreover, increasing the ease of public transportation would help the consumption of beer as well, which as a result contributes to the local economy.

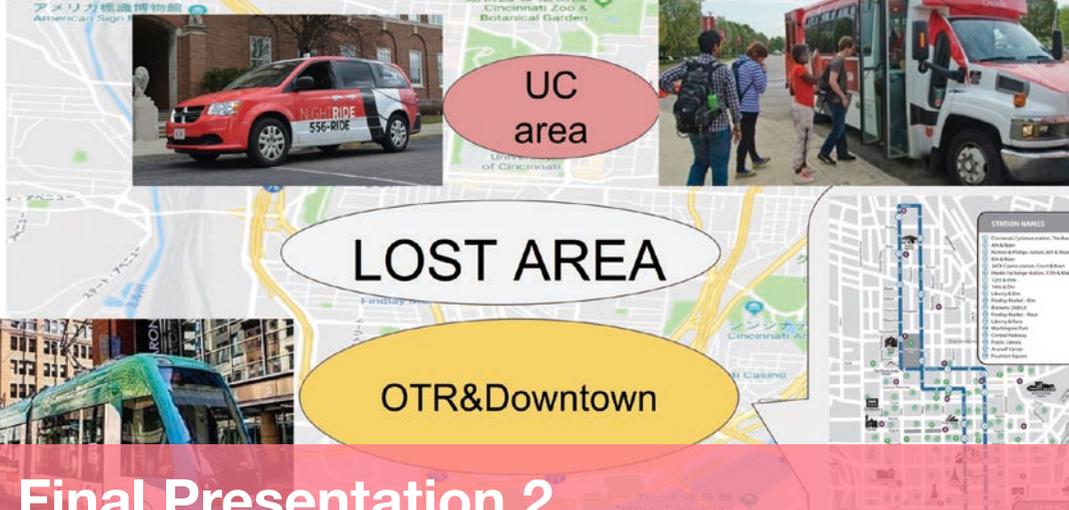
To achieve this idea, we can expand the distance of the streetcar system with 3 steps. 1st step is holding events along the streetcar railway. These events mean farmer's markets etc. It aims to make people get interested in using the streetcar. After getting more approval of the streetcar, 2nd step is to connect downtown and uptown (hilltop area) by the

streetcar. There is the University of Cincinnati and high-income residents in uptown. If those people come to use the streetcar systems, the perception of the streetcar can be changed. The final step is to connect downtown Cincinnati with Kentucky by constructing a railway across the river.

Because we focused on the beer, there may be some problems. One of them is the safety of the streetcar being filled with the drinkers. This may be resolved by dividing the streetcar into two types of cars, one is for drinkers and the other is for non-drinkers. Drinkers could receive a beer discount ticket when they take the cars for drinkers.

We thought collaborating beer and streetcar could make the positive circulation among people, economics and environment. Connecting existing resources is a key to develop Cincinnati. (Mikako)





Final Presentation 2

Ayana, Kodai, Manaka, Yuki Kamei, Norberto, Jane, Joselyn

What we found from 10 days fieldwork in Cincinnati was the space between the UC area and the downtown area. During the first half of the fieldwork, our team observed and compared the cleanness of streets, the appearance of buildings in each area and the accessibility. From those observations, we found "Lost Area," where people with low-income live. We talked to locals and UC students how they think through about that area, also tried to visualize the components of that space by analyzing Census data and mapping of the housing rental price. Our analysis clarified "spatial mismatch," the mismatch between where low-income households reside and suitable job opportunities. In Cincinnati, higher income people tend to live in a suburb area, meanwhile lower income people tend to live around downtown. However, the locations of job types are reversed; white color jobs in a city area, blue color jobs in the suburbs.

Among all the issues, we focused on single parents who live around downtown and don't own a car. Because an existing and planned transportation system does not solve the spatial mismatch, our team suggested providing alteration of the existing system, namely car-sharing and community services. UC has a car-sharing program called "Nightride" exclusively for UC students. Since a driver and passengers are UC students or staffs, there assumed more trust than usual uber services. Using that factor, we came up with the idea, "MeeTube."

Here are key points of our idea.

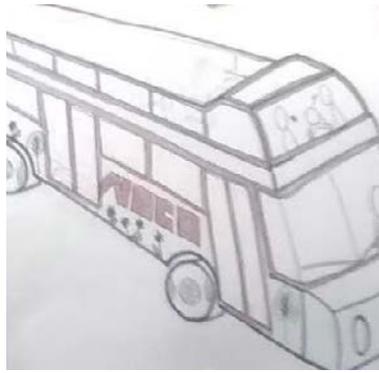
1. Set up an app which matches single parents in "lost area" and parent drivers in the suburbs.
2. A driver picks them up after sending off their children to school in the city area.
3. Pick up at a "station" in front of existing community services, for example, a food bank.

First, we set up the app among parents, since many parents are willing to help single parents. Also, single parents would be relieved if the drivers are parents themselves. We assume that many private schools might be located in the city area, so that we can easily motivate the parents who send off their children there to join the program. To relieve parent driver's possible anxiety about coming to "Lost area," we use existing community places into pick-up stations.

Though, there are still points to be considered, as we couldn't interview parents in those areas, the perspective of in our proposal can be a source of solution. (Kodai)



NECO BUS



Final Presentation 3

Hinata, Shiichi, Yuka, Yuki Kainuma, Jocelyn, Mitali

During our stay in Cincinnati, what we found was so-called “spatial mismatch” around the city; the rich live in the suburbs commuting to downtown, and those who cannot afford a car have limited access to anywhere, which potentially confined their chance to get better job and lives.

First what we did was to go suburbs on our own. Then we learned how long it takes, how hard to go there by public transportation and what image people have against it. After that, got interested in how people feel about the situation, we did research and interview. What we found was that people didn't put importance on public transportation. The image of public transportation in Cincinnati was that it is what poor, lower class people use.

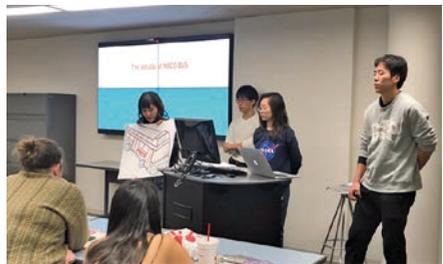
Also, the way to maintain the system is insufficient. Route of buses didn't connect each other, and it was very complicated. We took the bus several times with UC students, but even they were not familiar and sometimes we had to walk from one stop to another.

From these observations and several interviews that we conducted to UC students, we figured out that what we need in this city. From our group, we suggest three changes.

- Suggestion 1: Set up new bus routes which directly connect UC and suburbs
- Suggestion 2: Make a logo, creating a brand “NECO bus” and make the bus more entertaining, enjoyable, eco-friendly and outstanding
- Suggestion 3: Make University of Cincinnati as a Hub of public transportation.

People who live in downtown come to UC by bus. Then they transfer to NECO bus, which stands for New Economic and Eco-friendly bus, to go to suburbs for work/shopping. There are clock-wise and anti-clock-wise route which continuously connecting people between UC and several sites in the suburbs. NECO bus is designed to entertain passengers so that they chose NECO for fun instead of their cars.

Reduction of car usage is the main purpose of our suggestion. Everyone here uses cars, and it has caused traffic jams and, also, car-dependent-society prevent the city from further development leaving some barrier for those who have the disadvantage for mobility, such as city visitors, single parents, low-income people and newcomers from outside of the city. By supplying an efficient, entertaining and meeting-demand bus network, we can do not only give equal opportunities to access suburbs to those who don't own a car but attract people to shift into public transportation. (Shiichi)



An ideal world of Cincinnati



Final Presentation 4

Ayaka, Eikichi, Haruka, Yoshiyasu, Abbie, Alejandro, Megan, Jane

Through this ten-day program, we had gone around Cincinnati and learned the history of Cincinnati's transportation system. One day we went to downtown, walked around and got on a streetcar and busses. Another day, we went to the suburb by a car. As we explored Cincinnati, we started to love this city, but at the same time, we faced several issues in Cincinnati. After we came back from the field trip, we discussed what we saw and what we felt every day. We gathered information, and at the end of this program, we made final presentations to offer some suggestions to improve Cincinnati's transportation system or the city of Cincinnati itself.

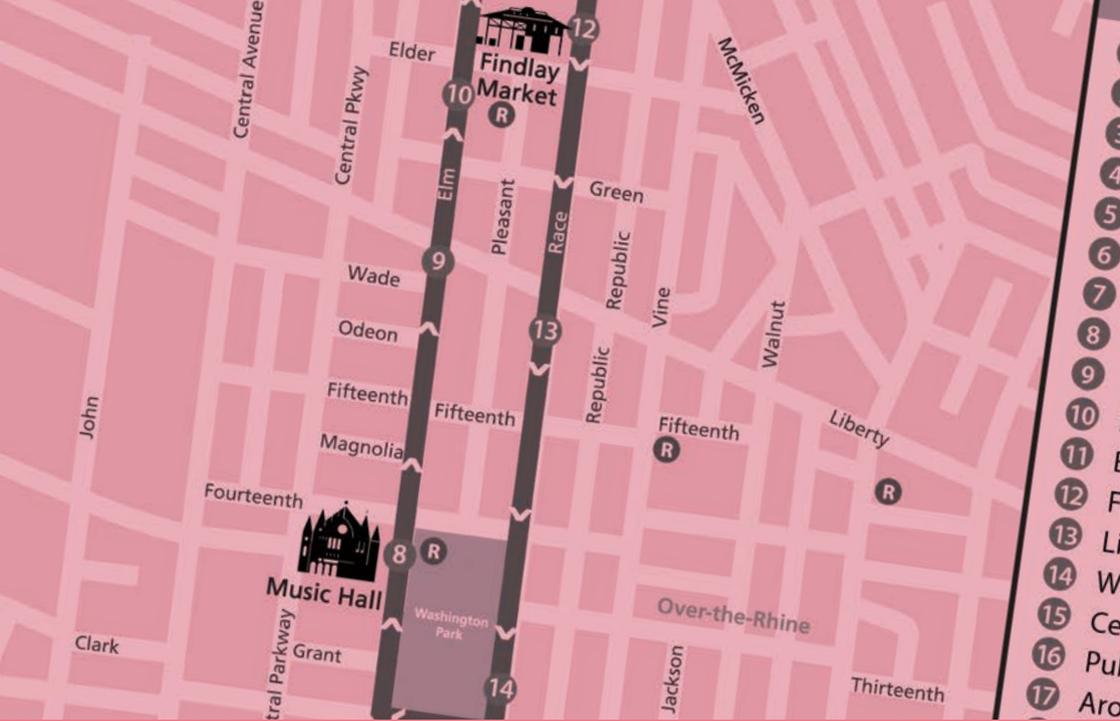
My team decided to focus on the streetcar in Cincinnati, because only a few people used that system. We researched and analyzed the statistics and other sources, we found that the streetcar routes were designed from another streetcar model in different states. We expanded our search to the US-wide, found two successful examples in Portland and San Francisco. Then we compared those cases with Cincinnati's by the number of users, location, user populations, cost, and routes.

Local people use the streetcars in Portland as a way of commuting, and its routes circle business area and go two directions like Yamanote line in Japan. Furthermore, 32% of Portland's jobs exist along the streetcar. The streetcars in Portland suit the needs of people who live and work there. On the other hand, the streetcars in San Francisco are much different from the streetcars in Portland. As San Francisco is

a city of sightseeing, most of their users are visitors. Its shape is classical, and you can enjoy seeing the beautiful landscapes of San Francisco when you are in the streetcar. Although the streetcars in San Francisco don't provide good mobility, they succeed to attract people by its added value.

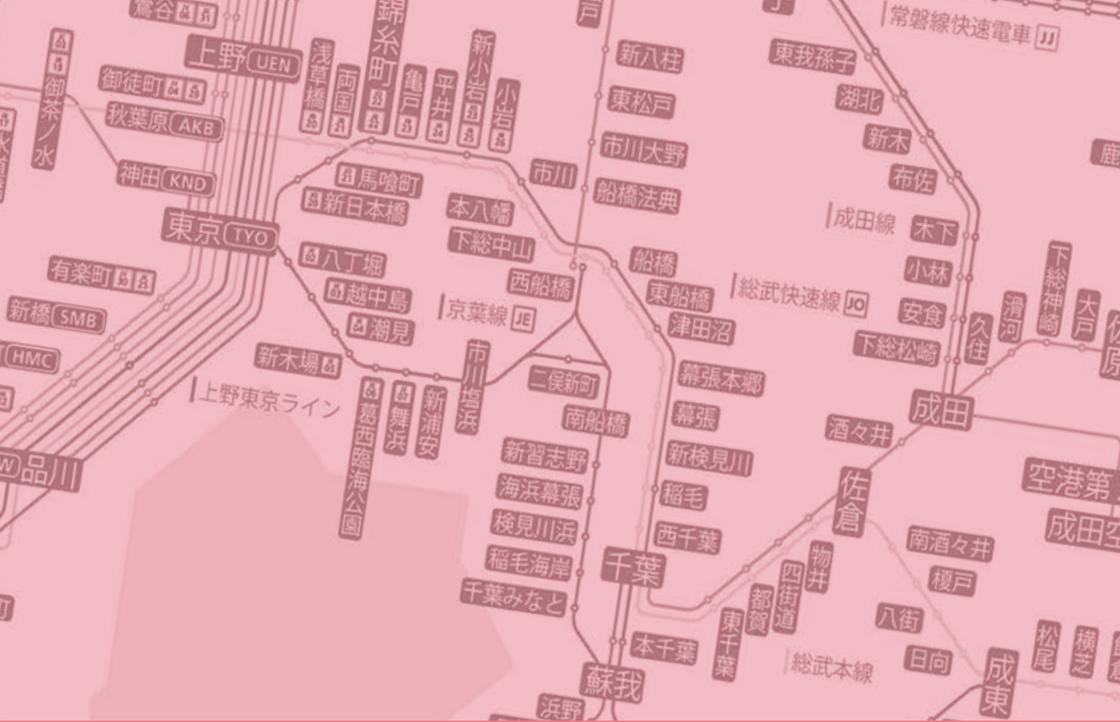
This is how my team came up with an idea that the streetcars in Cincinnati need "added value." The city is know for its wall arts, and we thought of a way to highlight that attraction with the streetcar. By using statistical data, we estimated the number of users, which should dramatically increase if a wall art festival was held in Cincinnati. (Haruka)



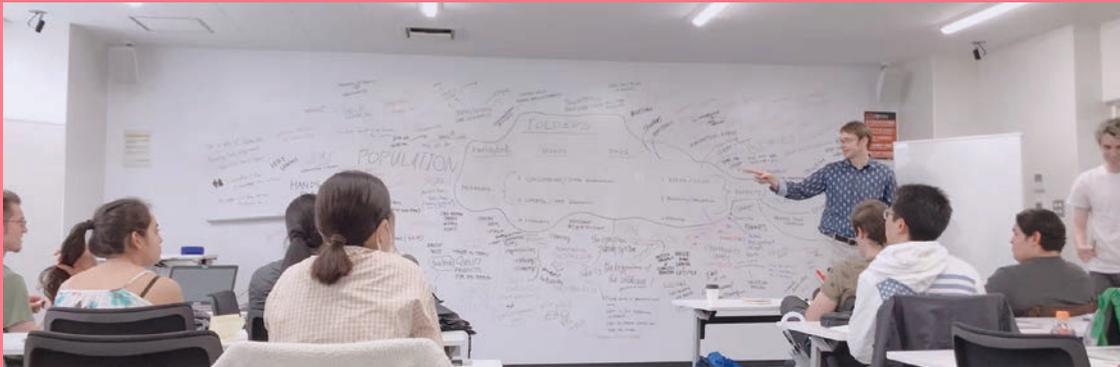


Cincinnati





→ Chiba





Main Program: Mar 18-20th Field Research

EVERYTHING
IS REALLY
GOOD

During our field trip, we had the opportunity to talk with Joyce, and her experiences in terms of baby care, consumption patterns, and mobility in Japan from a non-Japanese resident perspective. Originally from Taiwan, Joyce lived in the US for years before coming to Japan. During our interview, she provided valuable insights into the adaptation to the Japanese lifestyle, as well as, the cultural expectations of mothers and kids on public transportation.

After this, we navigated to diverse destinations and experience several aspects of Japanese public transportation. A significant point of attention for our group was the level of interconnection and reliability of Japanese public transportation. In company with Chiba University students, we were able to navigate efficiently and interconnect to several train lines in a matter of minutes, as well as the benefits offered by a single method of payment provides a convenient platform for the users.

An important observation from our field studies was the level of security the public transportation offers to the users and the impact that this has in their society — more than once we witness young children by themselves using the public transport.

The advantages of the system provide a platform where the users reclaim autonomy in a secure and reliable environment creating a positive impact on the communities around them. (Norberto)





Main Program: Mar 21st Workshop

Throughout my experience in Japan, the combined mobility and packaging workshop gave me a lot to learn from. As a group we got to research a lot in the actual world by interviewing various moms about the baby care products that they use for their child. We got to understand their perspective on these products and what problems they are currently facing. In this workshop, we followed a step by step procedure where we started with understanding the culture in Japan, then interviewing people and eventually working in groups to bring all our research together, document it and then look for solutions.

Interacting with the students from Chiba University helped us to understand more about their

culture and the use of mobility there. We found out that the advanced mobility in Japan saved a lot of their time in daily life. The trains reduced duration to reach places immensely. We also got to interview a mom we met in a train about how she travels with her child and about any safety issues that she faces. So, overall we had a very engaging workshop helping us to get a lot of real world experience. (Mitali)

千葉でのフィールドリサーチは、風呂敷の活用講座から始まった。わざわざ機会を設けていただいたことで、日本人でも知らなかった風呂敷の魅力を感じることができた。午後は、両国の江戸東京博物館、お台場のメガウェブという車の展示場、豊洲のチームラボを訪れた。ハードな行程ではあったが、日本の過去、現在、未来を3つの側面から見ることができたというのはとても貴重な経験で、1日にして多くの知見を得られたように思う。翌日は、いくつかの日本の家庭とコンビニやドラッグストアを訪ねたのち、グループに分かれてそれぞれ選んだ地でインタビュー等の調査をした。日本の交通、店の立地や品ぞろえなど、実際に生活している中でアメリカとの違いは当然あり、それによって不便を被っている人も異なる。その不便というのは日米共に一元的に語ることはできず、課題解決の視点というのはそうした多様性の理解があってこそだということを改めて感じた。(Hinata)



Home Visit



Store Visit

Main Program: Mar 22nd

Final Presentation

During this workshop, I gained a lot of confidence and pride in my team, my university, and myself. Going to Japan seemed very daunting. Preparing, packing, and signing up for the trip all happened within a month. I am not fluent in Japanese, and I usually do not pronounce the few phrases I know correctly. I had a lot of anxiety during the weeks leading up to the trip. Tokyo is a huge city and I was one of the youngest in the group. I was afraid of not being helpful to my team. Then once I was there, I was expected to interview people. I was terrified. But after the first two days, I was more comfortable with the people around me. Having friendships with the students at Chiba University definitely helped. Tuesday night, I gave myself a pep talk to be more fearless, live in the moment, and really take the opportunity that was given to me. I had already done a lot of observation on the train, and it was time to start talking with people.

Wednesday was the in house interview. We gained valuable insight to what it is like living in Japan. The mother we interviewed was very high functioning and successful. She was a baker and

plans on continuing to bake after maternity leave. Her identity was not encompassed by her children, but they lived in harmony. She told us about her favorite products and the things she would change about items. Her favorite item was a baby formula that came in a large stick. You could break the stick into tablets. This way it's not a messy powder form and it's easy to travel with. She showed us her essential baby bag and how she uses the diapers for her child. The most interesting part of the discussion was her telling us about the social norms of Japan. It's not typical to hire a nanny and she sometimes feels bored because she often finds herself talking mostly about kids to other moms.

Thursday, a large group of us went to stores and parks. We interviewed mostly moms about their stresses. In my interviews, I opened the discussion by asking what the most stressful part of their day was. (Megan)

プログラム最終日に行われたワークショップでは、1週間行ってきた、家庭訪問、東京・千葉でのフィールドワーク、インタビューを通しての、新たな発見を共有する場になった。普段生活している場所を改めて観察してみると、身近なものにこんなにも工夫がなされていることがあることに気づかされた。特に、家庭訪問でみせていただいた育児用品（おむつや粉ミルク）は、どれだけ機能的で時間を有効活用できるかという、質と時間の関係性に着目することができた。

このGSPプログラムでは、シンシナティ大学のデザイン専攻の学生をはじめ、看護学、行動心理学、医学、物理学、国際教養学など、様々な分野に関心を寄せる学生が集まった。ひとりひとりが異なる切り口から観察し、共有できたことで、「そのような見方もあったのか!」と気づくことができた。自分たちで疑問を持ち、課題を見つけ、アプローチ方法を探すことに楽しさを学ぶことができた。(Manaka)



Interview

On the second part of this Mobility exchange workshop, we had the fortune of traveling to Chiba and experiencing its infrastructure, people and culture. We were exposed to various insightful exchanges with local people, such as mothers with children, and also the routine of inhabitants of the area.

The opportunity of spending time with a local mother and her child, also seeing her home, and walking through the neighborhood with her was very valuable. This allowed me and my group to understand better and reflect on Japanese culture and its values. We further documented this exchange through observations and scripts of the interview, as well as pictures and videos of different moments that were pertinent.

Furthermore, for the final presentation we decided to join all the insights from the three different groups, since this format was very logical and allowed us to share similar topics and insights, as well as talking about the specifics of each group's experience. In my own group, we synthesized our findings first by downloading and categorizing the pictures and data, then by transcribing our notes from the interview and beginning the coding process. Coding was particularly helpful because by highlighting the multiple insights recorded and identifying recurring categories in the conversation, we were able to perceive emerging patterns that brought us closer to the insights we shared amongst other groups and culminated in a macro presentation



Field Research

with shared experiences and insights.

Our final presentation reflected on our experiences and thoughts after having travelled around Chiba and Tokyo, in topics such as how is Japanese culture present in the daily products and experiences of people, as well as their experiences in the Transportation infrastructure.

Other recurring topics throughout our workshop here in Japan include the specifics of people's routine, expectations regarding gender roles, social customs at home and when in public contexts, as well as our own identity as individuals through the lens of a different culture. I therefore personally gained very valuable insights throughout my time here, and have enriched my understanding of not only Japan and its culture, but society as a whole.

I personally gained lots of incredibly valuable experiences and a broader perspective of our world, and also professionally, I consider these valuable insights to be instrumental in my further exploration process, and am eager to incorporate many of the observations I've made here in Japan, to my work back in Cincinnati. (Ale)



Participants

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Yuki Kainuma

Yuki Kamei

Eikichi Kanai

Mikako Kato

Kaho Koike

Haruka Kyan

Ayana Nagatani

Kodai Nagayama

Yuka Nishihara

Minato Onishi

Hinata Yamada

Ayaka Yamai

Comments

It was really special to get to collaborate with Chiba U students on this project. We built greater empathy for mobility problems and a deeper understanding of culture in regards to transportation - and we had a lot of fun, too! (Abigail)

The collaboration with Chiba University gives a great learning experience. Beyond our focus project, the cultural immersion offers a great experience. As an international student, this event allows me to acknowledge the advantages and challenges and the impact that mobility has on the societies from another perspective. (Norberto)

Since I'll work at the Ministry of Land, Infrastructure, Transport and Tourism (MLIT), the theme of "transportation" was perfect. I want to make use of what I learned and continue studying English. (Yuki Kamei)

At first, I thought Cincinnati has nothing too exciting, but I became a big fan of it because of great professors, students, and foods. So, I have grown both mentally and physically. (Eikichi)

Through this program, I learned the importance of considering from a variety of perspective when we focus on some topics about society. It was my first time to go abroad, so everything was fantastic for me. (Ayana)

Through workshops in Cincinnati and Chiba, I learned valuable things. Especially in Cincinnati, I learned and practiced how to connect transportation and social inequality, that will help my future research. (Kodai)

Although in my daily class, I can't take classes like this program, I need these experiences for my future. Especially, discussions based on field research, for final presentation was hard but so exciting. (Tatsuya)

This program was a great opportunity to train myself not to be sticking to the "usual". Avoiding to generalize things and trying to find out the new values was interesting. I appreciate all people involved this program. (Minato)

This GSP was an excellent experience for me. I could learn the various thing such as research method, intercultural communication, transportation in Cincinnati, and also Japan. I'd like to make the most of what I've studied. (Ayaka)

Prof. Peter Chamberlain (Organizer)

The Global Studies Program has afforded an amazing experience for Chiba University and University of Cincinnati students and faculty. The opportunity to explore meaningful topics that span culture and geography provide those involved the opportunity to learn and gain experience on the other side of the globe while coming to better understand their own situation with a new and objective outside view. As the World continues to become a "smaller" place, it is more important now than ever to understand and appreciate one another culturally, and to develop a strong sense of empathy.

Increasing the opportunity for student and faculty international experiences is a long-term goal of both universities, and our collaboration through the GSP program is a key means of effectively achieving this goal. Through the successful completion of this first GSP program it is clear that we have further strengthened this very important bridge between our two institutions. We look forward to the possibility of future collaboration with excited anticipation, as we consider new and engaging topics through which we may work together.

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