



UQ-KU Project

九州大学 研究教育交流拠点

UQ-KU Project Newsletter

July 2016

THE UNIVERSITY OF QUEENSLAND – KYUSHU UNIVERSITY OCEANIA PROJECT

July Newsletter

The UQ-KU Project Staff

At the University of Queensland there is a core group of staff dedicated to furthering the objectives of the UQ-KU Project.

At the University of Queensland, the UQ-KU Project director is Associate Professor Kazuhiro Nogita.

Associate Professor Nogita is an alumnus of Kyushu University and is currently a lecturer a researcher in the engineering faculty at the University of Queensland. Associate Professor Nogita has also visited Kyushu University, since 2012, as an invited professor and has delivered a series of lectures to undergraduate students on "Energy Materials".

The UQ-KU Project has a large number of support staff. Mr Jonathan Read is a member of the technical staff in the School of Mechanical and Mining Engineering at the

University of Queensland and he has delivered an annual lecture series on "Engineering Ethics" to the international student cohort at Kyushu University since 2012.

Ms Selena Smith and Mr Matthew Gear are



UQ-KU support staff, Ms Selena Smith and Mr Matthew Gear

the additional support staff for the UQ-KU Project. Ms Smith and Mr Gear are postgraduate students from the Faculty of Engineering, Architecture and Information Technology.

Also assisting the UQ-KU project are students enrolled in the Master of Arts in Japanese Interpreting and Translation (MAJIT). The MAJIT programme provides high levels of competence and training in English and Japanese languages as well as theoretical and practical skills in translation and interpreting.

2016 is an auspicious year for the teaching of Japanese Language and Culture at the University of Queensland as it was 50 years ago that the Department of Japanese Studies (now the School of Languages and Cultures) was established in the Faculty of



*MAJIT students assisting with the UQ-KU Project.
From L to R: Ms Satsuko Taruma, Ms Sachi Tanaka, Ms Mai Sekine, Ms Lillian Rae Marlow and Mr Taichi Tokutake*

Arts (now Faculty of Humanities and Social Sciences).

In 1975 the Department had two staff and 120 students. In the intervening 50 years the Japanese Language and Culture course has grown and evolved, with the number of enrolled students swelling to over 1500 students in 2015.

Photographs from the 50 Years of Japanese at the University of Queensland can be viewed here:

<https://www.flickr.com/photos/138842785@No8/sets/72157662592821341/with/26040902691/>

Further information about this anniversary and events can be found by following this link:

<https://languages-cultures.uq.edu.au/50th-anniversary-japanese>



The 2015 Engineering Ethics Class for International Students attending Kyushu University

Q²PEC 2016

The Qshu-Queensland Program for English Communication or Q²PEC was a great success in 2015 and in September of this year a group of 30 engineering students from Kyushu University will participate in Q²PEC 2016.

At the University of Queensland, Ms Renee Winton and Associate Professor Nogita have been finalising the program for the students, which will include a five-week long intensive English language course at the Institute of Continuing and TESOL Education (ICTE-UQ), visits to laboratories and seminars from UQ students and lecturers.

http://www.mechmining.uq.edu.au/fileinfo/get/3419/2016QPEC_Poster.pdf

MY QUEENSLAND UNIVERSITY EXPERIENCE

Mr. Youichirou Kawami
Master's Coursework Student
School of Mechanical and Mining Engineering
The University of Queensland St Lucia
Host: Professor Jin Zou, School of Mechanical and Mining Engineering, Faculty of Engineering, Architecture and Information Technology

I am Youichirou Kawami, a Master Engineer Coursework student at The University of Queensland (UQ). After graduating from Kyushu University (KU) on March 31st in 2015, I came to Australia for the purpose of obtaining Ph.D. at UQ. Although currently in the Master's Coursework program, I intend to embark upon my Ph.D. research program in the following years. In this newsletter, what I would like to tell are the following three points: the reason why I chose UQ, my contribution to the UQ-KU Project, and the life in Australia.

Regarding the motivation for singling out UQ, I have to mention the commencement of semesters in Australia and the unique Master coursework program at UQ. Universities in Australia commence Semester 1 from February and Semester 2 from July. As I graduated KU in March, Semester 2 enabled me to minimize my academic brank. In addition, the Master coursework program in which I currently enroll offers both classroom lectures and research commitment (some other universities in Australia also provide a master coursework degree), confirming my decision on proceeding to UQ. Honestly, I decided to change my major from Physics that explores the fundamental aspects of nature to Engineering Science (or applied Physics) that mainly



focuses on our life prosperities and convenience. My coursework program that offers the collaborative learning style favorably eliminated my concern over the change in major. Known for the high research achievement, high-quality lectures, and generous supports for international students, UQ provides me with the best avenue for my future goal.

Having experienced some academic difficulties during the stay in Australia, I was on the brink of relinquishing my future career path; however, what dispelled my anxiety was a serendipitous encounter with Mr. Nogita, the director of the KU-UQ Project. On knowing the UQ-KU project, I determined to devote myself to this project as a Ph.D. student from the UQ side. In Japan, it has been a while since people started to mention the science and English phobia of youngsters; unfortunately, through my scope, the current situation seems to reflect their concern. Even worse, with the advent of developing countries, "Manufacturing Japan" admittedly has lost its status and prestige, and this undesirable tendency would keep developing inexorably. Nevertheless, a multitude of Japanese researchers, engineers, and businesspeople are trying to resurrect the Japan's hallmark as Manufacturing Japan. My will shall evolve with theirs, indeed.

As one of the possible countermeasures against Japan's stagnation, I would like to increase the number of youths who dare to jump out overseas. Here, let me introduce the life in Australia. In the first place, time difference between Japan and Australia is little: ± 1 hour. Furthermore, one can enjoy the sheer reverse four seasons. Christmas in summer! In particular, since Brisbane keeps moderate temperature fluctuation, some Japanese might find it much more comfortable to live in Brisbane than in their hometown. In reality, I have often seen many Aussies with a short-sleeved shirt even in midwinter. As for food culture, multinational cuisines are available in cities, universities, and anywhere. Above all, Japanese foods are already embedded into Australian food culture, as represented by Sushi, Ramen, and Donburi. In actual fact, I have frequently caught the sight of students eating sushi with walking on campus. Additionally, the most impressive fact that I came to realize in Australia is generosity. In specific, most restaurants keep leftovers for the homeless; when drivers happen to see those who are engaging in fund-raising activities on the streets, they convey their hearty cheers through their horns. Setting aside what we try to learn in Australia, we will see invaluable lessons.

Despite the limited words in length, I managed to tell what I felt and experienced here in Australia. As one of the OB of Kyushu University, from Brisbane, I would like to liven up Kyushu University and Japan.

MY QUEENSLAND UNIVERSITY EXPERIENCE

My name is Chihiro Inoue and I am an undergraduate student in the Linguistics and Applied Linguistics Laboratory, in the School of Letters at Kyushu University. I studied at the University of Queensland between July 2015 and June 2016 and this is an essay about my experiences.

What I am Interested in

I have studied at the University of Queensland (UQ), one of the partner schools of Kyushu University, taking advantage of the exchange program since July 2015. My major is typology in linguistics. It is a field where we try to find similarities among languages through observation, and to explain them by building a systematic hypothesis. In typology, especially, I am interested in transcribing languages facing the threat of extinction.

I chose a provincial dialect of Miyazaki prefecture in Japan, whose object case-marking is unique, as the theme of my graduation thesis. Interestingly, some minority languages in Australia have the similar language phenomenon with the dialect. Is it just because of a coincidence, or something common in languages all over the world? If the latter case is true, it means that minor languages with few speakers have a potential to reveal the universal rules, which is the most appealing to me about the field.



The Great Court at the University of Queensland

The reasons why I chose to study my major here are the highly diversified minor languages, and the high quality of education, as suggested in the fact that Australia is one of the countries whose education industry greatly contributes to the national revenue.

New Things to See**Extended learning**

UQ students are able to gain narrow and deep knowledge through study. The biggest representative of difference between education systems of both universities is the number of courses that students are able to register in one semester. For example, in Kyushu University, students are able to take up to 30 courses (six subjects in a day, five days in a week). On the other hand, the number is limited to three to five at UQ, which means that each subject is more specialized and has greater importance for students. Because each course is usually prerequisite of some higher courses, learning here can be quite systematic and incremental. As a result, students are allowed to deepen their interests throughout their period of schooling.

Importance on comprehension

Comprehension matters at UQ in terms of evaluation. Unlike Japanese university, UQ is lenient about students' attendance at lectures, since each of them is recorded and is available online. In spite of the strict posture required for students which never allows idle learning, lecturers and tutors are friendly and frank. Thanks to their supportive attitude, students are able to make questions without hesitation, which consequently leads to the efficient understanding. Also, they try hard to collect and reflect students' feedback in order to improve the courses in the next term as much as possible. Thus, UQ thoroughly emphasize better understanding for both current and future students.

Students' enthusiastic attitude

In response to the excellent education system, I was also impressed by how keen UQ students are. For instance, preparation and review for the lecture are essential to keep up with the lively animated discussion in tutorial classes. Moreover, students who study all night in study area open 24/7 at the library are seen not necessarily before examinations. The students' enthusiasm on study, in my opinion, represents the success in Australian education system.

Well-equipped facilities

UQ offers not only elaborate education system but also comfortable environment so that students can concentrate better on their study. For example, St. Lucia campus is known as the most beautiful university in Australia. Besides the appearance, what I liked about the campus is its functionality. In addition to lecture buildings, various facilities including a food court filled with international restaurants, a post office, hospitals, banks, a childcare facility, museums, theatres, a gym, and a beauty salon are within 30 minute reach on foot in the compact site, as if the whole campus is a small town. This consideration about facilities allows students to focus more on study.

All in All

What is consistent through Australian education is that they give willing cooperation students to be experts on their fields. On the contrary, I have had an impression that Japanese education is based on trust in *autonomy* of students, which possibly results either in their independence or laziness.

By experiencing learning in two countries, two significant realizations influenced my view of life. One is that Japanese culture and system which I have taken for granted are not always universal. The other is that, viewing them relatively, we can say every culture and system has advantages and disadvantages, many of which are often one and indivisible. Those realizations have to be seen to be believed.

I would like to appreciate instruction in both universities, and all the people who kindly gave me opportunities to study here.



Students attend a lecture at the University of Queensland

FOR MORE INFORMATION VISIT

<http://www.mechmining.uq.edu.au/uq-ku-project>