

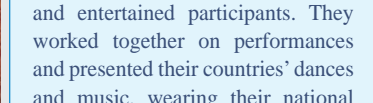


"As I participated in last year's event in Osaka University, I enjoyed the reunion as well as meeting new people from other universities. The meeting was a great opportunity to share similar issues and learn strategies from each other since we have been engaging in the same kind of project."

- Assoc. Prof. Nao Ishikawa

MULTICULTURAL Evening

Reception @Reception Hall, Faculty Club: 19:20-20:30



The students of the Taoyaka program showed their hospitality and entertained participants. They worked together on performances and presented their countries' dances and music, wearing their national costumes. The participants enjoyed the evening and dancing together.

Multicultural approach was presented here in a warm and enjoyable manner!

Day 2 (cont'd) Closing Remarks

"Thank you all for your enthusiastic work and participation. I also would like to extend my sincerest appreciation to the three distinguished speakers for their messages and comments to help improve our program.

Only 63 programs including the six universities were accepted, out of from 400 proposals, as one of the Program for Leading Graduate Schools. Please do not forget that you are selected members of these programs! Based on these plans, these programs will produce around 6,000 new types of Ph.D. holders, or U shape experts, who will be equivalent to (or even exceed) the traditional Ph.D. holders! Whether or not our society will accept these new types of Ph.D. holders strongly depend on your achievements. You have lots of possibilities in the near future.

At the end of the event, I hope you have gained new ideas, aspects, and networking. I also hope that this annual meeting will keep growing and improving."

- Prof. Akimasa Fujiwara

From the Seminar Speakers

Final Messages/Feedback

"I really enjoyed and appreciated being invited to this event—not only giving a lecture, but also as an opportunity to participate in the entire event.

This is my first time to work with such motivated students from various cultural and academic backgrounds and I was inspired by them. I had a great time exchanging ideas with these students. Thank you."

- Prof. Jumpei Kubota

"One of the academic trends nowadays is the exchange of the 'standard'; i.e., Liberal Arts majors are looking for more scientific parameters whereas Science majors are looking for more abstract concepts. That might be popped up based on the world's needs. To grasp these sense, interdisciplinary conversations like this meeting should be conducted more. There are not enough role models for students of interdisciplinary studies. Students need to think/create their own paths as pioneers."

- Dr. Ryuta Takeda.

From the Organizer

"The first "dialogue between six universities" was organized by Osaka University in 2015. It was really significant and I enjoyed all of the programs. I decided to take over the second dialogue at Hiroshima University because I felt it was important and also felt a strong need for continuing this kind of opportunity when I participated last year.

The main focus was students' inter-university group discussions. This year, we invited three guest speakers from the academic and professional field: Prof. Kubota, Dr. Takeda, and Dr. Ueno. We really appreciated their full participation. Their contributions from various expertise and experience were such a valuable opportunity for participants, particularly for students' group work. It was also wonderful to see the "multicultural performance" by Hiroshima University students, which showed their warm welcoming hospitality. I believe that everyone enjoyed their time together.

Finally, I am the Japanese representative from the International Year of Global Understanding 2016, which was a co-supporter of the event. I expect that this dialogue among six universities will also continue to deepen the Global Understanding."

- Prof. Hidenori Okahashi

Flexibility, Endurability, and Peace

TAOYAKA Newsletter Special Edition: July 2016

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Flexibility, Endurability, and Peace

TAOYAKA Program Newsletter

HIROSHIMA UNIVERSITY TAOYAKA

Special Edition: July 2016

The Second Annual Open Dialogue between Six Universities 多文化×異分野が拓く新たな知 /Explore Multicultural x Interdisciplinary Field June 11-12, 2016



The 2nd Annual Open Dialogue between six universities was held at Hiroshima University on June 11 and 12, 2016. Kanazawa, Osaka, Doshisha, Tokyo, Nagoya, and Hiroshima University were involved. Each has a specific program in the **Multicultural Symbiotic Society** within the composite category of the Program for Leading Graduate Schools, supported by Ministry of Education, Culture, Sports, Science and Technology (MEXT). More than 90 participants joined throughout Japan. The event successfully ended with motivated participants, informative seminars and active discussions.

This Open Dialogue was initiated in 2015 by Osaka University. It resulted in a great opportunity to share experiences, exchange ideas and discuss the issues faced by each program as a part of the Leading Graduate Schools within the same category. To expand last year's meeting, Hiroshima University set its theme as a "**Multicultural and Interdisciplinary Approach**."

On the first day, the event started off with a keynote speech by Prof. Jumpei Kubota and Dr. Ryuta Takeda. They discussed interdisciplinary research and a subsequent career with a Ph.D. Then, the program moved to the poster presentation session to learn and explore each program.

Day 1: June 11 Session 1-I Keynote Speech @Library Hall, Central Library: 13:00-14:30

1. Designing local frameworks for integrated water resources management with various stakeholders

Jumpei Kubota, Ph.D.

Professor; Deputy Director-General, Research Institute for Humanity and Nature



2. Your expertise is the PASS to cross borders: How do researchers create business

Ryuta Takeda, Ph.D.

Director, Global Bridge Laboratory; Leave a Nest Co., Ltd. President, Leave a Nest America Inc.



Prof. Kubota explained how science/research works in real life, using his own research experience and expertise. The science research, starting from simple "disciplinary" then "interdisciplinary," and finally, "transdisciplinary," was explained to investigate the sustainable futures with and for stakeholders including community members. Researchers need to learn more from both onsite and local experience as Prof. Kubota stated, "Experience is the best teacher!"

Dr. Takeda demonstrated career development in accordance to his own experience. He discussed that a business capability of researchers is approximately equivalent to their research capability, using the Leave a Nest Co. as a successful example. He and his team have devoted themselves to the transfer of scientific knowledge in a comprehensible manner. His experience must have encouraged the participant, i.e. Ph.D. candidates, regarding their future career options.

The topic and contents of both speeches were recommended and appropriate to future global leaders and their programs.

Session 1-II: Poster Presentation: 14:30-15:30

Students from six universities created posters to share their projects, activities, and experiences with the events' participants. The session functioned as a great icebreaker for students before they started their group discussions with inter-university groups.



After the poster presentation, the program moved to the session two. **Inter-university groups** were formed among interdisciplinary and multicultural students and the first round of the **group-work session** was started (see pp. 2-3 for details). The main focus is how these interuniversity group members could make fruitful discussions within a limited time, and develop comprehensive proposals about the following topics:

- 1) Challenges and prospects of **multidisciplinary approach**
- 2) How to make the best use of **onsite knowledge**
- 3) Exploring **career options** with a doctoral degree in **Multicultural x Interdisciplinary Approach**

During the group discussions, **Dr. Yuko Ueno**, Leave a Nest Co., Ltd.

also took part as advisors (for topic 3), in addition to the two seminar speakers: **Prof. Jumpei Kubota** and **Dr. Ryuta Takeda** (for topic 1 and 2, respectively). At the end of the first day, the reception/welcoming party was held (see p.4).

On the second day, students presented their group proposals during the final round of the session, which engaged active discussions with participants. Comments from three advisors concluded the session.

In this two-day event, active discussions took place from various angles on an interdisciplinary approach and the future of global leaders. The event provided positive messages to global leaders in multicultural and interdisciplinary studies.

Topic 1: Challenges and prospects of Multidisciplinary Approach



Multidisciplinary approach (MDA) plays an very essential role in doing academic research as well as in resolving the practical issues in contemporary society. Our group discussed and came up with the idea that to approach multidisciplinary, collaboration is very important element. Due to the fact that MDA has some challenges which should be considered such as time and resources constraint; misunderstanding or difficulties in cooperation with other fields, diverse experts, etc. However, this approach can support other disciplines since each research area might has its own weaknesses. Therefore, collaboration can create the innovations. Especially, although MDA might not be applicable in dealing with every obstacle, it still has bright prospects in the modern society and beyond in the future.

- Nguyen Van Hoang

Day 1 (cont'd.)
Day 2: June 12

Session 2: Students' Group Work
I: Group Work @BIBLA, Central Library Day 1: 15:45-18:30
II: Presentation @Faculty Club Day 2: 9:00-12:00

Topic 2: How to make the best use of onsite-knowledge



On-site knowledge is one of the important sources from our multidisciplinary study, and is essential to sociological study. On-site knowledge varies differently from each field of study. It is the experience related to our research. We may learn it from the professionals, the local people, and the industries or from anyone we could meet during on-site training.

However, the aim to gain on-site knowledge is to fill the gap between theoretical and practical concepts which may influence our decision-making process in applying our knowledge into industry. Accomplishing on-site training is the self-developing process of our knowledge and personal skills. We will better know how to deal with different people and how to face challenges from every tiny detail.

- Zhang Linghan

Experts in a multi-disciplinary team might have some obstacles for communicating and delivering the ideas in order to have a mutual understanding. This may be timely and costly in the process. So, we came up with the idea of "understanding yourself in order to understand others." To explain our idea, we categorized experts into three types using one of well-known classifications: I-type, U-type, and T-type. U-type is like us, Taoyaka Program students who have been educated with social, cultural, and technical knowledge as well as students involving in studies of interdisciplinary/multidisciplinary approach.

There are many issues remain unsolved (e.g. poverty, climate change, etc.) and they are overlapping and inter-dependent with each other. So, we believe that multi-disciplinary approach is necessary for today and the future.

- Andhang Rakhmat Trihamdani



Group H

After our discussion and presentation, we concluded that the Ying Yang represents the interdependence and holism necessary in the multidisciplinary approach. In order to be successful, various groups and minds, including their strengths and weaknesses, must come together to form the whole.

From environmental degradation to depopulation, complex issues facing society in the 21st century must be resolved using the multidisciplinary approach. As researchers, it is our responsibility to form partnerships and create positive engaging environments to freely discuss these issues. If we apply the multidisciplinary approach in this way, we can find successful solutions to problems faced regionally and globally.

- Kloefer Thomas Michael



Group E



Our group chose topic 2, and had a detailed discussion on various aspects of On Site knowledge – its multidimensional approach and challenges. We started wit significant facets achieved from on sites like cultural background, physical environments, geographical constraints, technical upgrades and many more.

We left no stones unturned to explore the difficulties too, some of which include regional resistances like social norms, demographic gaps, resource limitations etc. Well, where there is a will, there is a way. So, we came up with solution too such as, taking help from third parties for convincing target areas, holding pilot projects, etc.

- Das Swagata

Group G

Our group consists of 6 members from different countries of different backgrounds. We had a discussion based on the 2 topic, eventually we wrapped up our ideas into "how to utilize onsite knowledge", "how will these experiences help us in future studies" and "how to maximize our future field work". As the saying goes "Travelling 1000 miles is as important as reading 1000 books." Onsite education provided us with access to knowledge which we cannot gain from textbooks. Firstly, it brings more knowledge about international agencies and opens more career paths. Secondly, such experiences can expand our research perspectives, broaden our horizons and test our own prejudices.

Last but not the least , there are some aspects should be taken into consideration like bottom-up approach and be More flexible, at etc.

- Henriquez Millon Maria Adriana & Su Guandong



Topic 3: Exploring career options with a doctoral degree in Multicultural x Interdisciplinary approach

Group A

The group A consists of 7 members (Jaruwan, Mami, Shu, Xiao, Ben, Shree, and Sneha) representing Thailand, Japan, China, USA, Nepal, and India. Each member has different background, experiences and future career paths. However, the group discussed and decided to work on 3rd topic of the group discussions.

With continuous brain storming and discussion, the group agreed to start with the concept of "Dr. Tamagotchi Ph.D." as a pilot project. Our group aspires to start with small but day-to-day issues, as it has big implications in the day-to-day life. Thus, the group agreed to start the project to remind people these small but important activities in their daily lives through Dr. Tamagotchi Ph.D. After the success on this small project, the company will launch many advanced and new technologies, products and services based on the current needs and priorities.

- Sharma Sneha Atul



Group D

"How can we start-up our career" was the ultimate query in group dialog for us as students of leading program (e.g. TAOYAKA and et al.). In the beginning, discussion went with rationales of leading programs and those rationales helped to differentiate the skills of Ph.D. holders of leading programs than the others. Here, multicultural-interdisciplinary approaches of leading program are considered as a 'uniqueness'. In fact, multicultural-interdisciplinary education system teaches how to work and manage the multicultural-interdisciplinary work-space. The given phenomenon of globalization are those places where a person can enter into a multicultural environment and deals the interdisciplinary work-spaces. Ph.D. holders of leading programs are accumulating the field-base knowledge which will accept these recent globalized phenomenon. In coming days, leading program Ph.D. holders will be essentialized within job-spaces in decision-making level due to their specialized knowledge rather than having simple-graduates only. In fact, the leading programs are so resourceful to change a simple researcher as a true-leader who can deal the multicultural reality as well as understanding the interdisciplinary approaches in job market.

- Masood Imran

Comments about Students' Group Work/Presentation

From Dr. Jumpei Kubota:

- 1) Starting with deep discussions (i.e., brainstorming) is very important to reaching a conclusion.
- 2) Exploring the deep insight of knowledge is important (e.g., who and how the knowledge has produced).
- 3) At our research institute, for example, we tackle global and environmental issues, which are complicated, have solutions that are difficult to find, and require systematic thinking. We first set a clear target as a desirable mode of futures. <target knowledge> Then, we understand the present situation. <systems knowledge> Finally, we try to find pathways from "present systems" to "future targets." This can be said as <transformation knowledge>, which guides us to solutions. Transformation knowledge is similar to your "onsite knowledge," and keys to reach solutions.

From Dr. Ryuta Takeda:

- 1) Although many of groups seemed to have difficulty with setting a ground rule/line, overcoming this challenge is inevitable in any research project.
- 2) In any complex research, such as interdisciplinary research, there must be some kind of **chaos** in the structure. You may encounter a very chaotic situation in your team/inter-team. You need to have guts to absorb a certain degree of chaos. This sense of discomfort is the key to evolving your research/project. It does not mean you need to be chaotic in your presentation, but you **cannot ignore these chaotic situations** including critical thinking in your project. Therefore, try to express these situations in your presentation.
- 3) For the I, U, and T types, presented by group F, a good team-up is different that the level of the group's functioning. Once you have a good team-up, apply the I U T theory, and ask yourself; is this team really **functioning in a collaborative manner**?

From Dr. Yuko Ueno:

- 1) Please do not be pessimistic about the future of PhD holders!
- 2) I like the idea of "changing **weakness into uniqueness**," as presented by group D. Once you find your uniqueness, try to change it into someone's **value**. Think about **whom** you want to deliver your value to, or who needs your value. Then, imagine your, a very exciting, future. And ask yourself, "**Where** will you be in **"the future?"** "**What** will you be doing in the future?" When you can answer these questions, you would naturally know what kind of action(s) you have to take and what you need to do tomorrow. Now is the time to move on to your bright future!