

Flexibility, Endurability, and Peace



HIROSHIMA UNIVERSITY

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TAOYAKA

TAOYAKA Newsletter

Vol. 10 Summer 2019



The front row From the left: Prof. Miyatani, Ms. Nguyen Thi Phuong Hao, Mr. Nakamura Yuki, Mr. Zenitani Hiroshi, Ms. Zhang Xiangyu, Ms. Usui Rie, Ms. Zhang Linghan, Prof. Fujiwara.
The second row: Prof. Kawanishi, Prof. Tomozawa, Prof. Yorino, Prof. Mattausch, Prof. Zhang

TAOYAKA Program Completion Ceremony (Convocation)

The Third TAOYAKA Program Completion Ceremony was held March 23rd, 2019

The third TAOYAKA Program's Completion Ceremony was held in the Hiroshima University Headquarters Building on March 23rd, 2019 followed by the Hiroshima University's Fall Semester Degree Conferment.

Six students were completed both their graduate schools and TAOYAKA program at this time. They were admitted as the TAOYAKA Program students in April 2014 or 2016. Students worked a wide range of

interdisciplinary course work on and off campus such as Onsite Training or Onsite Team Project through Taoyaka Program and developed their abilities.

Professor Miyatani, program director, encouraged these graduated students to take an active role in society as global leaders after their graduation. He expressed his respect for their continued efforts and congratulated on the completion and the hard work they put into the program.

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TAOYAKA Program Graduates March, 2019

~Message from Graduates (6 Students)~

Cultural Creation Course

Nguyen Thi Phuong Hao Graduate School of Letters, Doctor of Philosophy

From: Vietnam



My name is Nguyen Thi Phuong Hao, from Vietnam. Five years ago, I was accepted as one of the first students of Taoyaka program, Cultural Creation Course. I graduated in March 2019. Then, I was employed as a lecturer of the Faculty of Education, Vietnam National University. For many fresh students, Taoyaka is a new challenge. In addition to the curriculum of their own schools, students must also complete the program designed specifically for Taoyaka students, including the conferences, and training courses, inside and outside of Japan. However, if students expect to earn new experiences, skills, and multidisciplinary knowledge, Taoyaka program is strongly recommended.

I am grateful for Taoyaka program in introducing me the outstanding and dedicated professors who supported me a lot while I conducted my research. The program also possesses the hardworking and responsible staffs who are always patient and willing to help students overcome their obstacles. I personally feel satisfied with the program and the obtained knowledge during 5 year-study at Hiroshima University.

In this message, I would like to send my sincere gratitude to the professors and the staffs of Taoyaka program. I also wish Taoyaka students to find positive motivation in their study and achieve what they expect after completing the program.

Career after Graduation: *Lecturer, School of Social Sciences and Humanities, Vietnam National University, Ho Chi Minh City*

Usui Rie Graduate School of Integrated Arts and Sciences, Doctor of Philosophy

From: Japan



I entered Taoyaka Program three years ago as a transfer student. These past years have taught me the importance of pursuing my passion and being able to believe in myself no matter what obstacles I encounter. Of course, I wouldn't have been able to achieve my goal without the continuous support from the program. I thank Taoyaka faculty members and staff from the bottom of my heart for their guidance and all the help along the way. I am glad to be a part of the Taoyaka family and am proud to call myself a Taoyaka graduate! I wish you all the best!!

Career after Graduation: *Assistant Professor, Graduate School of Letters at Hiroshima University*

Technical Creation Course

Nakamura Yuki Graduate School of Engineering, Doctor of Engineering

From: Japan



Different countries have different cultures. Especially in Taoyaka program, I experienced a lot of things that I could not do in the general course. As introduced in the program, I was able to learn about the multicultural society through real experiences. Also, in the team project, I could understand the characteristics of the area through communication with local people. Sometimes there was friction within the team, but that is also a good experience for us. In addition, I sometimes introduced my own study as a member of the Technical Creation Course. There, it requires a slightly different ability from academic conferences and paper presentations. From those experiences, I think that people who are learning technology should do regional exchanges.

I graduated the university and continue my research in outside, but I believe that my experience in the program can be shared everywhere. I want to do not only research but also various activities from now on. And last but not least, my graduation as a first student of Taoyaka program is thanks to my colleagues, professors, staffs, and junior students. I think everyone has a lot of hardships, but you'll find a way more than you might imagine. Let's both do our best!

Career after Graduation: *Researcher, Central Research Institute of Electric Power Industry*

Zenitani Hiroshi Graduate School of Engineering, Doctor of Engineering

From: Japan



Taoyaka program enriched my life. Before entering Taoyaka, I was one of normal and ordinal students since I had no skill of international cooperation, multidisciplinary thinking and English communication. Taoyaka gave me situations and experiences that require these skills through onsite education. Now I strongly believe that we are extra-ordinal and highly expected to contribute to solve the various issues in the society. This graduation is not the goal, we are just standing on the entrance of the society. I'll keep my best performance and make best use of Taoyaka skills and experiences to my job in RICOH corporations as a global technological staff, which would be a good giving back to Taoyaka program as well as Hiroshima University. With the best appreciation to all professors, staffs and wonderful friends. See you again.

Career after Graduation: *Global Technical staff at RICOH Corp.*

Zhang Xiangyu Graduate School of Engineering, Doctor of Engineering

From: China



Over the last five years here at Taoyaka Program, I have learned a lot from the professors, the staffs and of course my fellow. Mr. Hans Juergen Mattausch taught me very-large-scale integration circuits. Ms. Mitiko Miura-Mattausch taught me electron and hole mobility. And Mr. Fengwei An taught me how to behave myself in Japan. And all of this knowledge will no doubt be valuable as I go forward in life. But I think that the most important thing that I have learned is "How to Work Together as a Community," given that the Taoyaka Program assembles researchers and students from various backgrounds, and covers a wide spectrum of disciplines. Nothing I accomplish is done alone. Rather, we need each other for support and coaching. As always, accept my best wishes for our very own Taoyaka.

Career after Graduation: *Post-doc, School of Information Science And Technology (SIST), ShanghaiTech University, China*

Social Implementation Course

Zhang Linghan Graduate School for International Development and Cooperation, Doctor of Philosophy

From: China



Taoyaka program provided me the most important and precious three years. I gained both academic knowledge and practical skills through systematic training. We took classes not only in campus but also in the community, farm and other disadvantaged areas. We collaborated with students and scholars from different research backgrounds, with experts in the industry, and local residents. Taoyaka program has strongly motivated me to become a researcher in the field of interdisciplinary study. It is the best beginning to my career!

Career after Graduation: *2019 Special Postdoctoral Researcher in Hiroshima University*

Welcome to TAOYAKA Program!

Opening Ceremony: April 5, 2019

The eleventh TAOYAKA Program opening ceremony was held on April 5, 2019.

The Program members and students warmly welcomed these newly admitted five students from China and Japan. The program has now 51 students from 17 countries with various professional, academic, and cultural backgrounds.

TAOYAKA students belong to different graduate schools as well as one of the Program's three

courses. The students are required to take courses not only from their own graduate schools but also from the Program's unique subjects called "Multicultural Coexistence Practical Subjects" and "Reverse Innovation Practical Subjects" in order to gain broad range of knowledge and skills to be used in multidisciplinary research and solving issues in disadvantaged areas in Japan



New students and their supervisors

and/or overseas.

Introduction of New Students

Technical Creation Course

Shen Liheng Graduate School of Engineering



I graduated from Shanghai University, China and obtained a Bachelor Degree. My major is automation. I learned some programming such as C, C++ and C# at university and I also did some research on Image Processing Algorithms and Face Estimation Methods. I became a student union leader when I was a bachelor student, it made me consider the questions concerning those things

From: China

as responsibility, ambition, courage, persistence and so on. I hope that I will become a person as the educational ideas that TAOYAKA Program holds: efficiently acquire the skills necessary to successfully act as innovation leaders aiming for the creation of a multicultural coexistence society, without relying greatly on traditional fields of specialty.

Yoshida Hironori Graduate School of Engineering



I am Hironori Yoshida. I graduated from School of Engineering, Hiroshima University. Currently, I belong to the Robotics Laboratory, and research on honeybees using high speed vision. Honeybees are contributing in agriculture and it is important to monitor them. My hometown is Iki City, Nagasaki Prefecture which is an isolated

From: Japan

island and one of the disadvantaged areas. Therefore, I am very interested in the idea and activities of Taoyaka program, and I will do my best in these activities. Through activities in Taoyaka Program, I'm looking forward to discovering technologies, ideas and values I don't know.

Social Implementation Course

Nakamura Kotaro Graduate School for International Development and Cooperation (IDEC)

From: Japan



I graduated from School of Global Humanities and Social Sciences, Nagasaki University in 2019. During my bachelor years, I mainly studied economics and other social science-related fields such as management, politics, and international law. Currently, my research focuses on sustainable use of community waterless toilets and improved cooking stoves, both of which have been known to be effective in improving the living

standards of people in disadvantaged regions, but used irregularly and inappropriately after implementation. Instances of such technologies expected to positively influence the living environment of poverty-stricken people are abundant; however, how the technologies form new and better habits among the targeted population remains an open question. This is my research interest at the moment.

Yamamoto Hirotaka Graduate School for International Development and Cooperation (IDEC)

From: Japan



I'm Hirotaka Yamamoto. I've lived in Hiroshima since I was born. In addition to it, now I'm in Hiroshima University. Therefore, I'm feeling destiny that I'm studying in this University. My graduation research was focusing on elderly people's mobility in rural area. How to improve current

situation in terms of transportation, this is my research motivation. During graduate school I would like to try to consider the solution of issues not only disadvantage area in Japan but also overseas. Through this program, I will acquire the wide view and cross-knowledge!

Yoshida Hiroki Graduate School for International Development and Cooperation (IDEC)

From: Japan



I am Hiroki Yoshida from Osaka, Japan. Thank you so much for giving me a good opportunity to study hard. I got my bachelor's degree in civil engineering from Hiroshima University. I am especially interested in urban planning system and tourism. I conducted research on tourism behaviors of international tourists to Japan. Currently, I belong to

Laboratory of Mobility and Urban Policy. My research focuses on sustainable development of border towns in Greater Mekong Subregion. Through TAOYAKA Program, I hope to see various real situations in disadvantaged areas both Japan and abroad with my own eyes. I would like to expand my experience and to increase my knowledge.

Taoyaka Onsite training in India FY2018

Dehradun, Uttarakhand, India

<2019/3/9~17>

By **Atul Sharma**, URA, Graduate School of Engineering



Houses of Van Gujjar

The aim of Taoyaka Onsite Training is nature conservation and forest dwellers' livelihood which was organized from 9 March 2019 to 16 March 2019 in Dehradun, Uttarakhand, India. The onsite training provides the chance to experience and interact with "Van Gujjar" community which has been facing eviction threats from the Rajaji Tiger Reserve, Dehradun, Uttarakhand, India. The Rajaji Tiger Reserve was declared a wildlife sanctuary in 1983, and later a tiger reserve on 15 April 2015. The area is mostly inhabited by the community of Van Gujjars, an indigenous pastoralist nomadic community originally from the Kashmiri area. The Van Gujjars struggle for forest rights and for rehabilitation measures. They follow Islam, have their own clans, practicing transhumance. The attempt to relocate the Gujjars from the forest goes back to 1975, but it became a priority in 1985, just after the announcement of the Rajaji National Park Project. In all these years the community has been facing several eviction notices and harassment by the forest department, to convince them to leave their territory and give space

to the national park. The Van Gujjars are mostly struggling to get their rights recognized, in order to have a proper rehabilitation package and be relocated under the rule of the law. The onsite training was coordinated by Dr. Takashi Okamoto and Dr. Moe Nakazora in collaboration with Doshisha University, Japan, University of Texas, Austin and Wildlife Institute of India (WII), India. Total 16 (4-Doshisha University, 6-Hiroshima University, 6-University of Texas) students participated in onsite training.

The objective of the field visit was to gain a first-hand understanding of Van Gujjars struggling for livelihood and eviction from the protected forest area. More specifically the visit aimed at better understanding of the situation of Van Gujjars and come out with

proposals for rehabilitation with better opportunity to earn for their livelihood. The delegates from WII helped students to take interviews with local Van Gujjars who are still living in forest area and with the Gujjars who are rehabilitated to new place by the government. The discussion mainly focused on challenges being faced by Van Gujjar community in the society for livelihood, as they mainly earn by selling milk produced from their livestock only because they do not have any knowledge of agriculture so they cannot do farming. Some of the families want to rehabilitate to new place provided by the government but some of them are not satisfied with the proposal and are not willing to accept it. The families which are rehabilitated are in good condition compared to their early livelihood. Some of the families started farming, own business and selling milk from their livestock. The students mainly focused on the business proposal for the Van Gujjar families according to their skills and their willingness to learn new skills such as herb farming, handicrafts and ecotourism which they presented through group presentation and individual reports.



Students interviewing Van Gujjar family

Conference Report

Taoyaka paper presentation session at the AAG (American Association of Geographers) 2019 conference in America

By **Qu Meng** (D2) Graduate School of Integrated Arts and Sciences, Cultural Creation Course

Zollet Simona (D2) Graduate School for International Development and Cooperation (IDEC), Cultural Creation Course

Su Guandong (D2) Graduate School of Letters, Cultural Creation Course

Nguyen Van Hoang (D3) Graduate School of Integrated Arts and Sciences, Cultural Creation Course



Presenters: from the top, Mr. Qu Meng, Ms. Zollet Simona, Mr. Su Guandong, Mr. Nguyen Van Hoang, Ms. He Yachen

A group of students belonging to the TAOYAKA Cultural Creation course organized a paper presentation session at the AAG (American Association of Geographers) 2019 conference, held in Washington DC (USA). The conference is one of the largest in the world, featuring over 6,000 presentations, posters and workshops, and was attended by a high number of leading scholars and experts in a variety of fields. Therefore, it was a great opportunity for the students to showcase the research they have been conducting as part of the TAOYAKA program. The session, titled “Rural development in disadvantaged rural communities through agriculture and tourism: challenges and opportunities” was organized by Qu Meng and Zollet Simona, and included presentation by four TAOYAKA Cultural Creation Course PhD students and one

Master student from the Graduate School of Integrated Arts and Sciences.

The session’s goal was to create an interdisciplinary platform for sharing research about the issues of marginal rural communities. The disciplinary areas covered by the presentation included human geography, agricultural geography, and tourism geography, but the common denominator was the focus on revitalization or development efforts in disadvantaged rural regions in various parts of the world, namely Japan, Italy and Vietnam. The presentations discussed the following interconnected topics: urban-to-rural in-migration in depopulating communities and its connections with the development of new activities in rural areas (such as creative tourism or organic farming); community-based agriculture for the sustainable use of abandoned farmland; outcomes of art and festival tourism development on local communities; and pro-poor tourism from the perspective of local people.

The presentation line up was as follows:

Qu Meng & Zollet Simona, (PhD. Candidates): “Role of creative in-migrants in the revitalization of small island communities in the Seto Inland Sea, Japan”.

Zollet Simona, (PhD. Candidate): “Newcomer organic farmers and the ‘new rurality’: multifunctional rural development pathways in the Italian Alps”.

Su Guandong, (PhD. Candidate): “Farmland Abandonment and Agriculture Characteristics in Japan: Regional Differences and Prospects”.

Nguyen Van Hoang, (PhD. Candidate): “Tourism and poverty: Perspectives and experiences of local residents in Cu Lao Cham MPA, Vietnam”.

He Yachen (Master Student), Qu Meng (PhD. Candidate) & Carolin Funck (Professor): “Art intervention in the depopulated island community of Teshima: conflicts between local culture and art development”.

The studies provided insights about how place-making processes unfold and about the challenges and opportunities that arise from such processes, including the prospects for more integrated rural development. The presentations were well-received, and the audience, which included some prominent scholars, asked insightful questions and gave useful comments to the presenters, thus making this experience extremely valuable for the students’ future research and academic career.



From the left: Mr. Su Guandong, Mr. Nguyen Van Hoang, Mr. Qu Meng, Ms. Zollet Simona, Ms. He Yachen

Technology in Rural Development

HELLOGOGO: How a Mobile Application Could Potentially Revitalize a Rural Japanese Community Through Tourism: Case study Iinan Cho, Shimane Prefecture, Japan

By **Shimasaki Kohei** (D2), Graduate School of Engineering, Technical Creation Course

Khan Diana (D2), Graduate School for International Development and Cooperation (IDEC), Social Implementation Course

Thakur Gajender (D2), Graduate School of Letters, Cultural Creation Course

For our onsite team project (OTP), our team had identified that Iinan Cho, a town in the Iishi district of Shimane Prefecture, would greatly benefit from a social and economic revitalization project due to its population decline, low level of tourism and current economic situation.

Kohei and Diana proposed the social and economic revitalization of the Iinan Cho community through the development and implementation of augmented reality (AR) mobile application game. Kohei collaborated with a team of six game designers and developers from the Narrative Systems Research Lab (NSR) at the University of Texas at Dallas (UTD) for the development of the AR mobile application. Coordinated efforts were provided by Diana on behalf of Hiroshima University and Shad Miller, PhD student, behalf of UTD and the NSR lab. Data collection was assisted by Kohei translating Japanese to English, Mr. Atagawa from the Iinan Cho tourist office, who distributed the surveys and collected their results, and Gajender interviewed two nursing home representatives and talked to the tourist office rep. The Vital Lead

Co. sponsored our project in the development of the mobile application for Android platform.

We are living in an age of technology where with a swipe of your fingertip it connects you to a new world. Using various apps creates this new world of technology. As Steve Jobs said about Apple's DNA, "that technology alone is not enough—it's technology married with liberal arts, married with the humanities, that yields us the results that make our heart sing." With Steve Jobs formula of technological success in mind, we combined the expertise of a technology robotics-engineering PhD student (Kohei) with a transportation engineer PhD student (Diana) to develop the HelloGoGo mobile game application that would increase tourism and social interaction through using AR technology in combination with geo-location.

HelloGoGo is a mobile app game allows players to visit various rural community tourist spots and interact with rural community members. Players making local purchases within the community and interacting with community members within these rural communities demonstrates that with assistance of technology it ignites the process of rural revitalization through tourism. When the player launches their mobile app on their smartphone a mystery map will launch the phones GPS, which will then provide directions to the

mystery rural town that the player will drive, take the train or bus too. Arriving to the mystery rural community, the GPS then guides the player to the rural community tourist spots. When the player visits the various tourist spots and scans the QR code at the tourist location, a cat then appears through AR. The concept of the app is to befriend the cats at each tourist spot, to learn how you can help their kingdom bring back the magical link between them all. As we continue to develop and refine the AR mobile app game, we hope to involve Iinan Cho high school students in order to use participatory design to better meet the needs of the community.

Lastly, we would like to express our sincerest gratitude to Dr. Akimasa Fujiwara for his continued collaboration efforts with University of Texas System institutions his innovative expertise and advice for our OTP team collaboration with UTD, our supervisors, team mentor Goto sensei, Mayor Yamasaki and other town representatives, Ms. Miki Matsuda Hiroshima NPO office, an Iinan Cho community members.



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