# End of AY 2016 Report for SIP - Group4

**Project Title**

| Design and Implementation of Interdisciplinary Education: A Case Study from GSDM |
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**Team**

| GSDM ID | Name | School | Department | Year | Leader/ member |
| --- | --- | --- | --- | --- | --- |
| 14209 | Giwon Hong | Engineering | Systems Innovation | D1 | Leader |
| 14204 | Sho Maekawa | Frontier Sciences | Computational Biology and Medical Sciences | D3 | Member |
| 13203 | Naoki Nonaka | Engineering | Technology Management Innovation | D3 | Member |

**Objective:** Explain what social/global issues that this project tried to address and why the issue is important.

### Background

Social issues that arise from the world require multiple disciplines to act cooperatively and scientific research and development cannot solve the issues itself. It requires ethical, social, legal implications as well as economical implications and issues to identify and solve social issues. In Japan, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) have identified that the training of students to be aware of the interdisciplinary issues are going to be essential in solving problems of tomorrow, which led to the creation of programmes for Leading Graduate Schools (LGS), lead by Japan Society of Promotion of Science (JSPS).

### Problem identification

Our LGS, GSDM (Global Leader Program for Social Design and Management), consists of students affiliated with 9 schools across 21 departments in The University of Tokyo. The programme aims to educate students beyond their major and to encourage their research considering social issues in terms of academia, industry and government, and its structure is novel to the university and brings new challenges the management of the whole system. One of the major challenges identified is the lack of engagement between students and staff, which is essential to coordinate the programme.

### Objectives

In this SIP, we set our objective to increase the chances of success in interdisciplinary education and to improve the quality of "Programmes for Leading Graduate Schools" beyond GSDM. Initially, we started with the investigation of the GSDM itself, in order to  deal with matters arising within the programme and to promote the activities. Then, we set and implement methods to increase the chances of success. Also, we interview with members in other all-round leading graduate schools and compare their methods.

**Method:** Explain through what kind of approaches you tried to achieve the objective.

  *About the list and details of the interview, add the appendix.

Through investigation of the past and current failures of GSDM, we considered that it is an important assignment to increase the chances of communication among students and between them and faculty members. In order to achieve it, we secured a channel to connect students and faculty members for the exchange of opinions. Then, we implemented activities to promote the communication. At the same time, we surveyed the satisfaction about the programme for GSDM students. Finally, we interviewed with students belonging to other LGS, compared our methods with theirs, and analysed the requirement for success of interdisciplinary education. The list of the implemented methods are as follows:
1. Promoting Communication

(1) Organizing New Student Committee (2) Spreading Online Communication App "Slack"
(3) Holding Student Meeting and IEL (4) Participating in Inter-Programme Events & Networking
2. GSDM Students' Survey
3. Interviews with other LGS
(1) Osaka University (2) Kyoto University (3) Keio University (4) Nagoya University (5) Kyushu University
(6) Tokyo Institute of Technology
* Information of the interviews are confined in the appendix.

**Outcome**: Explain what kind of results you obtained from this project and discuss how it addressed your focal social/global issues.

Results obtained:
1. Improvement of communication
   a. Firstly, we introduced "Slack" app to improve the communication, that currently have 117 members with 32 that are active. Secondly, we regularly attended and commented at the Tokunin- student meetings, that were held every month.
   b. In addition, we extensively broadened our network of students through participation to inter-programme LGS events including, 4th Student meeting held in Makuhari, gathering with Waseda, Keio and Ochanomizu University students, gathering following AR7 (All-round 7) event in Kyoto and interviews. By improving communication inside and outside of the programme has allowed a platform to discuss about other leading graduate school programmes.
2. Analysis of the current situation with calls for action
   a. Firstly, we performed a questionnaire to the current students in the GSDM in July and conducted a first ever students' meeting in September, allowing us to analyse the current situation of GSDM.
   b. Secondly, we interviewed students from other universities that allowed more through analysis to identify the common problems of the LGS. The interviews were very informative that allowed us to identify strengths and weakness of each programmes and identify the common flaws. In majority of programmes, students encountered lack of evaluation and feedback, which this programme have a room for improvement.
   c. Lastly, we discussed about matters arising to the Tokunin faculties in length every month and discussed on the implementation. Through the meetings, we managed to pass some proposals to the steering committee to decide. Through these analysis and actions, we believe that we have made a valuable contributions to the GSDM.
3. Experience of Group management
   a. This experience was the first time for individuals in the group to manage a group of over 100 students, where the issues directly affect ourselves. Through the management exercise, we experienced real hand the tough challenge to motivate people and move a group of individuals. Through the experience, we learnt the methodologies that could be used to improve the situation as a group.
   b. Lastly, through the project, we learnt about the communication strategies to gather opinions, write many proposals that could influence the way an organisation is run. It allowed us to have a valuable experience to manage group of people.

**Budget**: List the budget this project implemented.

| Purposes | Expense |
| --- | --- |
| Books | ¥5,451 |
| Travel fee | ¥258,453(expected) |
| Total | ¥263,904(expected) |

**Appendix (option)**

*List of interviews

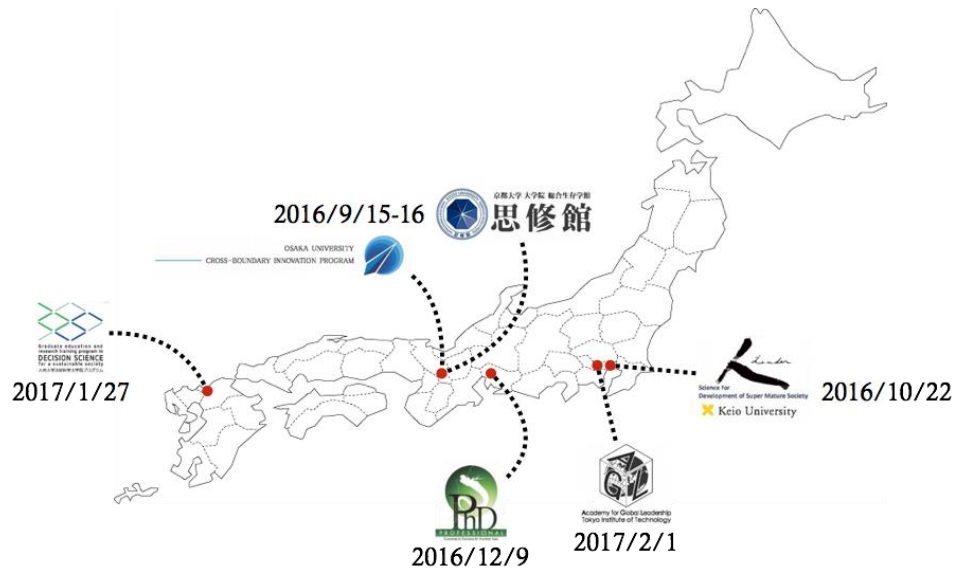 The list of interviews with other all-round LGS is as follows:



Fig. Overview of interviews

(1) Osaka University
Programme: Cross Boundary Innovation System / 超域イノベーション博士課程プログラム
Date: 2016/9/15
Place: Le café, l'institut français, Kyoto (Near Kyoto University)
Interviewer: Sho Maekawa, Naoki Nonaka
Interviewee: Hori (Engineering), Tateyama (Engineering)

(2) Kyoto University
Programme: SHISHUKAN 思修館
Date: 2016/9/16
Place: Shishukan
Interviewer: Sho Maekawa, Naoki Nonaka
Interviewee: Eri Tsuruha

(3) Keio University
Programme: All-Round Program for Leading Graduate School (PLGS) / 超成熟社会発展のサイエンス
Date: 2016/10/22 13:00 ~ 16:15
Place: West building, Hiyoshi Campus, Keio University
Interviewer: Giwon Hong, Naoki Nonaka
Interviewee: Ken Nagao, Daisuke Ando, Koyo Yu, Yuri Yamamoto, Wataru Yoshiki, Takumi Kato, Maki Dan

(4) Nagoya University
Programme: PhD Professionals: Gateway to Success in Frontier Asia PhD プロフェッショナル登龍門
Date: 2016/12/9 14:00 ~ 16:00
Place: Building C, School of Science / Graduate School of Science, Higashiyama Campus, Nagoya University
Interviewer: Giwon Hong, Naoki Nonaka

Interviewee: Natsuki Kondo, Ryosuke Fujii, Shuji Ukai, Kensuke Suzuki

(5) Kyushu University
Programme: Graduate education and research training program in DECISION SCIENCE for sustainable society
持続可能な社会を拓く決断科学大学院プログラム
Date: 2017/1/27 18:30 - 20:30
Place: Meeting Room 1, Public Building 1, Ito Campus, Kyushu University
Interviewer: Giwon Hong, Sho Maekawa, Naoki Nonaka
Interviewee: Yuki Kubo, Ryunosuke Sudo, Takeru Kusudo, Asuka Ono

(6) Tokyo Institute of Technology
Programme: Academy for Global Leadership (AGL) 東京工業大学グローバルリーダー教育院
Date: 2017/2/1 13:00 ~ 14:30
Place: 3rd floor of J2/J3 Building, Suzukakedai campus, The Tokyo Institute of Technology.
Interviewer: Giwon Hong, Sho Maekawa
Interviewee: Hitoshi Yoshiki, Midori Kawaguchi, Haruka Ouchi

*Details of budget implementation
1. Books (¥5,451) includes the following book:
  (1) Title / Author: Interdisciplinarity: History, Theory, & Practice / Julie T. Klein
2. Travel fee (¥258,453 (expected)) is the sum of the following travels:
  (1) Travel to Kyoto (Kyoto Unv., Osaka Univ.)
   Transportation expenses for one person plus an overnight accommodation for an extra person
  (2) Travel to Hiyoshi, Yokohama, Kanagawa (Keio Univ.)
   Transportation expenses for two people
  (3) Travel to Nagoya, Aichi (Nagoya Univ.)
   Transportation expenses for two people
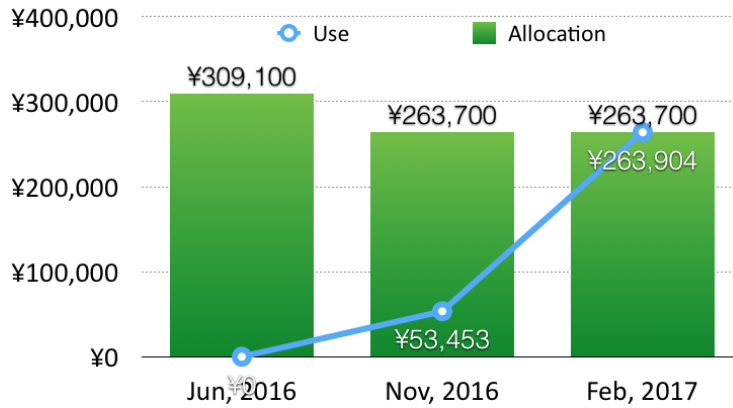  (4) Travel to Fukuoka, (Kyushu Univ.)
   Transportation, accommodation and daily expenses for three people
  (5) Travel to Suzukakedai, Yokohama, Kanagawa (Tokyo Tech.)
   Transportation expenses for two people

When SIP began, ¥309,100 was allocated for our budget. Our plan on SIP activities was changed, we requested the reallocation as decreased budget, ¥263,700. Finally, we used ¥263,904 (expected), which is almost the same as what we planned.

## Budget status



Legend: Use · Allocation

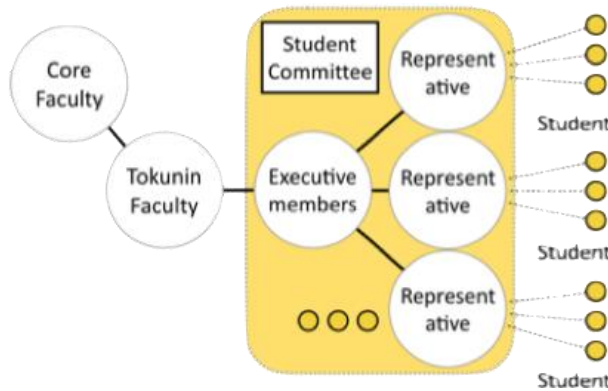| | Jun, 2016 | Nov, 2016 | Feb, 2017 |
|---|---|---|---|
| Allocation | ¥309,100 | ¥263,700 | ¥263,700 |
| Use | ¥0 | ¥53,453 | ¥263,904 |

*Figures



Figure 1. Structure of new students' committee

 Figure 1 shows the structure of new students' committee. An main improved point is setting executive members and securing the channel to link students and faculty members with the cooperation of Tokunin faculty members.



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Figure 2. GSDM student meeting on 28th, Oct, 2016

As shown in Figure 2, we held GSDM student meeting and discussed issues that GSDM faced.



Figure 3. IEL "Understanding Your Global Leadership through the Workshop" on 26th, Jan, 2017

We organized an IEL with Dr. Kumon to make a chance to understand "global leadership" and communicate with students as shown in Figure 3.



Figure 4. The 4th student meeting

Figure 5. 第2回リーディングプログラム学生交流会

As shown in Figures 4 and 5, we participated in inter-programme events, so we could exchange opinions with students belonging to other LGS and broaden personal connections.

*Others
 A detailed report of our activities is written now. You can check the report on the following link:
https://docs.google.com/document/d/1liFlEkRxmm9tMSOowOcGGWZpPduJR2nk-5oCShVD9fg/edit?usp=sharing