

One and Only Seminar @ TGUSS (#3)

Sep.20

Prof. Mariko Iijima, Sophia University was invited! The topic of her lecture was, 'Does a person who possesses Japanese nationality equal to Japanese? -Let's learn about the second generation of Japanese-Filipinos.' Ms. Iijima chose some news and explained about the status quo of the Philippines, then introduced several perspectives in terms of having nationality as well as people who hope to acquire identity as Japanese. After the lecture, Ms. Iijima was kind enough to spend some time answering questions of the students personally. Our students could deepen their understandings.

<Comments by participants(students)>

'Both of my parents are Japanese and we have lived in Japan until now. We had no idea about war-displaced Japanese-Filipinos. After learning about them, I felt sorry for them. Not having known their own identity, they have left behind feeling uneasy for a long time. I would like to be more aware of these issues and to learn much about them.'

'It was an interesting lecture, as I was able to meet the second generation of Nikkeijins(Japanese immigrants) before. It was one of the programs during the field work in the Philippines last year. I was born and raised in Japan by Japanese parents, so there is no doubt about my nationality, but I have never thought about it before. I remember what I learned during my study in Switzerland two years before. People could acquire their nationalities by taking some tests, which is by far easier procedure than the one in Japan. I have been doing some research about language and politics. I feel language plays a key role in creating his/her identity. I would like to make the most of what I learned today for my study.'

39 teams, that have been working on their project studies to participate in ISS challenge, had suggestive two -day opportunities to be evaluated by external experts. Not only university professors but researchers, graduates, members of alumni came to our campus. After the students' presentations, they gave essential advice such as 'Quotations from some references tend to be nonlogical and self-centered, 'and 'Problems of people's awareness and problems of the systems themselves should be studied separately.' Our trail blazers also gave students hints to develop their studies: who they should contact to ask for cooperation ; where they can collect some data. Students were encouraged a lot to develop and complete their project studies.

<Comments by participants(students)>

'With the help of our seniors and alumni, we enjoyed receiving good advice in the friendly atmosphere. They shared their various experience in life, which

we don't have as youngsters, so we would like to make use of it positively. I reconfirmed the strong point of this opportunity, because students and seniors were able to establish close relationship.'

(11th grader) '

What I learned most is how we should collect data. During the evaluation, we were indicated that our data-collecting procedure looks rather non-logical, so we thought we needed to improve how to collect data in an appropriate way. After this meeting, we added new numeric data, so that we secured neutrality of data analysis. We appreciate our seniors to provide such a chance. (12th grader)

We took advantage of visiting a country which we had been studying about, and we witnessed the real life of people there. But we realized that we shouldn't take our experience for granted. We needed to share it which would back up our study result with our listeners. Sharing experience means filling the gap of knowledge which our listeners don't have. This is the best way to persuade

people. (11th grader)