

Summer Program 2018

01 - 14 July 2018

“SETOUCHI: Its natural environment and human society”

Advancing the Sustainable Development Goals (SDGs)

Okayama University

Theme and Purpose of this Summer Program

The SETOUCHI region, where Okayama University is located, is in the central part of western Japan. It faces the Seto Inland Sea, which has about three thousand islands. The inhabitants of the region have led their own way of life since ancient times. Thanks to its rich natural resources, beautiful nature, and convenient location on shipping routes, this region used to be economically flourishing and a unique culture developed.

However, urbanization and industrialization have polluted the sea and islands. Younger people have also been giving up an inconvenient life style and moving to cities for better opportunities. Thus, Setouchi is confronted by serious environmental and social issues, such as sea and river pollution, and the difficulties concerned with a super-aged society living in old mountain villages, etc.

Okayama is one of the leading cities of promoting Sustainable Development Goals (SDGs) not only in the Setouchi region but also in Japan through its commitment to Education for Sustainable Development (ESD) for more than a decade. Okayama City received a UNESCO/Japan ESD Award in 2016.

Okayama University, the only UNESCO Chair holder in ESD in Asia-Pacific, has promoted sustainable development locally and globally, conducting a series of innovative research and activities on SDGs. Okayama University received the 1st Japan SDGs Award in 2017.

This two-week summer program aims to provide participants with opportunities to learn about the Setouchi region and to advance the SDGs with a clear picture of Setouchi's past, present and future through a lecture series, and fieldworks in Kurashiki and Naoshima. Participants will consolidate the findings from the course activities through project work to be undertaken in groups and make final presentations.

Participants are also expected to gain knowledge and understanding of Japanese language and culture and to develop intercultural communication skills through interaction and collaboration with Okayama University students.

Prior to participation in this Summer Program, it is highly recommended for participants to read *the 2030 agenda for sustainable development* http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E and familiarize themselves with the SDGs by visiting the UN website: www.un.org/sustainabledevelopment/sustainable-development-goals/

Expected Outcomes

Students are required to apply knowledge from the contents in each class to explain their own perspectives in discussions with classmates from other backgrounds.

In the field of Japanese language, students must demonstrate the application of knowledge for their life in Japan, at least at the survival level.

In the field of Japanese culture, students are encouraged to exhibit the ability of practice and show their familiarity with Okayama local culture by explaining the differences from other types of cultural performances of their home countries.

Through the group project, participants will develop possible creative solutions for tackling urgent concerns surrounding issues of sustainable development in the Setouchi region. (Please see 'Group Projects & Final Presentation', p. 11 of this booklet for further details)

Program Schedule

Day 1 (Monday, 2 July 2018)		
8:40	Meet University staff at the Royal HTL	
9:30 – 10:00	Opening Ceremony	@International House
10:00 – 10:30	Program Orientation	
10:30 – 11:00	Keynote Presentation by Okayama University <i>Vice Executive Director, Atsufumi Yokoi</i>	
11:00 – 11:40	Meet Our University President, <i>Hirofumi Makino, M.D., Ph.D.</i>	
11:40 – 13:00	Lunch Break	
13:00 – 14:00	Program Orientation (cont'd) & Campus Tour	
14:00 – 17:00	Welcome Walk: Okayama Castle and Korakuen Garden	
Day 2 (Tuesday, 3 July 2018)		
8:45	Depart from Royal HTL to the campus	
9:30 – 9:40	Morning Assembly	@Library 3 rd Fl. Rooms B&C
9:50 – 10:50	Japanese Language Class (<i>Tomioka, Yoshida</i>)	
11:00 – 12:00		
12:00 – 13:30	Lunch Break	
13:30 – 15:30	Lecture 1: Natural Environment and Society in Setouchi (<i>Inamori</i>)	@International House
15:45 – 16:30	Project work (Phase 1) (<i>Yamamoto</i>)	
Day 3 (Wednesday, 4 July 2018)		
8:45	Depart from Royal HTL to the campus	
9:30 – 9:40	Morning Assembly	@Library 3 rd Fl. Rooms B&C
9:50 – 10:50	Japanese Language Class (<i>Tomioka, Yoshida</i>)	
11:00 – 12:00		
12:00 – 13:30	Lunch Break	
13:30 – 15:30	Lecture 2: <i>Satoyama</i> Conservation and Sustainable Living in Okayama (<i>Kato</i>)	@International House
15:45 –	Cultural Program (<i>Inamori</i>)	
Day 4 (Thursday, 5 July 2018)		
8:45	Depart from Royal HTL to the campus	
9:30 – 9:40	Morning Assembly	@Library 3 rd Fl. Rooms B&C
9:50 – 10:50	Japanese Language Class (<i>Tomioka, Yoshida</i>)	
11:00 – 12:00		

12:00 – 13:00	Lunch Break	
13:00 – 15:30	Lecture 3: Community based Learning for Responding to Social Issues (<i>Kambara</i>)	@Kyoyama Kominkan
Day 5 (Friday, 6 July 2018)		
8:45	Depart from Royal HTL to the campus	
9:30 – 9:40	Morning Assembly	@Library 3rd Fl. Rooms B&C
9:50 – 10:50	Japanese Language Class (<i>Tomioka, Yoshida</i>)	
11:00 – 12:00		
12:00 – 13:00	Lunch Break	
13:00 – 15:00	Lecture 4: Living with Cultural Heritage: Community, <i>Machizukuri</i> and Tourism in Kurashiki (<i>Obayashi</i>)	@International House
15:00 – 16:00	Groupwork for Kurashiki Fieldwork (<i>Obayashi, Guest lecturer</i>)	
16:00 – 16:30	Kurashiki Orientation (Nippon Travel Agency)	
Day 6 (Saturday, 7 July 2018)		
9:00	Check out from Royal HTL and depart for Kurashiki	
	Independent Fieldwork in Kurashiki and stay overnight at Kurashiki Station Hotel	
Day 7 (Sunday, 8 July 2018)		
	Check out Kurashiki Station Hotel (by 10.00am) Return to Royal HTL in Okayama and check in individually	
Day 8 (Monday, 9 July 2018)		
8:45	Depart from Royal HTL to the campus	
9:30 – 9:40	Morning Assembly	@International House
9:50 – 11:50	Lecture 5: No One Left Behind: Gender Issues in Setouchi (<i>Yamamoto</i>)	
12:00 – 13:30	Lunch and Talk (Bring Your Own Lunch)	TBC
13:30 – 14:30	Wrap up of Kurashiki Fieldwork (<i>Obayashi</i>)	@International House
14:45 – 16:00	Project work (Phase 2) (<i>Yamamoto</i>)	
Day 9 (Tuesday, 10 July 2018)		
8:45	Depart from Royal HTL to the campus	
9:30 – 9:40	Morning Assembly	@International

9:50 – 11:50	Lecture 6: The Formation Process of Art Site in Naoshima (<i>Chen</i>)	House
12:00 – 13:30	Lunch Break	
13:30 – 14:30	Lecture 7: Contemporary Art and Architecture in Naoshima (<i>Chen</i>)	@International House
14:30 – 15:30	Orientation for the Naoshima Fieldtrip (<i>Chen, Inamori, Uzuka</i>)	
15:45 – 16:30	Cultural program (<i>Inamori</i>)	
Day 10 (Wednesday, 11 July 2018)		
7:00	Depart from Royal HTL to Naoshima	
8:22	Leave the Tamano Port	
	Naoshima Fieldtrip (<i>Chen</i>) Lecture, Art House Project, Chichu Art Museum, Lee Ufan Museum	
17:35	Leave the Miyaura Port	
19:00	Return to Royal HTL	
Day 11 (Thursday, 12 July 2018)		
8:45	Depart from Royal HTL to the campus	
9:30 – 9:40	Morning Assembly	@International House
9:50 – 10:50	Wrap up of Naoshima Fieldtrip (<i>Chen</i>)	
11:00 – 12:30	L-café Visit	@L-café
12:30 – 16:00	Project Work (Phase 3 & 4) (<i>Yamamoto</i>)	@International House
Day 12 (Friday, 13 July 2018)		
8:45	Depart from Royal HTL to the campus	
9:30 – 9:40	Morning Assembly	@International House
9:50 – 11:30	Project Work (Phase 4) (<i>Yamamoto</i>)	
11:30 – 13:00	Lunch Break	
13:00 – 15:30	Final Presentation	@International House
15:30 – 16:00	Closing Ceremony	
16:00 – 18:00	NAGASHI SOMEN Reception	

Assessment, credit and certificate

Participants will be graded according to the criteria given below:

1. Participation and contribution to the class, discussion, and activities during each lecture (30%).
2. Final Presentation (30%)
3. Peer review from the group members about group project work and final presentation (20%)
4. Journal development based on each lecture (20%). In the case of Japanese language class, instead of journal, homework will be assigned.

Since each lecture has different components, grading on participation and contribution (item 1) and journal development (item 4) will be weighted by the hours of the lecture/ fieldwork.

Those who successfully complete the program will be awarded a certificate and 3 credits from the Center for Global Partners and Education, Okayama University. The grading system of Okayama University is given below:

Grading Classification	GP	Mark (%)	Pass/Fail
A+	4	90 – 100%	Pass
A	3	80 – 89%	Pass
B	2	70 – 79%	Pass
C	1	60 – 69%	Pass
F	0	0 – 59%	Fail

Outline of Lectures

Lecture 1: Natural Environment and Society in Setouchi

Takao INAMORI

Associate Professor

Center for Global Partnerships and Education

This lecture introduces Japanese agriculture and rural society and subsequently we focus on environmental conservation issues in Okayama. Japan is a land of forests and mountains. Approx. 67% of the land is covered by forest. It means that there are many mountain slopes. As for the average precipitation, it is about 1,700 mm per year; moreover, over 20 typhoons hit Japan every year. Under this condition, we are required to protect the slopes from heavy rains; otherwise, natural disasters such as flood and landslide may occur. In order to maintain and protect our living environment, our ancestors made tremendous efforts. As one of the examples, we discuss on terrace paddy fields which mitigate flood risk, recharge groundwater, absorb heat from the surrounding air and etc. Okayama is famous for the beautiful terrace paddy fields including small farm reservoirs. The paddy fields considerably contribute for environmental conservation; however, we have faced maintenance issues recently. During the lecture, we attempt to find solutions through group work.

Lecture 2: *Satoyama* Conservation and Sustainable Living in Okayama

Sadahisa KATO

Associate Professor

Institute of Global Human Resource Development

We will cover the ecology and the issues surrounding the management of satochi-satoyama landscapes. Satoyama is strictly defined as secondary forests near traditional agricultural settlements, used for collecting fuelwood and creating charcoal, and creating organic compost out of fallen leaves, underbrush, grasses, and shrubs. Satochi is Japanese traditional agricultural landscapes composed of satoyama, agricultural fields, and settlements. The lecture highlights that these rural vernacular landscapes are at the heart of Japanese people, evident in children's songs and nostalgic sceneries. They harbor rich fauna and flora which are maintained by long-term interactions between humans and nature and regular, small-scale disturbances. However, satochi-satoyama suffers from lack of management due to declining and rapidly aging population. We will discuss reasons why and suggest some solutions to these problems towards better sustainable management of these precious resources.

Lecture 3: Community based Learning for Responding to Social Issues

Nobuyuki KAMBARA

Professor

Center for Global Partnerships and Education

The main focus of this session is social issues in view of an aging society in the local and Japanese context. Kominkan (Community Learning Centre) is one of the main delivery mechanisms of promoting Education for Sustainable Development (ESD) in Okayama. Participants will visit Kyoyama Kominkan near the university and learn about an overall policies and practices of Okayama City to promote community based learning for a sustainable society. After an overview of ESD in Okayama, a brief introduction about key social issues in the local communities of Kyoyama, roles and functions of Kominkan will be explained, followed by observations of the learning activities and interactions with staff and learners.

Lecture 4: Living with Cultural Heritage: Community, *Machizukuri* and Tourism in Kurashiki

Junko OBAYASHI

Associate Professor

Center for Global Partnerships and Education

Heritage is a result of our predecessor's lives and work, which provides the foundation of social identity. Heritage is often a great tourist attraction while being the source of local identity. It should be noted that heritage is not only to be protected but also to be utilized as an incubator for contemporary cultural formation. It is suggested, therefore, that the protection of heritage is bound up with the issues of sustainability, community and tourism. *Kurashiki* is the city that maintains its traditional theme with the conserved historical quarter, whose history stretches from *Edo* period (1603-1868) to *Meiji* and *Taisho* period (1868-1926), represented with the townscape of white walled *kura* (storage) and the canal. It is no surprise the town has attracted both domestic and international tourists.

In this lecture we will first overview the development of *Kurashiki* in the historical context of *Setouchi*, and discuss issues and challenges regarding the concept of developing tourism sustainably for the community. In the latter part a case study is examined with the guest speaker who has engaged in the preservation and development of the historical houses in the town. The session includes a group work at the end to pre-set a working theme and planning for the independent fieldwork in *Kurashiki* on the weekend.

Lecture 5: No One Left Behind: Gender Issues in Setouchi

Yumiko YAMAMOTO

Lecturer

Center for Global Partnerships and Education

Japan, the world's third largest economy, has been struggling to escape a stagnated economy with an aging population while tackling increasing income inequalities and child poverty. With declining working-age population, the Government of Japan has been trying to bring more women into the labor force, which is crucial not only for sustaining economic growth but also for better management of natural conservation and disaster risks. However, family care responsibilities prevent women from taking active socioeconomic roles. *The 2030 Agenda for Sustainable Development* says, "(t)he achievement of full human potential and of sustainable development is not possible if one half of humanity continues to be denied its full human rights and opportunities." (UN 2015, preamble, para. 20). In this session, you will learn gender issues in Japan with a special focus on Setouchi region and discuss the possible ways to achieve sustainable development through the promotion of gender equality and empowerment of women and girls.

Lecture 6: The Formation Process of Art Site in Naoshima

Lecture 7: Contemporary Art and Architecture in Naoshima

Yunlian CHEN

Lecturer

Center for Global Partnerships and Education

Naoshima Island in Setouchi region now becomes an extremely popular tourism attraction in the world because of Benesse Corporation's successful design projects of landscape, architecture and art carried out by a group of very talented architects and artists from the late 1980s. Many countries are trying to copy the *Naoshima Model* to regenerate their historic towns or villages, however, unfortunately, we still can't find a second place like Naoshima, having a perfect harmony between nature and human society.

By walking on the shore of the stunning and calm Setochui Inland Sea, thinking of the way of art and architecture in museums or looking up to the beautiful blue sky from somewhere in Naoshima, we certainly could feel the breath of the island herself and even could hear the echoes of people's voices from ancient times who used to live in this mystic island.

In this lecture series, we will explore the reasons for the success of Naoshima Project by specially focusing on analyzing Tadao Ando, Lee Ufan and Kusama Yayoi's works, their design philosophy and process at Naoshima. Additionally, we will analyze the business strategy of Benesse Corporation, which has been investing in this pioneering island project in the past forty years. Finally, the artists Todaka and Tokunaga will join us to deliver a lecture about their art works at Naoshima International Festivals. The fieldwork in Naoshima Island will bring a climax of this lecture series. Key points included in each lecture are shown as below.

The Formation Process of Art site in Naoshima (July 10, 9:50-11:50)

1. History, Geography, Natural environment, local village of Naoshima
2. The concept and strategy of Naoshima project by Benesse House: From the perspectives of island regeneration and economic development
3. Tadao Ando's seven architectural projects in Naoshima from the late 1980s to the 2000s

Contemporary art and architecture in Naoshima (July 10, 13:30-14:30)

1. The landscape design of the art sites in Miyanoura, Tsu-Tsu-Ji-So and museum zone
2. The design process and architectural characteristics of Chichu Museum, Lee Ufan Museum and the Benesse House Park, Beach
3. Ando & Lee Ufan's co-starring and Kusama Yayoi's public art
4. Students need to choose a specific topic about Naoshima and then we will divide the students into four groups on the basis of their topics

Lecture three at Naoshima Hall (July 11, 9:00-11:00)

Preliminary studies for fieldwork in Naoshima

1. The meaning of art in Naoshima – A special talk by architect Kenji Tokunaga
2. The brightness and darkness of the tourism industry in Naoshima
3. Basic information for the fieldwork

Today's local village and society in Naoshima district

4. The spatial characteristic of Naoshima's local fishing village and port
5. The brightness and darkness of the tourism of the island
6. Basic information for the fieldwork

Group Projects & Final Presentation

Participants will be divided into five (5) groups by the final project coordinator and work together to develop a presentation on a topic, related to the theme of this summer program 'SETOUCHI: Its natural environment and human society', advancing the Sustainable Development Goals (SDGs). The final presentation counts as 30 percent of the final grade.

Participants are highly encouraged to carry out discussions about the topic and to conduct research using reliable sources of information from the Internet and the University Library, lectures and fieldwork during this Summer Program. You may introduce examples from your home country to other group members in the discussion. The outcomes of the group project will be suggestions/solutions for tackling urgent concerns surrounding issues of sustainable development of the Setouchi region.

The group project is an opportunity to demonstrate excellence in several areas: collaboration with peers; utilization of an array of scientific resources to discover the specifics of an unfamiliar topic; ability to organize visual information for presentation; and finally oral presentation skills.

The group project must be presented by all group members by using PowerPoint in the afternoon of 13 July 2018. The PowerPoint file must be sent electronically to the final project coordinator (e-mail: yumikoyamamoto@okayama-u.ac.jp) by 20:00 on 12 July 2018. Based on feedback from the coordinator, the presentation can be finalized during the morning of 13 July 2018.

The presentation time will be 15-20 minutes. Your group is expected to lead an active discussion with the audience for 10-15 minutes.

Presentation assessment consists of:

- Content 30%;
- PowerPoint slides 20%;
- Discussion with audience 20%;
- Presentation style 15%
- Evidence of information 15%

A Guideline for Group Work

This group project assignment involves the following skills:

- Interpersonal skills
- Process management skills
- Problem solving skills

Suggested phases of group work processes

Phase 1	<p>Group and Task Orientation</p> <p>A. Establish yourselves as a group.</p> <ul style="list-style-type: none"> ✓ 1st meeting - exchange names, phone numbers, email, etc. Get to know members - strengths, weaknesses, preferred ways of working, preferred roles, academic goals through this program/project. ✓ Develop a set of team guidelines. Agree on how you will work together (schedule of meetings, record keeping and messaging process, individual roles e.g. team leader, minute taker, etc.). ✓ Discuss troubleshooting: ✓ How will group issues be dealt with? e.g., overbearing members, missed meetings, falling behind schedule, taking on too much, failing to contribute, etc. <p>B. Analyze the group task. Discuss the task to arrive at a shared understanding. Analyze:</p> <ul style="list-style-type: none"> ✓ The task and topic ✓ What your group is expected to do. ✓ The criteria that will be used to assess your presentation
Phase 2	<p>Group Work Task</p> <ul style="list-style-type: none"> ✓ Brainstorm to create ideas, plans, and tasks. ✓ Break down task into smaller parts and schedule these. Draw a simple time line. ✓ Decide on specific tasks, roles, and responsibilities. e.g. team leader, who will cover each part, etc. ✓ Define the outcome required. ✓ Set the deadlines for the sub-tasks and times for future meetings. ✓ Establish a schedule of meetings (agree on dates, time, and venues including electronic discussion). A rehearsal, to ensure the quality of your presentation. <p>Your meeting schedule must take everyone's commitments into account.</p>
Phase 3	<p>Use each member's skills and build upon skills/experience in group e.g. IT skills or public speaking experience. Consider how you will:</p> <ul style="list-style-type: none"> ✓ Review progress against goals ✓ Give practical and constructive feedback ✓ Identify gaps in the material ✓ Re-allocate work if some parts prove easier or harder than others ✓ Support team members with particular needs.
Phase 4	<p>Discuss HOW to orally present the material the group is gathering. Refer again to Assessment Criteria, guidelines and:</p> <ul style="list-style-type: none"> ✓ Decide on a presentation format and order of speakers ✓ Agree on audio/visual aids for the presentation ✓ Schedule rehearsals as a group and as individuals (peer review each other).

Checklist for group presentations

In planning our presentation we have...

- Found ways to keep the audience interested
- Avoided including too much content
- Made it clear where we are going (at the start, linking sections etc.)
- Made sure that each presenter states how their section fits in with the rest
- Developed clear and appropriate visuals (PowerPoint slides, diagrams etc.) and handouts (if any).
- Worked out ways to involve the audience (e.g. invited comments, encouraged questions)
- Allowed time for questions, and thought through what people might ask
- Summarized appropriately, outlining key points
- Worked out how we are going to gauge what the audience already knows
- Rehearsed our presentation and given each other feedback (checked timing etc.)
- Prepared index cards or skeleton notes to refer to (rather than reading notes in full)
- Develop a bibliography of sources in Chicago Style Format, or other appropriate publication style.

A Guideline for Journal Development

Mandatory Journal

Keeping a journal is one of the program requirements for all participants in the Summer Program, which counts as 20 percent of the final grade. Upon completion of the lecture/ fieldwork, you are expected to write a reflective journal and submit it electronically to yumikoyamamoto@okayama-u.ac.jp by 9.30am of the following day of the lecture/fieldwork (see the journal due date below). Suggested length of each journal is one page in A4 single space or about 500 words (please follow specific instructions of each lecturer). Missing more than 1/3 of journal submission will result in a failing grade for the program.

What is a reflective journal?

A reflective journal is an important tool to write down your thoughts and ideas through lectures and fieldwork, and keep them available for your future academic, and professional endeavors as well as your personal development (interpersonal/intercultural communication and understanding, etc.).

In a reflective journal, you can write about a positive or negative event that you experienced, what it meant to you, and what you may have learned from that experience. Write your entry as soon as possible after the event so that the details will still be fresh in your mind, which will help later in your analysis.

- Your perspective(s) and/or view(s) can come from your own perceptions or from something you have learned from lectures or books in the past.
- Through classes and events, you might have altered or reinforced your perspectives or views. Give your reasoning and speculate as to why your views changed.
- After you give your interpretation of the events/what you learned, continue to observe and decide whether you want to stick to your original views, or make changes in them.
- Share your experiences and story with others. Getting opinions from others about what you wrote can help you clarify your feelings for a deeper understanding of yourself.

Reflective journal writing is;

- Your response to your experiences, opinions, events, or new information
- Your response to your thoughts and ideas
- A way to explore your learning
- An opportunity to gain self-knowledge
- A way to clarify and facilitate understanding of what you are learning
- A way of making sense of your learning

Reflective journal writing is NOT:

- Just conveying information, instructions, and arguments
- Pure description of events or class contents or activities
- Straightforward decision and/or judgement (for example, whether it is good or bad, or right or wrong)

- Simple problem solving
- A standard academic essay, report, or composition.

A Suggested Style of Reflective Journal:

1. Description (as short as possible)
 - What happened?
 - What is being examined?
 - What did you learn?
2. Interpretation
 - What is most important/interesting/useful/relevant about the object, event, or idea?
 - How can it be explained?
 - How is it similar or different from other experiences you've had or from the experiences of other people?
3. Outcome
 - What have I learned from this?
 - What does this mean for my future?

Assessment Criteria

Your journal is assessed with the following criteria:

Extending (3 points)	Developing (2 points)	Emerging (1 point)	No submission (0 point)
Evidence of strong reflective thought pertaining to personal perspective(s), professional and personal skill development. Reflective statements go beyond simply addressing personal perspective(s) to a rationale underlying future action.	Evidence of some reflective thought pertaining to personal perspectives, professional and personal skill development. Reflective statements contain some adequate judgements from self-consideration. However, weak statement for further action.	Little evidence of reflective thought. Limited to description about the class, activity, experience. No objective thinking to the event, other than simple judgement.	Missing more than 1/3 of journal submission will result in a failing grade for the program.

Annex 1: An example of a reflective journal

	Key aspects covered
<p>Last week's lecture presented the idea that science is the most powerful form of evidence [1]. My position as a student studying both physics and law makes this an important issue for me [2] and one I was thinking about while watching the 'The New Inventors' television program last Tuesday [3]. The two 'inventors' (an odd name considering that, as Smith (2002) says, nobody thinks of things in a vacuum) were accompanied by their marketing people. The conversations were quite contrived, but also funny and enlightening. I realized that the marketing people used a certain form of evidence to persuade the viewers (us?) of the value of the inventions [4]. To them, this value was determined solely by whether something could be bought or sold—in other words, whether something was 'marketable'. In contrast, the inventors seemed quite shy and reluctant to use anything more than technical language, almost as if this was the only evidence required – as if no further explanation was needed.</p> <p>This difference forced me to reflect on the aims of this course—how communication skills are not generic, but differ according to time and place. Like in the 'Research Methodology' textbook discussed in the first lecture, these communication skills are the result of a form of triangulation, [5] which I have made into the following diagram:</p>	<p>[1] Description of topic encountered in the course.</p> <p>[2] The author's voice is clear.</p> <p>[3] Introduces 'everyday' life experience.</p> <p>[4] The style is relatively informal, yet still uses full sentences.</p> <p>[5] Makes an explicit link between 'everyday' life and the topic.</p>

Annex 2: Journal due date

Due date	Lecture Titles
July 4 (Wed) 9.30	Lecture 1: Natural environment and society in Setouchi (Inamori)
July 5 (Thurs) 9.30	Lecture 2: <i>Satoyama</i> conservation and sustainable living in Okayama (Kato)
July 6 (Fri) 9.30	Lecture 3: Community based learning for responding to social issues and field trip to Kyoyama Kominkan (Kambara)
July 9 (Mon) 9.30	Lecture 4: Living with cultural heritage-Community, <i>Machizukuri</i> and Tourism in Kurashiki (Obayashi) and independent fieldwork in Kurashiki
July 10 (Tue) 9.30	Lecture 5: No one left behind-gender issues in Setouchi (Yamamoto)
July 12 (Thurs) 19.00 Please email your journal to chenunren@okayama-u.ac.jp	Lecture 6: The formation process of art site in Naoshima, Lecture 7: Contemporary art and architecture in Naoshima, and lectures and fieldwork in Naoshima (Chen)

