

大学の世界展開力強化事業
東南アジア医療・歯科医療ネットワークの構築を目指した大学間交流プログラム

国際シンポジウムⅦ

グローバルヘルスリーダーの養成を目指して

International Symposium VII
Developing Global Health Leaders

2016 年 10 月 11 日



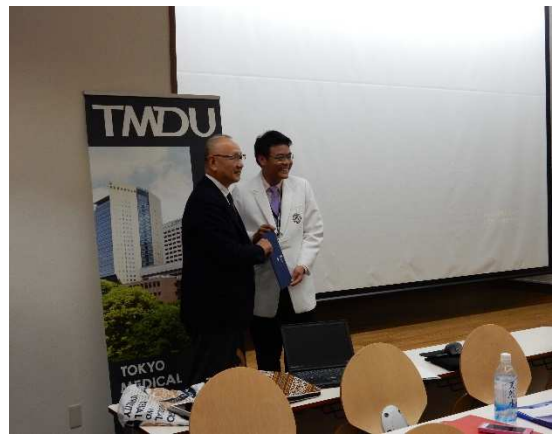
東京医科歯科大学
TOKYO MEDICAL AND DENTAL UNIVERSITY

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1. シンポジウムの写真







*Inter-University Exchange Program
toward Medical and Dental Networking in Southeast Asia*

International Symposium

Developing Global Health Leaders

Tokyo Medical and Dental University (TMDU) has started the Re-inventing Japan Project supported by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) since 2012. Through the project, TMDU aims at establishing a consortium with Chulalongkorn University, Srinakharinwirot University, University of Indonesia, the University of Medicine and Pharmacy at Ho Chi Minh City, University of Melbourne, and University of Sydney. In the final year of the project, we would like to share the outcome of the project, and exchange opinions about developing global health leaders.

Date: October 11th (Tue), 2016, 15:30~17:00

Venue: Special Hall, 9th floor, Building 1, TMDU

Chair: Dr. Yuji Ishida

Speakers:

Dr. Dong Thi Kim Uyen (Vietnam)
Dr. Prima Buranasin (Thailand)
Dr. Lia K. Wulansari (Indonesia)
Dr. Nathawut Kaewsutha (Thailand)
Dr. Sachiko Takehara (Tokyo Medical and Dental University)
Dr. Ikuko Morio (Tokyo Medical and Dental University)



平成 28 年度大学の世界展開力強化事業

国際シンポジウム

グローバルヘルスリーダーの養成を目指して

開催趣旨:平成 24 年度より、本学において文部科学省の大学の世界展開力強化事業「東南アジア医療・歯科医療ネットワークの構築を目指した大学間交流プログラム」を開始し、本学、チュラロンコーン大学、シーナカリンウィロート大学、インドネシア大学、ホーチミン医科薬科大学、メルボルン大学、シドニー大学による教育交流プログラムを実施してきました。本事業の最終年度にあたり、交流プログラムに参加した海外学生の意見、事業の担当教員から交流プログラム実施による成果報告から意見交換を行います。多数の皆様のご参加を期待しております。

日時： 2016 年 10 月 11 日（火） 15 : 30 ～ 17 : 00

会場： 東京医科歯科大学 1 号館 9 階特別講堂

連絡先： 統合国際機構 柴田、杜（内線 4941）

*Inter-University Exchange Program
toward Medical and Dental Networking in Southeast Asia*

International Symposium
Developing Global Health Leaders

Date: October 11th (Tue), 2016, 15:30~17:00

Venue: Special Hall, 9th floor, Building 1, TMDU

Organizer: Department of Oral Health Promotion
Graduate School of Medical and Dental Sciences
Tokyo Medical and Dental University

Program

Chair: Dr. Yuji Ishida

Opening remarks

Prof. Yoko Kawaguchi
(Professor, Tokyo Medical and Dental University, Japan)

Presentation

Dr. Sachiko Takehara
(Tokyo Medical and Dental University, Japan)

Dr. Dong Thi Kim Uyen (Vietnam)

Dr. Prima Buranasin (Thailand)

Dr. Lia K. Wulansari (Indonesia)

Dr. Nathawut Kaewsuth
(Associate Dean, Srinakharinwirot University)

Dr. Ikuko Morio
(Professor, Tokyo Medical and Dental University, Japan)

Discussion

Closing remarks

Prof. Junji Tagami
(Professor, Tokyo Medical and Dental University, Japan)

Comment

Prof. FAC Clive Wright
(Professor, the University of Sydney, Australia)

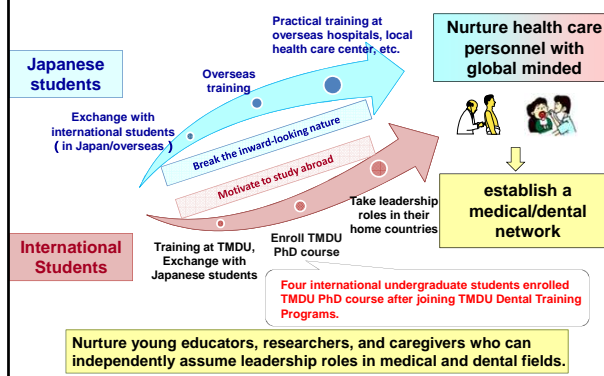
Dr. Sachiko Takehara
(Tokyo Medical and Dental University, Japan)

Achievement of Inter-university Exchange Program toward Medical and Dental Networking in Southeast Asia



Sachiko TAKEHARA (Tokyo Medical and Dental University)

Exchange Program for Undergraduate/Postgraduate Students



Exchange Programs for Undergraduate/Postgraduate Students

1. Faculty of Medicine
Laboratory Visiting etc
2. Faculty of Dentistry
 - TMDU Dental Training Program
 - Dental Training Programs in Thailand, Indonesia, Vietnam and Australia
 - Research Day at Chulalongkorn Univ, and TMDU
 - Global Retreat
3. Graduate School
Research collaboration
4. International Symposiums & Seminars



Number of participated students

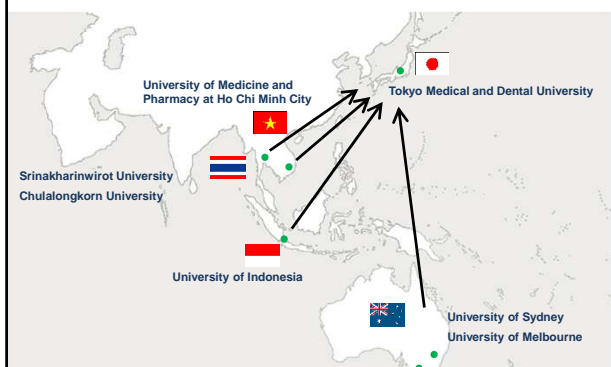
	2012	2013	2014	2015	2016	Total
Inbound	25	36	38	40	34 *	173
Outbound	19	58	50	43	46 *	216

Inbound: The number includes overseas students who participated in programs offered by the Faculty of Medicine, the Faculty of Dentistry, and Graduate School, TMDU.

Outbound: The number includes students of the Faculty of Medicine, the Faculty of Dentistry, and Graduate School, TMDU.

* : Estimated number

Inbound Programs (From overseas to TMDU)



TMDU Dental Training Program

- Multi-national Students Exchange
- Training on clinical and basic sciences in small groups
- Dental skill competitions (~ 2014)
- Visiting Dental Material Companies

Chulalongkorn University (CU)
University of Indonesia (UI)
University of Medicine and Pharmacy at HCMC (UMP)
Srinakharinwirot University (SWU) (2014 ~)



TMDU Dental Training Program: Visiting Basic Science Laboratories and Clinics



Visiting Dental Material Companies (GC, YOSHIDA)



Dental skill competitions Tooth carving and wire bending

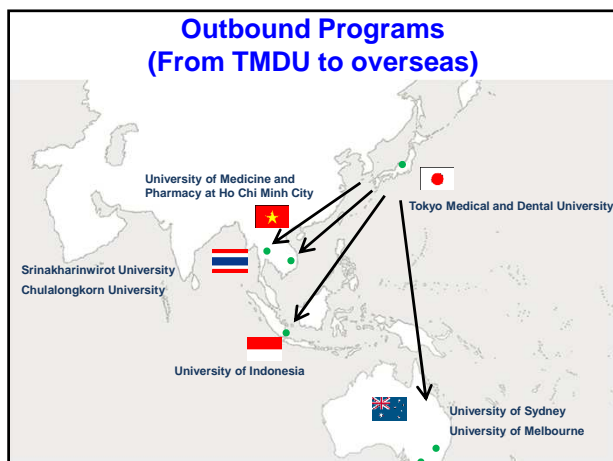


TMDU Dental Training Program: Lectures by young researchers



TMDU Dental Training Program: Closing Ceremony







National Oncology Hospital



Community Activity



Oral Health Education at Japanese Kindergarten in HCM



Origami with Vietnamese School Children



Oral Health Education for School Children



Dental Training Program in Australia

Final year TMDU dental students visited University of Melbourne and University of Sydney.



Simulation Clinic



Water fluoridation plant



Developing Learning materials

Dental Terminology in Five Languages

英語	日本語	タイ語	インドネシア語	ベトナム語
prosthodontics	歯科補綴学 shika hofusei gaku	ทันตกรรมประดิษฐ์ tan-ta-kam-gra-dit	ilmu prostodontia ilmu prostodontia	phục hình răng khuẩu hàn răng
oral surgery	口腔外科 kookou geka gaku	ทันตศัลยกรรม tan-ta-kam-chong-pak	ilmu bedah mulut ilmu bedah mulut	phẫu thuật miệng phẫu thuật miệng
oral medicine	口腔内科 kookou naika gaku	ทันตกรรมช่องปาก tan-ta-kam-chong-pak	ilmu penyakit mulut ilmu penyakit mulut	y học miệng y học miệng
orthodontics	歯科矯正学 shika kyozei gaku	ทันตกรรมจัดฟัน tan-ta-kam-jit-fun	ilmu ortodontia ilmu ortodontia	chỉnh nha chỉnh nha
pedodontics	小児歯科学 shooni shika gaku	ทันตกรรมเด็ก tan-ta-kam-dek	ilmu kesehatan gigi anak ilmu kesehatan gigi anak	nha khoa trẻ em nha khoa trẻ em
dental radiology	歯科放射線学 shika hoshasen gaku	ทันตวิทยา tan-ta-rung-see	ilmu radiologi kedokteran gigi ilmu radiologi kedokteran gigi	x-quang nha khoa x-quang nha khoa
dental anesthesiology	歯科麻酔学 shika masui gaku	ทันตกรรมชา-ดม-ฉีด-วาง tan-ta-kam-sha-tang-tan-ta-ka-shi	ilmu anestesiologi kedokteran gigi ilmu anestesiologi kedokteran gigi	gây mê nha khoa gây mê nha khoa
geriatric dentistry	高齢者歯科学 koonsewa shika gaku	ทันตกรรมผู้สูงอายุ tan-ta-kam-puu-soung-a-yui	ilmu kedokteran gigi geriatri ilmu kedokteran gigi geriatri	lão nha lão nha
special care dentistry	障害者歯科学 shooogasha shika gaku	ทันตกรรมพิเศษ tan-ta-kam-pi-ses	ilmu kedokteran gigi perawatan istimewa ilmu kedokteran gigi perawatan istimewa	nha khoa cho đối tượng đặc biệt nha khoa cho đối tượng đặc biệt
oral diagnosis	口腔診断学 kookou shindan gaku	ทันตวินิจฉัย tan-ta-shin-dan	ilmu diagnosis kedokteran gigi ilmu diagnosis kedokteran gigi	chẩn đoán bệnh vùng miệng chẩn đoán bệnh vùng miệng

History of Global Retreat



Year	Country	Participated universities
2012	Japan	TMDU CU UI UMP
2013	Thailand	TMDU CU
2014	Indonesia	TMDU CU UI
2015	Viet Nam	TMDU CU UI
2016	Japan	TMDU CU SWU UI UMP

Chulalongkorn Univ (CU),
Srinakharinwirot Univ (SWU)
Universitas Indonesia (UI)
University of Medicine & Pharmacy at HCM (UMP)
Tokyo Medical and Dental University (TMDU)

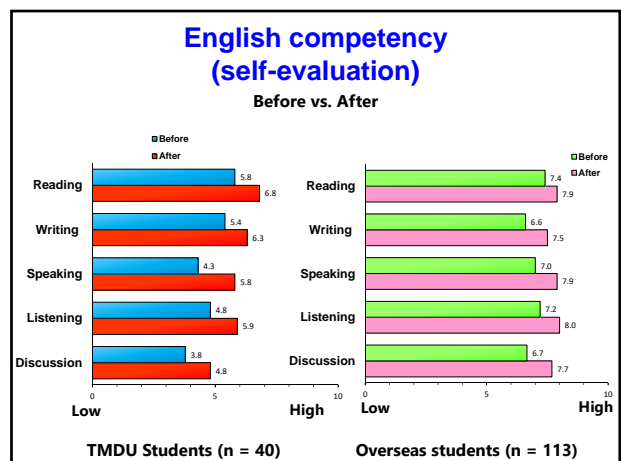
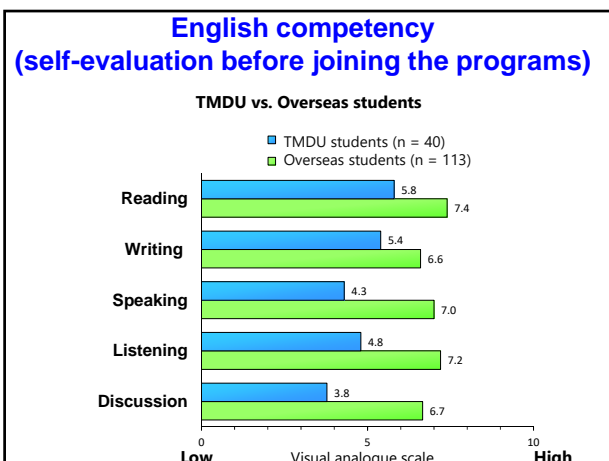
Global Retreat in 2012

(3 days & 2 nights training)



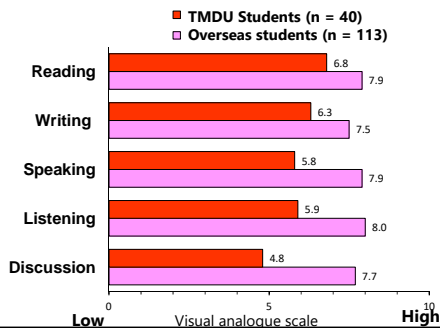
Students from different countries spend together for 3 days.
Building human network beyond nationality.



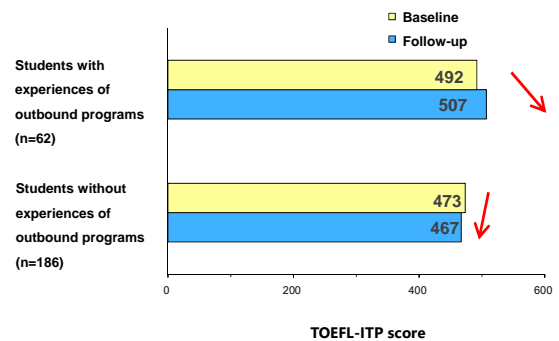


English competency (self-evaluation after joining the programs)

TMDU vs. Overseas students



Changes in TOEFL score



Goals and Achievement of the programs

- 1. Improve English ability**
-> English competency among students improved through communicating with local students and staff in English.
- 2. Promote cross-cultural understanding**
-> Students could understand visiting country's culture and custom, and respect for cultural differences. They also could deepen understanding of their own culture.
- 3. Promote understanding of oral health situation and problems of visiting countries**
-> Students could learn oral health situation and problems by lectures and visiting hospitals/community health centers.



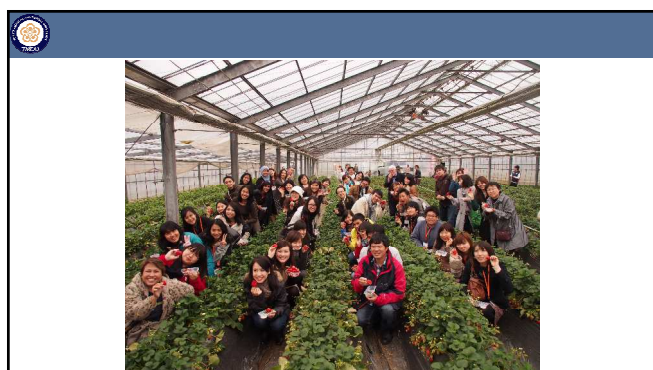
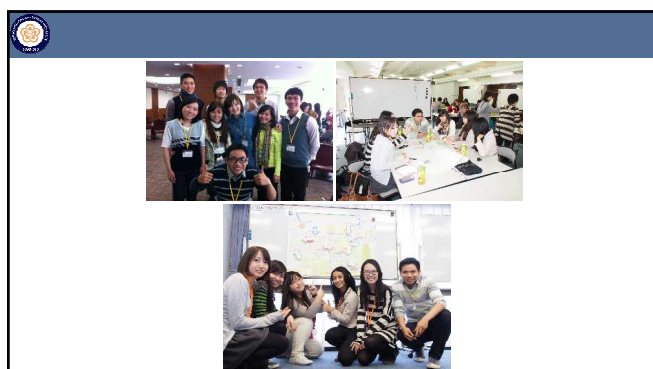
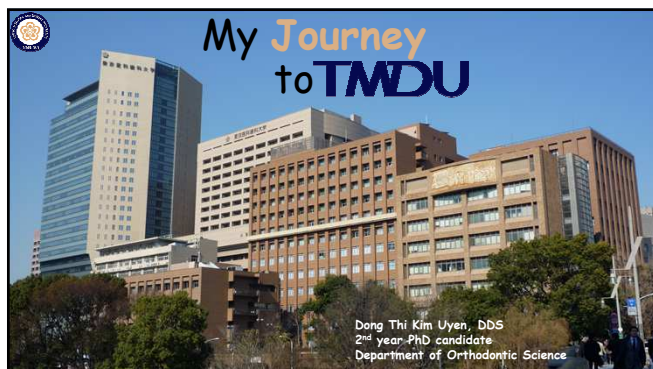
- 4. Commitment to life-long learning**
-> The programs motivate students for further study.

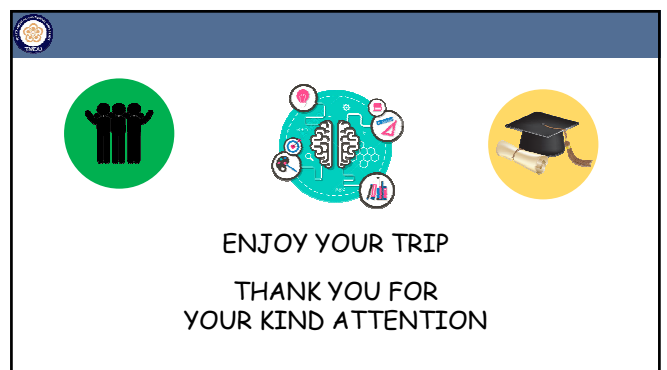
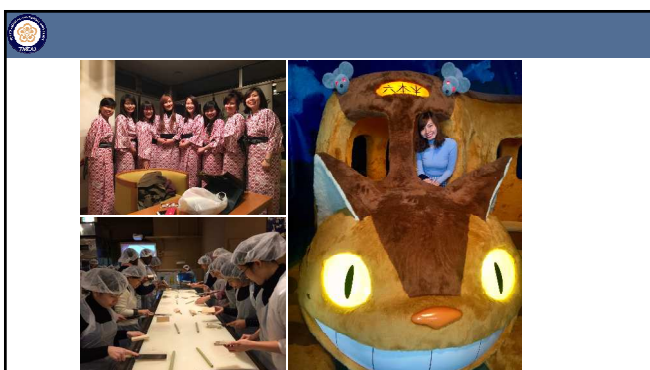
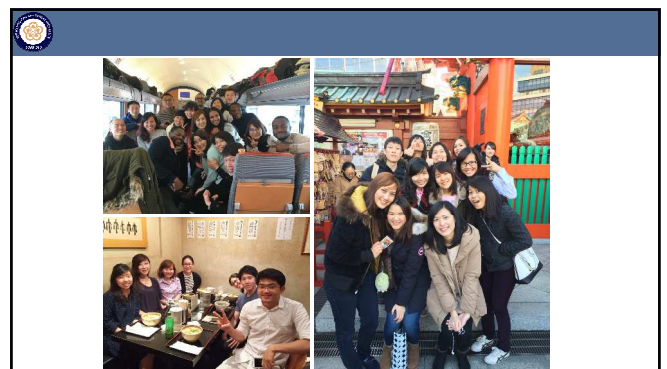
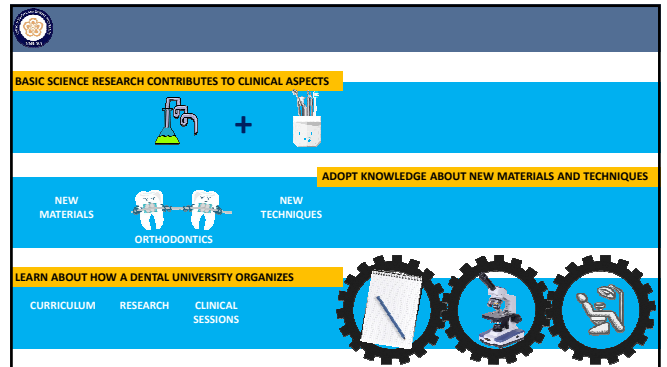
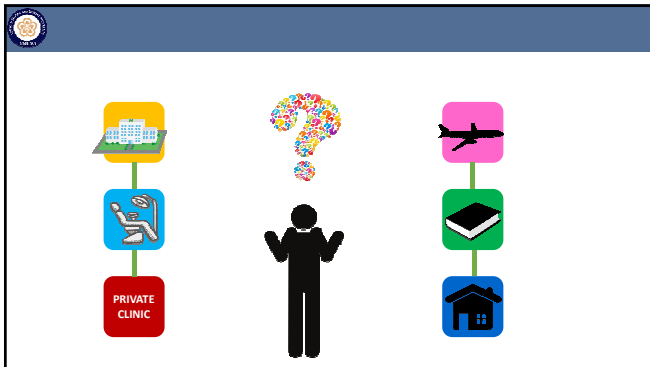
- 5. To get international viewpoints and motivate students to become future dental leaders**
-> Students could cooperate with each others, and learn how to solve problems together.



ありがとうございました
Thank you very much
ขอบคุณ ค่ะ
Terima Kasih
cám ơn

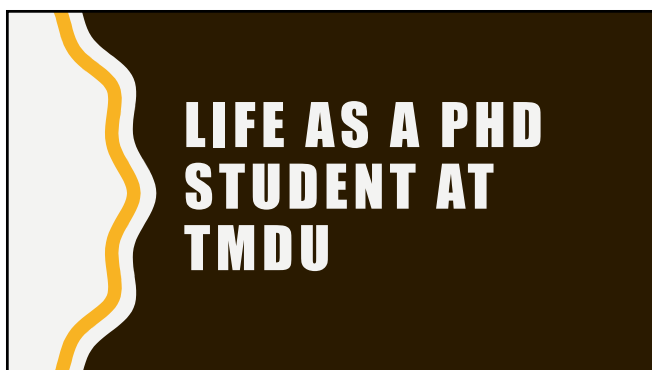
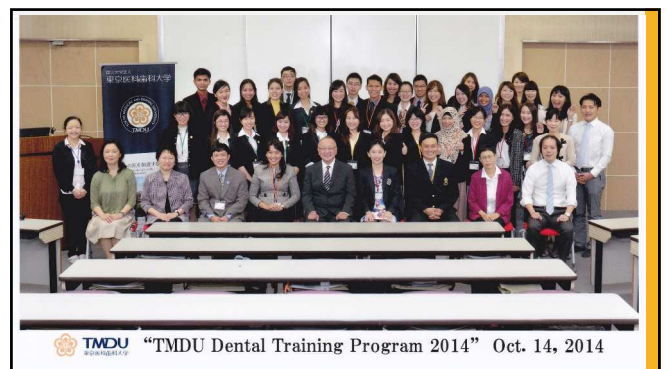
Dr. Dong Thi Kim Uyen (Vietnam)

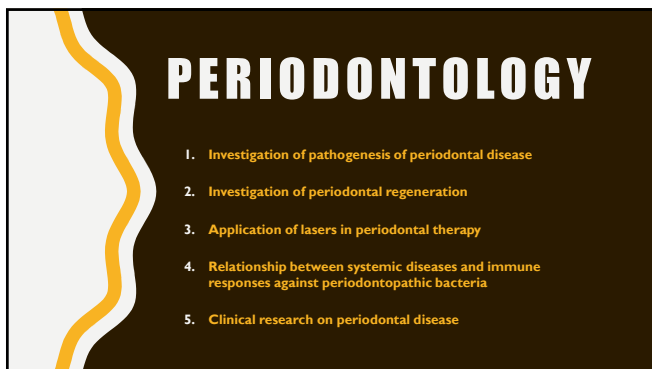


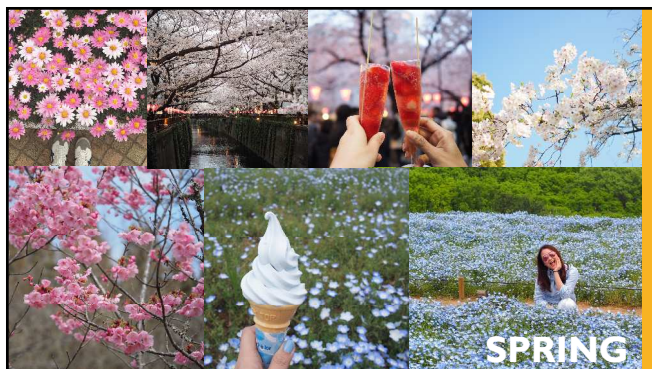
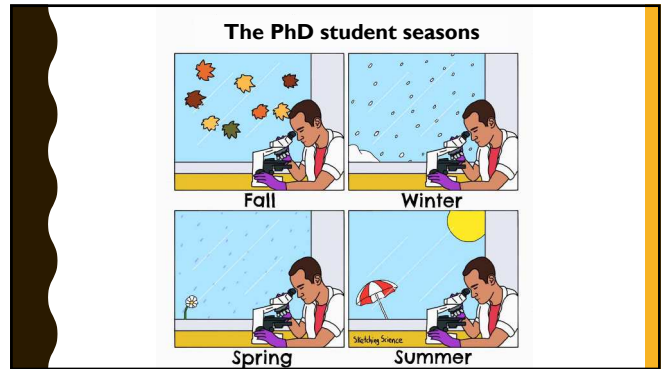
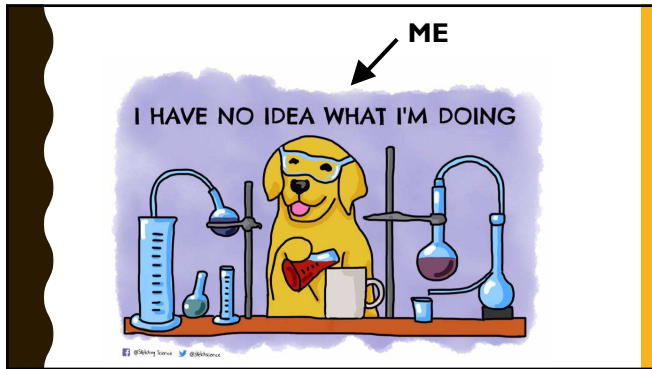


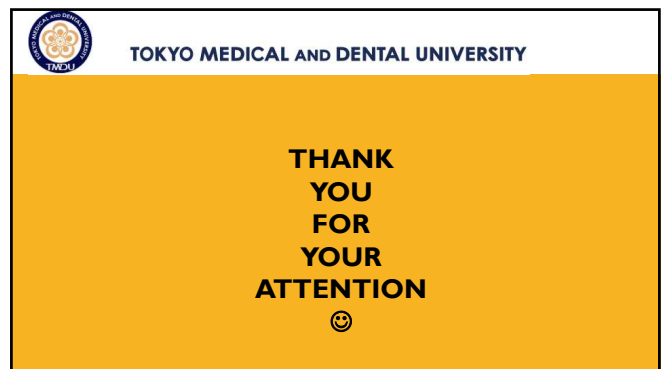
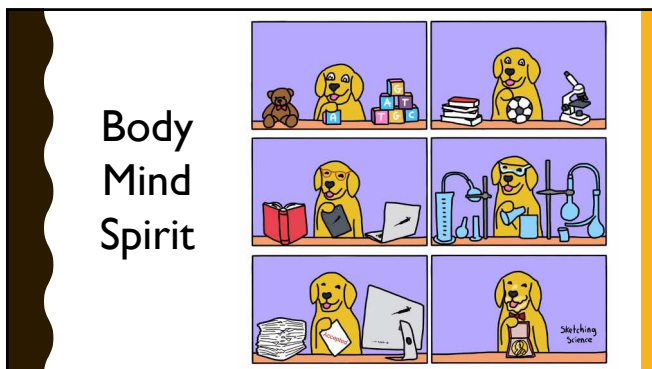
Dr. Prima Buranasin (Thailand)











Dr. Lia K. Wulansari (Indonesia)

TMDU Dental training Program where are we now

LIA K. WULANSARI

INTERNATIONAL SYMPOSIUM
5TH TMDU DENTAL TRAINING PROGRAM
OCTOBER 11 2016

2012



2013



2014



2015



2015



2016



2016



STRONG POINTS

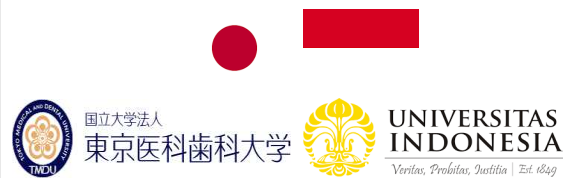
- Invest in our youth
- Good opportunity for these young minds to open their eyes and broaden their horizons → gaining new perspectives
- There is no such thing as perfection, this program gives us the opportunity to learn from each other and forms experiences that in return will help us to better ourselves
- Preparing us to face future challenges

hopes

- Continuing the program
- This program will lead to future collaboration
- Encourage students to study hard and further advancing their skills and knowledge
- Let's built each other for together we are strong

Message from dean of faculty of dentistry, university of indonesia

- A very excellent experience for the students, in terms of broadening their horizons, and see for themselves how things are done in another countries
- Building their confidence, to compete in a constructive way
- Hoping that this excellent program will be continued



Thank you

Dr. Nathawut Kaewsuth
(Associate Dean, Srinakharinwirot University)

International Symposium Developing Global Health Leaders : Faculty Staff Aspect

Dr Nathawut Kaewsutha DDS MPH PHD



TMDU and SWU Relationship



At the signing ceremony for the MOU between TMDU and Srinakharinwirot University.

**MOU Signing
Ceremony
between TMDU
and SWU
2010**



Prof. Kaewgote Boonlue, Prof. Manee In and Prof. Toshiaki Tani and TMDU International Exchange Center staff members visited Srinakharinwirot University in connection with the Student Exchange Program Japan Discovery.

First TMDU Exchange Program(2012)



**Development
of dental
Education in
Asia 2013**

27-29 Oct 2013

Development of Dental Education in Asia 2013 -Symposium and Exchange- Tokyo Medical and Dental University (TMDU) Oct 29th /Tsuai,2013

Dental Training Program in Japan Oct 2014



TMDU
TOKYO MEDICAL AND DENTAL UNIVERSITY



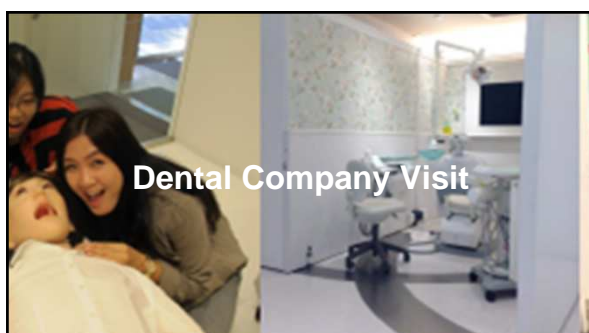
Inter-university Exchange Program toward Medical and Dental Networking in Southeast Asia

Student Exchange Program 2014 at TMDU



2014 Exchange Program

- 14-24 Oct 2014
- 6 dental student participant
- Activity
 - Laboratory and Clinic Visit
 - Visit the Hospital, campus and dental company
 - Wax carving and wire bending Contest
 - Japanese Culture experience





Laboratory and Clinic Visit

International Cultural Show



TMDU DENTAL TRAINING PROGRAM 2015
Tokyo Medical and Dental University, Japan
12-25 October 2015

2015 Exchange Program

- 12-25 Oct 2015
- 6 dental student participant
- Activity
 - Laboratory and Clinic Visit
 - Visit the Hospital, campus and dental company
 - ~~Wax carving and wire bending Contest~~
 - Japanese Culture experience
 - TeamWork activity NEW!



International Research Day



Teamwork Activity



Laboratory and Clinic visit



Laboratory and Clinic visit



International Cultural Show



2016 Preparation



Student Exchange Program 2016 at TMDU





Exchange Program Summary

- Laboratory and Clinic visit** : Positively cultivated my student with international perspective and environment -> future professional dentist
- Research skills** : Motivate my student to think outside the box for future research/evidence based dentistry
- Teamwork activity**: Build a bridge of the good understanding and relationship of dental students in 4 country → Leader of their own country

Suggestion

- Should **not** focus on competition atmosphere
- The Japan cultural and exploring time is **need** for understanding the JAPAN culture
- 1 weeks of exchange program is possible in the future
- **Teamwork Activity** is the best activity



After this project ends...

- To further the network built through this project
- Follow-up study on participants of this project

TMDU has gained lots of experiences and insights through this project.

**Thank you very much for
your kind attention**



Dr. Ikuko Morio
(Professor, Tokyo Medical and Dental University, Japan)

Re-Inventing Japan Project
Inter-university exchange program toward medical and dental
networking in Southeast Asia

What has been brought about by the implementation of this 5-year project

Representing the Evaluation Committee,
Ikuko MORIO
Institute of Global Affairs
Tokyo Medical and Dental University (TMDU)



Why do we need to evaluate the program?

- formative
To improve the program
- summative
To make decisions

Goals of this project

1. To improve English ability
To communicate with foreign students and staff in English about general matters and also to promote international discussion and debate about dental professional matters

2. To promote cross-cultural understanding
To appreciate and respect for cultural differences (traditional culture, religion, belief and lifestyle diversities) between nations and to accept the differences without prejudice

3. To understand oral health situation and problems of the visiting countries
To focus on the health needs, prioritization and strategic implementation plans for meeting different nations' dental health needs under supervision or by themselves

4. Commitment to life-long learning
To motivate the participants to do life-long learning

5. To learn the roles of future dental leaders
To cooperate with others and to develop a leading role among national and international dental professional communities

What are KPI for these goals?

Members of the Evaluation Committee

- Prof. F.A. Clive Wright
Associate Director (Oral Health) & Clinical Professor,
Centre for Education and Research on Ageing, Concord
Clinical School, University of Sydney, Australia
- Prof. Yupin Songpaisan
Dean, Institute of Dentistry, Suranaree University of
Technology, Thailand
- Prof. Pae Eung-Kwon
University of Maryland, USA
- Prof. Katsumi Uoshima
Niigata University, Japan
- Prof. Ryuta Kataoka
Showa University, Japan
- Prof. Ikuko Morio (Chair, TMDU, Japan)
- Prof. Yoko Kawaguchi (Observer, TMDU, Japan)

Attainment levels of the Goals

(out of 4)

	2012	2013
1. Importance of the goals	4.0	3.75
2. Appropriateness of the methods taken for attaining the goals	3.6	3.0
3. Possibility of attaining the goals	3.4	3.0
4. Contents of international symposium	3.2	3.75

	2014	2015	2016
1. English abilities	3.75	3.75	3.75
2. Cross-cultural understanding	3.75	3.75	4.0
3. Understanding and problem-finding of Oral health conditions in each country	3.0	3.0	3.5
4. Life-long learning	2.5	2.5	3.5
5. Understand the role of future leaders	3.0	3.0	3.5

Goal 1: To improve English ability

- I believe this program helps to improve English ability.
- Certainly, the international students' English is gradually improved since they use English as their media of communication. They have shown their application of English, especially during their research presentation. Though one of the selection criteria of international students representing their countries is the English proficiency, to arrive to another country is a serious prospect for them to improve their English. For Japanese students, this benefit may be applied satisfactorily only some of them who visited other countries and had the opportunity to communicate with international scholars. Nevertheless, the Japanese students' English proficiency is improving as proof by their research presentation in English and their visit to other country presentations.
- There were only few comments of the ability to use English to communicate with foreign students or staff. This might be good.
- **Difficult to estimate "improvement" as this requires measurement before and after the experience.** Assume some improvement but probably very variable. Perhaps a simple English "word recognition" test could be incorporated into the teaching program. This could include a variety of basic English language and specific dental language words with optional responses (before and after study).
- All student groups mentioned the importance of this aspect in their reports.
- **Japanese student poster presentations were in Japanese** but all other poster presentations were in English. There should be consistency for all presentations to be in English in order to move toward achievement of this goal.
- I understand that some research is being conducted by TMDU to measure outcomes for TMDU students involved in the program.

Goal 2: To promote cross-cultural understanding

- I think this program makes students realize the cultural differences, so this program promotes cross-cultural understanding.
- There was no specific assigned activity, allowing them to demonstrate their appreciation and respect of the cultural differences. **However, during their social contact with the international students or visiting other countries, they might have varied more or less observed and understanding during their communication and sightseeing. Likewise, at the cultural night events, they would experience cultural entertainment from each other.**
- It was good for Japanese students to go abroad to see different cultures and probably they learn something from them.
- This was estimated in two ways: firstly from reports from the staff accompanying foreign students and secondly from discussions with students and listening to their reports.
- Staff believed the experience was most beneficial for their students, they learned a lot about Japanese culture and dental education. **Written summaries of student experiences were a good source of information from the students and the University of Medicine and Pharmacy Report was an excellent example of documentation summarising the outcomes of this goal.**
- For foreign students especially, there are clear indications that their experiences in Japan have promoted a high level of achievement on this area. Japanese students also expressed their development of understanding of their host culture better through this exchange program.

Goal 3: To understand oral health situation and problems of the visiting countries

- This program is considered to be a satisfactory level, however, needed to expand these matters
- The inward international students might not realize this benefit since this year there were no activities indicating that they would receive a prospect to understand the oral health situation in Japan or visiting any oral health clinic except at the TMDU clinic which they learned individual dental care service comparable to the service in their countries. Nevertheless, for the Japanese students visiting other countries, this objective would have been met, especially in Thailand and Indonesia that they visited some public dental clinics (from the Japanese students' presentation).
- I would expect them to know how many advantages we have here (in Japan). There was no comment regarding this issue (at their presentation in the symposium).
- All student groups noted the differences and similarities between their own learning experiences and that of their host university. All foreign students recognised and acknowledged the high level of technology and the scientific basis to dental education at TMDU. Some expressed an interest in further education at TMDU.
- **There was little opportunity to explore whether exchange programs had provided a broader public health appreciation of different systems.** Some presentations mentioned the national differences in approach – others did not. Documentation of student experience through the various TMDU Departments was seen by both foreign staff and students as being very positive – although in some situations the size of the groups made it difficult for students to see and hear all of the activities being explained.

Goal 4: Commitment to life-long learning

- This might be difficult for students to motivate lifelong learning.
- **The fulfilment of this objective would apply to the accompanying teachers from other nations since they received a chance to border their current position of dental teaching and research at TMDU.** For the TMDU faculty, this objective might be played only those involved in the preparation and management of the international exchange student visit. However, with the experiences they gained they would have a chance to convey this message and motivation of lifelong learning to other students.
- I might be difficult to have them think about this issue through this program.
- It was difficult for this evaluator to assess as there were no clear indicators that this goal was explicitly addressed in this year's training program. From discussion with foreign staff it appeared that the students attending the program were enthusiastic about life-long learning.
- **The TMDU students who visited Melbourne noted the legislative requirement for mandatory professional development; and others noted the role and value of research to science and humanity. This could be explored more fully in future programs.**
- **All participants demonstrated through their personal experiences their commitment to research and further study.**

Goal 5: To learn the roles of future dental leaders

- **This also might be difficult for the students' level.** I think this program stimulates the students' motivation to learn the roles.
- Those staff who involve in the planning and management of the international exchange students benefited and learnt the character of leadership. In addition to the exchange students, **being representatives of their countries** have allowed them to play a leading role. Hopefully, their leadership characteristic will be continuing to develop in the future.
- There was no comment regarding this issue at the meeting (symposium). I would expect Japanese students to learn what the foreign students' motivations are and to feel they have to move forward with much higher motivation and intention.
- The presentations by the student groups clearly demonstrated future leadership capacity. This may have been due to the brightest and most skilful students being selected for the program – but it was acknowledged but most groups, especially the TMDU 3rd year group that their "confidence" especially in English had developed through the experience.
- **The contagious nature of the humour and friendship developed by the students in their collaborative groups was a further example of commitment to future excellence and development of leadership!**
- **Difficult to estimate but all participants were very clearly articulate and demonstrated leadership values.**

Students learn, so do faculty

Mid-term evaluation by the JSPS: Overall ranking: S

- Insufficiency of English abilities of TMDU Faculty
Comments from the visiting students are back to the TMDU faculty to make them realize that they need to make further efforts to improve their English abilities. Some English courses geared for faculty are offered.
- Crisis management
TMDU established a crisis management protocol to cope with unexpected situations.
- Difference of bilateral and multilateral exchange
ASEAN countries are changing rapidly in the ASEAN Community. Multilateral scheme is better than the bilateral one.

other comments and suggestions

- The international exchange student activities in the visiting countries should be comparable arranged between the inward and outbound students. It would not be reasonable to assess if the students' activities are not the same in all the visiting nations.
- The students' activities should have been projected to reflect each of the program objective i.e. this year there was no specific activity regarding to cultural exchange.
- The Research Day (student presentation) was interesting to judge the student's ability of being innovative, creative and motivated to be a lifelong learner by conducting a research or searching for evidence.
- **The student contest would be more honest if the contested students are at the same education level. The contest may cause unnecessary stresses to the students.**
- To avoid some misunderstanding, several ground rules should be established before the arrival of the students i.e. selection criteria of the exchange students, visiting country's culture and manner.
- To be able to assess achievement of the Japanese exchange students regarding to the program objectives, TMDU should as easily provide their activities in the visiting nations.
- We have just learned activities of the Japanese exchange students visiting other countries through the last day presentation of the students.
- It was very impressed by the Japanese students' ability to speak and question in English. Congratulations!
- The students definitely appreciated the difference of dental education system between their countries and Japan and vice versa.
- The students demonstrated that they command in preparation and presentation of their learning outcomes
- **Overall, the international student network with a broaden view on the global environment and culture have been created by this group of international exchange students which will be fruitful for future global oral health aspect.**
- I would give an overall rate of 4 of this year program. Congratulations!

International Symposium: Developing Global Health Leaders

Date: October 11th (Tue), 2016, 15:30~17:00

Venue: Special Hall, 9th floor, Building 1, TMDU

Dr. Yuji Ishida

Good afternoon, ladies and gentlemen. Thank you all for attending this international symposium. My name is Yuji Ishida and I will chair this symposium. As the title of this symposium is 'Developing Global Health Leaders', today we have six presenters. After all presentations, we would like to open the answer and question session. First of all, I would like to ask Professor Yoko Kawaguchi of Oral Health Promotion Department at TMDU to deliver opening remarks. Professor Kawaguchi, please.

Professor Yoko Kawaguchi

Good afternoon ladies and gentlemen. This project, Student Exchange Program, was started 5 years ago. This is the final year. So you are very lucky students to be selected this final year project. Here, in this symposium, we would like to discuss about our 5 years' achievement. We would like to summarize our project. If possible, we would like to continue these kinds of activities.

Today, we have the speakers from oversea students, who had participated in this project and then became Ph.D. students of TMDU. We also have speakers from faculty members who came to Japan to guide the students and also from our organizing committee and the evaluating committee. We would like to review this 5-year project and discuss about it. All the today's symposium's contents will be recorded and later we will write it down to submit the report to Ministry of Education. If possible, we would like to get another grant to continue this kind of project. So today's symposium is very important. We hope your active participation. Okay, let's start the symposium. Thank you very much.

Dr. Yuji Ishida

Thank you very much Professor Kawaguchi. Thanking in advance for understanding, I would like to make some time for applause at the end of each presentation. Please give the big applause to each presenter.

The first presenter is Dr. Sachiko Takehara, assistant professor in TMDU and one of the organizer of this program. Dr. Takehara, please.

Dr. Sachiko Takehara

Thank you very much Professor Ishida. I would like to talk about what we have achieved through this 5-year project. Luckily, 5 years before, we got support from the government. This is our project name, "Inter-university Exchange Program toward Medical and Dental Networking in Southeast Asia." This is quite long name, but this is our formal program name supported by the government.

In this presentation, I would like to briefly talk about what we have done and what we have been trying to do. After my presentation, following speakers will tell you in the detail about the program from their point of view.

This slide shows our goals of this program. Our program mainly focuses on exchange program for undergraduate and postgraduate students. We have two pillars. One is for Japanese students, and another is for international students like you. For Japanese students, we provide chances to exchange with international students coming to Japan and support there through attending overseas trainings and also visiting overseas hospitals and local health centers. In order to break the inward looking nature of Japanese student, now Japanese government are trying to globalize Japanese society, especially among young students. That is our Japanese government's policy. Japanese government is also promoting international students coming to study in Japan. TMDU support international students in the TMDU and have some kinds of training like you are having now. In the future, we hope that some of them come back and enroll in TMDU's Ph.D. course like Dr. Prima and Dr. Uyen here, sitting over there. They are the previous participant of our TMDU training program. After that they will be at leadership roles after their graduation. This is our final goal. We try to nurture health care personnel with global market and establish or reinforce medical and dental networking.

So far the number of international students who enrolled in Ph.D. course after joining TMDU Dental Training Program is four. Four international students enrolled in our Ph.D. course. We are very proud of that result.

This is the details of our exchange programs. Today, I will mainly talk about what we are doing as a faculty of dentistry. We provide students with chances to join TMDU Dental Training Program. Also, we send Japanese students to Thailand, Indonesia, Vietnam and Australia. This is for Japanese students. We send students to Chulalongkorn University for Research Day. Also, at TMDU, we hold Research Day. Some of you would join and present next week at the Research Day at TMDU. This is what we are promoting. Also, we hold Global Retreat once a year, which we have finished just yesterday.

This table shows the number of students who participated in our projects. Inbound indicates the number of students who visited to TMDU from our partner universities. This project started in 2012. The first year, the number is not so many. But from the second year, the number increased greatly. Within recent 5 years, 173 students in total visited Japan.

Here outbound indicated the number of TMDU students who goes to abroad, who goes to our partner universities in Thailand, Vietnam, Indonesia and Australia. In total, the number is about more than 200.

Before starting this project, we cannot send or accept such a large number of students. Now, situation has been changing greatly. You are having more chances to visit foreign countries like you are now visiting TMDU.

First, I would like to briefly introduce what we are doing for inbound programs. TMDU has five partner universities; University of Medicine and Pharmacy at Ho Chi Minh City, Srinakharinwirot University, Chulalongkorn University, University of Indonesia, University of Sydney and University of

Melbourne. These are our partner universities. We are sending and also accepting students from those countries.

As for the TMDU Dental Training Program, this is a multinational exchange program with students from four universities joined a course at the same time. Including TMDU where the program is held as a host university, it is five universities students exchange program. We prepare a special content of program for overseas students as all lectures at TMDU are normally given in Japanese. We provide dental skill competition, training at clinical and basic science laboratories in small groups, and lectures. Also, we provide them chances to visit Japanese dental material companies.

This is a picture of visiting clinics and laboratories that you experienced just this morning and this afternoon. Students are divided into small groups, and Japanese teachers instruct them in English. This is, I think, very good for you, and also, very good for TMDU faculty members. Because this is a very good chance to globalize our clinics and our environment.

This is a picture taken while visiting dental material companies; GC and Yoshida. Students visited dental material companies and learned from leading-edge technologies and materials. This is a picture of dental skill competitions, tooth carving and wire bending, but we have not organized such kind of competitions recently.

Beside visiting clinics and laboratories, students have mini-lectures by young faculty members at TMDU and postgraduate students. We believe that practical experience integrated with short series of mini-lectures will motivate them further. This picture is taken at the closing ceremony. They all have a certificate of completion. They wore very beautiful traditional costumes. This is Indonesian students and this is Thailand, Srinakharinwirot and this is Chulalongkorn. This is Vietnamese students, very beautiful. This is a last year's picture. This is a picture at the Research Day at TMDU, last year. One Indonesian student and one Thai student from Chulalongkorn won the prize. Unfortunately, I do not have the picture of Thai student. This is the student who won a prize. This is another picture of Research Day that we sent our student to Chulalongkorn University. This is previous year's picture. One of Chulalongkorn University's student won the prize. ...You? Did you get the prize at the Research Day? Yeah, he is sitting over there and also visiting TMDU now.

I move on to the outbound programs. We send TMDU Japanese students to partner universities. We send students to Vietnam, Thailand, Indonesia and Australia. This is the dental training program in Thailand. This is about 3 years before. This picture is around 2 or 3 years ago. This is a picture taken at Japanese Kindergarten, because there are so many Japanese living in Bangkok. We visited the Japanese kindergarten there and undergraduate students taught them how to brush their teeth.

This is one of the training at Chulalongkorn University. They experienced wax carving by using different techniques that they learnt at TMDU. It was a very good chance to learn wax carving from different perspective, because wax carving is the same thing, but the technique they use are a little bit

different. We also send students to Indonesia. This is a picture taken just 1 month ago. We visited Indonesia last month. This is a picture at the closing ceremony and they had a great time there. They visited skills lab at the Universitas Indonesia. They are now doing tooth fixation.

Here in Indonesia, Jakarta, there is also a big Japanese society. A very big Japanese kindergarten is there. More than our students, more than 10, were there and presented Anpanman show for Japanese kindergarten children. Children were really excited. It was a very good experience for our students. Also, they joined the PBL classes with Indonesian students. It was amazing because all Indonesian students did PBL instruction in English just for Japanese students. It was really amazing.

We now move on to the dental training program in Vietnam. This is a picture 1 year before. We visited hospital ward of oral cancer patients at National Oncology Hospital. In Japan, incidence of oral cancer is not so high, so it was shocking but very valuable experience to see patients in such an advanced stage. Even in Ho Chi Minh City, they are not so big, but small Japanese society, so the oral hygiene students visited Japanese kindergarten there. They did oral health education and tooth-brushing instructions there. The students also visited a school for handicapped and taught *origami* and how to brush their teeth.

Now, I will move on to the dental training program in Australia. We provide our students with a program visiting University of Melbourne and University of Sydney. But this is only for final year – sixth year students.

Beside exchange programs, we also try to develop learning materials. This is one example of learning material that we have developed.

This is a history of Global Retreat. We already held five Global Retreats so far. This is the first year Global Retreat. This is the second year, 2013, Global Retreat. This is Global Retreat held in Indonesia. This is the last year, 2015. This is this year's Global Retreat. We had a great time at University of Tokyo's Seminar House in Chiba. They wore beautiful traditional costumes.

Then, I would like to move on to what we have achieved. I would like to show you the results of a questionnaire. Every time we accepted a student from foreign countries or every time we sent a student to abroad, we asked the student to fill in the questionnaire. The total number of subjects to enroll this questionnaire survey is 40 from TMDU and 113 from overseas; Thai, Indonesia, and Vietnam. In this questionnaire survey, same questions were asked before and after the program. We compared the changes of students' perception about themselves or their universities. This is one of the results.

This is before participating in the program about their English competency. We asked them to evaluate their English competency. The scale is from 0 to 10; 10 is the highest and excellent, 0 is the lowest which means poor. Blue indicates Japanese students and green indicates overseas students. This is before the program. Overall surprisingly, Japanese students

evaluated their ability, statistically lower than overseas students. In this graph, overseas students include Thai, Indonesia and Vietnamese students. I did not show you the result by university. By the way, can you guess which university's students scored their English ability the highest? Indonesian students, they scored the highest. This is the graph before and after the program. This is TMDU students and this is overseas students. Overall after obtaining the program, self-confidence improved. Even though Japanese students scored very low, but after participating in the program, their self-confidence in English communication improved greatly.

This is another graph. This is a comparison of TMDU and overseas students after the program. Still TMDU students scored their English ability very low.

I will show you another data. This is the result of Japanese students. They sat for TOEFL-ITP test two times. Baseline is the score when they enrolled in TMDU. This top column shows the students who participated in the outbound exchange programs. This lower column shows students without experiences of outbound programs. Students who participated in the outbound programs, their scores improved significantly. On the other hand students who did not join the program, their score become lower. By participating outbound programs, their English ability indicated by TOEFL-ITP score improves greatly.

Finally, I would like to explain the goals and the achievement of the programs. In our program, we aimed at improving English ability. English competency among students improved through communicating with local students and staffs in English. Our second goal is promoting cross-cultural understanding. Students would understand different country's cultural, custom and respect for cultural differences. They also deeply understand their own cultures too. Third, promote understanding of oral health situation and problems of visiting countries. Student could learn oral health situation and problems by lectures, visiting hospitals and community health centers. Fourth, commitment to lifelong learning, the program motivates students for further studies. As they are still young, so they do not know about lifelong learning, but anyway we believe that we could promote and motivate students. Fifth is to get international viewpoints and motivate students to become future dental leaders. Student could cooperate with each other and learn how to solve problems together. This is our goals and what we have achieved.

Thank you very much.

Dr. Yuji Ishida

Thank you very much Dr. Takehara. Now, we will move on to the next presentation. Our second speaker is Dr. Dong Thi Kim Uyen, an international student of TMDU Ph.D. course and previous participants of this program from Vietnam. Dong-san please.

Dr. Dong Thi Kim Uyen

Hello everyone, to all the professors and the staff of Ph.D. students and to all the attendees of this year program. My name is Dong Thi Kim Uyen. I am now second year Ph.D. candidate of Department of Orthodontic Science.

Today, it is my honor to tell you about my journey to become a Ph.D. student in TMDU.

My presentation contains a lot of research, but I know that you guys are already tired, so I hope you would not sleep in my presentation.

My story started 3-1/2 years ago in March 2013, when I got the chance to participate in the first exchange program between TMDU and my university. Thinking back, it was a milestone in my undergraduate years because I got a chance to experience great things more than I expected. During the trip, I made lots of friends from different nations. We worked with them as a team to discuss about how we could develop dentistry and make dental education better. Because English is now secondary language in my country, it was also a good chance for me to practice my English.

Besides, gathering a lot of students from various countries, the program helped us to learn about each other cultures and also give us a chance to experience some interesting Japanese cultural activities. Here, we went slowly picking.

About the education activities, I got the opportunities to practice some simple experiments in the laboratories and observe practitioners in the Dental Hospital. We were also explained how basic science research contributed to the clinical aspects, which really left me a strong impression of the program.

Then, how did the program change my perspective? Honestly, before the program, I kept wondering myself that what I should do after graduation. Should I work straight away? Then, should I work in a hospital or a private clinic? Or should I continue my postgraduate education? Should I do that in my home country or go abroad? After the program, I got the answer for myself that I want to continue the education in another country. Maybe many of you will wonder why. I have three reasons for my choice. First, I would like to learn more about how basic science research and clinical aspects contribute to each other, because during my undergraduate years, it was almost about clinical. I used to think that basic science research had nothing to do with the clinics, but after the program, I did change my mind. Second, I would like to adopt new knowledge about new materials and techniques of my favorite subjects that is Orthodontics and also my major right now. Finally, I want to learn about how a dental university in another country organization is different from my university. How they balance between the curriculum, the research and clinical sections?

With these reasons, I applied to be a Ph.D. student in TMDU. During my first year in TMDU, I write the proposal for my research and also do the clinical assistance in the clinic and attend the seminars every week. Also, I was able to learn the Japanese language, make a lot of new friends, go travel and experience some more interesting Japanese cultural activities.

To ask you guys to attend this year trip, I hope you can make a lot of friends, learn new knowledge and get the direction for your future career after

graduation. If you decide to attend TMDU, I hope to see you soon, but for now, enjoy your trip.

Thank you for your kind attention.

Dr. Yuji Ishida

Thank you very much Dong-san. We will welcome the next speaker. Next speaker is Dr. Prima Buranasin, an international student of Ph.D. course and one of the previous participants from Thailand. Prima-san please.

Dr. Prima Buranasin

Good afternoon, everyone.

First of all, I would like to thank Global Affair's TMDU teams for organizing this meaningful event for undergraduate student to experience the Japanese study life. It is my pleasure to share my impression and experience from this training program too.

It has been 2 years already since I was a selected participant of this program like you guys. It was such a memorable and life-changing occurrence. I hope you guys can feel the same as me. Here are the activities that I participated back in 2014. I guess it was a little bit different from you guys this year.

Apart from visiting several departments, there were tooth carving, wire bending competitions, Research Day and national symposiums. These activities were very rare and beneficial to come by. As a result, I have developed my academic skill and also social skill altogether.

There are several departments in this dental hospital that I cannot see in my university or in my country such as Orofacial Pain Management Clinic, Sport Dentistry, Fresh Breath Clinic, Gerodontology, Oral Rehabilitation, or Maxillofacial Prosthodontics. I did not only just expand our knowledge in academic and practice, but what I gain is much more than that. We exchanged cultural differences and share our experience as a dental student. I have come to realize that friendship is beyond borders. Even I only spend 2 weeks, but I am so happy that I can make new friends from many countries, like Japan, Vietnam and Indonesia. This is a great opportunity to build a network between international students. Even it is just 2 weeks here; you can see that we can build the friendship.

I have experienced Japan in several aspects such as Japanese culture, food and way of life. Being here for 2 weeks influenced me to adapt myself towards Japanese fast moving routine. Especially, I love traveling around Tokyo. Moreover I was impressed with site seeing and meeting plenty people and I appreciate multicultural environment in this program. All in all, it is totally considered as priceless experience for me. I was impressed with the Japanese's warm hospitality. All the students and everyone that I have met in this program were very kind and helpful. After gaining some insights on the clinical work here, I decided to apply for further studying here. After I came here, I came to realize the importance of conducting

research, because it is contributing to giving the better improvement of dental clinical work too.

As you know that now I am studying here, I am a second year student in Department of Periodontology in this university, you might wonder how is my life here as a Ph.D. student. This is the photo of my department, Periodontology Department, is a very big department. You can see from the picture. In the middle of this photo is my professor, Professor Yuichi Izumi. He is so kind. He takes care of all students wholeheartedly. All the members in my department I can say that they are really helpful and friendly. I am so thankful for their warm understanding and welcoming.

In my Department of Periodontology, we have 5 research groups; first is investigation of pathogenesis of periodontal disease; periodontal regeneration; application of lasers in periodontal therapy; also we try by the relationship between systemic diseases and immune responses against periodontopathic bacteria and also clinical research.

This is why I came here, of course, studying. But beside studying and conducting research, I have so much fun making friends here and there. Your life will become easier when you have friends, is not it? You can see from my photos. Every day is a new day of learning and appreciating the Japanese culture. I think my Japanese gets a lot better when I am hanging around with them. They all are so kind, patiently teach me and make me feel not left alone.

I also think that I can practice my English too because in our university we have a lot of international students. This multicultural environment shapes me up into a better person in aspects I can tell. Actually, conducting research is somehow hard, but it is not too hard to forget enjoying your life while you are here. Traveling and exploring Japan can be one of the strongest motivations to keep going on. This might be what you guys think I am doing, but actually it starts from autumn. If you can stay here until November, you can see beautiful red leaves. I do not know how to explain but it is so breathtaking. Winter is all about the snow, ski trip and upper right side is illumination, you can enjoy everything. Spring is for adoring all kinds of flower, of course, sunlight, many, many flowers. Summer is the best season for tasty food and firework. You can also make the cartoons.

Finally, what I love most is Japanese food in every season. This one, because I am one who like cute things and if you say, that is me, you like cute things, in Japan you can enjoy many, many characters have been here and many cute stuff here.

I would like to say that after all, please appreciate every minutes of your time here. I can guarantee that it will be a refreshing opportunity for everyone, so please make the most out of it.

Even when you feel lost from time to time, I am pretty sure that you will grow a lot and learn a lot if you study abroad.

Hopefully, I will see some of you guys next year.

Thank you very much.

Dr. Yuji Ishida

Thank you very much for your presentation and many nice photographs Prima-san. We will move on to next presentation. The next presentation will be made by Dr. Lia Kartika Wulansari, an international student of TMDU Ph.D. course and a previous participant as supervisor from Indonesia. Lia-san, please.

Dr. Lia K. Wulansari

Good afternoon. Thank you for the opportunity given to me. My title will be 'TMDU Dental Training Program: Where Are We Now.' I understand that the program has 5 years span and this year unfortunately will be our fifth and the last program. Hopefully, it will continue. So let us try to release some of the memories. I believe this is the first year, as you can see everyone looks very young and happy. Beautiful and handsome and of course still leader. At 2013, it was my first involvement in the program as an accompanying faculty member. I was here to accompany my students. It was a very valuable experience for me. It had opened my eyes, giving me input as an educator point of view. There were always taken messages coming from this program that we can take home and we can further elaborate at our home faculty.

This is from 2014 program. This picture is from 2015, where Japanese students came to our second new campus in Depok. They did some activities in our new facilities. I believe, the following month, the Indonesian students came to TMDU. They all look like happily and eagerly joining the program and enjoying the whole schedule. This is just this year. A few Japanese students came to my country. They all look very excited in sharing stories and new friendships to look forward to. These pictures were taken in the last weekend as we can see here the interactions between delegates. This will also open the participant eyes, giving them references, to see and think beyond what they already know. This program gives so much opportunity for these young minds, our students and experience new references for them.

What are the strong points of this program? We believe we should invest in our youth. This program will give good opportunity for these young minds to open their eyes and broaden their horizons in gaining new perspectives. I believe there is no such thing as perfection. This program gives us the opportunity to learn from each other and the whole experiences in turn will help us to better ourselves. In return it prepares us to face future challenges.

What can we hope from this program? Of course, we hope that this program will continue in the future. This program will lead to future collaboration to further education or experiments on academics and also encourage students to study hard and further advancing their skills and knowledge. I believe in building in each other and together we are going to be strong.

I would like to also carry a message from dean of faculty of dentistry, University of Indonesia that this program, it will give a very excellent experience for the students in terms of broadening their horizons and see for themselves how things are done in other countries. Also, this program is able to facilitate in building their confidence to compete in a constructive way, of course. We hope that this excellent program will be continued in the future.

I would like to use also this opportunity on behalf of the faculty of dentistry, University of Indonesia. I would like to express our gratitude to be included in the program. We highly value and appreciate the team behind it who put out so much hard work and effort for this program to succeed. We would like to thank you so very much. You all have done Japanese, good job for us all.

Thank you.

Dr. Yuji Ishida

Thank you very much for your presentation Dr. Lia. We will go to next presentation. The next speaker is Dr. Nathawut Kaewsutha, Associate Dean of Srinakharinwirot University from Thailand. Dr. Kaewsutha, please.

Dr. Nathawut Kaewsutha

Good afternoon everyone, this is different from the four presenters because my presentation is focused on the faculty staff aspect. This year, this is one time that I have come to join full program of the international exchange program. This is my school, Faculty of Dentistry, Srinakharinwirot University. My faculty just had a MOU with TMDU in 2010. This is Professor Tagami coming to my university and signed with my dean Narongsak sensei at that time. At that time, we did not have more activity about collaboration between two universities. In 2012, we had first activity (Outbound program) for the first Japanese dental and dental hygienist students group coming to my university. You see some people here. That Guy!! You will meet him in the first day at the meeting room. He graduated from TMDU and now, he is post-graduate student in Orthodontics department at TMDU and also at that time I have chance to meet many TMDU professors at SWU, that was first time of my school that got experience from some foreign students at my school. After that year, we still did not have inbound program. We just started in October 2014. It was the first time that we sent some students coming to this university. It was the first time from my university. But this is an interesting thing that my students who got selected were good people into this program. We select the first batch after we had six students coming to this university. We had many process to select them into this program. We had interview and contests before coming to this university.

I get some feedback information from my students because of at that time, I am a Vice Dean of student affair and continue to the Vice Dean of Administrative affair and Head of the exchange program. It's one of the elective subject in my SWU curriculum, also, that is the reason that why my duty is to evaluate the outcome of program. I have to give a score for them and give a credit for them also for this elective subjects.

For the first batch, we know that this is the first batch from my school, Srinakharinwirot University, we have six dental student participants. Activity at that time is like visiting hospital and campus, wax carving and wire bending contest and Japanese culture experience. I will show a little bit about at that time. This is the Hospital and Campus Tour, Research Day and Dental Company Visit. This is wax carving and wire bending contest, Laboratory and Clinic visit. This is International Cultural Show that we have seen before.

For another year, it has changed a little bit. In 2015, I read from the report the program exchange a little bit to see the activity at that year was changed from 2014. The activities like wax carving and wire bending contest were skipped. We added on in the Teamwork activity. That is a good one. I like it. I want to share some point from my opinion. Programs at that year were International Research Day and Dental Company Visit and teamwork activity, that somebody in this room, you get drawing. I like drawing. I had a time to interview a student who came back to Thailand. I asked them what the thing that you think was good one when you come back to this program is. They say that they think this activity is the best because they can write, they can draw the picture of the friends and some friends give the picture to them. Now, she brings that back, brings that paper into the hospital. Now, she graduated already and still keep this paper to her house. Also at that time, we had laboratory and clinical visits. This is the picture of International Cultural Show.

For this year, we will talk about that. We have 6 dental students for this year. This is the same picture that many before used this picture. (Global retreat program Pic) For my opinion, I appreciate these activities also. I have one experience to enjoy the exchange program at Chiba. This is a direct experience for me. Also every activity that you are doing is promoting the friendship and teamwork. One thing that was interesting for me, in the Sunday night, after I come back from meeting with Professor Tagami, I meet all of you in one small room, drink together, sit together, and talk and share together, and also play game together. I think that is a good point for success, because it is not set up in officially schedule. We have no schedule at that time, but you can collaborate together and can talk together, can eat together and play games, okay, but some game is not interesting but okay. I think this is good evident that is success point, if you make collaboration and we can join together and we can talk with other openly, you are free for talking, I think this is a good one. It is an important point that you should put in every program.

(TMDU BLUE SHIRT PIC) I like this also because TMDU uniform is very nice. I like this very much. Many people want to buy it, but no, this is for me only. Then, for summary I have an experience about this program. I think, in Japan, we have new technologies, we have new innovations and everyone trying to see everything and that is interesting for everyone. I think everyone will get it and appreciate on that, also in the Research Day. I think in Japanese side, the Research Day is the best. We really think that it is an important thing that we should do. That is the second thing that I think is very good, what you get from the program and teamwork activity

it creates like a relationship skill between our students in many countries or the leader of that, somebody in that group may be in the future, you will academy staff. Maybe, you are another – you are a Dean of some dental school on your own country. I think in the next few years, when you come back to this university, may be to another position and lead your country. In my opinion, because I am not the student that joined the program, but from my view of the lecture of my current staff, I think people can experience very well. But the best thing is not focused on competition, because the competitive environment is not good. You have a chance to go abroad to another country, the thing that you should get from this time is the friendship not just competitive atmosphere in my opinion and I did not think that competition is good. I think the time for sight-seeing, the time for travelling Japanese exploration is important because if you have time enough, we can get the friendship. We can get like Japanese students and foreigner students can go together with some friends in Japan and make friendship and the collaboration in future.

I have the suggestion for the program in the future is 2 week is too long, maybe 1 week of exchange program is possible in the future, and to focus on the main relationship of the students. I will say this again and again that Teamwork activity is the best activity of this program for me, thank you for your attention.

Dr. Yuji Ishida

Thank you very much for your presentation and good suggestion Dr. Kaewsutha. We will move on to the final speaker of the symposium. Speaker is Professor Ikuko Morio, the professor of International Affairs and Dental Educational Development at TMDU, and an internal evaluator of this program.

Professor Ikuko Morio

Thank you Dr. Ishida and good evening. Getting late and getting tired, I think. So far the presenters said everything was very good – almost very good. But I am representing the evaluation committee, though I am pretty much an insider here. I would like to say some comments, representing the evaluation committee of this 5-year project. This is a 5-year project and the money comes from the Japanese government. We need to evaluate what we have done so far. Of course, this 5-year project has not terminated yet. Maybe within this fiscal year, we will welcome more students from Sydney. We are sending TMDU students to Thailand and also to Vietnam. But anyway, it is almost done. At this stage, we would like to see what the evaluation committee members thought about this project.

Why do we need to evaluate our project? Because we got money from our government. Nowadays, of course, if we need the money from the Japanese national tax payers, we need to evaluate. Otherwise, we cannot get or spend any money. We need to show the money gained from our government was used wisely for the benefit of something.

You might have heard the evaluation is done in two ways. One is the formative way. This is for improving the project. In the first 1 or 2 years, the evaluation committee has done this kind of formative evaluations. Then,

based on this evaluation, I think this project has improved very much. Second one is summative evaluation that is to make decisions of some kind. Of course evaluation committees' decisions, I do not know what kind of results this might have, but anyway once a year the evaluation committee meets, especially during this dental training course at TMDU. As you know on the very first day Dr. Takehara said to the participants "please read the goals of this project". Have you ever read? Everybody?

These are the goals. Then, the evaluation committee first met, well, actually these goals were not clearly indicated in the first 1 or 2 years, that is true. From the year 3, the participants should know these goals, otherwise, they would never know what they should try to accomplish. I suppose that this year's participants had read these goals and then based on these goals, you behave day to day.

Suppose, if you were in the evaluation committee members, what would you do? You need to evaluate this project has these goals and these goals are met. We need to have some yardsticks against which we evaluate. Have you heard about this word, KPI? It comes from the company management, Key Performance Index. If you can express in terms of the numbers, what are the KPIs for these goals? For example, as Dr. Takehara said that we have the data on how many students we have sent to our partner schools and also we have accepted how many students from our partner dental schools. It is quite easy to have this kind of numbers. But, for example, if you prove that this project really helped students improve English abilities, what are the KPIs? Of course, the TOEFL scores before and after these 2-week program can be KPIs. All of you know your TOEFL scores? Most of you know that your TOEFL, nowadays in iBT out of 120, how many you got. After participating in this program, your TOEFL-iBT increased or not. That can be the KPI for this English ability improvement item.

What about this one, 'to promote cross-cultural understanding?' Should we give you some kind of tests on cross-cultural abilities before and after this project? It is really hard for the members to evaluate these goals. The understanding on the overall health situation in each participating country, and the goals number four and five are quite difficult. Lifelong learning, are you a lifelong learner? How can you prove that you are a lifelong learner? Of course – I suppose last Sunday you discussed what ideal dentists are like; maybe, through that discussion, lifelong learners might be one of the keywords, because the dentistry and medicine are improving year after year, so as far as you continue to work as a healthcare professional you need to learn, you need to continue to learn. You need to be a lifelong learner, but how can you measure whether the students, participants of this program can become lifelong learners and the leaders? I hope that one of you might become a leader, for example, the dean in a dental school someday, I truly hope so. But it really depends on how you define leaders. It can be dean of a dental school or can be the president of a local dental association, anything. The dentists are, of course, the leaders of the dental clinics consisting of hygienists and technicians. So it is really hard for us to evaluate this project against these five goals.

These are the members; Professor Clive Wright, he is here with us. Professor Songpaisan from Thailand, and Professor Pae, he is an orthodontist. Professor Uoshima is professor of Prosthodontics from Niigata University. Another professor is Professor Kataoka from Showa University, which is one of the private dental schools, specializing in dental professional education. And me, pretty much insider here and from time to time Professor Kawaguchi participated in this committee meeting as an observer.

The good thing is that we have comments and suggestions from the meetings, we can immediately improve the next years' program. In the first 2 years (2012, 2013), we asked the members to evaluate based on the four-point-scale for these four items; importance of the goals, appropriateness of the methods, possibility of attaining the goals, and contents of international symposium. Everybody agreed that these five goals are very, very important. How about the methods? Out of 4, we got 3 or 3.6, this is of course very important. Our possibility of attaining these goals, goal four and goal five, are a little bit difficult to define. The score is not very high, but still the overall scores are quite high. During the dental training program, every year we have this international symposium. We also asked about the contents of international symposium to see if it is really appropriate.

Then, from year 2014 to 2016, we evaluated the project against these five goals, and the score for cross-cultural understanding are quite high. Lifelong learning, this is, as I said, very difficult to evaluate, but anyway thanks to the reports written by your seniors, the members can guess maybe they are learning the importance of lifelong learning. Most of these participating students understand the role of leaders through their activities. These are the overall scores out of four.

There are lots of suggestions and comments on these five goals. Goal 1 is about English abilities. Dr. Takehara indicated that before and after participating in this program, most of the students are more confident in their English abilities after participating in this program. Including TMDU students English is not our mother tongue. In our day-to-day work, we do not have to speak English. But through this kind of our exchange programs, our students are forced to use English. That might lead to more confidence in their English abilities. But again, it is really difficult to estimate improvement objectively as this requires measurements before and after this experience. Maybe, you need to divide the students into the participating group and non-participating group, measure their English abilities exactly before and after this program, and compare. We did not do that, but you have some data about this issue. I am sorry, some research is being conducted by TMDU, major outcomes from TMDU students involved in this program. Maybe, TMDU's students total score improved significantly. That is good news. This is about English abilities.

About Goal 2, the cross-cultural understanding, again, this is sometimes difficult to demonstrate objectively. However, during their social contact with the international students or visiting other countries, they might have more or less observed and understood during their communication and sightseeing. Likewise at the cultural night events – did you enjoy that?

Dancing too hard? They experience the cultural entertainment from each other. They are learning and we, the evaluators are quite sure that they appreciate the difference in cultures. They are positive in understanding different cultures. Of course, the external evaluators cannot follow you all the way, so they just talk to some of them and read the reports written by your seniors and then guess. Written summaries of student experience are a good source of information from the students. Generally speaking, their cross-cultural understanding might be improved through this kind of projects.

Goal 3, to understand oral health situation and problems of the visiting countries: In our evaluation committee, we have the oral public health specialists. They are very strict. They really scrutinize the content of this dental training program. Sometimes there are not enough elements related to that and they said they need to include more elements in this aspect. Through these mini-lectures in the morning, some other lectures, and laboratory visits, the evaluators hope you can get some oral public health situation in this country and other participating countries. There are little opportunities to explore whether exchange programs had provided a broader public health appreciation of different systems. These are some of the comments from the evaluators.

Goal 5, Commitment to life-long learning, is really hard to evaluate for the evaluators. This goal might be applied not to the students but rather to accompanying faculty members. The visiting faculty members also learn something from their perspective in this lifelong learning and since they receive a chance to broaden their current position of dental teaching and research at TMDU. This is for students and also faculty members. TMDU students visited Melbourne and Australia noted the legislative requirement for mandatory professional development. They noticed some differences between Australia and Japan. All participants demonstrate through their personal experiences, their commitment to research and further studies so that might lead to some motivation to become a lifelong learner.

The final one, Goal 5, is the goal to understand the roles of future dental leaders. This is very difficult for the student level. By observing you, for example, you show very clearly the leadership values. What do you think about this leadership role? Because you have experienced in some group activities listening to the different opinions, and then somehow making some kind of decision, making presentations, making a consensus. Such skills are very important to become a leader. I hope you appreciate these kinds of leadership values.

These are the comments of our evaluation committee. This whole project received a mid-term evaluation when 3 years passed. This was done by an organization, called Japan Society for Promoting Sciences. JSPS is a public organization under the Japanese government. The overall evaluation was 'S.' 'S' is better than A, so the best one. But there was of course room for improvement. I do not know how was your experience today visiting some labs at TMDU, but we honestly said in the report that some TMDU faculty members' English was not very good. Even if they tried very hard to explain

something, the visiting students could not understand what they were talking. Did you experience that? It was okay?

Female Participant

It was okay.

Professor Ikuko Morio

Okay, alright, but we did see English ability of the TMDU faculty is not necessarily so good. These comments were back to our faculty and then they realized they need to do more efforts to improve their English abilities. Some English courses are now offered for faculty. That is one example of positive things we have gained through this project. All these are many comments from this evaluation panel, but some of these are very good comments, thanks to the kind cooperation from our partner dental schools.

Concerning some comments from this panel like "what is the difference between the bilateral and multilateral exchange scheme", we think that multilateral scheme is better than the bilateral one, because you can learn from not only one country but also from many countries. It is very special to have students from many countries at the same time.

There are the comments about the contest. In the first few years we did contests like wire bending or tooth carving contests. We thought that this might be fun for participants, but for some schools or some students it caused too much stress. Then, we quit that. Instead we have more fun activities like drawing your friend's portrait and such kinds of things. We have made lots of improvement. Overall the international students' network with a broad view of global environment and cultures has been communicated through the international students, which will be important for future global oral health aspects.

Last Friday when the evaluators met, we invited students, undergraduate and graduate students including Dr. Prima and Dr. Dong. These are the pictures. This project ends this fiscal year. We need to further the network built through this project. Also, we need to follow-up what the past participants in this project are doing after, say, 3 years or 5 years. Hopefully, some of you become, not dean, it is too early, but some might be TMDU students, some might become the faculty member in your country. We need to do some follow-up studies.

Not as the member of the evaluation committee but as one of the faculty members of TMDU, I would like to say TMDU has gained lots of experience and insights through this project.

Thank you very much for your very kind attention.

Dr. Yuji Ishida

Thank you very much Professor Morio. Six presentations scheduled are all finished. We would like to move on to the question and answer session, but we have just few minutes for discussion. I would like to have several short comments or questions from floor. Do you have any questions or comments? Please.

Male Participant

Yes, thank you very much. On behalf of the Indonesian delegations, I would like to share my gratitude for all the information that has been given to us and for hosting this kind of opportunity. This kind of program really broadens our minds to a very great perspective that is quite different than we find in Indonesia. We really hope that our delegation will be such an advantage for the TMDU students too, just like what the goals has stayed before, like increasing the English abilities. We really hope that we can have people or our friends here, we are very glad to meet all the Thai people or the Vietnamese people here. We are very happy to introduce our culture to all you guys, thank you.

Dr. Yuji Ishida

Thank you very much for you contribution. Any other questions or comments? Okay, if there is nothing, I would like to...

Dr. Sachiko Takehara

May I have one question?

Dr. Yuji Ishida

Yes, mic to her please.

Dr. Sachiko Takehara

As we mentioned that this year is the final year. We are afraid that from next year, the amount of support from the Japanese government will decrease. That means that students this year, they have got lots of support from the Japanese government, but from next year not so many support. Do you think that your junior students visit TMDU, even though the support is not so much? How do you think about it?

Female Participant (Indonesian student)

Thank you. I would like to answer **the** question. Actually for me and for my friend here, I think that our university student will be really glad and they are really interested still joining the program even though the support will be decreasing. Also our dean says that she will likely to be trying to participating in the resources, so maybe our faculty can join in supporting the students so they can come here.

Dr. Sachiko Takehara

Thank you. That is good news.

Female Participant (Thai student)

From Thailand, as I just discussed with my friend, I think the importance of this program is not finance, as we cannot find an experience like this. This program provides us with very valuable experience including academic space, many friends, and students' connection. We can expand our experience and perspective here. This is like we cannot compare with that money, it is much more valuable. Thank you.

Female Participant (Thai student)

Another voice from Thailand. In my opinion, experience I have got here was priceless. We cannot find an opportunity like this – to visit TMDU like this. I think anyone will be glad to come here regardless of support. There are many juniors who ask us about this opportunity like how can we get here, how can they get here also, so I think with all the support, there are many people who are interested in this program. We will say that it is very worth for coming. Thank you.

Dr. Sachiko Takehara

Thank you very much.

Male Participant (Vietnamese student)

Hello everyone, I am from Vietnam. Students from my university are really willing to participate in this program because TMDU offers us a chance, there is only one, there is no second opportunity. I am very appreciative about that. I learned Japanese for 2 years just to join this program. I think there are lots of students in my university who have the same passion as me. That is what I think. Thank you so much.

Dr. Yuji Ishida

Thank you very much for your encouraging comments. I essentially close this symposium. Thank you all presenters for your contributions. We would like to offer certificate of appreciation from Professor Tagami. Professor please.

Professor Junji Tagami

Good afternoon, everyone. I am very happy to have very excellent lectures from all the participants here and also the comments from your older students. It encouraged me very much. Even though the support from the government will be decreased next year, I made up my mind to try to find more fund. We cannot trust the government anymore. We can ask another kind of better fund from dental industries and alumni society and so on. We will do our best for the future. I hope all of you to do your best to support this program in the future.

Then, I will present Dr. Nathawut Kaewsutha from all of us sincere gratitude for your presentation at international symposium 'Developing global Health Leaders', Tokyo Medical and Dental Universities. Thank you very much.

(applause)

(present certificates of appreciation to other speakers)

Dr. Yuji Ishida

Thank you very much Professor Tagami. In closing, I would like to ask Professor Clive Wright, University of Sydney, and one of our external evaluators of this program, to make closing remarks.

Professor Clive Wright

Thank you very much. It is very difficult to make a closing remark to capture all the excitement that you have so far and all the excitement that you are going to have the next few days. What I want to do is to take one element of what people talked about in your experience and that is the need

to develop dental leaders. More than ever before the world and each of the countries need strong dental leadership. Profession, academia and in our community, your role is going to be so important in providing leadership. There are three very important elements that this experience has given you. The first is taught you a little bit about ethics and standards. How ethics and standards are so important for us as dentists to put our patients and our community ahead of our needs. That is extremely important to understand that sort of ethic behind being a dental professional. The second point is that your decisions that you are going to make as dental leaders have got to be on evidence-based. Not just what you think, not just what you have heard, not just what you have seen on television, but on a strong scientific evidence base.

That means the science of what you are learning is so important to allow you to make those very difficult decisions. Sometimes professionals have to make decisions that people do not like, that might be different from all the other things, that might be different from what has happened in the past, but if we make it on sound evidence based, then learn good standard. The third and the most important thing I think that what you have highlighted is cooperation. Too much noncooperation, too much competition just for the sake of competition, the competition is important. It drives us. It motivates us. That is important but what is more important is cooperation and collaboration. This must be not only on the national level. In international level within the population, we have lots of different competing needs and we have got to cooperate to solve the problems. We have got to cooperate at international levels.

One of the things that this experience has given you is how to become a leader in a global environment. If you can take away some of those three important things about ethics, about standards, about evidence-based, and about cooperation, then you have done very, very well. Please join with me in thanking both TMDU, all of wonderful staffs and sensei and also just it is a good symposium, thank you to the Ministry of Education and the Japanese government for their contributions. I think that is enough.

Dr. Yuji Ishida

Thank you very much Professor Clive Wright. I would like to conclude this symposium. Thank you all presenters for their contribution. Thank all the audience for your kind attention. Thank you again.

平成 28 年 10 月 21 日発行 東京医科歯科大学
大学の世界展開力強化事業運営委員会
「国際シンポジウムⅦ」ワーキンググループ



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