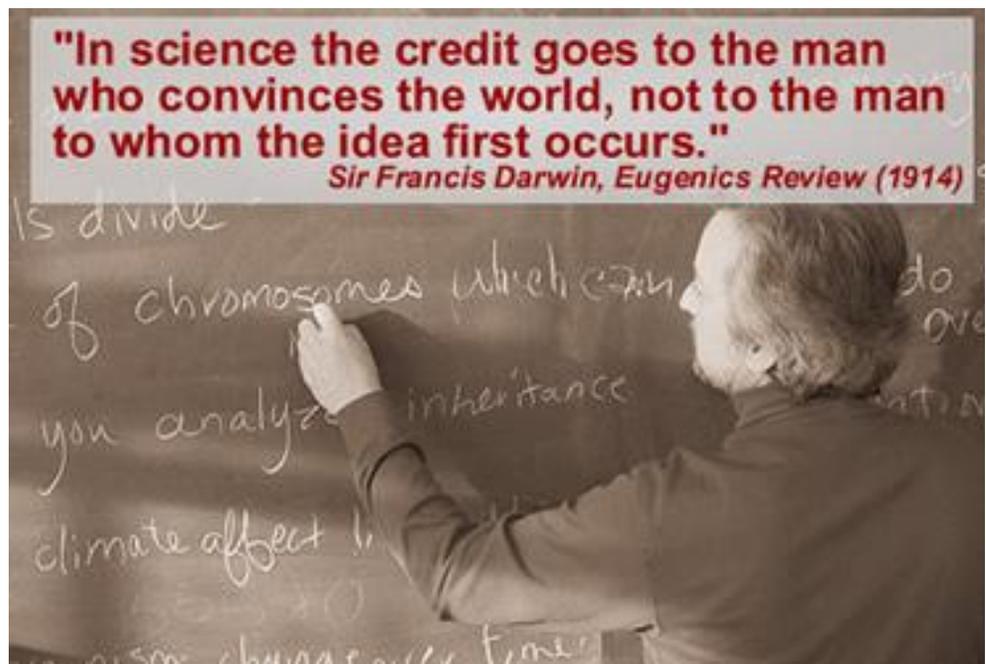


**2012**

# IEEE PCSJ 1st Technical Meeting



Tokyo Denki University

6/16/2012

**About the Chapter:** The Professional Communication Society - Japan Chapter (PCSJ) is Japan's leading society on scientific, technical, and professional communication practices. The Chapter holds regular technical meetings, workshops, and an annual conference.

**Chapter Officers:**

**Chair:** Debopriyo Roy (University of Aizu)



**Vice Chair:** Pauline Kawamoto (Shinshu University)



**Secretary:** Kevin Cleary (Tokyo Medical and Dental University)



**Treasurer:** Terumi Miyazoe (Tokyo Denki University)



**Webmaster:** Laurence Anthony (Waseda University)



Saturday, June 16, 2012

Building 1, 2nd floor, 1215 seminar room.

Tokyo-Senju campus – Tokyo Denki University

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# Schedule

1:00 pm – Registration, PCS-J Technical Meeting (Members: 1,000 JPY, Non-members: 1,500 JPY)

1:20 pm – Opening Speech by PCSJ Chair

1:25 – 2:10 pm – 1<sup>ST</sup> Keynote Speech: Designing UX design workshop for IT developers in Japan

- ***Toyohiro KANAYAMA***

2:15 – 3:00 pm – 2<sup>ND</sup> Keynote Speech: What Properties Make Scenarios Useful in Design for Usability?

- ***Kentaro GO***

3:00 – 3:20 pm – Coffee Break

3:20 – 3:50 pm - What about English motivates science students?

- ***Mathew APPLE***

3:50 – 4:20 pm - Educating Saudi Female Students: A Retrospective

- **Anna DANIELEWICZ-BETZ**

4:20 – 4:50 pm - Promoting English Education to Incoming Japanese High School Students

- **Kazuaki YAMAUCHI**

4:55 pm – Meeting Closes for Non-Members

4:55 – 5:20 pm – PCSJ Chapter Business Meeting (Discussion on upcoming chapter activities, report at the Japan Council, other business)

5:30 ~ informal after-meeting Dinner (To be decided later)

# Abstracts

## Designing UX design workshop for IT developers in Japan

Presenter: Toyohiro Kanayama

Conducting some workshops is one of the effective ways to utilize UX design methods to IT development organization. In this presentation, an overview of UX design process and methods described in a book “An Introduction to UX Design (published by Nikkei Business Publications, Inc.)” will be introduced. And it will be shown that how to conduct workshop for Japanese IT developers.

1. Demanding needs for applying UX design in IT development fields in Japan

2. Overview of UX design workshop

- Process of UX design in the workshop

Introducing overview of the UX design process and methods.

- User research

Introducing user research methods to gather user needs and requirements

Example of Contextual Inquiry will be shown.

- Developing personas and scenarios (Group work)

Describing persona and scenario methods for modeling user behaviors and user goals. Creating personas and scenarios by analyzing prepared interview memo.

- Creating storyboards for the personas and the scenarios. (Group work)

Designing the best story to achieve user goal based on created personas and scenarios into storyboard. It's important to describe user's intention and impression using the system to design.

- Creating solution ideas by sketch

Sketching many ideas of screens based on created personas, scenarios and storyboards.

3. How to utilize UX design methods in IT development organization

## What Properties Make Scenarios Useful in Design for Usability?

Presenter: Kentaro Go

In this talk, we discuss heuristics of scenario for designing usable products. From a structural viewpoint, a similarity exists between the definition of usability in ISO 9241-11 and the concept of scenario for designing a product, which suggests what elements a scenario should include and how designers should incorporate it into a human-centered design process. Particularly, this talk presents the argument that a scenario should include what a user accomplishes, sees, hears, and thinks, and how the user does them so that designers become capable of evaluating the effectiveness, efficiency, and satisfaction of goal achievement from a usability perspective. This talk is a revised version of our HCI2009 presentation.

## What about English motivates science students?

Presenter:

Matthew Apple (Nara National College of Technology)

Science and engineering (S&E) students in Japan need English for their careers, yet they often struggle more than other students to stay motivated to learn English (Apple, Falout, Hill, in press). This study looks at the various motivations of 654 students ranging across secondary, tertiary, and post-graduate levels of education. In particular, it investigates the directional correlations among various theoretical non-linguistic factors of second language (L2) communication relating to the L2 Motivational Self System (Dörnyei, 2005). Developing an original Likert-style survey specifically for S&E students in English classrooms, the researchers performed item analyses and tested the reliability of the instrument. After testing a hypothesized model of motivation using structural equation modeling, ANOVA was conducted to examine significances between groups of participants. Preliminary results indicate that perceived social values about English and expectations about using English in the future relate directly with the motivation that one ought to be learning the language. There were no significant differences between the actual levels of education, but there were significant differences among students depending on their hoped-for final level of education. Based on these results, implications for teachers will be considered, as well as directions for future research.

## **Educating Saudi female students: a retrospective**

Presenter: Anna Danielewicz-Betz

In my presentation I will briefly outline the Saudi culture, strongly embedded in conservative Islamic and tribal tradition, and the social 'othering' of expatriates exhibited in various forms.

Based on my previous research, I will illustrate 'othering' of foreigners, especially of non-Muslim (female) Westerners as a socio-pragmatic process by which one group is seen as "us" and another group as "them". In particular, othering speech acts will be discussed, as well as religious othering in the context of workplace communication, including work e-mails.

I will also talk about the Saudi educational system, the lack of 'educational legacy' and the gender-segregated university environment. These factors are crucial to understanding the transcultural teaching approach chosen, as well as the challenges encountered. Transculturalism is meant to promote openness of cultures to each other. It is a way for each individual to overcome determinations of his or her own culture and the confines of one's cultural identity.

This will be followed by a retrospective account of both tangible and intangible achievements in the course of my teaching experience in Riyadh; illustrated, among others, by student feedback.

In addition, a preliminary comparison will be made of similarities and differences in teaching Saudi and Japanese students.

## **Promoting English Education to incoming Japanese high school students**

Presenter: Kazauki Yamauchi

Student recruiting is probably the single most important reason contributing to survival of the universities in Japan in an era when student population is decreasing every year and in an unprecedented rate. That makes it very difficult for universities to secure good students and fulfill their quota of students. The decrease in application reduces the importance of university entrance examination as a screening procedure, because of the application-intake ratio. Also, the incidents related to the Great Tohoku earthquake has challenged University of Aizu in a way never seen before. For the University of Aizu, it is very important to recruit good and promising students from all over Japan, and especially undergraduate level students who are interested in English as well as computer science and engineering.

In this presentation, the presenter will describe how the University of Aizu is advertised at the national level. This presentation is a case study dealing with strong persuasive and rhetorical elements inherent in academic advertising. The persuasive structure revolves around informing potential applicants in high school, and the school administration about the university's special language situation where English is the working language in principle. This is a unique situation in Japan and one would imagine that it should be a strong factor contributing to applicants' decision-making process. Based on his experience, as a salesman of the University of Aizu, the presenter visits many high schools in Japan for promotion of the University, and will describe how he motivated incoming students to study English in the University. This talk will not only be useful for anyone who is interested in promoting English Education to incoming Japanese high school students, but also demonstrates the persuasive strategies that might work and get students interested in applying to the university.

**Speaker Bios:**

**Toyohiro Kanayama** is a UX evangelist at Mitsue-Links Co., Ltd. (UPA Bronze Sponsor). He has over 20 year software development experience, especially designing GUIs for engineering and business applications. He has been doing Usability/UX research since 2000, and has presented at a several international conferences (ECSQ2002, DESIGN IT! 2005 Pre-Conference, Technical Meeting on eLearning and Usability in Aizu University 2009, UX Masterclass in Chicago, UX Russia 2011 and USID2011 in India). In 2011, he was awarded for his activities involving the Japanese UX community and those in other countries. (UPA Service Award 2011)

**Dr. Kentaro Go** is a professor in Department of Computer Science and Engineering, University of Yamanashi and a director of Human-Centered Design Organization, Japan (HCD-Net). His research interests include Human-Computer Interaction and Requirements Engineering. He has been working on several research projects in HCI and RE including design of remote-controlled slit-lamp microscopes, novel touch screen interfaces, and tools and techniques for scenario-based design.

**Anna Danielewicz-Betz**, PhD is currently Assistant Professor at Centre for Language Research, University of Aizu, Japan. She has extensive teaching experience in both educational and corporate settings and is also affiliated with Ludwig-Maximilian-University of Munich, Germany. Her research interests include Critical Discourse Analysis, Pragmatics, Interdisciplinary Studies (e.g. Forensic Linguistics, Corporate Discourse), Management of Higher Education, as well as Leadership.

**Kazuaki Yamauchi** is currently a Senior Associate Professor and Deputy Director General at the Department of Student Affairs in the University of Aizu. He has a B.S. in Mining Engineering from West Virginia University, a B.S. in Mining Engineering from Iwate University, and a M.Ed. in TESOL from Temple University. After working in the field of international marketing with Moritani & Co. Ltd. For 6 years and Teledyne Japan for 6 years, he joined the University of Aizu in 1993 to work in research and management. His research interests include second language acquisition (SLA), English for specific purposes (ESP), program design and training for Industry and higher education, university management, international negotiation, and university-industry cooperation.

**Matthew Apple**, MFA (University of Notre Dame), M.Ed., Ed. D. (Temple University), is an assistant professor at Nara National College of Technology, Nara, Japan. He has taught at various levels of education in Japan since 1999, including junior and senior high school, undergraduate university, and graduate school. His research interests include ESP, individual differences, and second language vocabulary.

## Campus Map



5 Senju Asahi-cho, Adachi-ku, Tokyo 120-8551 Japan  
 TEL: 03-5284-5120 (General Affairs Section)

Nearest Station: Kita-senju

JR Joban line

Tokyo Metro (subway): Hibiya line and Chiyoda line

Tobu Isezaki line

Tsukuba Express line

\* From the Kita-senju Station (East Exit), one-minute walk to the campus.

\* From the Sekiya Station (Keisei line), seven-minute walk to the campus.

\* From the Ushida station (Tobu Isezaki line), seven-minute walk to the campus.