

# 2020 GAEF Report

*Yokohama National University*

**Creative topic: YNU in 2070**

**Special season: GAEF during Covid Crisis**

**Academic + Creative + Informative**

*a collaboration of*



# Message from Editors

**T**his year's GAEF program was in a different format to usual. The normal program is face-to-face, and it is customary to make presentations and go overseas to discuss with our undergraduate peers. However, due to the spread of the coronavirus this year, people are now using Zoom to hold meetings in their own homes. Therefore, there are a few differences in the preparation process. Various impressions arose from that.

**W**e create videos in team and distribute them on Zoom. In video production, although the subject was decided, there were no restrictions on the details. Therefore, the individuality of the team created a unique video that we were able to share. Reflecting on the different videos, I felt everyone's unique ways of thinking.

**I**t was important to utilize Zoom for interaction and work within the team. Before the pandemic, everyone gathered and discussed, and then the area of responsibility was decided in many cases. Of course, this time the order was reversed. On GAEF 2020, each person's area of responsibility was decided, and then discussions were held while matching each completed item. I think that my understanding of "teamwork" has deepened from a different process and production environment.

**I**n this report, the members of GAEF offer critical reflection on the whole experience, from coming up with story ideas, to presenting their scripts and films to the University of Technology Sydney faculty. We hope our experiences aid future GAEF participants in their own endeavors.

*Welcome to GAEF under lockdown*

# Content

A stylized graphic of a spiral-bound notebook. The notebook has a blue cover on the left side, a green back cover, and a yellow page. The pages are slightly offset, creating a layered effect. A pink spiral binding is visible on the left edge. The word 'Content' is written in a large, white, serif font across the top of the notebook.

**1**

***Brief introduction of YNU and UTS***

**2**

***Our hosts and guests***

**3**

***Participants' voices***

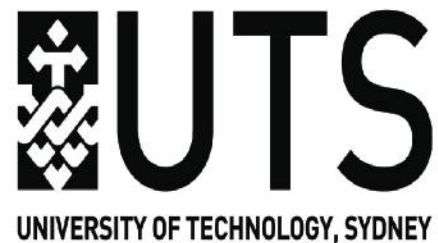
**4**

***GAEF 2020's timeline***

**5**

***A glance at past GAEFs***

# A brief intro to our universities



**T**he 7th Global Applied Economics Forum (GAEF) took place in October 2020. The program was a collaboration between Faculty of Economics at *Yokohama National University* and our partners in *University of Technology Sydney*. GAEF is a program for 3rd and 4th year students with experience of outbound study abroad, or experience in Euro-Japan Dialogue or Asia Dialogue. A project-based program, it challenges students to work intensively in collaboration with an overseas partner university.





# YNU

since

**T**he predecessor of the school was founded in 1876. It became a Japanese national university in 1949 by the amalgamation of Kanagawa Normal School, Kanagawa Youth Normal School, Yokohama College of Economics and the Yokohama Institute of Technology.

**T**he Graduate School of International and Business Law was established in 1990. The Graduate School of International Development Studies was created in 1994 and the School of Law in 2004.

1949

**T**he Faculty of Business Administration was founded in 1967. The university has master's degree programs in engineering (1962), economics (1972), business administration (1972), and education (1979). The Institute of Environmental Science and Technology was established in 1973 under the botanist Akira Miyawaki.

2020





# UTS

**T**he University of Technology Sydney originates from the Sydney Mechanics' School of Arts, which was established in 1833. In the 1870s, the School formed the Workingman's College, which was later taken over by the NSW government to form, in 1882, the Sydney Technical College.

**I**t was reconstituted as the University of Technology Sydney (UTS) in 1988, along with the incorporation of the School of Design of the former Sydney College of the Arts.

**I**n 1968, the NSW Institute of Technology amalgamated with the NSW Institute of Business Studies. In 1976 NSWIT established the first law school in NSW outside the university sector. The Haymarket campus officially opened in 1985.



# our Hosts and Guests



**Alexander McAulay**

Department of International Social Sciences  
Professor



**Ishiwata Keiko**

Department of International Social Sciences  
Associate professor



**Luke Sharp**

International Studies and Global Societies



**J. Perry Howell (special guest)**

Professor at Florida State University



**Craig Batty**

Professor at University of Technology Sydney  
Senior Lecturer in Creative and Professional Writing

# Voices of Participants



***E***xplore what our participants think

about the GAEF experience

**S**tarting in May, the three teachers worked with the six students – who worked in three teams of two – as they researched trends in society and economics as the basis for a narrative told from the perspective of visitors from 2070.

## ***Member list***

**Yoshihiro Morihara**

**Junhueck Jeong**

**Bui Viet Thien Thu**

**Ryo Haneda**

**Jonhoi Lee**

**Minori Okugawa**



# Writing the script

*the first and also the most important part*

**I**ncluding the regular meetings on the Tuesday with all the GAEF members, my team was keeping in contact at least once a week. But sometimes we couldn't arrange our schedule, therefore we shared our ideas through SNS (LINE). When writing the script, first we came up with many ideas. Then, we researched on the internet, to confirm if our imaginative ideas were actually feasible in terms of the 50-year timeline in the future. It was difficult and took time to find the evidence that supports our imagination.

**W**e had to read many reports and websites. We got information from some private sector companies, JETRO's initiatives, and Yokohama's official site and newspapers. As a team, we wrote the script together therefore, we didn't take so much time to come up with the idea, so we made a good start.



*Ryou Haneda*

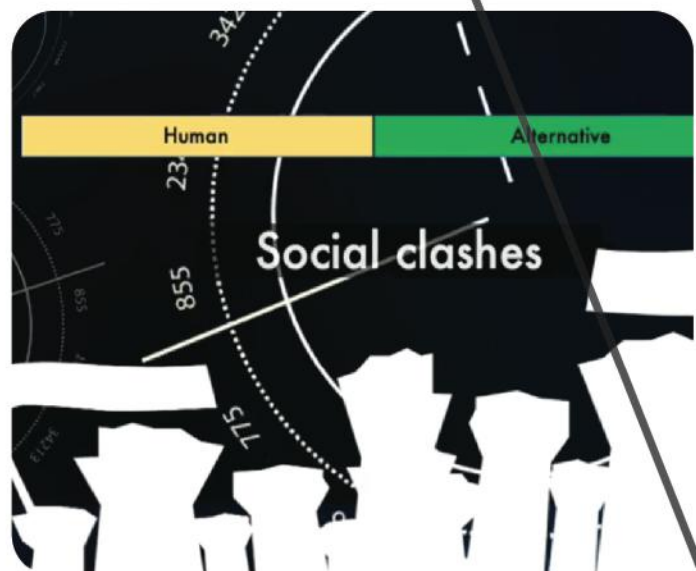
**W**e made our first draft mainly using MEXT documents which Ishiwata-sensei recommended. When we first submitted our draft to McAulay-sensei, we got feedback saying, "It's like a science fiction manga. There is no relationship to YNU." From this feedback, we had to look at 'plausibility' and start making the story more YNU-relevant. We had very good imagination, but we found it difficult to make a relationship between our imagination and the realities of YNU.

*“We just had to find the evidence that can support our **imagination**.”*



**M**y team didn't have so much difficulty in developing the script. We pretty much had the same idea so we just had to find the evidence that can support our imagination. We didn't split the parts, but we worked together on it as a whole. Our big problem was we took time to make relations between our imagination and YNU.

**B**efore the final draft, we had a few ideas and at the end, we narrowed those down to four core ideas. First, mergers and pedagogical changes. Second, university funding and lifelong learning. Third, the integration of technology. And fourth, changing aspects of gender. We cut the information about a cyber cult, events that happened in the past, social clashes between humans and alternative humans.





# The first draft

*The first process was research*

**S**cript writing was the most time-consuming step in the GAEF project. There were a few processes we had to go through. The biggest difficulty in common for every part of the process was that class time was not enough so we needed to find time to do the work outside of class. We need to set the meeting with our partner at least once a week to finish the work.

**T**he first process was research. We did not have knowledge about how the future YNU will be, so we needed to investigate. We read a MEXT report which is a considerable length. Also, we looked up lots of websites to form our basic premise and search for the appropriate data which supports our opinion.

**N**ext, we made the first draft. Writing the first draft was tough work because we needed to compose the script from zero. Also, each team has different English skill and probably my team was the weakest, so it was a big burden for us. For this process we made a huge mistake - we used the wrong perspective.

*Yoshihiro Morihara*



**T**he project brief required the script needed to be in the perspective of a person who is from 2070, but we set our perspective as a person living in 2020. Because of that, we needed to do hard work for next step, which was revising the first draft.



# Yoshi brings joy

*"It's hilarious" - an unremembered comment*

gasp\*  
where am I !?!?



**L**astly, we needed to convert our script into a 6-minute video and complete the final script. Before cutting down the script, it took more than 10 minutes to read whole thing. We needed to cut out four minutes, which is more than one page.

**E**liminating the unnecessary elements was very hard because if you cut down too much, the opinion might become unsubstantiated or it might distract from the whole flow of the film. Sometimes, it was difficult to edit out the data that we put a lot of effort into researching to obtain it. However, when we finally fit the script into six minutes and completed the script, we felt a sense of achievement.

**T**o make this process easier we came up with the idea of using a time-traveler character to tell the story to a inhabitant of 2020. During this revision step we recognized how our grammar is terrible, and I thought I have to study more grammar. We can recognize which skill we are lacking when composing English sentences, so this was one of the good things of the GAEF project.

# Making the film

**F**or the final step of the project each team needed to make a short film to present their ideas. It was difficult because most of the students did not have any experience of making films. There wasn't any lecture that taught students how to make a film, so students were required to carry out independent research on how to do this. Also, each team could not see what other teams were doing so each member's creativity was very important for this process.



**I** remember me and my partner Joeng felt hopeless when we knew that we needed to make a film completely by ourselves, because both of us were total beginners in filmmaking. It took lots of time to consider how we would create our video. It was definitely one of the hardest and most confusing steps of the GAEF project for us, and probably for the other teams too.

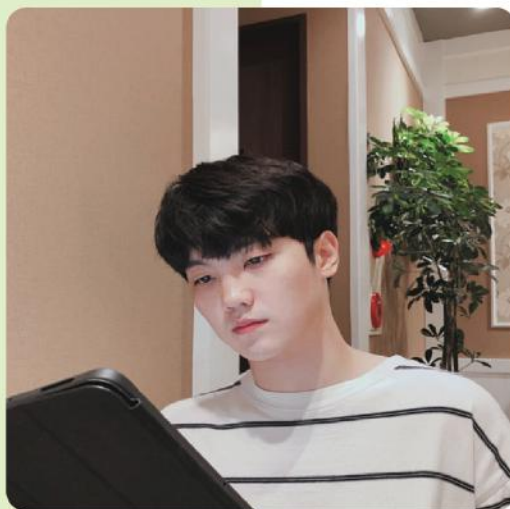
## *Joeng + Yoshi on their filming session*

**H**owever, the final output from each team was wonderful. Each team had different concept, settings, and different ways to express their ideas. It was very interesting to know the way to deliver the information makes a huge difference to the message that audiences receive. Our team, Team 1, created a drama with the theme of time-traveling.

**T**he three teams involved in the project each made quite distinctive videos. Based on the research data, each team came up with a different style of video, including news format, situational play format, and even animation format. Our teams got together to plan what kind of work we were going to make, set up a theme or composition, and wrote scripts to write scenarios. Our team put a lot of effort into looking professional. Each of different teams showed individuality. My teammate Minori was in charge of video editing.



**T**o act like strict news reporters, they were making a serious face and speaking in a quiet tone, but for me it was funny to see it because I knew their real character. The third team, Thu and Ryo, made an animation film. They were the most creative and had a storyline that was a bit dark, so their spooky animation fit very well with their theme.



Joon Hoi Lee

*“Rather than just looking at the process of designing the video, we tried to make a decision based on the results.”*

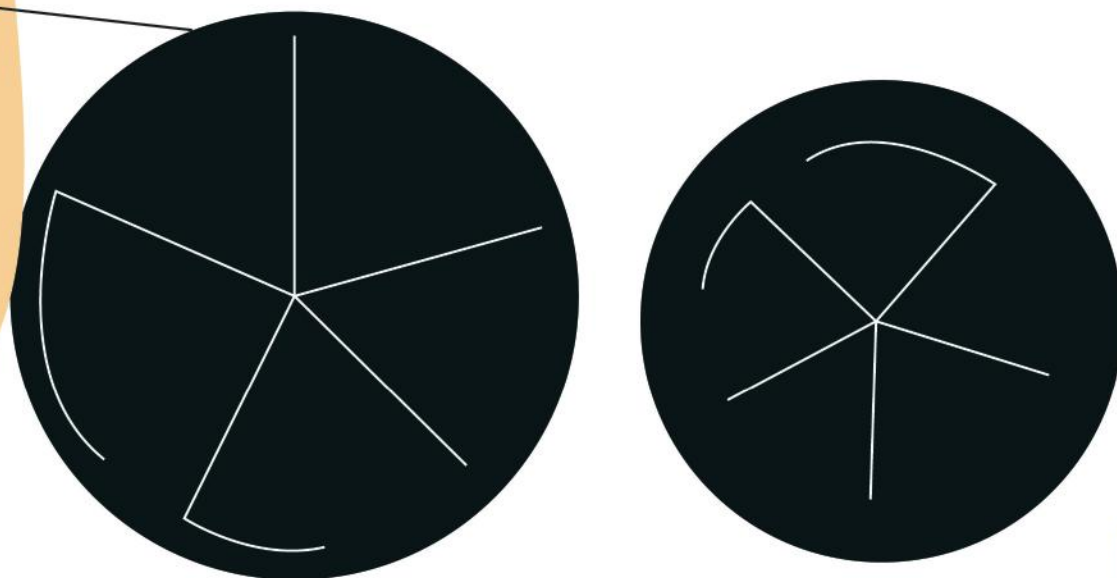
**S**ince there are many video editing apps these days, it was hard to pick since the color and effect sources are different depending on the program. We made a video compilation with a program that can clearly recognize and express the image we want. Since it was our first time to edit the video, we received it in advance through a reference because the design we wanted didn't come out quite as we imagined.

**R**ather than just looking at the process of designing the video, we tried to make a decision based on the results. The difficulty was the time required for video editing, the source of use, and the time was limited, so it was difficult to set the time. Also, the video was modified and modified simply because it depends on the design elements even if the basic concept is good. Although it was my first time, Minori and I were able to produce a video that I liked, though not 100 percent, through numerous practices and edits.



The GAEF session - Ryou and Minori

# The GAEF session



**G**AEF was held online on October 23.

# Go online, it's fun!

*Covid19 didn't stop us*

**G**AEEF was held online on

October 23. On the day of the presentation, two professors from University of Technology, Sydney and two professors from Yokohama National University participated. We had Film screenings followed by Q&A and Judging time. The videos were full of the individuality of each team. When our video was screened, the teacher asked me what the difficulty was in making the video. I responded that unlike other teams, my team was separated between Korea and Japan, so we couldn't meet in person and it was difficult to keep in touch.

**T**he three groups made different videos, so I didn't know which group would win. Our video was based on a broadcast news program format. Other teams made videos that were formatted as animations and dramas. In the end, the winning team was Thu and Ryo's team. Their skill of making film was great and also reference of data was more detailed

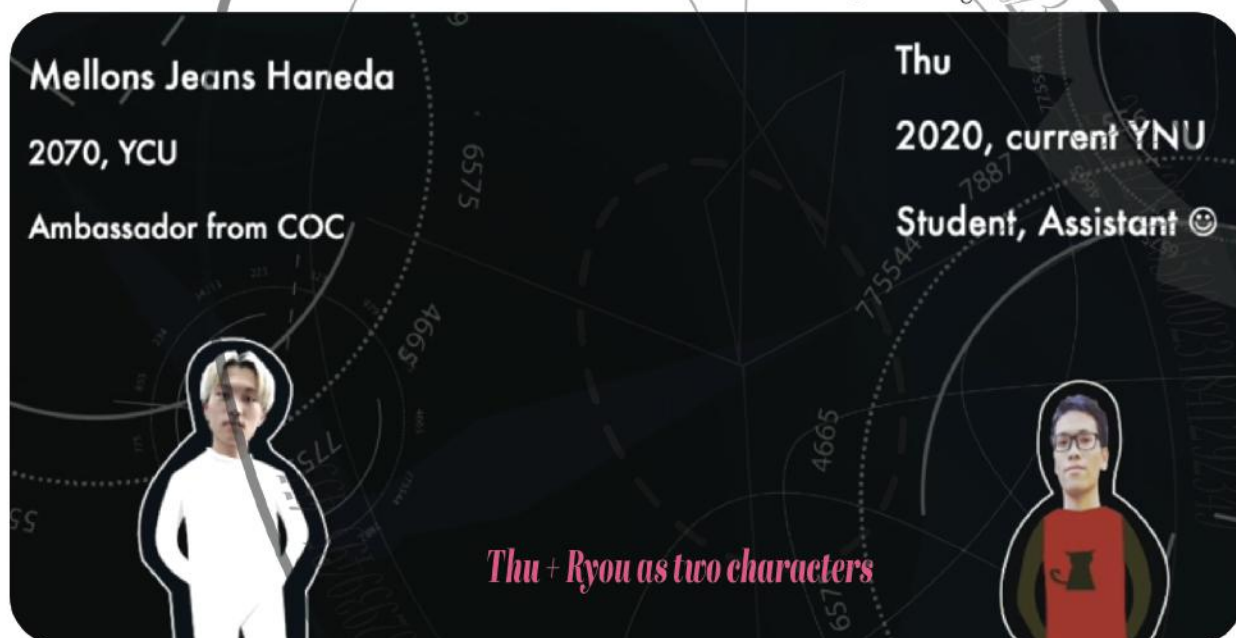


*Minori Okuwara's team on discussion*

**T**here were many things to learn from this experience such as presentation skills and discussion skills. I also learned the importance of continuing to take on challenges without fear of failure in speaking English. I would like to utilize what I have learned in my future activities.

# The boy from 2070

*"I could have this particular experience only through being online."*



**T**he first thing I have to say is that the GAEF project was absolutely amazing. I learned many things and it was very valuable. We had meetings on Zoom (the online tool) every Tuesday lunchtime. I had sometime mic trouble, although I think this problem was a good experience. I could have this particular experience only through being online. The members of GAEF were all good people, and I of course include the professors in this.

**F**inally, a special thank you to McAulay-sensei and Ishiwata sensei for the big effort on this project and Howell-sensei for attending the meeting from the U.S. The judges on this project were Dr. Craig Batty and Dr. Luke Sharp from UTS and we had a very good time with them.

**A**ctually, this project was very challenging for me because we all had to do everything online and I'm not a good technology user. However, all six of us made the video project in time and in very high quality. And all three groups had very different video styles, as well as content, therefore it was very interesting to hear the other group's video story. I've never in my life made and prepared a video project through using online tools.



# About TEAMWORK

**W**ith the world going through the COVID-19 crisis, everything in daily life is going offline and online. Honestly, it was a challenging task for me to work on our project with non-face to face. I believe it was challenging for my team mates as well since we are in a different country.

**W**e all found it a very hard task. However, we had good teamwork, therefore we made an impressive video project. I liked the other two groups project. One of them was fun and enjoyable, the other was very serious and imaginative.

**I** had an accessibility barrier due to internet connection. However, each member had an active attitude by using Zoom understanding the differences in perception and viewpoint as well as being prepared for sharing our topics with other students. We were able to quickly give and receive feedback by sharing our opinions constructively through online meetings.



## About Teamwork - Joon and Minori

**U**nlike other years, the 2020 GAEF was online due to the Covid-19. In this process, the team members were forced to carry out the project in a non-face-to-face manner. It was not easy to make videos while communicating online. In my case, after the government's restriction to enter Japan, I had to stay in South Korea and joined all the meetings from there. Carrying out the meetings online was challenging for us. Preparing for the project with the theme of "Yokohama National University in 2070", each team tried to carry out the project efficiently by using programs like Zoom, and cloud-based data storage.

passion

**O**ur team leveraged the diverse knowledge and accepted our different expertise and thinking skills. Teammates shared creative and innovative solutions through mutual cooperation. Also, we increased the potential for innovation through adventures and challenges that are difficult to attempt alone by using ZOOM because we have the limit to fully understand and communicate in online. Our teammates easily accepted the idea as it was derived by team members participating together. We all had a good relationships, good leadership, and good communication skills.

**P**ersonally think that an effective team is good at generating results. Teamwork may seem difficult, but simply, it is a form of taking care of the distance between team members quickly and supplementing, supporting, and taking the initiative. I can confidently say that we had a successful operation of having trusts and cooperation.

+ respect

**I** believe that team members have to work and get help from each other, that we tried our best to have good cooperation skills with trust in the process of filming our videos. I took a leadership role, in that I used EQ skills that led to having no conflicts among my teammates.

2020

# GAEF Timeline

**July 18:** *Submit first draft to Professor McAulay*

**August 5:** *Feedback on first draft*

**August 11:** *Submit final draft of script*

**August 14:** *Start making the film*

**September 28:** *Submit the final film*

**October 6:** *Screening of final films*

**October 23:** *First GAEF session with UTS*

**November 7:** *Submit reports*





# A glance at

# Past GAETFS

**2013 Chulalongkorn University, Thailand**

*"Reflective Practice in Applied Economics"*



**2014 RMIT (Royal Melbourne Institute of Technology)**

*"Writing for TV", "Writing for Film", "Fiction, Non-fiction and Manga" in Japan*



**2016 Texas Southern University**

*"The University in the 21st Century"*



**2017 Stockholm School of Economics, Sweden**

*"Gender Equality and Women's Participation in the Labor Market in Japan"*



**2018 American University, Washington D.C.**

*"The Trump Presidency: A View from Japan"*



**2019 Jagiellonian University, Krakow, Poland**

*"Women's Issues in Poland and Japan" + "Taboo"*



**2020 University of Technology, Sydney**

*"YNU in 2070"*

