



Color Your World

Innovating Together for Today and Tomorrow

School of Interdisciplinary Science and Innovation

2022 - 2023

KYUSHU
UNIVERSITY



School of Interdisciplinary
Science and Innovation



Following the Links in the Chain of Knowledge

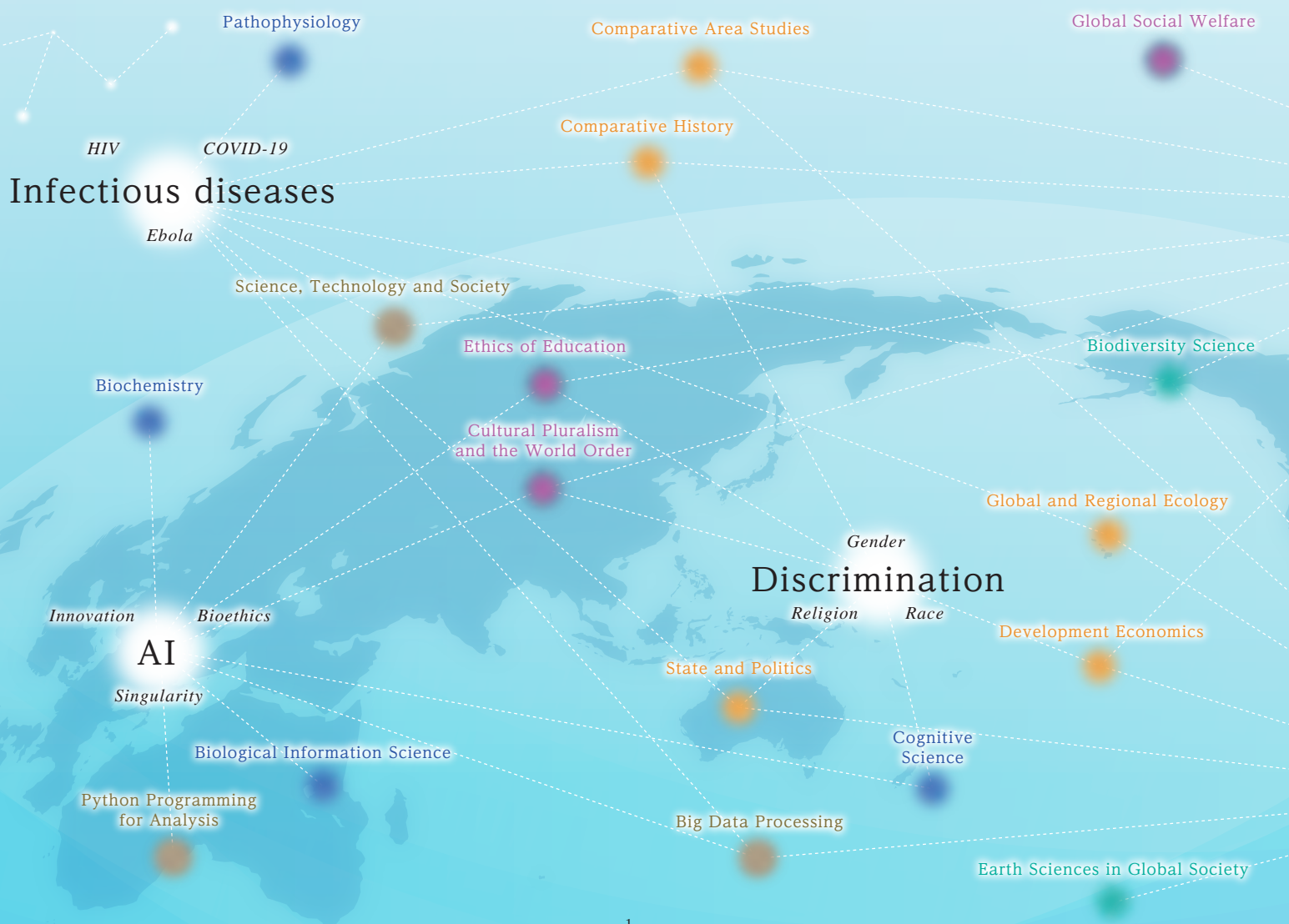
The spread of infectious diseases on a global scale. Economic disparities and poverty. The loss of the natural environment and the scramble for energy resources. Conflicts between globalism on the one hand and religion and ethnicity on the other.

As most of the problems that we face right now have been spawned by the complex interplay of a variety of factors, it is difficult to resolve them using the perspectives of a single discipline.

We seek to follow the links in the chain of knowledge across the boundaries between disciplines and explore ways of solving problems from multiple viewpoints, perspectives, and standpoints.

Experiencing this style of learning and this way of taking action is essential to addressing the issues that we face now or could face in the future.

Kyushu University School of Interdisciplinary Science and Innovation was created to foster a flexible stance of welcoming and tapping into diversity and to cultivate wide-ranging knowledge and advanced communication skills.





message

Dean

KABURAGI Masahiko

Professor

Area of Expertise : History of Political Thought

School of Interdisciplinary Science and Innovation was founded as a new type of undergraduate school in April 2018. It may be difficult to imagine what one would be studying from the name alone.

ISI aims to recreate undergraduate education. We want each of our students to choose problems from around the world and work at finding solutions to them, using skills learned from multiple fields, breaking down the walls between the arts and sciences.

Our goal is to cultivate individuals to be powerful and intelligent, who can work on the various complex problems faced by humankind in our ever-changing world.

Universities in Japan are often criticized for being narrow-minded and staying “stuck in their octopus-pot” – that is, stuck in their own specialized area of study, instead of associating with people from other academic fields. This situation occurs because typical universities have various schools and faculties for specific academic fields, and those faculties are further divided into more specific majors and courses. Most times students have no idea what their peers in other majors are studying.

At the same time, each field of study is too wide and too deep to master several of them at once, and it is highly competitive internationally. Therefore, we can say that there are good reasons why students pursue their studies in specific singular fields. Surely there are treasures in the “octopus pots.”

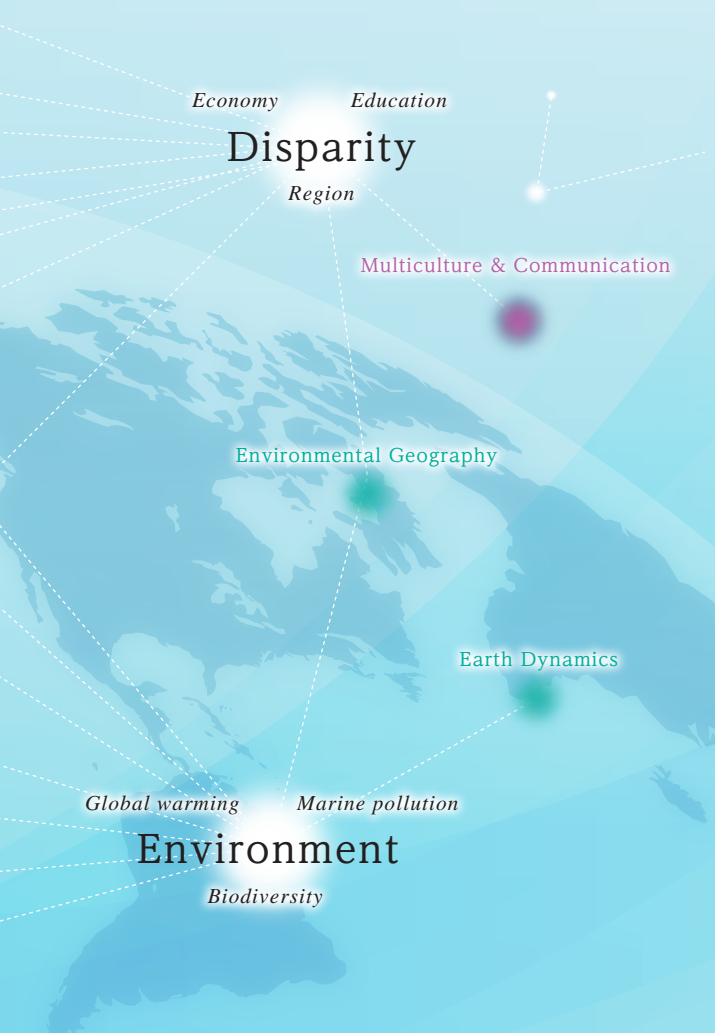
Nonetheless, we live in the time when things are constantly changing. What once was thought of as two separated fields may suddenly become tightly knit together by the advancement of human-made high technology and new social systems. Work which we have assumed could only be done by humans can suddenly be replaced by machines.

Today, we can't simply cling to the traditional disciplines. Instead, students need to go beyond them according to each person's awareness of issues and understandings of problems, to discover new knowledge and values in new fields, forged by creative intertwining of multiple fields.

In order to solve problem in such new fields, ISI aspires to excel providing the setting where students can gain the knowledge, skills and wisdom of “interdisciplinary science and innovation,” which associates different disciplines and creates the knowledge and wisdom needed for today's problem-solving.

To this end, with a staff of 52 full-time faculty members and 30 course lecturers (as of July 2022) covering a diverse array of specialist fields spanning the humanities and science, we have put in place an educational environment that enables us to develop links between diverse disciplines in the pursuit of solutions to problems, while leveraging the educational resources of Kyushu University.

ISI is a unique undergraduate school where each student accomplishes their projects individually, beyond the existing framework of departments and faculties. Would you like to join us? We are looking forward to seeing the challenges you make for yourself.





Kyushu University Overview

Founded in 1911 as one of Japan's seven Imperial Universities, Kyushu University has established itself as a leader in education and research in Asia. Currently, it has over 2,000 faculty staff, and 20,000 students, including more than 2,300 international students. Comprehensive in its academic reach, the university has 12 undergraduate schools, 19 graduate schools, and numerous affiliated research centers. Kyushu University's main strengths lie in its active and innovative science programs, as is evidenced by the medical school, one of the most highly regarded and advanced in Asia. Kyushu University is now located at the new Ito Campus, which is second to none in Asia in terms of both research facilities and learning environment.



History

- 1903 Founded as Fukuoka Medical College, an extension campus of Kyoto Imperial University
- 1911 Established as Kyushu Imperial University
- 1949 Reorganized into Kyushu University under the National School Establishment Law
- 2003 Merged with Kyushu Institute of Design
- 2004 Became a National University Corporation
- 2011 Celebrated its first centennial
- 2018 Established the School of Interdisciplinary Science and Innovation

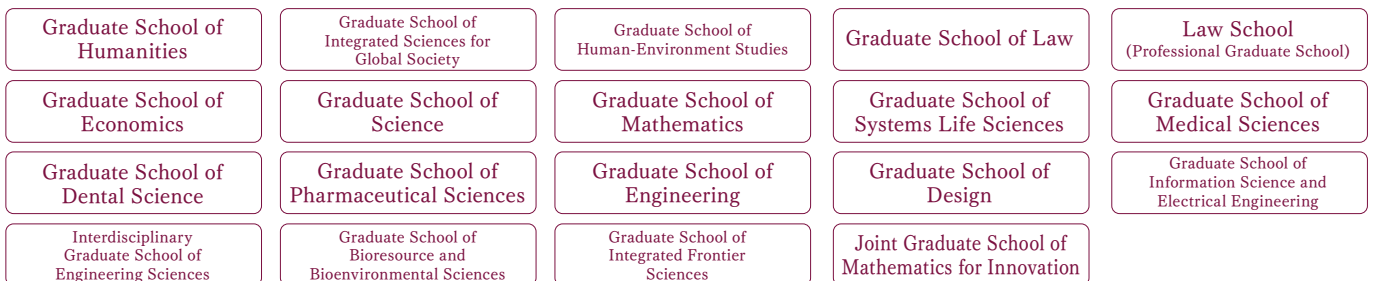
World University Rankings

Kyushu University is 135th in the QS World University Ranking 2023. (between University of Maryland, College Park, USA and Wageningen University, Netherlands).

Schools

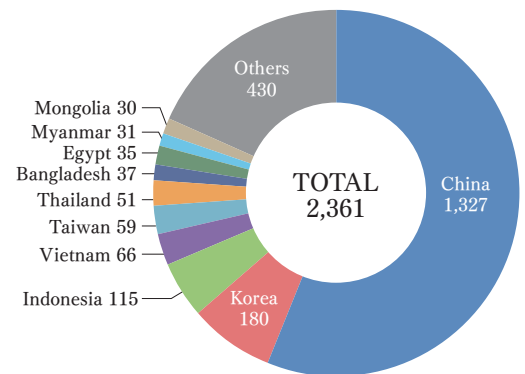
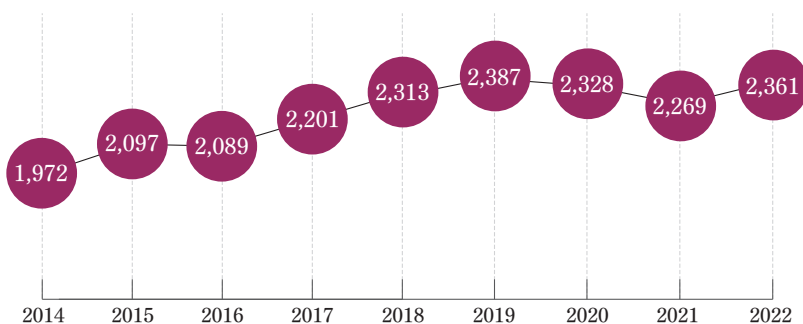


Graduate Schools



Number of International Students (As of May, 2022)

The number of International students coming to Kyushu University is on the rise yearly.



Total: 2,361 (From 102 countries and regions)
 It is only natural, considering the long history of diplomatic relations and geographical proximity, that the majority of our international students are from Asia (85.9%). However we also have students from Europe (3.6%) and Africa (5%).

One of the premier Seven National Universities

These universities are known as former imperial colleges of Japan that distinguish themselves as the most prestigious universities and remain the cream of the crop in research and education.



A large scale comprehensive university

We have 12 undergraduate schools and 19 graduate schools across a wide range of academic fields. We provide researchers/students with cross-disciplinary research and learning opportunities within the university.

A member of Research University 11

RU (Research University) 11 is a consortium consisting of the top 11 Japanese research universities. Our membership shows that the university is highly active in research not only within Japan but also internationally.

World's top class research facilities

The campus features state-of-the-art facilities and equipment for research. Undergraduate students may also take advantage of this as they study in the courses and conduct their graduation research in their final year of study.



Strong connections with industry and society

We are active in cooperation with business and industry, with companies maintaining their laboratories on-campus, facilitating a seamless transaction between academic research and commercial development and application.



Very good Student to Faculty ratio of 9:1

Our student and teacher ratio provides an ideal learning environment with a high level of interaction, engagement and academic support. Students can also gain much individual attention from their teachers.



Bright students from all over the world

There are 2,361 international students from 102 countries/regions in Kyushu University.*1 The number of international students coming to Kyushu University is on the rise yearly. Currently more than one in eight students are from outside of Japan.



Developing as a Top Global University

The university is currently working to enhance its international profile under the government's Top Global University project, while a number of engineering & technology courses already have a top-100 QS world ranking.



Japan's latest and largest university campus

Our recently established Ito-campus, the biggest single campus in Japan, forms the new heart of our academic environment. Students can enjoy all the latest facilities and well-equipped labs in their learning and other activities.

*1 As of May 1, 2022



Concept

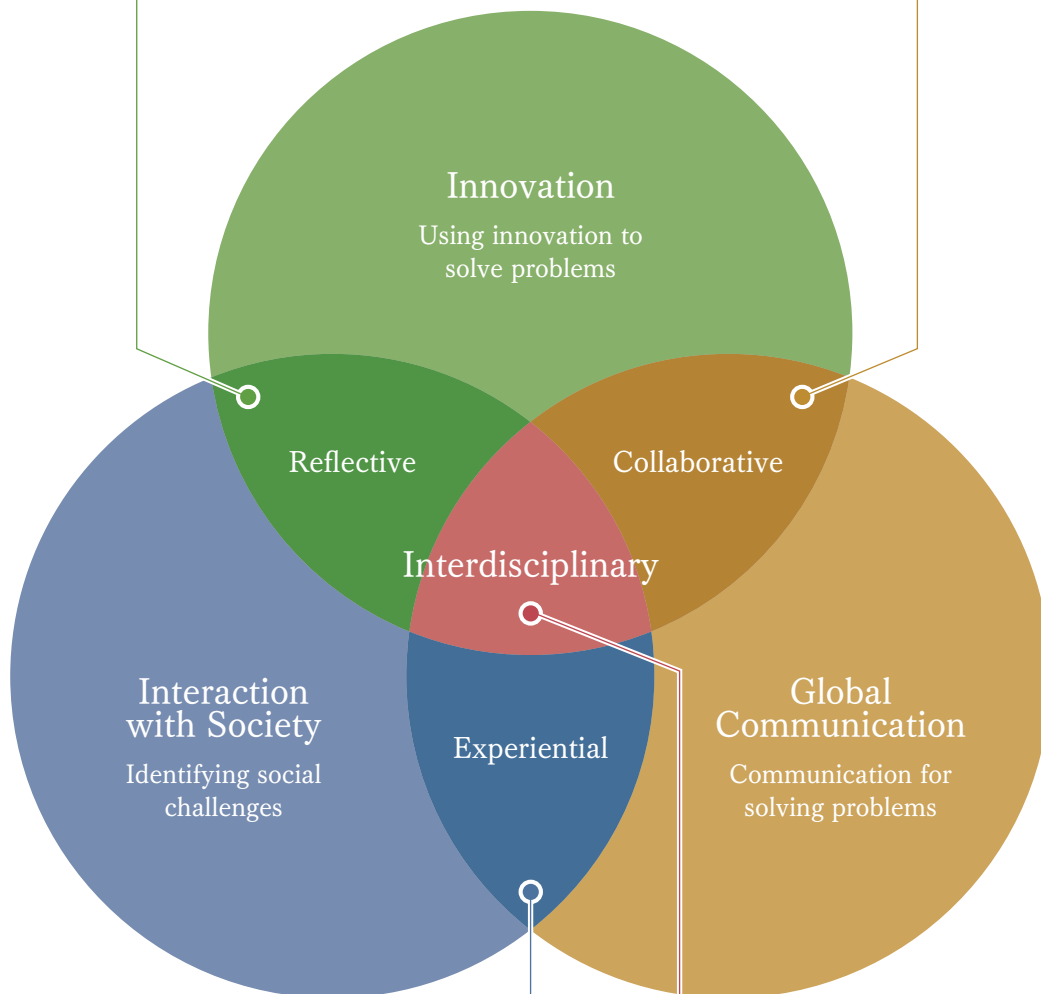
Building on the active learning skills that Kyushu University requires all students to have, we will develop students' creative task-framing skills, practical teamwork skills, and international communication skills, to ensure that they have both the attitude and abilities required for interdisciplinary studies. Our aim is to ensure that students acquire interdisciplinary problem-solving skills while gaining these attitudes and abilities.

Creative Task-Framing Skills

The ability to frame tasks appropriately to address issues and explore solutions by combining a range of existing knowledge.

Practical Teamwork Skills

The ability to discuss solutions one has devised and combine one's ideas with the knowledge and skills of others, working together to create an achievable solution.



International Communication Skills

The ability to explain solutions clearly to a wide range of people at the site where a problem occurs, and to gain cooperation to ensure that the solutions are implemented.

Interdisciplinary Problem-Solving Skills

The ability to work on actual solutions, drawing upon the four skills required to achieve the interdisciplinary ethos, namely active learning skills, creative task-framing skills, practical teamwork skills, and international communication skills.



Areas : The New Forums for Learning

Aiming to create knowledge and values in our constantly changing society, we have identified four areas of global and human challenges that go beyond conventional academic disciplines. We have a curriculum for each area that will develop interdisciplinary skills and responses to issues relating to globalization, and provide learning opportunities based on a reorganized academic framework.

Students will learn about the emergence and evolution of life, human thought, cognition, and decision mechanisms through the prism of biology, cognitive science, and neuroscience.

Humans and Life

Students will learn about language mechanisms in communication, prehistoric societies, multicultural coexistence, welfare in society, and religious views through the prism of sociology, cultural anthropology, and communication studies.

People and Society

Crossing Study Areas

Students will study interdisciplinary courses that serve as a foundation for the four areas for learning and developing reflectiveness. For example, studying such courses as Design Thinking, Data Science, Global Ethics and Global History will provide the knowledge and abilities that students need to tackle challenges and solve problems.

States and Regions

Students will learn about national and regional history, distinctive economic and social phenomena, and political and economic relationships through the prism of political science, economics, and history.

Earth and Environment

Students will learn about the earth's resources, disasters caused by changes in the global environment, and the impact of life on the environment through the prism of earth and planetary sciences, social / safety system science, and biology.



Career Path

By using interdisciplinary problem-solving skills, we go beyond conventional academic disciplines.

Potential future careers of the school's graduates

For Global Life

Professionals capable of devising solutions to international and global issues and communicating this information effectively to the rest of the world

For Changing Society

Experts in designing new social structures and creating new values to solve challenges faced by the international community

For Future Science

Interdisciplinary researchers equipped with academic knowledge that transcends the boundary between humanities and science, who will go on to graduate schools within Japan and/or overseas

※For details about graduate schools in Kyushu University, please refer to P03.

Degree

Bachelor of
Arts and Sciences



Interdisciplinary, Structured Curriculum to Nurture

To promote the willingness to learn how to address each issue, students will be given the opportunity to design their own curriculum and gain experience through active learning. The academic program consists of KIKAN Education courses – common, university-wide courses that focus on the fundamentals of learning – and specialized courses that build on these foundations. We also aim for students to acquire practical language skills through intensive language education.

※The curriculum below is for AY 2022. Some minor changes are planned for AY 2023.

1st Year

2nd Year

3rd Year

Acquire knowledge and skills from wide-ranging academic fields, as well as an active mindset and approach to utilize academic

●KIKAN Education courses for students in the second year and above

KIKAN Education

The KIKAN Education courses taken by all undergraduate students at Kyushu University are divided into categories I-IX. These courses teach students ways of thinking and learning about issues, instilling in them the knowledge and skills that will help them to develop a high level of expertise and a well-rounded education. The Courses for Languages and Cultures provide students at the School of Interdisciplinary Science and Innovation with unique programs to learn languages, including Japanese and English.

- KIKAN Education Seminar
- Interdisciplinary Collaborative Learning of Social Issues
- Courses for Languages and Cultures
- Courses in Humanities and Social Sciences
- Courses in Humanities and Social Sciences
- Courses in Science
- Courses for Cybersecurity
- Courses on Health and Sports
- General Courses

Common Basic Courses

- Design Thinking for Interdisciplinary Science and Innovation
- Field Research
- Philosophy of Science
- Fundamentals of Data Science
- Introduction to Complex Systems
- Global History
- Global Ethics

Reflective Courses Cross-area Courses

- Design Thinking Programming
- Design Thinking Process
- Design Thinking and Engineering
- Big Data Processing
- Methodologies for Practical Data Analysis
- Data Analytics
- History and Philosophy of Physics
- History and Philosophy of Geoscience and Biology

Collaborative Courses

- Basic Project for Interdisciplinary Science and Innovation 1
- Basic Project for Interdisciplinary Science and Innovation 2
- Project for Interdisciplinary Science and Innovation 1
- Project for Interdisciplinary Science and Innovation 2

Reflective Courses Area Basic Courses

- Genetics & Evolution
- Molecular & Cell Biology
- Brain & Information
- Approaches to Social Philosophies
- Approaches to Language and Communication
- Approaches to Social Collaboration
- Introduction to Area Studies
- Introduction to Political Science and Economics
- Introduction to History and Archeology
- Understanding the Earth
- Natural Environments and Societies
- Natural Disaster and Resources
- Practices in Earth Environments

Interdisciplinary Science & Innovation Courses Area Advanced Courses

- Evolutionary Biology
- Developmental Biology
- Physiology and Behavior
- Stress and Nutrition
- Biochemistry
- Advanced Molecular Biology
- Pathophysiology
- Science and Health
- Cognitive Science
- Bioethics
- Biological Information Science
- Systems Neuroscience
- Cultural Pluralism and the World Order
- Ethics of Education
- Research Methods for Human Societies
- Language & Communication A
- Language & Communication B
- Communication for Argumentation and Knowledge Creation A
- Communication for Argumentation and Knowledge Creation B
- Multiculture & Communication
- Media and Communication
- Understanding Prehistoric Societies A
- Understanding Prehistoric Societies B
- Global Social Welfare
- Anthropology on Life Style
- International Politics
- Global Performance Theory

○Lecture Series

Experiential Courses

- Cross-Cultural Adjustment 1
- Cross-Cultural Adjustment 2
- International Experience A1
- International Experience A2
- International Experience B1
- International Experience B2

Students may take courses

Interdisciplinary Problem-Solving Skills

●:KIKAN Education, ●:Humans and Life, ●:People and Society, ●:States and Regions, ●:Earth and Environment, ●:Crossing Study Areas, ○:Others

4th Year

study to solve problems.

Framing a method of problem solution, combining knowledge and skills from different academic fields.

Specialized Courses

- Science, Technology and Society
- Complex Systems
- Thermo-Dynamical Properties
- Quantum Properties
- Python Programming for Analysis

Interdisciplinary Science & Innovation Courses

Degree Project (Graduation Thesis)

- Degree Project 1
- Degree Project 2
- Degree Project 3

- Comparative Area Studies
- East Asian Area Studies
- Global and Regional Ecology
- Development Economics
- International Relations
- State and Politics
- Japanese Economic History
- Regional Perspective from Archeology
- Regional History
- Comparative History

- Earth Material Science
- Oceanic and Atmospheric Sciences
- Earth Dynamics
- Earth Sciences in Global Society
- Geotechnics and Disaster
- Biodiversity Science
- Conservation Genetics
- Environmental Conservation and Restoration
- Watershed Hydrology and Ecology
- Environmental Geography
- Environmental Urban Policy
- Economic Geography in East Asia
- Environmental Governance
- Environment and Energy

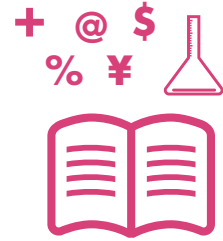
of other faculties if necessary.



Distinctive Features

1 A Curriculum Blending the Humanities with Science

Cutting across the existing disciplines of the humanities, social sciences, and natural science, the curriculum will instill in students both humanities-based and scientific thinking, along with a diverse array of methodologies, and will feature learning based on practical challenges.



2 Collaborative Learning (PBL/TBL*)

The curriculum will incorporate collaborative learning in which students discuss themes in groups and learn by working in partnership with others, thereby cultivating a broad outlook, flexible thinking, and multifaceted insight that will enable students to look at things from a variety of angles.

* PBL: Problem-Based Learning; TBL: Team-Based Learning



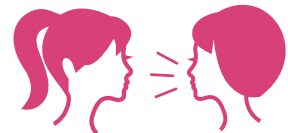
3 Classes in English and Japanese

The curriculum will provide classes in both English and Japanese. In addition, intensive language courses that are tailored to each student's proficiency level will be offered. Through this multilingual curriculum, students will be able to improve their language skills to a practical level.



4 Sharing Classes

Building classroom environments in which Japanese and international students study together and promoting active interaction between students, staff and faculty members will help to develop Kyushu University as a Global Hub Campus that generates synergistic and collaborative outcomes.



5 Learning beyond the Classroom

The classroom is not the only place where you can learn. Our dormitory provides opportunities for international interaction, through which you can acquire multicultural perspectives. Fukuoka is also an excellent place to learn; the campus is situated in rich natural surroundings, and the city center provides exciting urban experiences. Also, our curriculum offers a chance to participate in internship programs where you can get firsthand experience at Japanese companies.



6 Lecture Series

We invite Japanese and international researchers, government officials and practitioners active in the field in question, and creators to talk about their experiences in order to broaden the horizons of our students. These guest lecturers active on the front lines of each field explain from both academic and practical perspectives what is actually happening in the world at present and how people are responding to those developments.





Japanese Academic Courses (JACs)

The School of Interdisciplinary Science and Innovation offers its international students Japanese language courses for credit in order to meet their diverse levels of Japanese proficiency. The courses consist of four types: Integrated, Kanji, Speaking, and Writing. Each of these classes are divided up to eight levels as illustrated below.

All first-year international students are required to complete prior to the beginning of the semester both online registration and an online placement test. The test results determine the types and levels of courses the students are eligible to take. Students may opt for a combination of any two courses within the four types (e.g., Integrated and Speaking).

Courses: 4 Types & Up to 8 Levels

| LEVEL | TYPE | | | |
|-------------------------|-------------------|--------------|-----------------|----------------|
| | <i>Integrated</i> | <i>Kanji</i> | <i>Speaking</i> | <i>Writing</i> |
| Beginner | JI-1 | JK-1+2 | | |
| Elementary 1 | JI-2 | | JS-2 | |
| Elementary 2 | JI-3 | JK-3 | JS-3 | |
| Pre-Intermediate | JI-4 | JK-4 | JS-4 | |
| Intermediate 1 | JI-5 | JK-5 | JS-5 | JW-5 |
| Intermediate 2 | JI-6 | JK-6 | JS-6 | JW-6 |
| Pre-Advanced | JI-7 | JK-7 | JS-7 | JW-7 |
| Advanced | JI-8 | JK-8 | JS-8 | JW-8 |

Note: For *Kanji*, those placed at the *Beginner* or *Elementary* levels are placed together in a joint course, JK-1+2.

Suggested Enrolment Patterns for First-Year Students

For (Absolute) Beginners without Kanji Background –

Fall & Winter Quarters



Spring & Summer Quarters



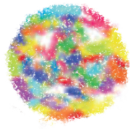
For (Pre-) Advanced Learners with Kanji Background –

Fall & Winter Quarters



Spring & Summer Quarters





Admissions for International Students

Due to the circumstances of the coronavirus outbreaks, we may modify the date of the examination and its methods. We will update such information on our website (<https://www.kyushu-u.ac.jp/en/admission/faculty/foreign/foreign10/>). Please confirm it before the application.



The following information is for applying for enrollment to the School of Interdisciplinary Science and Innovation starting in October. For details, please refer to the application instructions.



<https://www.kyushu-u.ac.jp/en/admission/faculty/foreign/foreign10/>

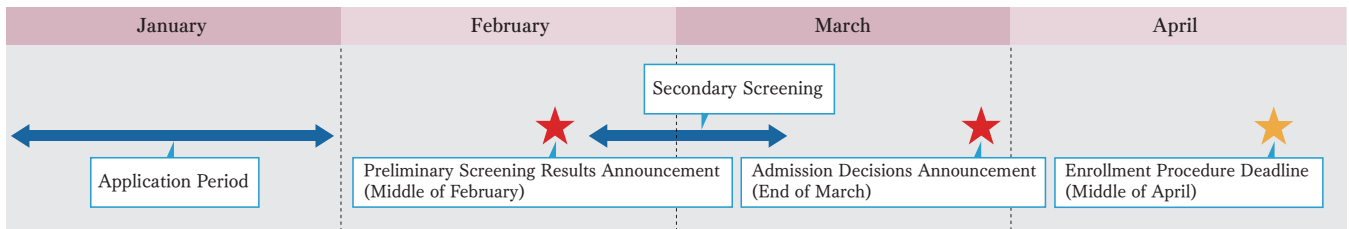
Eligibility

Applicants must meet the following 2 requirements: (1 AND 2-1, 2-2, OR 2-3)

1. Have a nationality other than Japanese.
2. Meet any of the following 3 conditions.
 - 2-1. Completed or expected to complete 12 years of schooling outside Japan by September 30, (or equivalent, as recognized by the Japanese Minister of Education, Culture, Sports, Science and Technology).
 - 2-2. Those who have the International Baccalaureate Diploma/Certificate, the German Abitur, the French Baccalaureate, or General Certificate of Education Advanced Level or who have completed a course at an international school that is recognized by the Japanese Minister of Education, Culture, Sports, Science and Technology, and offers its curriculum in Japan, or who are expected to meet any of these conditions by September 30.
 - 2-3. Aged 18 or over as of September 30, who are recognized, by the University's ad hoc pre-qualification screening, as having an academic level equivalent to or superior to those who have completed 12 years of schooling.

Applications Timetable

Applications will be processed during the following period as shown in the table below. Only one application will be allowed in the given year.

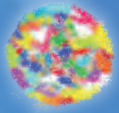


Screening Process

The evaluation process for our school consists of two screenings: preliminary and secondary.

1. The preliminary screening will be based on a comprehensive evaluation of the submitted documents.
2. The secondary screening will include an interview.





Professor Interview

Q What do you think about ISI and how would you describe it?

A Almost all the issues now we face in the world are really complicated and almost impossible to find solutions by simply applying a single approach for them. We need to combine various approaches and collaborate more among different fields. And to achieve such combinations and collaborations, we should have an attitude to respect different ideas and opinions. I think it is this attitude that the very important foundation of 'Interdisciplinary Science and Innovation' is.

Q What do you like about ISI?

A I like the interactive nature of our school. This allows me to think much more concretely and practically about how to generate good solutions for society through studying decision science.

Q What do you think about ISI and how would you describe it?

A I see "interdisciplinary" as a form of innovation across disciplines – making new tools, new systems, and new values by combining different perspectives from the sciences and humanities. For instance, in my own research, by focusing on the mechanisms of brain and mind, we can try to improve decision making in many different aspects of society.

Q What are the special and unique features in ISI?

A In ISI, we offer the lectures and seminars not only based on Western knowledge and experience but also based on Asian and Japanese knowledges and experiences. Another feature is enhancing discussion and collaboration among faculty members and students. We are learning and considering the issues and trying to find solutions together.

Q For whom would you recommend ISI?

A Our school is ideal for students who have wide-ranging interests, an open mind, and a willingness to try new things. It is also the best place for students who have a unique vision that goes beyond the usual boundaries of academic disciplines.

It is not only our students who pursue interdisciplinary science and innovation

Prof. ONIMARU Takeshi

Prof. LAUWEREYNS Johan

Q For whom would you recommend ISI?

A We mostly welcome the students who try to find their own ways by themselves and utilize this school fully for building up their future carriers.

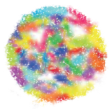
Q Messages for those who are interested in ISI.

A We guarantee that your days in ISI will be tough, but precious. Let's enjoy learning, thinking, and discussing together here in ISI!

Q What can the students do after they graduate?

A Roughly speaking, I see three routes for our students after graduating.

- 1) Become a researcher in an innovative, interdisciplinary research field.
- 2) Become an innovative policymaker in business or government, either local or global.
- 3) Start your own venture or independent enterprise as a social innovator.



Student Interview



IDEISHI Kotomi

Konan Senior High School(Kagoshima), April 2020 Enrollment

Q1 Why did you choose ISI?

I have a dream to be the one who pursues and achieves a gender-equal world. Since high school, I have always been intrigued by gender studied. As such, I have been cultivating my understanding by continuously presenting research and obtaining valuable feedback at Cambridge and Oxford University. Throughout the process, it was riveting to apprehend how the issue is relevant to a substantial number of factors such as social norms, educations, politics, sex difference, decision making, stereotypes, religions, and laws. I am here, at the School of Interdisciplinary Science and Innovation, to develop a critical eye by receiving an education that is not limited to classified existent study areas but in crossed various ones.

Q2 What were the good things about being admitted to ISI?

The School of Interdisciplinary Science and Innovation provides students with the opportunity to significantly improve their English proficiency, and simultaneously deepen their academic and personal understanding. Students take numerous classes in English from the first year and learn while collaborating with international students from all over the globe. I could only say "Hello" when I entered the university, but now I fluently speak and use English, both in and out of the school. I have been appointed as a project leader, a teaching assistant, and can handle 50-page reading homework assignments every week without any difficulty. I also conduct my research in English and am constantly improving my expertise and language skills in order to apply to graduate schools abroad. In addition, the school has a tutor system, in which one faculty member is assigned to each student to support his or her university life. Besides course consultation, students can also receive advice on their careers and research. Needless to say, faculty members and students have an extremely close-knit relationship. When I was stuck, I was able to verbalize my concerns about my career and academics to my tutors. They would never fail to give me valuable advice, which in turn helped me understand myself and establish firm goals to keep moving forward. Not only do students here have rich backgrounds, they are interested in a wide variety of academic fields, persistently striving to achieve their dreams, and providing each other with interesting perspectives and motivation on a daily basis. In this way, the School of Interdisciplinary Science and Innovation offers "stimulation and support that will greatly enhance your abilities" that cannot be found in other faculties. I will keep working hard to ensure self-improvement, and not take it for granted, but cherishing it.

Q3 What is your theme for DP and what is your dream?

I aspire to continue my studies at Master's and Doctoral degrees at graduate schools abroad in order to pursue my dream of becoming a specialist in Gender Studies. With the work experience I have garnered; I would like to join the "Office of the Focal Point for Women" in the UN system within UNWOMEN. There, I will be involved in developing international standards, planning laws, policies, and programs to achieve a truly gender-equal world.

Q1 Why did you choose ISI?

Maybe many students chose and entered to ISI because they have some thoughts, "I want to study about it!" or "I want to resolve this social problem!", and you high school students who is reading this content maybe also applicable of it. However, I am different from them.

When I was a high school student and want to study for the Faculty of Economics, it's my homeroom teacher that told me about Faculty of ISI, in Kyushu University. At that time, I was lost of my decision even The National Center Test had finished because I don't know my decision is right for me. When I was worried, my teacher shows me the pamphlet of ISI. I looked it, and this pamphlet said that characteristics of ISI are what students can improve their own style to study aggressively, the way of learning from wider multi viewpoints, and the place of resolving the social problem. While I read it, I was interested in this faculty's novelty, and I felt I could do study freely here. I might be attracted the sells point of ISI that students could express myself by my style.

I want to thank to my teacher who invited this faculty.

Q2 What were the good things about being admitted to ISI?

I have some good points that I am studying here, but there are two big points when I summarize them.

Firstly, our everyday life changes the chance to learn. Literally, it is not only the time on your classroom and the time to do your homework, but also, we can learn by various situations, such as the time to live in everyday life, to stay with your friends, and so on. In this faculty, we try to find some social problems and explore it. So, you can study many things and become interesting if you live in your everyday life with thinking various things. Actually, I noticed an awareness problem in my research theme when I was watching TV in my spare time. What you want to study may have already existed in your everyday life you don't care.

Secondly, I could greet many students who have many thoughts and backgrounds. I think it is the best point of ISI. All students are unrelated to whether you are "liberal" or "science", so there are many students who are different from their major, their specialty subjects, and their own research theme. There is no student who is similar to you. Making chances and talking with them are more stimulating than you imagine. Hearing their stories and talking about it cannot only input their thought in your thought, but also can remember and check your idea and can see your station in your process of research theme. I realize I am greatly mature through that communication.

Q3 What is your theme for DP and what is your dream?

I am planning my research theme combining international politics and the theory of media now. I found this theme from an occasion which I doubt the ideal occasion of mass medium when I watched TV. It is still the early stage, but I want to think about international politic which is seriously now, from the viewpoint of media.

I don't have clearly and concretely goal or job like "I want to be OO!" However, I want to be a person or to get a job that I can make use of more people as well as possible through my work and achievement. It is a very ambiguous goal to say bravely, but it maybe the faculty of ISI that gives me clearly image in the future.

Dear many students who are interested in ISI or are reading this content, you can meet many unique people who you have never met beyond your image. "I have to some aware of social problem." "I should learn communication or English skill." No problem, your worrying is no need. While I have studied here for two years, this faculty is seeking some students who want to be mature, to find their aim, and to try hard to achieve them. You students are certainly hard because of COVID-19, studying, and more, but I want you to do the best and to be yourself. Good luck!



ARAKI Kota

Izumo High School(Shimane), April 2020 Enrollment



Dhiva Althaf Pratama

SMA Negeri Unggulan M.H. Thamrin Jakarta, Indonesia, October 2020 Enrollment

Q1 Why did you choose ISI?

I encouraged myself to choose ISI was purely because I could not find any other faculty like ISI, especially in my country. Having the freedom to choose what you want to do even in the middle of your university journey is something that I did not expect to be a very humbling experience. Also, I always thought that being surrounded by interesting people with different sets of motivation and background would broaden my horizon and strengthening my knowledge here in my university life. Moreover, knowing that the areas of ISI are specifically made to be an 'issue-based' program, I was amazed by the opportunity to make my own study and research being impactful to the society directly.

Q2 What were the good things about being admitted to ISI?

Out of everything that I would appreciate about this faculty, I think it is the people. The faculty and the staffs are the people that I believe will always have my back and stand there for any kind of support for me. Especially, as an international student, there were so many aspects of campus life in Japan that was confusing and absolutely unfamiliar to me, however, all the professors and the staffs are always positive and so helpful to me, specifically my academical journey. The other good thing are my friends, I thought that having different interest would cause such division and a negative output to my study, but apparently it turned out be these doors of opportunity to expand my skill and knowledge. It is a truly humbling experience to learn about people's dream and vision and how everyone utilizes ISI to the maximum capacity to help them reach their dream.

Q3 What is your theme for DP and what is your dream?

The theme of my Degree Project is about [Coral Reef Environments] and the focus is to obtain necessary information or parameters to conduct protection of coral reef ecosystems in southern islands of Japan. By identifying the geomorphological changes and the spatial analysis I hope that I could learn and develop important points to build a thorough legislation to protect the coastal environments. This theme sparked an idea for me to make better movements for climate change in a significant manner. Objectively, being able to map and understand a designated area that could have anthropological activities and a high-level biodiversity area would be impactful for the social economy and the education of coastal communities that I hope it could help more research.

Q1 Why did you choose ISI?

Possessing a multiplicity of perspectives to understand the prevalent social issues are necessary; hence, the School of Interdisciplinary Science and Innovation (ISI) allows the integration of both natural and human science classes. That is, transcending the boundaries of the specialized fields and addressing the issues multifacetedly. After completing the KIKAN education, I have acquired the foundational knowledge and skills required for problem-solving, which enabled me to discover a suitable specialized course. The student could choose from the four areas, through which I have selected "People and Society;" more importantly, however, it is not limited to taking courses within the chosen area as the School of ISI encourages the students to take cross-area courses. Furthermore, as the faculty's name suggests, the School of ISI accentuates the "interdisciplinary" aspect; therefore, I can learn beyond the selected area and the specialized course. Accordingly, I could achieve my desire to be a social innovator who can discover solutions to social issues on a local and global scale.

Q2 What were the good things about being admitted to ISI?

Community. Since the classes are quite compact, consisting of 20-30 students, the relationship between students and professors is relatively close. Whenever there are problems in terms of academics or campus life, the professors accommodate the students in their best interests. Additionally, the ISI office also supports the students with their concerns and questions.

The professors encourage the students to share ideas through group/class discussions; thus, interactions are inevitable. Besides focusing on self-expression, the students could expand on their own perspectives with the other students since the classes are more of an investigative approach, where students first-handedly and proactively raise questions. Henceforth, the ISI students are rather creative and innovative whenever proposing solutions and, therefore, strive to achieve their DP.

Q3 What is your theme for DP and what is your dream?

With globalization advancing at an unprecedented rate, an increasing number of individuals have been situating cross-culturally, resulting in many children inhabiting cross-national lives; frequently conceptualized as "Third Culture Kid" (TCK). As a result of children spending most of their significant formative years in countries besides their parent's origin or the children's national background, TCKs often feel rootlessness. As a half Japanese/Filipino growing up in China, I consider myself a TCK. Identity issues are not simply an individual problem, which could be solved alone, but rather a global phenomenon that requires attention; hence my research is to understand identity further. To delve into the research topic, I am currently studying "Narrative Therapy and Narrative Analysis" in Clinical Pedagogy Graduate Seminar under the Graduate School of Human-Environment Studies. Using the individual's personal narratives, I hope to become a multilingual counselor.



ISHII CASAS Aiko

United World College (UWC), Changshu, China, October 2020 Enrollment



Faculty (As of August 1, 2022)

People and Society

Member



Professor • Dean
KABURAGI Masahiko
Area of Expertise
History of Political Thought



Professor
INABA Miyuki
Area of Expertise
International Social Welfare Policy including Political, Social, Economic, and Aging Issues



Professor
INOUE Shigeki
Area of Expertise
Human Centered Design



Professor
INOUE Narahiko
Area of Expertise
Argumentation & Debate, Communication Studies



Professor
MIZOGUCHI Koji
Area of Expertise
Archaeology



Associate Professor
UCHIDA Satoru
Area of Expertise
English Linguistics (Cognitive Semantics, Pragmatics, Lexicography)



Associate Professor
OGA Toru
Area of Expertise
International Politics, International Relations, Human Rights Governance, East Asian Regionalism



Associate Professor
SEVILLA-LIU Anton
Area of Expertise
Philosophy, Clinical Studies of Education



Associate Professor
TOKUHISA Satoru
Area of Expertise
Service Design, Human-Computer Interaction, Innovation Management



Associate Professor
NAGATANI Chiyoko
Area of Expertise
Cultural Anthropology, Religious Studies



Associate Professor
FUNAHASHI Kyoko
Area of Expertise
Osteoarchaeology



Associate Professor
LI Xiaoyan
Area of Expertise
Second Language Acquisition from the Perspective of Knowledge Science



Lecturer
WEISS David
Area of Expertise
Japanese and East Asian Intellectual History

Member



Professor
OHGA Chiharu
Area of Expertise
Japanese language education



Professor
SOEJIMA Yuji
Area of Expertise
Crystal Physics

Adjunct Member



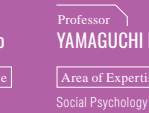
Professor
OTSU Takahiro
Area of Expertise
English Linguistics



Professor
MATSUNAGA Noriko
Area of Expertise
Multicultural Relations Studies



Professor
MISUMI Kazuo
Area of Expertise
Sociology



Professor
YAMAGUCHI Hiroyuki
Area of Expertise
Social Psychology



Lecturer
TAKITA Masahiro
Area of Expertise
Community Development

States and Regions

Member



Professor • Vice Dean
ONIMARU Takeshi
Area of Expertise
Political History, Comparative Area Studies



Professor
SE Teruhisa
Area of Expertise
Political Theory, Political Philosophy



Professor
NAGASHIMA Hiroki
Area of Expertise
East Asian History, Korean History, History of Japan-Asia Relations



Associate Professor
KITSUKI Akinori
Area of Expertise
Development Economics, Microeconomics, Policy Evaluation



Associate Professor
TAJIRI Yoshinori
Area of Expertise
Archaeology, East Asia Archaeology



Associate Professor
HALL Andrew
Area of Expertise
Modern Japanese History



Associate Professor
MASUO Chisako T.
Area of Expertise
Chinese Foreign Policy, East Asian International Relations



Associate Professor
YAMAO Dai
Area of Expertise
Iraqi Politics, Middle East Politics, Comparative Politics



Lecturer
YAMAMOTO Asuka
Area of Expertise
Development Economics, Indian Economy



Associate Professor
OKADA Masaya
Area of Expertise
Informatics, Behavior information processing, Multimodal sensing



Associate Professor
KANAYAMA Koji
Area of Expertise
History & Philosophy of Science



Associate Professor
HIROSE Kei
Area of Expertise
Statistical Science, Machine Learning



Associate Professor
BREZINA Jan
Area of Expertise
Partial differential equation

Adjunct Member



Professor
UCHIDA Seichi
Area of Expertise
Pattern Recognition



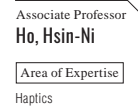
Associate Professor
KANEKO Kosuke
Area of Expertise
Multi-media Informatics



Associate Professor
KOBAYASHI Toshiya
Area of Expertise
Science, Technology and Society



Associate Professor
Ho, Hsin-Ni
Area of Expertise
Haptics



Assistant Professor
INAMURA Tokushu
Area of Expertise
Innovation

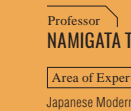
Adjunct Member



Professor
ITO Koji
Area of Expertise
Japanese Medieval History



Professor
NAKANO Hitoshi
Area of Expertise
Early Modern of Japanese Society



Professor
NAMIGATA Tsuyoshi
Area of Expertise
Japanese Modern Literature



Professor
HYAKUMURA Kimihiko
Area of Expertise
Natural Resource Management



Professor
MATSUI Yasuhiro
Area of Expertise
Political and Social History



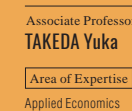
Associate Professor
AUGUSTINE Matthew
Area of Expertise
Modern Japanese History



Associate Professor
KITAZAWA Mitsuru
Area of Expertise
Economic History of Japan



Associate Professor
TAKEDA Yuka
Area of Expertise
Applied Economics



Lecturer
KURITA Kenichi
Area of Expertise
Applied Economics

Member



Professor • Vice Dean
LAUWEREYNS Johan

Area of Expertise
Cognitive Science,
Bioethics



Professor
IRAMINA Keiji

Area of Expertise
Brain Information Science,
Neuroimaging,
Neuroinformatics,
Biomedical Engineering



Professor
DRUMMOND Douglas

Area of Expertise
Cytoskeletal Proteins,
Molecular Biology



Associate Professor
KANG IkJoon

Area of Expertise
Ecotoxicology,
Behavioral Toxicology



Associate Professor
SURCHOWDHURY Vishwajit

Area of Expertise
Stress physiology,
Metabolism



Associate Professor
NAKAMURA Mako

Area of Expertise
Developmental Biology,
Cell Biology,
Muscle Biology

Crossing Study Areas



Professor
GUO Junhai

Area of Expertise
Second Language Learning
(Teaching Japanese as a
Foreign Language),
Bilingualism and Language
Policy



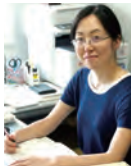
Professor
KONOMI Shin'ichi

Area of Expertise
Informatics



Professor
MIKI Yoichiro

Area of Expertise
Medical Education



Associate Professor
INAGAKI Shio

Area of Expertise
Nonlinear and
Non-Equilibrium Physics,
Granular Physics



Associate Professor
SAKAGUCHI Hidetsugu

Area of Expertise
Physics
(Nonlinear Physics)



Associate Professor
TASHIMA Hiroshi

Area of Expertise
Engineering of Engine and
Combustion



Assistant Professor
TAO Shuichiro

Area of Expertise
Particle Physics,
Physics Education



Associate Professor
HATANO Kohei

Area of Expertise
Machine Learning

Adjunct Member

Professor
CAAVEIRO Jose

Area of Expertise
Protein Engineering,
Structural Biology

Professor
SUMIMOTO Hideki

Area of Expertise
Biochemistry

Associate Professor
OKAMOTO Tsuyoshi

Area of Expertise
Systems Neuroscience

Associate Professor
OGINO Yukiko

Area of Expertise
Endocrinology

Earth and Environment

Member



Professor
ARAYA Kunio

Area of Expertise
Entomology



Professor
OHNO Masao

Area of Expertise
Geophysics (Geomagnetism,
Archaeomagnetism,
Paleoenvironment)



Professor
KAN Hironobu

Area of Expertise
Physical Geography,
Geomorphology



Professor
KUWAHARA Yoshihiro

Area of Expertise
Mineralogy



Professor
HAZARIKA Hemanta

Area of Expertise
Geomechanics, Earthquake
Disaster Mitigation,
Geo-Environmental
Engineering



Professor
YOSHIDA Kentaro

Area of Expertise
Environmental
Economics and
Policy Studies



Associate Professor
JALILINASRABADY Saeid

Area of Expertise
Energy Resources
Engineering



Associate Professor
SENDA Ryoko

Area of Expertise
Geochemistry,
Archaeology Science



Associate Professor
NAKANO Nobuhiko

Area of Expertise
Geology, Petrology



Associate Professor
FUJIOKA Yuichiro

Area of Expertise
Geography,
Landscape Ecology,
Area Study in Africa



Lecturer
MATSUO Kazunori

Area of Expertise
Entomology



Assistant Professor
ADACHI Tatsuro

Area of Expertise
Petrology,
Geology

Adjunct Member

Professor
YAMASHITA Jun

Area of Expertise
Environmental
Geography

Associate Professor
ABE Yasuhisa

Area of Expertise
Economic Geography

Associate Professor
KASAHARA Tamao

Area of Expertise
Stream and Riparian
Hydrology and
Biogeochemistry

Associate Professor
KIDA Shinichiro

Area of Expertise
Physical Oceanography

Associate Professor
KUSUMI Junko

Area of Expertise
Molecular Evolution

Associate Professor
SEINO Satoquo

Area of Expertise
Ecological Engineering



Fees, Scholarships and Living Expenses

Kyushu University offers some financial support for both international and Japanese students.

Fees

Fee exemptions may be awarded dependent upon student circumstances. Please contact the office for details.

【Payment】

| Fees | Unit (Japanese Yen) | |
|---------------------------------|---------------------|--|
| | Original Amount | Amount After Exemption* (for the First Year) |
| One time Enrollment Fee | 282,000 | 282,000 |
| Tuition Fee for Autumn Semester | 267,900 | 133,950 |
| Tuition Fee for Spring Semester | 267,900 | 133,950 |
| Total Payment | 817,800 | 549,900 |

Note: *Please refer to Application Instructions.

- ① The tuition fee listed above is subject to change without prior notice. New fees will be applied if changed.
- ② The above fees do not include health insurance, alumni association fee, books, etc.

Scholarships

■ **Kyushu University International Undergraduate Scholarship • ISI Scholarship for October Enrollment**
5 to 6 successful applicants in our school for the October admission may receive the scholarship if certain requirements are fulfilled.

■ Other Scholarships

Various scholarship opportunities are granted by Kyushu University, private foundations, international associations, and local governments as well.

<https://www.isc.kyushu-u.ac.jp/intlweb/en/student/page-012>

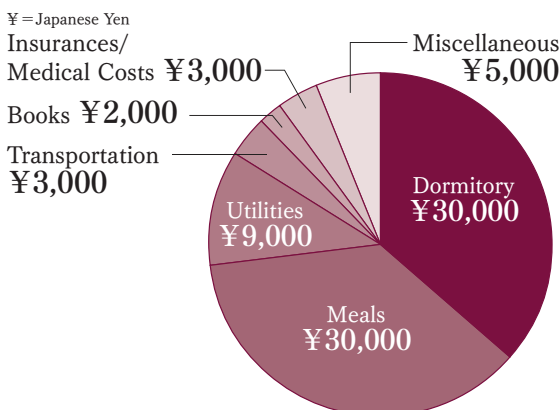
Availability of all scholarships depends on the awarding body and may change in the future.



Living Expenses

Living expenses are relatively low in Fukuoka compared to other major cities like Tokyo and Osaka. How much you will need will vary, depending on your personal taste and circumstances, but you should be prepared to spend between 80,000 yen and 120,000 yen per month.

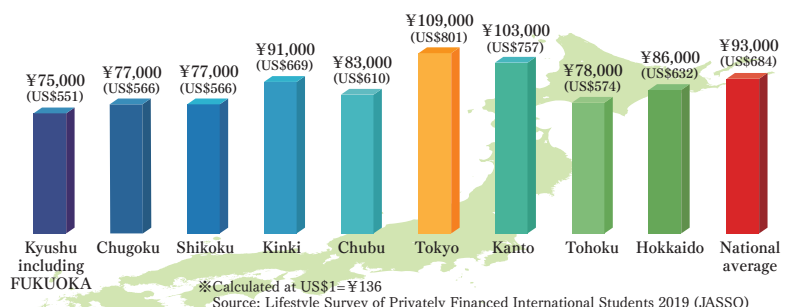
Monthly Expenses Incurred by International Students at Kyushu University



Average Monthly Living Expenses By Region

¥ = Japanese Yen
(as of 2019)
National Average: ¥93,000

The average monthly expenses (excluding academic fees) of an international student are shown below. The cost of living in metropolitan areas is higher than in rural areas.





Support System

Academic Support System

Kyushu University has an academic support system for undergraduate students. Graduate school students support them to understand difficult points in their classes, to write reports and to design their future career.

In addition, the School of Interdisciplinary Science and Innovation has a tutoring system wherein full-time faculty members provide extracurricular guidance for students' smooth transition from high school education to university education or from first-year education to the specialized education stage.



Student Supporters

A support team consisting of our current ISI students, both Japanese and non-Japanese, will be assigned to those who admitted through the admissions for international students. Student Supporters will be your guide to your new environment and will help you adjust to life in Japan. They will show you around the campus and the city, take you shopping, introduce you to friends and teachers, and help you learn basic Japanese. While the Student Supporters serve as your personal advisor, the International Student Exchange Division, offers professional support when needed. The English-speaking staff in the office will support you when you need to prepare and submit documents to public offices such as the Immigration Bureau, or when you want to rent an apartment, etc.



Dormitory

Kyushu University has dormitories on the Ito Campus as well as around the other campuses, fully-furnished with facilities necessary to make your college life safe, easy, and comfortable. The University can also assist you in finding a place to live, perhaps a private apartment close to campus, and help you through all the renting procedures. We do all we can to ensure that you can focus on studying without any hassles.



Emergency Secure Plan (ESP)

International students who are enrolled in Kyushu University are required to join the ESP and pay the membership fee.

ESP Consists of Two Services

1) Medical Assistance Service

24 hours Trilingual Medical Assistance (Chinese, English, and Japanese)

Services include

- Reference to an appropriate, nearby medical facility
- Interpretation at a medical facility via three-way conference call
- Emergency Services: Contacting and assisting family members in your home county

2) Emergency Expense Insurance

Coverage includes

- Emergency reunion (up to 3 persons)
- Rescue
- Interpretation, etc.



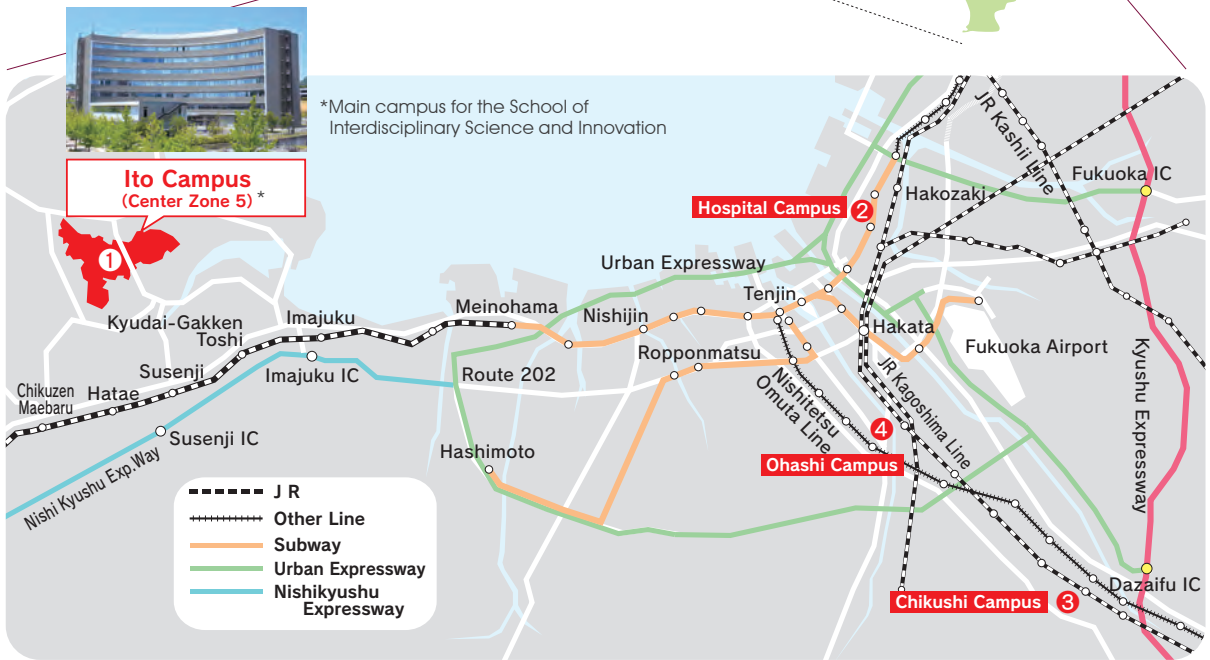
CAMPUS LOCATIONS

WORLD

JAPAN



FUKUOKA



① Ito Campus



② Hospital Campus



③ Chikushi Campus



④ Ohashi Campus



KYUSHU UNIVERSITY

School of Interdisciplinary Science and Innovation

<https://kyoso.kyushu-u.ac.jp/en/>



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