



Suranaree University of Technology
International Program

CEP@SIT Cultural Exchange Program

Submitted by

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Table of Contents

- 1. Introduction.....3
- 2. Program Overview and Objectives3
- 3. Day-1 (Team Formation and Icebreaking)4
- 4. Project-Based Learning and Design Review (Days 2–4).....5
- 5. Peer Learning and Campus Engagement (Day 5).....6
- 6. Field-Based Learning in Nasu Town (Days 6–8)7
- 7. Final Project Development and Presentation (Days 9–10)8
- 8. Program Conclusion and Learning Outcomes9
- 9. Overall Reflection 10
- Conclusion 10

1. Introduction

This report presents my experience participating in the **Cross-Cultural Engineering Project (CEP)** hosted by **Shibaura Institute of Technology**, Japan, in December 2025. CEP is a **project-based learning (PBL) program** designed to prepare students for global academic and professional environments by engaging them in cross-cultural teamwork and real-world problem solving.

The program brought together students from Japanese universities and partner universities abroad to address challenges proposed by industry partners and local communities collaboratively. Through this program, students were expected to develop communication skills, systems thinking, problem-solving abilities, and intercultural competence.

2. Program Overview and Objectives

The CEP program aims to:

- Foster **cross-cultural collaboration** among engineering and design students
- Enhance **problem-solving and systems thinking skills** through PBL.
- Provide exposure to **real-world challenges** presented by companies and local communities.
- Strengthen students' ability to communicate ideas effectively in an international setting.

The program was conducted mainly at the **Omiya Campus** of Shibaura Institute of Technology and included both on-campus activities and a field-based workshop in **Nasu Town, Tochigi Prefecture**.



3. Day-1 (Team Formation and Icebreaking)

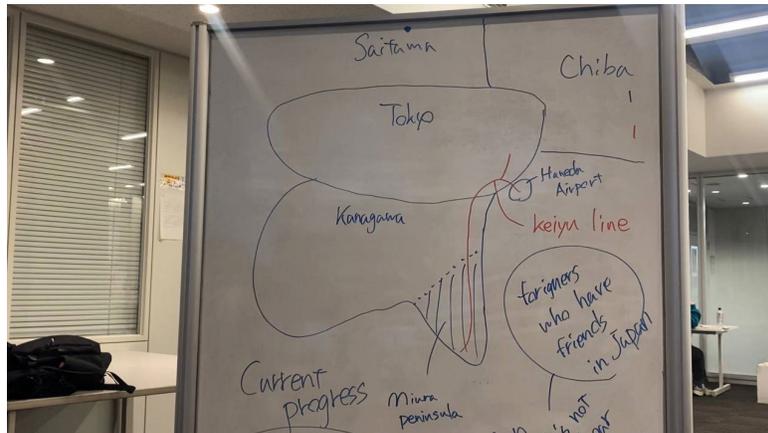


One of the key components of the program was teamwork among students from diverse backgrounds. During the ice-breaking and team-formation activities, participants were intentionally grouped to include participants from multiple nationalities.

My team consisted of seven students from five different countries: Brazil, Vietnam, Japan, Thailand, and Myanmar. Although communication and coordination were initially challenging, this diversity enabled us to exchange different perspectives, enhance intercultural understanding, and develop effective teamwork skills.



4. Project-Based Learning and Design Review (Days 2–4)

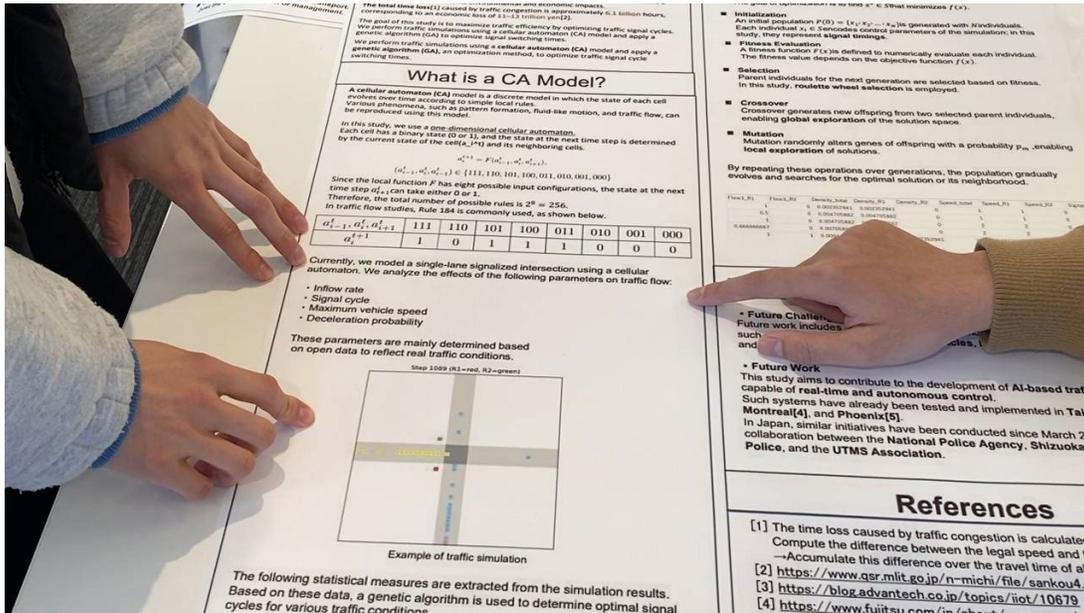


From Days 2 to 4, we worked in collaborative learning spaces such as GLC and I · Co · Ba. The project brief was provided by **Keikyu Railway**, focusing on strategies to promote tourism in the Miura Peninsula area.

Our team proposed themed travel experiences that emphasized meaningful journeys rather than standard sightseeing. On December 12th, we presented our ideas during a design review session and received constructive feedback from professors and company representatives. This process strengthened our problem-solving and presentation skills.



5. Peer Learning and Campus Engagement (Day 5)



On Day 5, participants reviewed and evaluated posters created by Japanese students. This activity promoted **peer learning** and exposed participants to different approaches and design perspectives.

In the afternoon, we explored the surrounding area, including local streets and food stalls, which provided opportunities for informal cultural interaction and a deeper understanding of daily life in Japan.



6. Field-Based Learning in Nasu Town (Days 6–8)

A key component of CEP was the field-based workshop in **Nasu Town**, where students engaged directly with local communities. After traveling by bus from Omiya Campus, participants stayed at **Hotel Sunvalley Nasu**.



During this phase, teams conducted site visits to farms, local businesses, shrines, and community facilities. These visits provided essential context for understanding local challenges and opportunities.



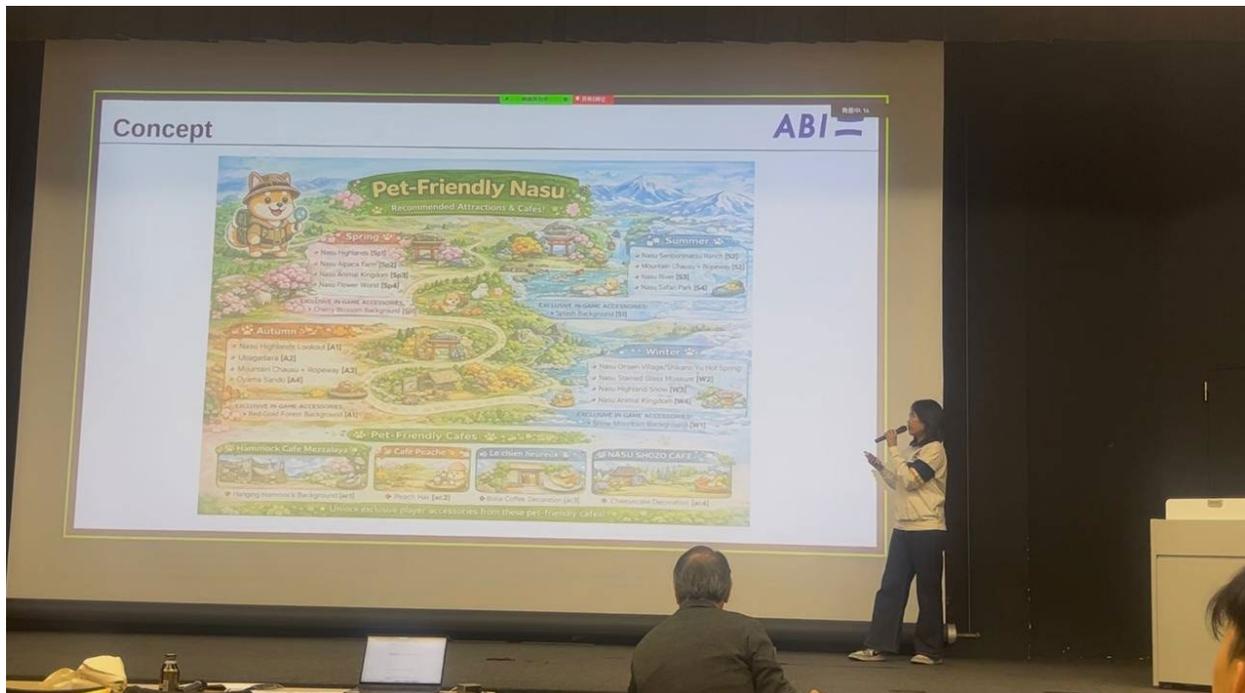
On December 16th, teams presented their proposals to **local stakeholders**, including community representatives. The feedback received was practical and critical, emphasizing feasibility and real-world impact. This experience highlighted the importance of socially responsible and community-oriented engineering solutions.

7. Final Project Development and Presentation (Days 9–10)



After returning to campus, we refined our project based on feedback received. On December 18th, final presentations were conducted at Saito Memorial Hall, with representatives from Keikyu Railway joining online.

Each team presented innovative ideas addressing tourism, sustainability, and community engagement. This final presentation marked the successful completion of the program and demonstrated the effectiveness of international collaboration.



8. Program Conclusion and Learning Outcomes

The program concluded with a closing ceremony on December 18th, during which certificates were distributed and outstanding projects were recognized.



Through participation in CEP, I achieved the following learning outcomes:

- Improved **cross-cultural communication and teamwork skills**
- Enhanced **problem-solving and design thinking abilities**
- Gained experience working on **real-world, community-based projects**
- Developed greater confidence in presenting ideas in an international academic setting



9. Overall Reflection



The Cross-Cultural Engineering Project provided a comprehensive learning experience that integrated academic knowledge with practical application and cultural exchange. The program successfully prepared participants to think globally, collaborate across cultures, and address real societal challenges as future engineers and professionals.

Conclusion

Participation in the CEP program at Shibaura Institute of Technology was academically enriching and professionally valuable. The experience strengthened my ability to work in diverse teams and deepened my understanding of global engineering practice. This program will have a lasting impact on my academic development and future career aspirations.