

## JSPS Asian Science Seminar Questionnaire for the Seminar Participants

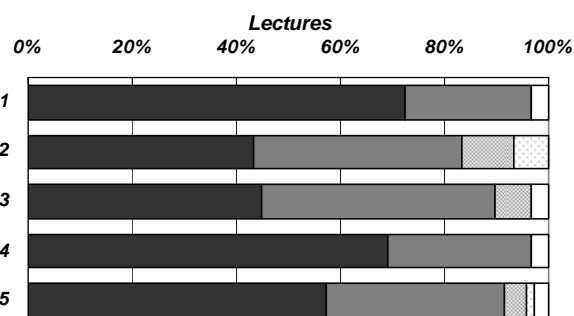
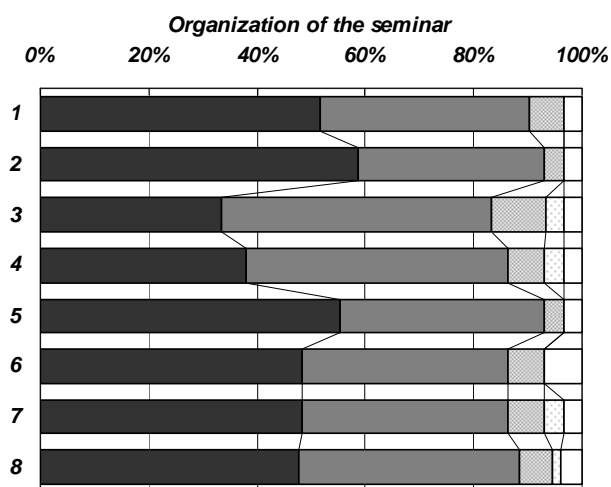
A: strongly agree  
D: disagree

B: agree  
E: completely disagree

C: neutral

### Organization of the seminar

	A	B	C	D	E	Total	Score
1) The lecture components were effectively linked	16 (52)	12 (39)	2 (6)	0 (0)	1 (3)	31	4.4
2) Sufficient time was allocated for the lectures	17 (59)	10 (34)	1 (3)	0 (0)	1 (3)	29	4.4
3) The length of the seminar was optimal	10 (33)	15 (50)	3 (10)	1 (3)	1 (3)	30	4.1
4) The days and times of the seminar were optimal	11 (38)	14 (48)	2 (7)	1 (3)	1 (3)	29	4.1
5) The size of the classes was optimal	16 (55)	11 (38)	1 (3)	0 (0)	1 (3)	29	4.4
6) The number of lectures was optimal	14 (48)	11 (38)	2 (7)	0 (0)	2 (7)	29	4.2
7) Sufficient time was allocated for the discussions	14 (48)	11 (38)	2 (7)	1 (3)	1 (3)	29	4.2
8) Total	47.6	40.8	6.3	1.5	3.9		4.3

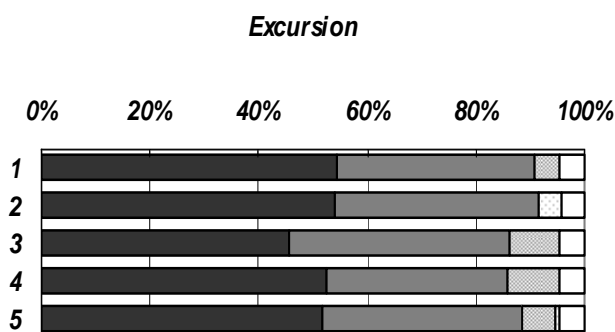
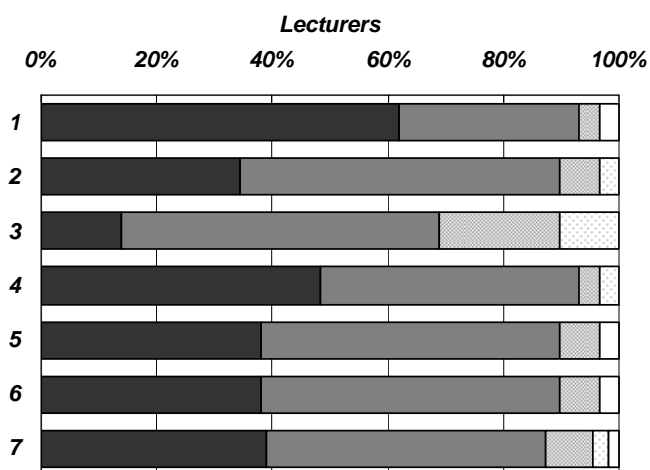


### Lectures

Lectures	A	B	C	D	E	Total	Score
1) Contents of the lectures were interesting and stimulating	21 (72)	7 (24)	0 (0)	0 (0)	1 (3)	29	4.6
2) The level of the lectures relative to my educational background and experience was optimal	13 (43)	12 (40)	3 (10)	2 (7)	0 (0)	30	4.2
3) Lectures were helped to my research	13 (45)	13 (45)	2 (7)	0 (0)	1 (3)	29	4.3
4) My knowledge was enhanced by the lectures	20 (69)	8 (28)	0 (0)	0 (0)	1 (3)	29	4.6
5) Total	57.4	34.1	4.2	1.7	2.6		4.4

## Lecturers

	A	B	C	D	E	Total	Score
1) Lectures were well prepared	18 (62)	9 (31)	1 (3)	0 (0)	1 (3)	29	4.5
2) Instructions and explanations were clear and understandable	10 (34)	16 (55)	2 (7)	1 (3)	0 (0)	29	4.2
3) No language barriers existed between lecturers and participants	4 (14)	16 (55)	6 (21)	3 (10)	0 (0)	29	3.7
4) Lecturers gave equal treatment to all the participants	14 (48)	13 (45)	1 (3)	1 (3)	0 (0)	29	4.4
5) Lecturers responded responsibility to the questions from the participants	11 (38)	15 (52)	2 (7)	0 (0)	1 (3)	29	4.2
6) Lecturers respected the ideas, opinions and comments of the participants	11 (38)	15 (52)	2 (7)	0 (0)	1 (3)	29	4.2
7) Total	(29.0)	(39.1)	(48.3)	(8.0)	(2.9)	(100)	4.2



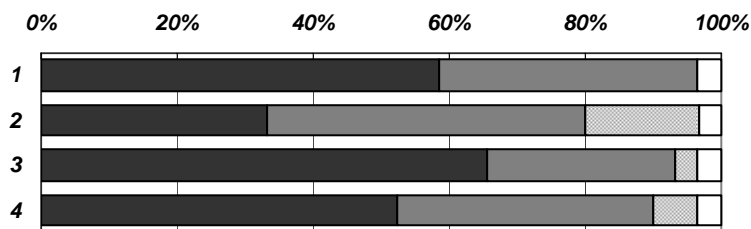
## Excursion

	A	B	C	D	E	Total	Score
1) The excursion was well organized so as to expand my knowledge of its theme	12 (55)	8 (36)	1 (5)	0 (0)	1 (5)	22	4.4
2) The excursion was very attractive	13 (54)	9 (38)	0 (0)	1 (5)	1 (5)	24	4.3
3) The excursion was of help to my research	10 (45)	9 (41)	2 (9)	0 (0)	1 (5)	22	4.2
4) I was able to obtained advanced information through the excursion	11 (52)	7 (33)	2 (10)	0 (0)	1 (5)	21	4.3
5) Total	(51.6)	(37.0)	(5.8)	(1.0)	(4.5)	(100)	4.3

## Overall

Overall	A	B	C	D	E	Total	Score
1) I was able to acquire new ideas and knowledge through the seminar	17 (59)	11 (38)	0 (0)	0 (0)	1 (3)	29	4.5
2) I was able to create networks among the lectures and other participants in my area of research	10 (33)	14 (47)	5 (17)	0 (0)	1 (3)	30	4.1
3) I am satisfied with the seminar	19 (66)	8 (28)	1 (3)	0 (0)	1 (3)	29	4.5
4) Total	(52.5)	(37.4)	(6.7)	(0.0)	(3.4)	29.3	4.4

### Overall



## Comments

### 1) The most successful aspect of this seminar was:

A: Lecture

B: The organization of the seminar is very good. All participants are very good too. The participants come from different country that can change the idea.

C: Lecture and excursion.

D: Imparting knowledge on simulation of fault rapture of the Sumatran earthquake.

E: Field trip to Hirokawa.

F: Field trip is well organized. Topics of lectures and keynotes are very appropriacy.

G: The communication between lectures and participants is quite good.

H: Organization of lecture and field trips. Participants have enough of time to have fully discussion.

I: Up-to-date lectures by specialists.

J: Talk by Prof. Ando on the historical and recent seismology field was really impressive. Also modeling study of accretion wedge by Dr. Kelin Wang, friction nature of fault zone by Prof. Kato and application of GPS in seismology by Dr. Sagiya were also impressive lectures for me.

K: the topic of this seminar is very interesting, useful and related to recent great earthquake in Aceh.

L: It is very interesting to discuss variable topic for long time with many researchers.

M: The organization committee tha can organize the seminar is optimum way out obtain the maximum results.

N: Lecture.

O: Lecture and field trip

P: The 3-day lecture at Nagoya University.

Q: Presenting the different research works in the field of seismology and geodesy. This opportunity gave us experiences which we can replicate in our own countries. The field excursion was also successful in glowing us the technological advancement of Japan in the field of earthquake prediction and tsunami disaster mitigation.

- R: To improve the idea and knowledge about great earthquake in plate subduction zones in Asia and develop network between researchers.
- S: Seminar hall is very comfortable site and atmosphere is so good.
- T: Everyone has excellent opportunity to discuss. Field trip is meaning.
- U: Selecting of lecturers, Topics of the lectures.
- V: We are happy to have many discussions about the research with many researchers and participants even if at the lunch time.
- W: Field trip and collaboration research.
- X: Sharing knowledge and technology.
- Y: Content of the lecture given by lecturers.

## 2) The least successful aspect of this seminar was:

- A: none
- B: Some lecturers and some participants can not stay all seminar programs.
- C: laboratory work.
- D: Understanding and answering of the gunneries of the participants about the lectures.
- G: The time for presentation of participants is very limited.
- H: The background introduction in each lecture.
- I: Detailed technique of each method, and how to use database and source models.
- J: My field is not numerical and computational, my comments given were in my imagination. My comments is that if some scientist in computational seismology could do no-linear fault plane model (that is co-planed fault), the state of seismology especially, earthquake prediction research will enter into the real nature of earth's phenomena.
- K: Time of seminar is not enough to my schedule so that I could not joint excursion.
- L: Almost very good time but sometime I have a pain for a little long time seat, presentations time is so long. I think 50 minutes is reasonable, just I think.
- M: Maybe only small things are technical aspects in preparing seminar, such as lighting, sound system and so on. But it is OK, not disturbing for overall.
- N: Poster session.
- O: None.
- Q: The communication between the organizer and the participants. There has been a little misunderstanding with regards to the extent of the accommodation. The accommodation should at least be until the end of the seminar or until participant fly back to their house country.
- R: No agreement to do joint researchers.
- S: Lecture time is so long.
- U: Limited departments and subjects.
- W: Maternal and hand out.
- Y: time schedule.

## 3) I suggest the following improvements:

- B: More country to participate the seminar, for example, Malaysia.
- C: More time for discussion.
- H: Lectures can be arranged by meaningful order.
- I: One-day lecture for each lecture is too long. It should be less than 45 minutes including questions and discussion. Four day lecture are also too long. Not only lectures, but also have to use results from original data and simulations should be lectured.
- K: The topic of lecture can be extended to other field ( electrical risibility....), not only in seismicity studies and GPS.
- L: The topics are great earthquake in the plate subductions. I want to another topic, be held a next year.
- M: Maybe in more practical aspects in laboratory.

- N: Flash talk on the poster session should be given enough time for discussion.
- Q: Accommodation and hotel reservation should be handled by JTB or any other travel agency. Should have be at least one day free time within the seminar week.
- R: More interactive discussion and no border between lecturers and students. Lecturers should receive idea from student, sometimes lecturer can made mistake, so here we learn together.
- T: More time to poster presentation.
- U: Including the lectures of geology department.
- V: As I am Japanese, so I think to present more slow.

#### 4) Other comments:

- A: This was an excellent seminar (a).
- B: The seminar like this must occurs every year
- J: My field was structural geology. I would be much more impressive than now, if I could have some more lectures on the geology and structural geology of arc prism (such as cross section profile of Nankai Trough by ODP).
- K: Such seminar can be held in our country (Indonesia).
- L: Japanese food is very delicious, but it is difficult eat every lunch the same menu. Fortunately, I found a rest ran in the Univ. Anyway this seminar is very very good for me. Thank you, every one..
- M: I am very satisfied for this seminar, thank you. Very much for your effort. “Arigato Gozaimasu ” and success always for all of you.
- N: The distance of our site excursion to another was too long.
- O: Thank you very much to Nagoya Professor especially Sir Kimata and Ando.
- Q: I think this seminar should be continued because it gives a lot of opportunity for researchers to exchange ideas on certain field like seismology or geodesy. If the seminar also gives the student participants change to gain more ideas, learn about the research and interacts with experts. I strongly suggest that this seminar be repeated next year, or every year.
- U: The preparations of the hall, food and drink were very comfortable.

Age, title and research field

	Age	Title	Research field
A	20-24	Researcher	Geology, Metrology, Seismology
B	25-29	Lecturer	Geology
C	30-34	Ph.D. student	Geodynamic
D	25-29	Researcher	Seismology
E	35-39	Lecturer	Seismic Anisotropy
F	over	Researcher	Earthquake geology
G	25-29	Researcher	Seismic anisotropy
H	25-29	Ph.D. student	Seismology
I	over	Lecture	
J	35-39	Postdoctoral researcher	Paleoseismology, Structure geology
K	30-34	Ph. D. Student	Electromagnetic Studies
L	25-29	Ph. D. Student	
M	30-34	Researcher	Geodesy and GIS
N	over	Researcher	
O	30-34	Lecture	Earthquake
P	30-34	Researcher	Geodesy, Geology
Q	25-29	Research associate	Volcanology, Seismology
R	30-34	Ph. D. Student	Seismology
S	20-24	Research associate	
T	25-29	Ph. D. Student	Seismology
U	30-34	Researcher	Seismology, Geodesy
V	25-29	Ph. D. Student	Seismology, Geodesy
W	30-34	Lecture	
X	25-29	Research associate	Geodesy Dynamic
Y	over	Lecture	Seismology
Z	30-34	Research associate	Quaternary Geology, Paleotsunami
AA	over	Research associate	Geodetic Engineering
AB	25-29	Students	Seismology

Two participants; no record of ages, titles and research fields.