



# Studying in Tohoku Fukushi University- A Guide for student exchange in Japan

Joseph Capapas

2018 Laurea



Laurea-ammattikorkeakoulu

**Studying in Tohoku Fukushi University - A  
Guide for student exchange in Japan**  
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in Tohoku Fukushi University- A  
Guide for student exchange in  
Japan**

Joseph Capapas  
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Tämän oppaan tarkoitus on tarjota tietoa Laurea AMK:n opiskelijoille, jotka lähtevät vaihtoon Japaniin. Näin vaihto-opiskelun prosessi helpottuu vaihdon alusta sen loppuun asti. Tämä opas sisältää tärkeimmät tiedot, joka he tarvitsevat ennen vaihtoa ja vaihdon aikana. Kirjoittaja on ollut henkilökohtaisesti vaihdossa opiskelemissa sairaanhoitajaksi Tohoku Fukushi Yliopistossa neljä kuukautta. Tämän opas on tehty keräämällä tietoja luotettavista internetlähteistä ja kirjoittajan omin kokemuksista. Kirjoittaja on lisännyt oppaaseen kaikki ne tiedot, jotka hänen mielestään ovat hyödyllisiä lukijoille. Kansainvälisiä koordinaattoreita Laurea Ammattikorkeakoulusta ja Tohoku Fukushi Yliopistosta on pyydetty arviomaan opasta ja kommentoimaa oppaan luotettavuutta ja virheettömyyttä.

Oppaan sisältö koostuu kahdesta pääosiesta. Ensimmäinen osio koostuu niistä käytännön asioista, jotka tulee tehdä ennen vaihtoa. Toinen osio koostuu niistä asioista, joka tulee tehdä Japaniin saavuttaessa ja käytännön asioista asioita opiskelijavaihdon aikana. Oppaan sisällössä on myös vähän tieto Japanin kielestä ja kulttuurista. Oppaan viimeisessä osassa on tarkistuslista, jotta kaikki asiat on hoidettu ennen Japaniin lähtöä.

Opinnäytetyön raporttiosuudessa esitellään koko prosessi siitä, miten opas on suunniteltu, laadittu ja arvioitu. Arviointi toteutettiin sähköpostikyselynä. Opasta muokattiin arvioitsijoiden huomautusten kommenttien ja suositusten perusteella. Opasta voidaan hyödyntää uusien Laurean opiskelijoiden kansainväliseen vaihtoon orientoimiskurssilla.

Asiasanat: Vaihto-opiskelu, Tohoku Fukushi Yliopisto, Opas, Japani

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Studying in Tohoku Fukushi University- A guide for student exchange in Japan Studying in

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The purpose of the guide is to provide relevant information to students of Laurea UAS going for exchange to Japan so as to make the exchange study process easier, from the start to the end of exchange. The guide includes most of the important information they need to know before and during the exchange program. The author has personally been on exchange study studying nursing in Tohoku Fukushi University for 4 months. The product was developed by gathering information from the internet and based from the author's experiences. The author has included in the guide all the necessary information that he thinks will be useful for the reader. International coordinators from Laurea University of Applied Sciences and Tohoku Fukushi University were asked to evaluate the guide and give their comments to ascertain the guide's credibility and faultlessness.

The content of the guide consists of two main parts. The first part consists of the things to do before exchange. The second part consists of things to do upon arrival in Japan and things to do during exchange. A little bit of information about Japanese language and culture was also included in the guide. There will be a check list at the last part of the guide to make sure all the things before leaving to Japan has been taken care of.

The report part of the thesis presents the whole process of how the guide was made from planning to evaluation. Comments were gathered by e-mail survey from International Coordinators of both institutions. Evaluators made comments and the guide was edited based on the comments and recommendations given.

Keywords: Student exchange, Tohoku Fukushi University, Guide, Japan

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## 1 Introduction

According to data published last year by the Japan Student Services Organization, as of May 1, 2017, there were 267,042 international students attending Japanese graduate and undergraduate schools, junior colleges, technical colleges, specialized training colleges, and Japanese language schools. This is 11.6% more than the number for the preceding year and marks the fifth consecutive year in which the number of international students to Japan has increased. (Nippon.com)

The goal of this thesis is to create a guide for exchange study, for future students of Laurea UAS going to Japan for exchange. The author had been on exchange for 4 months in Tohoku Fukushi University from April to July 2018. The author is studying Degree in healthcare, Nursing.

The purpose of the guide is to provide relevant information to students of Laurea UAS going for exchange to Japan so as to make the exchange study process easier, from the start to the end of exchange. Going to exchange study means you want to learn other country's culture and way of studying. Every place has their own culture, even different places inside the same country. We might experience culture shock upon coming to a new country. When you go to another foreign country, your everyday life, routines, people around you, language, people's values and rules are not familiar at all. In this guide, I would like to talk about these issues to help with culture shock.

The contents of the guide includes the application process before going to Japan, daily life in Japan, Courses the author has taken in Japan, and Japanese culture. The author had included in the guide information, which he thinks is important to know before and during exchange. The contents of the guide includes information based from facts taken from reliable sources and also based from the author's own experiences.

## 2 Background

Internationalisation is an essential part of the competence of any professional regardless of whether one is working in Finland or abroad. International elements are included in all degree programmes at Laurea. Each student has opportunities for international learning within Laurea's own programmes at his or her disposal. In addition, Laurea is part of a network of around 230 co-operating institutions around the world. (Laurea Ammattikorkeakoulu, 2018).

In the Professional competence of a nurse responsible for general care, from the project of University of applied sciences network of healthcare and Finnish Nurses Association entitled "Sairaanhoitajan ammatillinen osaaminen (Nursing profession competences)", they have written that one of the competences is Internationalization competences. It includes having the language skills needed at work and for professional development, capable of engaging in multicultural cooperation and ability to consider the effects of internationalization in the field.

Madeleine Leininger made the Theory of Culture Care Diversity and Universality. She stated in that, caring for people of many different cultures seemed inevitable, and yet nurses and other health professionals were not prepared to meet this challenge, which prompted her to do the theory. Transcultural nursing uses research-based knowledge to provide safe, responsible, meaningful care to people of different cultures, supporting their health needs and dealing with illness, disabilities, or death. Culturally based care can significantly contribute to human health and well-being, and transcultural nursing care can provide such meaningful and therapeutic outcomes. Forms, expressions, patterns, and processes of human care vary among all cultures of the world. Providing culture-specific care that fit the beliefs, values, and life ways of cultures would be a major new approach to nursing, as this was a major missing dimension of traditional nursing. Human beings are born, live, and die with their specific cultural values and beliefs, as well as with their historical and environmental context, which includes language considerations. (Parker, 2001).

In terms of globalization, Finland is becoming more and more international. Finland's entry in EU and commitment to EU charter allowed the free flow of people and workforce inside EU countries. In healthcare researches, it has been often agreed by EU directives. The purpose of those is to have uniformity in the rules and regulations in healthcare practice among EU countries (Aitlahti, 1999). For Finnish nurses, open job opportunities have been Great Britain, Norway and some in Denmark (Työministeriö, 2003).

The free flow of workforce causes the healthcare clients and work environment to be more multicultural and there are more healthcare professionals of foreign background working in hospitals (Opetusministeriö, 2004).

International experience develops the ability to cope with demanding tasks and helps to improve language skills, knowledge of different cultures, co-operation skills and professionalism. Going on an exchange/internship makes it possible to gain deeper and more versatile understanding of your professional field, because you can study subjects that are not extensively on offer at Laurea or other institutions in Finland, or specialise through internship. (Laurea Ammattikorkeakoulu, 2018). About 350 students are going to study abroad every year (Laurea Ammattikorkeakoulu, 2013).

Studying abroad gives students a broad perspective and understanding of our truly small planet. It helps them think “big picture” and opens their eyes to possibilities beyond what they see in their immediate surroundings. These students gain an appreciation for language barriers as well as the unique regulations, policies and systems that are common in other parts of the world. They develop a respect for diversity in others that helps them work well in cross-cultural business environments. (Springfield News Leader, 2016)

Usually, it is almost impossible or it is very hard for the students to remember all their own experiences into a dialogue, that is why it is also good for information and experiences to be in a recorded form, wherein it is easily accessible, and will not be forgotten, like a guide. (Parkkunen et. al., 2001: 11-12)

A guidebook could help students for orientation. It could help with the exchange study's preparation and make the whole process clearer.

### 3 The process of making the guide

#### 3.1 Planning of the guide

A guide is a book, document, or display providing information on a subject or about a place (Dictionary.com). A good guide has a logic structure and clear appearance. The paragraphs should be concise and sentences easy to understand. In a good guide, the titles and subtitles are informative and encapsulate the contents of the following text. It is essential that the guide is written to the precise target audience selected. (Hyvärinen 2005.)

The project's main subjects was based from five basic product development stages: the recognition of the need for developing the project, ideas for finding a solution, product design, product development, and product's finishing touches. (Jämsä & Manninen. 2000:27- 30).

The practical use of the written material creates the base for the visual appearance. The contents of the written material should be in line with the layout and visual style. (Hatva, 2008, 79-81.) When planning for the guide's appearance, Tohoku Fukushi University's color scheme purple is desired to use.

Pictures encapsulate information in visual form. They help understanding the text and act as memory aids. The function of a picture in text can be documentative, orientational, and symbolic. (Hatva, 2008,86.). The images and clarity of the output attracts attention. The author will include in the guide pictures that he has taken by himself, and some pictures from the internet. Pictures will be put so as to give idea to the readers about a topic talked about.

In a report longer than several pages a table of contents should be included as it assists the reader to locate information quickly. It also gives the reader a schematic overview of the structure and contents of the report (unilearning.uow.edu.au, 2000). For this purpose, I will itemize all the topics discussed in the guide in the table of contents.

The idea of making the guide came from the international center of Laurea University of Applied Sciences when the author have told them about some of his difficulties during exchange due to culture differences. During the time when outgoing exchange students and incoming exchange students had their meeting so that the incoming exchange student can share his/her experiences to the outgoing student, there was no one from Japan. Hence, the author was left with no idea what to expect when he arrive there in Japan, what will be the everyday life like, and what did the incoming exchange student can advise him. The solution was to create a guide for exchange students who will be going to Japan. This guidebook will give an idea of what it's like in Japan, and give them important informations before and during the exchange. The contents of the guide will consist of two parts. The first part will be about the things to do in

Finland before leaving to Japan, such as application for exchange, application of visa and making the learning agreement. The second part will consist of the things to do upon arrival in Japan such as meeting with the faculty of the host school, daily life in Sendai, and a little about culture in Japan. Do's and don'ts in Japan will also be included in the guide so as to familiarize the readers about the things they should do to

### 3.2 Implementation of the guide

The guide was developed by gathering information from the internet and based from the author's experiences. The author has included in the guide all the necessary things that he thinks will be useful for the reader. International coordinators from Laurea University of Applied Sciences and Tohoku Fukushi University were asked to evaluate the guide and give their comments to ascertain the guide's credibility and faultlessness. With the guide's finishing touches, the supervising teacher checked the guide, and gave some comments about the guide then revisions are made to the guide based on the supervising teacher's comments.

The contents of the guide consists of two main topics. The first part consists of the things to do before exchange. The second part consists of things to do upon arrival in Japan and things to do during exchange. There will be a check list at the last part of the guide to make sure all the things before leaving to Japan has been taken care of. The contents of the guide were made short so as to make it easier and more interesting for readers to read. Parkkunen et. al mentioned in their guide that, the author should be able to limit the contents of the guide very briefly and concisely, due to some reader's absorption capacities can be limited (Parkkunen et. al., 2013, 12-13).

In the first part of the guide, it will tell about the things to do in Finland before leaving to Japan. This includes the application process for exchange and making the learning agreement. It also include application for the visa and lastly, other things you have to take care of before leaving, like the grant, apartment, and things that would be necessary to take with you.

In the second part, it consists of thing you need to know upon arrival in Japan. I have included the Do's and Don'ts in Japan, so the reader will have a little orientation about the culture in Japan and consider these things upon arrival in Japan. I have included in the guide some important parts of the campus that students need to know. I also have included about daily life in Sendai. This consists of the public transportations, garbage and recycling and my recommended restaurants in Sendai. I also wrote about "What to do on your freetime?". I have included here some organizations where students can develop their language skills and make international and local friends. The must go places in Tohoku region was also included in the guide. A big part of the exchange experience is travelling in the host country. I limited it only to Tohoku region as Japan is very big, and writing so much about the whole country will be so much information. I wrote about the Hospitals I visited and my experiences with each hospital.

Since learning the language is very important, I have included in the guide the Let's Learn Japanese part. I included useful phrases which are based from my experience the most commonly used. Lastly, there is a checklist, to make sure that everything is done and nothing will be forgotten.

#### 4 Evaluation

In the evaluation of a guide, I asked for the help of the international coordinators both from Finland and in Japan. Evaluation is an important part of a project (Virtanen. 2000: 89). In creating the criteria for evaluation of the guide, I used the criteria by Parkkunen et. al. "Terveysaineston suunnittelun ja arviointin opas". According to the contents of the evaluation guide, the criteria are: The information is based on the latest researched knowledge and that the information is accurate. Typographically the criteria are: easy to read, easy to understand and right amount of information. (Appendix 1.Evaluation form of the guide).

I have included easy to read, easy to understand and right amount of information in the criteria for typography. I didn't include information is based on the latest researched knowledge and that the information is accurate in the criteria as I think they are not suitable for the guide I am making. Information based from experiences and empirical observation are strongly subjective, and are far from being objective, neutral and well researched information. As views and reflections, they also reflect something about the writer's attitude (Parkkunen et. al. 2001: 3-12).

The contents of the message and the way of the presentation should be modified according to the needs of the target group and message (Koskinen, 2001, 24). For this reason, Parkkunen's criteria for typography as a criteria for the guide which are: easy to read, easy to understand and right amount of knowledge and for the content's criteria: Reader friendly and usefulness. In addition, one criteria was added which is aesthetics.

In the content's criteria, reader friendly means that the guide aims to as much as possible directing the guide towards a specific group and answers the readers' questions and interests. Usefulness means that the users of the guide can benefit from the guide as much as possible.

The guide was evaluated by international coordinators from Laurea University of Applied Sciences and Tohoku Fukushi University. Comments were gathered by e-mail survey from International Coordinators of both institutions (Appendix 2,3,4).

Surveys are a commonly used research design where information is sought from a group of people, usually by means of interviews or questionnaires. It is a flexible method, broad in scope and may be used in both quantitative and qualitative studies. (Clamp et. al., 2004, 171).

An email survey is one that sends the survey instrument (e.g. questionnaire) to a respondent via email and most often samples respondents via email. (methods.sagepub.com, 2008). E-mail as a restricted size text format was considered a method of survey in early 1990s. Jamali, Sarrafzade, & Asadi have noted this method is based on the assumption that all individuals within the society have E-mail addresses. (H. R. Jamali, M. Sarrafzade, & S. Asadi., 2005) Schonlau, Fricker, & Elliot believe, because of sampling and accessing, it is better to make use of a limited population such as members of an organization. (M. Schonlau, R. Fricker, & M. A. Elliot., 2005). Furthermore, the questionnaire is put on the E-mail itself or in its attached file, and the sample can just respond it with "replying" the message. This method is suitable for short and simple questionnaires because samples have to type their answers and if the answers are long, there will be no control on them. (Backstrom et. al, 1995, Nesbary, 2000). If there is an attached file such as Word document as a questionnaire, the surveyor will have more viability for designing questionnaire sample. The most important advantages of these questionnaires are shorter performance cycles, shorter required responding time and being a cheap method. (H. R. Jamali, M. Sarrafzade, & S. Asadi., 2005).

The evaluation made were reliable because International coordinators themselves from both institutions had evaluated the guide. As International coordinators, they know the process and they know most of the information in the country they live in. The evaluation is ethical as anonymity, privacy and data protection were considered.

In this thesis, the guide was evaluated by means of the evaluation form made based from the criteria for evaluation. In the criteria for the contents of the guide, the comment is that the guide is visually very reader friendly - pictures, short texts, easy to read through and easy to find out what is it about in a first look. Another comment was that, "It is full of useful information and knowledge about Japanese culture and language, social skills to live in Japan and, suitable photos/pictures, fancy characters, and humour. It provides insightful cultural background of Japan correctly". There was a comment about the content of the Dos and Don'ts part that it catches attention easily and it is very interesting even for Japanese readers themselves.

Regarding the usefulness of the guide, comments are : It gives careful guideline for exchange students at Laurea to join the exchange program with Tohoku Fukushi University. It is intended for a nursing student, but most of the information applies to students in other areas. It's helpful on the purpose of exchange, studies, everyday life in Sendai, Japanese culture and a taste of useful Japanese language. Another comment was about the timeliness of the guide. Since application process for exchange might change every time, contents that might change was removed and it was indicated in the guide that further information about those matters will be provided by the international coordinator. The guide is aimed to be as timeless as possible.

Regarding the criteria for typography, comments for the guide's easiness to read were that, font size varies a lot, font size may be a little bit small, and some colors are very dark which makes some parts hard to read. These comments were taken into consideration and changes were made accordingly.

About the easiness to understand, there were comments about grammar and typographical errors. Comments for words used was that it is easy to understand.

Regarding the right amount of knowledge, missing details that should be included are commented about and these were taken into consideration and were added to the guide. The arrangement of pages were also changed due to the comment made by one of the evaluators.

The comments for aesthetics when it comes to the overall appearance of the guide were that, "It looks nice. The choice of colours work well. It's reasonably compact with good quality of design." "Easy to read and definitely something which interest readers from the right target group."

When it comes to the appropriateness of the pictures used, comment such as "They are very impressive, getting your attention. The tourist attractions in Tohoku District look really beautiful, breathtaking." was given.

## 5 Reliability and ethical aspects

The contents of the guide are reliable because the author has experienced all the data he wrote by himself. To ensure that these experiences or data he has written are really reliable, he has asked for a second opinion, or a feedback from another reliable person who has in-depth knowledge in the subject he is writing, in this case, the International coordinators from both institution. The author has conducted e-mail survey, and asked for the comments of the evaluators about the content and appearance of the guide. The contents taken from the internet are reliable because it was taken from official websites.

Ethical aspect had been considered in this research. Privacy and data protection was considered by asking consent from people whose pictures appeared in the guide. Photos taken from the internet were put in the references so as to credit the owners of those pictures. The authors of articles, researches or books used in this research were properly referenced.

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## Appendix 1: Evaluation form for the guide

## Studying in Tohoku Fukushi University - a guide evaluation for Joseph Capapas' Thesis

## 1. Contents

a. Do you think that the guide is reader friendly? ex. Is it interesting enough to read? Is it reader centered? Why? \_\_\_\_\_

b. Do you think that the guide is useful for the readers? Why? \_\_\_\_\_

## 2. Typography

a. Is it easy to read? ex. Font size, styles and colours used.

b. Is it easy to understand? ex. No difficult words used, correctness of grammar

c. Is there a right amount of knowledge? Is something important missing from the guide? or would you like to change or take away something from the guide?

## 3. Aesthetics

a. What can you say about the overall appearance of the guide?

b. Are the pictures used in the guide appropriate? Did it get your attention?

Appendix 2: Evaluation form for the guide by International Coordinator in Laurea University of Applied Sciences

## Studying in Tohoku Fukushi University - a guide evaluation for Joseph Capapas' Thesis

### 1. Contents

- a. Do you think that the guide is reader friendly? ex. Is it interesting enough to read? Is it reader centered? Why?

Thank you, I think guide is visually very reader friendly - pictures, short texts, easy to read throw and easy to find out what is it about in a first look. I like the pictures and I liked the fact that even that I am not the one who is unfortunately going to Japan, I still wanted to stop and read does and donts, letters, common phrases and words etc. so very well done!

- b. Do you think that the guide is useful for the readers? Why?

There are few things concerning practicalities, which are good to add or fix. Mainly on those practicalities which are given by international office. I have send those corrections separately. Since our process is changing all the time, this could be more timeless if it is about experience in Japan and tips over there without details concerning exact application process in Laurea. It might be that information of application process is outdated already in next year which makes this guidebook outdated as well, which would be really pity. So think about it, if you only mention DL of applications (those should stay as they are) and further information will be given by international coordinator? Then you could focus more to give student point of view concerning studies & living in Japan, and give tips, how to prepare before departure. Of course visiting school public health nurse and check vaccinations, travel insurance and those kind of things will stay and are good to mention. For example, attachments to Solemove can be changed any day and grant amount - so those kind of things could be even removed? Or what do you think?

But definitely, very good information for readers, so that is why I want to keep this guidebook as timeless as it can be 😊

### 2. Typography

- a. Is it easy to read? ex. Font size, styles and colours used.

Font and font size is changing a lot, so it is good to pay attention to this and try to find more common theme.

- b. Is it easy to understand? ex. No difficult words used, correctness of grammar

Yes

- c. Is there a right amount of knowledge? Is something important missing from the guide? or would you like to change or take away something from the guide?

Well I think I answered a bit already in this one earlier. And I have given some corrections by email.

### 3. Aesthetics

- a. What can you say about the overall appearance of the guide?

Easy to read and definitely something which interest readers from the right target group, thank you! When this is ready, can we upload this to Solemove as well?

- b. Are the pictures used in the guide appropriate? Did it get your attention?

Yes, I really liked the pictures.

Some notes:

To-do list - should there be that have you checked that your accommodation is confirmed? Also there will be new things coming up in application process, which are good to mention. Another one is that all students needs to fill up security form (e-lomake) before they go to exchange. And another is that all students must visit our school public health nurse before going abroad. Those can be mentioned and also go abroad course which is compulsory for all students as well.

Before applying to Japan, is recommended to meet with international officer already in this point. And it is good to add some deadlines for this application process...18th of Feb for following academic year and 15th of Sep is the DL for additional application period for following spring semester.

Learning agreement will be filled by instructions given from international office but together with academic responsible person (e.g. tutor teacher, international office will tell you who is the correct person) since together with this person student will plan which studies would be most suitable to take and which will give you credits into your Laurea degree. 30 ECTS is recommended amount of ECTS points for one semester. All those credits needs to fit into students study plan, you can't go to exchange and do so called extra credits. When you get list of courses from TFU it is good to notice that 1 host institution credit is actually 1,6 credits of ours (18 JECT  $\times 1.6 = 29$  (28.8) ECTS)

Emergency situations are really good to report to Laurea as well as addition to others.

Appendix 3: Evaluation form for the guide by International Coordinator in Tohoku Fukushi University 1

## Studying in Tohoku Fukushi University - a guide evaluation for Joseph Capapas' Thesis

### 1. Contents

- a. Do you think that the guide is reader friendly? ex. Is it interesting enough to read? Is it reader centered? - It's interesting enough to read.
- b. Why? - It's full of useful information and knowledge about Japanese culture and language, social skills to live in Japan and, suitable photos/pictures, fancy characters, and humour. It provides insightful cultural background of Japan correctly.
- c. Do you think that the guide is useful for the readers? - Yes, it is. It's really useful.
- d. Why? - It gives careful guideline for exchange students at Laurea to join the exchange program with Tohoku Fukushi University. It is intended for a nursing student, but most of the information applies to students in other areas. It's helpful on the purpose of exchange, studies, everyday life in Sendai, Japanese culture and a taste of useful Japanese language.

### 2. Typography

- a. Is it easy to read? ex. Font size, styles and colours used. - Mostly it's easy to read. Font size and styles are good. Photos and pictures look beautiful. Only one thing about colour on pp. 28-29 should be improved; purple is a bit dark so it's hard to identify words on it.
- b. Is it easy to understand? ex. No difficult words used, correctness of grammar - It's easy to understand. Some words seem to be difficult for English learners, but it's heuristic. There are a few grammatical errors, but it doesn't damage the whole impression. →*The bottom of the page.*
- c. Is there a right amount of knowledge? Is something important missing from the guide? or would you like to change or take away something from the guide? - In my impression, it gives reasonable amount of knowledge. If possible, the section for hospital visits may come after page 9.

### 3. Aesthetics

- a. What can you say about the overall appearance of the guide?
  - It looks nice. The choice of colours work well. It's reasonably compact with good quality of design.
- b. Are the pictures used in the guide appropriate? Did it get your attention?
  - They are very impressive, getting your attention. The tourist attractions in Tohoku District look really beautiful, breathtaking. The only one thing to be improved is on the missing page after page 5? and page 24, where the layout of the photos doesn't match the folds.

※grammatical or semantic errors or typos:

p.10, line 7: give it to the international coordinator→give them to the international coordinator

p. 13, bottom: ...to register you residence in Sendai→...to register your residence in Sendai

p. 16, top: .. you can ask you staff tutor to help...→...you can ask your staff tutor to help ...

p. 16, bottom: youre not somewhere. →you're not out somewhere

p. 18, Convenient stores: the title, Convenient stores nearby→Convenience store nearby

The nearest convenient store→The nearest convenience store

p. 21, Menya Masamune: It is famous for their rame,...→It is famous for their ramen

Appendix 4: Evaluation form for the guide by International Coordinator in Tohoku Fukushi University 2

## Studying in Tohoku Fukushi University - a guide evaluation for Joseph Capapas' Thesis

1. Contents
  - a. Do you think that the guide is reader friendly? ex. Is it interesting enough to read? Is it reader centered? Yes  
Why? It's very interesting, especially "Dos and Donts" in Japan, even for us Japanese.
  - b. Do you think that the guide is useful for the readers? Yes  
Why? Reader can get information about departure, everyday-life here, courses, cultures and so on. Very encompassing contents.
2. Typography
  - a. Is it easy to read? ex. Font size, styles and colours used.  
Font size looks a little bit small. Bigger size is better for me  
Color of the To do list (p.29) looks a little too dark. White seems better.
  - b. Is it easy to understand? ex. No difficult words used, correctness of grammar  
Some small corrections I found  
p.8 "Comparative Welfare" → "Comparative Welfare Societies"  
p.28 "Gomenasai" → "Gomennasai"
  - c. Is there a right amount of knowledge? Is something important missing from the guide? or would you like to change or take away something from the guide?  
I am not sure if it's possible to write those things in the guidebook, but maybe international students wants to know how to make Japanese friends? Only a person like you can tell
3. Aesthetics
  - a. What can you say about the overall appearance of the guide?  
Great!
  - b. Are the pictures used in the guide appropriate? Did it get your attention?  
Yes!  
Maybe your picture is also needed? ;)