

IB入試推進室 NEWSLETTER

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7# EDITION FEATURE

*A look into the lives of
IB students in the*

Dental School



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1. Why did your Faculty decide to take IB students?:

Modern society is moving in the direction of globalization and diversification, and this trend is expected to accelerate. Students also come from different social and cultural backgrounds and bring with them different values and ways of thinking. Under such circumstances, students must not retreat into their own shells but must understand the values and ways of thinking of others while asserting their own values. In addition, the School of Dentistry aims to nurture medical professionals with a rich sense of humanity and strong problem-solving skills, while at the same time focusing on an international exchange to nurture individuals who will go on to become global leaders. Against this background, we have decided to accept IB students who have already experienced diverse social and cultural environments and have acquired the qualities to cope with a global and diversified society.

2. What qualities do you look for in IB Students?:

The School of Dentistry emphasizes not only learning knowledge and skills in specialized fields but also how to apply them to the problem-solving, which is consistent with the philosophy of IB education. Therefore, we expect IB students to have a high level of English proficiency and a high level of self-expression, communication skills, and an inquisitive mind. Some IB students currently enrolled in the program are doing independent research in the basic divisions in addition to their regular classes. Some have already presented their research at academic conferences and written papers. They are looking ahead to what they will do after graduation from early on. I hope that students will not only choose to become dentists because they came to dental school but also enter the world of research and deepen their interactions with researchers from around the world. Although the number of IB students in the School of Dentistry is still small, I hope they will positively impact other students and professors.

3. What does your Faculty think about IB Education?:

What is wonderful about IB education is that it is structured not only as a transfer of knowledge from teacher to student but also as a process in which students themselves create their own knowledge. Students identify problems and questions independently, research them, discuss them, and search for answers. In the process, they absorb and create new knowledge and reconstruct their own ways of thinking. Students who acquire new ways of thinking will be able to see society from new perspectives and, moreover, will be able to discover and pursue new issues. I believe that school education in Japan should and is moving in this direction of independent learning. The IB curriculum is very appealing because it is clear what kind of person I want to nurture in IB education. I want to ask our students to pass on the experience and energy they have gained from such IB education to other students.

4. How do you think IB students can influence other students in your faculty?

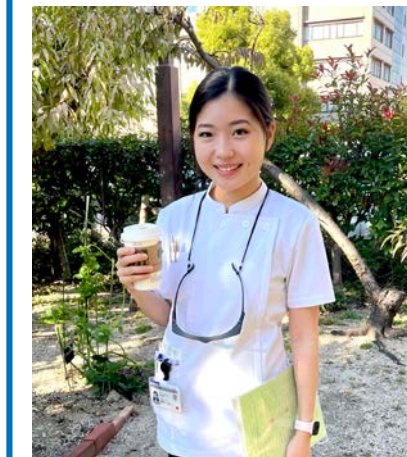
The School of Dentistry has the ODAPUS program, which allows students to study abroad for up to three months in their third year to learn about dental care in foreign countries. We hope more students will participate in international exchange and study abroad programs. We also hope that more students will be able to actively express their opinions through active learning, in which IB students actively speak up and share their views with other students. By studying with IB students, they will become inquisitive, knowledgeable, and passionate individuals who will contribute to building a better and more peaceful world through a spirit of understanding and respect for diverse cultures.

5. What do you think about the increasing number of IB students at Okayama University?

The School of Dentistry has long sought diverse human resources through various entrance examination systems. IB students will contribute to the realization of the global society that Okayama University is aiming for. The School of Dentistry has an admission limit of 2 students for the IB entrance examination. Only last year, we had less than two applicants or even no applicants in some years. However, this time (2023 entrance exam), there are four applicants, and we expect to admit more outstanding IB students. Currently, only three IB students are enrolled in the School of Dentistry: one first-year student, one second-year student, and one fifth-year student. We expect at least one IB student to enroll in each grade to positively impact other students in the School of Dentistry. We hope all students who enroll in the School of Dentistry will learn together, transcending differences in values and perspectives and drawing on their diverse backgrounds. This is necessary for the coming era of global society and diversification. For this reason, we hope that students from all over the world who have studied in the IB will come to Okayama University School of Dentistry.

IB STUDENT LIFE

Student Name: Airi Tanai



Self Introduction

Hello everyone, my name is Airi! I am a 5th-year student at Okayama University, Dental School. I am also the first Dentistry student admitted with an IB Diploma. I received my Bilingual Full IB Diploma at Seisen International School (Tokyo, Japan).

Why Dentistry?

My dream to work in the medical field arose in kindergarten. My passion for dentistry grew after my orthodontic treatment in high school. I recognized the importance of oral health and its impact on a person's confidence and decided to pursue my career in dentistry.

Campus Life

I participated in various extracurricular activities where I had the most opportunity to grow intellectually and emotionally.

Intellectually: by juggling various responsibilities, I learned to manage my time efficiently and re-evaluate my priorities according to my long-term and short-term professional goals.

Emotionally: Through each process, I was forced to truly reflect on my inner self and find happiness from within. I learned to accept myself, care for myself, and, most importantly, love myself. While it was one of the most challenging missions of my personal goals, it was also the most rewarding growth.

Extracurricular: One Young World Summit 2022

Cultivating leadership has always been a significant value and skill set of mine. One Young World (OYW) is a global platform where 2000+ young leaders from 200+ countries gather to discuss pressing global issues. I was chosen as one of the two delegates representing Okayama University at the OYW (Manchester). At the summit, I strategized actionable plans to solve global issues with other passionate young leaders. One valuable lesson

I learned from this summit that age is just a number: we are never too young to lead, and we are never too old to learn.

Extracurricular: Dental Volunteer

Giving back to the community is also something I am passionate about. I had the fortunate opportunity to participate in dental volunteer work overseas - in the Philippines. We educated and provided free dental care to children in impoverished areas. This humbling experience made me reflect on how to make a genuine, positive impact on these children's life. I first-handily realized how "volunteer work" is most valuable when we help create a sustainable system that is independent and within their environmental and socioeconomic capabilities.

Extracurricular: Dental Research

My most life-changing extracurricular activity was Dental Research. I had the privilege to research at the Dept. of Oral Morphology. Some of my achievements included: 1) Winning the Student Clinician Research Program (SCRIP) Competition, a national dentistry competition; 2) Representing Japan at the AADOCR Conference; 3) Publishing a review journal, and 4) Presenting my research at six research conferences.

I was surprised at how much I enjoyed my mind being stimulated in a different way in basic research than in clinical work. My whole career trajectory was altered; I now hope to become both a Dentist and a researcher.

IB STUDENT
LIFE**Student Name:** Haruhi Kaneko

Hi everyone! My name is Haruhi Kaneko. I am a second-year student at Okayama University Dental School. I was born in Kochi and moved to Tokyo, Kobe, and Okinawa. Now I live in Okayama. I graduated from Okinawa Shogaku, a Japanese high school in Okinawa. Okisho started taking IB Diploma Program 8 years ago, and when I was a 1st grade, it was my 6th year. None of the seniors were admitted to the medical faculty using the IBDP, so teachers let students who want to go to a university of science and medicine take in 4 HLs, including Math HL, Biology HL, and Chemistry HL. In the end, considering the subjects needed to apply to the university and the score I could get on the exam, I took Chemistry SL, Math HL, Biology HL, Literature HL, History SL, and Language B SL in the exam. I had the desire to want to attend Okayama University because it is IB-friendly.



I celebrated the “Coming of Age” day

When I was a first grade, I needed clarification on the different system of classes from high school and the change in lifestyle, such as living alone, and also by the effects of Corona. Now in my second year, I have more classes related to dentistry and have started practical training. I returned to face-to-face classes, and I made friends in my class. In club activities, I joined the Jyunkoshiki Baseball (semi-hardball) club as a manager. Although the national tournament was canceled, I was able to make friends with university students from outside the prefecture.

IB STUDENT LIFE

Student Name: Sean Doman



Hi everyone! My name is Sean Doman. I am a first-year student at Okayama University Dental School. Before joining here, I graduated from an international school in Osaka. Born and raised in the US, almost all my educational background centered around IB learning. Completing both the MYP and DP, along with the exam, was a challenging but rewarding experience.

My Interests

In terms of interests, my active passion is to go fishing and camp out with friends. Usually, my plan is to catch fish and make sashimi straightaway for the night. However, in case of a bad catch, I always pack a whole other meal to eat.

My passive passion is to watch movies at the cinema. The best way is to visit a random weekday night show and hop in without any clue about the film. My recent best was the movie 'RRR' directed by S.S. Rajamouli. It was a great action filled film, which I would have definitely skipped over without this method.

Challenges and New Experiences

Slowly but steadily adapting to the environment, the first year at Okayama was filled with brand-new experiences.

The Kendo club provides insight into a traditional Bushido mentality. The club includes other students majoring in Medicine and nursing. Communication through the sport creates a good bond between peers and strengthens skills to compete better.

How is Okayama University?

Okayama University was always my top choice to pursue dentistry in Japan. The welcoming and accepting environment that the university provides for IB students is great. I look forward to the coming years as an 'Okadaisei' to study dentistry.