

## Geoscience for the university student support programme

# Yusuke Katsurada[1]

[1] NUCSC

Recent educational outreach activities aim at measures against the trend away from natural sciences. The many-sided viewpoints and wide time-and-spacial scales of geosciences have made large contributions toward raising people's interests for nature and science. On the other hand, at the recent higher education, that is involved in competing principle, students tend to lack of scientific interests. Therefore, it is necessary to stimulate students' curiosity to make them have motivation and to sustain their interests. Like the usual outreach activity, introduction of appeals and importance of sciences through geoscience not only to children but to university students is effective. Then geoscience-related contents are attempted to be applied to the student support programme at Nagoya University.

The Student Counseling Center, Nagoya University started the new student support programme named Student Support Mesh Project (nicknamed as Mes huttes) from later 2007 with the intention of building mesh-like supporting system based on the potential supportability of university faculties. Various activities of this mesh-like supporting system are aimed at stagnation prevention and comeback from stagnation (being away from university in other words). Geoscience-related contents were applied for the following activities in the 2008 fiscal year:

- 1) August, 2008: Field trip to Tsubutegaura, Aichi prefecture (sedimentary rocks)
  - 2) September, 2008: Observation of building stones at Higashiyama Campus of Nagoya University
  - 3) November, 2008: Field trip to Seseragi-Kaido, Gifu prefecture (volcanic rocks)
  - 4) December, 2008: Observation of building stones at Sakae area, Central Nagoya
  - 5) March, 2009: Observation of building stones at Nagoya station, Central Nagoya
- 1 and 3 were not geoscience-focused activities but visiting geological sites was included since the activities were field trips. 2, 4 and 5 were geoscience-focused activities doing observation of familiar building stones from geological, petrological viewpoints.

One graduate student whose major is different from geoscience was away from his academic activities but started contact with his supervisor expressing interests of what he has seen at the event. The other undergraduate student was also away from classes before deciding his major but started expressing his wish to major paleontology at the counselling sessions after attending some events. Another graduate student, who was not away from school but attended the event for a change, told the experience can inspire her to incorporate radical view in her study. These results show geoscience-related contents for student support programme have possibility of stagnation prevention and/or comeback from stagnation. Detailed contents of the activities are reported in the presentation.