北陸先端科学技術大学院大学研究室教育指針
Laboratory Education Guideline

研究室教育指針は、学則第３０条の３に基づき、研究指導の方法及び内容並びに修了までの研究指導の計画をあらかじめ明示するものです。
Based on the Article 30-3 of the general academic rules, the Laboratory Education Guideline is intended to clearly outline the methods and content of research guidance, as well as the plan for research guidance until completion.

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1. 研究テーマ / Research Theme

The research and development of methodologies, tools, and supportive media that enable humans to better exercise their intellectual capabilities, exemplified by creativity. Specifically, research into methods that stimulate human intellectual curiosity and ambition by leveraging inconveniences, obstructive elements, and any negative factors such as misinformation and disinformation—elements that engineering generally seeks to eliminate—with the goal of addressing the issue of intellectual and creative atrophy, a concern heightened by recent AI advancements.

2. 修得が期待される能力 / Competencies expected to be acquired

研究室教育は必修 A 科目（先端）又は研究支援科目（融合）の一部として単位化されており、この欄はそれら科目のシラバス上の達成目標の一部となります。
Laboratory Education is accredited as a part of the Required courses A (Division of Advanced Science and Technology) or Research Support Courses (Division of Transdisciplinary Sciences), and this section constitutes a part of the course goals stated in the syllabus for such subjects.

The ability to identify problems within various (collaborative) creative activities undertaken by individuals, groups, or organizations; the ability to devise and implement solutions to those problems; and the ability to demonstrate the effectiveness of those solutions, implemented systems, or tools. Particular emphasis is placed on developing the capacity to generate unconventional ideas—ideas that defy conventional wisdom, such as those born from reverse thinking. Acquiring these abilities enables individuals to become proactive R&D personnel within research institutes or companies—possessing high creativity and autonomy—who consistently generate their own ideas, formulate their own themes, and construct practical solutions themselves, rather than merely passively executing assigned tasks.

3. 研究指導方針 / Research Guiding Principle

We place great importance on each student's autonomy in setting their research theme. We require students to deeply contemplate and formulate their own research theme by identifying what is truly necessary for their personal growth and creativity, treating it as a deeply personal and pressing issue. Furthermore, we require them to implement that idea and evaluate its effectiveness by actually using it. In the first-year seminar, we conduct thorough brainstorming sessions for theme setting, honing problem-discovery skills and creative thinking. In the second-year seminar, through research progress reports, we develop problem-solving abilities, summarization skills, and presentation proficiency.

4. 研究室活動の内容及び方法 / Content and Methods of Laboratory Activities

☐日次活動 / Daily Activities：
☑週次活動 / Weekly Activities：
Laboratory seminars are held weekly. All students are required to attend regardless of their research topic. Each student is expected to present approximately every other session. Presentations should cover research ideas (for M1 students) or progress reports (for M2 students), along with a summary of a paper of at least four pages read in relation to their research. Students other than the presenter should actively ask questions and offer additional suggestions regarding the presentation content.
☐月次活動 / Monthly Activities：
☑不定期活動 / Occasional Activities：
Individual research meetings will be held as needed. As part of the new student orientation, M1 students are required to independently draft a research proposal within the first two months after joining the lab and to read at least 10 papers related to their

research plan (for Japanese students, at least 5 of these must be English papers) and prepare summary reports. For doctoral students, active presentation at academic journals, international conferences, domestic symposia, and research meetings is required. For master's students, at least two conference presentations (typically at the Information Processing Society of Japan symposia and research meetings) are required before graduation.

5. 年間スケジュール / Annual Schedule

本学の全学共通の年間スケジュールは「履修案内」の「学位取得に至るスケジュール」を参照してください。(本学HP 参照：ホーム＞教育＞履修関係＞履修案内)

Please refer to the "Degree conferment schedule for the master's program/doctoral program" in the "Degree Completion Guide" for university-wide common schedule (JAIST website: Home >Education>Taking Courses>Degree Completion Guide)

The two-year schedule for master's students enrolling in April is as follows:

- July–August: New Student Orientation (drafting research proposal and summarizing 10 related papers)
- September: New Student Orientation Presentation Session, followed by weekly participation in lab seminars
- October: Lab retreat or equivalent event
- November–December: Secondary research theme
- December: Prepare Research Proposal Draft Version 0 and submit to co-advisor and sub-theme advisor
- January: Revise plan based on feedback from co-advisor and sub-theme advisor on Draft Version 0
- March: Finalize and submit Research Proposal
- April: Begin substantive work on main theme research
- September: Interim presentation session
- December: Prepare and submit paper for the Information Processing Society of Japan Interaction Symposium
- January: Writing master's thesis
- February: Submit master's thesis, final review session. Submit paper to Information Processing Society of Japan research group
- March: Participate in and present at the Information Processing Society of Japan symposium and research group